CHAPTER III
RESEARCH METHOD

This chapter provides a comprehensive overview of the research methods employed in this study, detailing the procedures, rationale, and explicit relations between the research questions and the data collection and analysis processes. The aim is to establish the study's credibility by clearly articulating the research design, participant selection, data collection techniques, data analysis approach, and the alignment of each method to the guiding research questions.

3.1. Research Method and Design

This study adopts a qualitative research methodology, recognizing that the complexities of implementing the Genre-Based Approach (GBA) in teaching multimodal analytical exposition writing are best explored through in-depth understanding and interpretation rather than numerical quantification (Arseven, 2018; Tondeur et al., 2020; Schmidt et al., 2009).

Within the qualitative paradigm, an intrinsic single-case study design was chosen (Stake, 1995; Yin, 2018) because the case—the implementation of GBA for pre-service English teachers—is intrinsically important to investigate, not merely representative of a broader population. This design allows for a focused, context-rich exploration of how the GBA cycle facilitates the creation of multimodal analytical exposition texts, enabling a deep understanding of pedagogical processes, student engagement, and the development of multimodal literacy skills in authentic classroom settings.

The intrinsic single case study was selected over other designs such as comparative case studies or ethnography because the research aims to gain in-depth insights into one unique instructional context, rather than the broader scope of comparative designs and the long-term immersion of ethnography, focusing instead on a deep, detailed investigation of one specific instructional setting within a shorter and more bounded timeframe. This approach ensures detailed examination and captures all the relevant contextual factors (like the teaching instructional processes) without spreading its attention across multiple schools, classrooms, or contexts (which could weaken the depth and richness of the findings). Within this design, each data collection method was strategically chosen to align with and directly address the study's research questions, as shown in Table 3.1.

Research Question	Data Collection Method	Rationale for Alignment
RQ1: How can the Genre-Based Approach be implemented to teach multimodal analytical exposition writing to pre-service English teachers?	Classroom observations.	These methods provide direct evidence of instructional design, scaffolding strategies, and integration of linguistic and visual modes during the GBA stages.
	Student text analysis (SFL framework) and semi-structured interviews with students	These methods capture how each GBA stage supports meaning-making across linguistic and visual modes, revealing effective activities.

Table 3 1. Research Questions and Method Alignment

For RQ1, classroom observations were employed to capture authentic, real-time instructional practices, scaffolding strategies, and the integration of linguistic and visual modes across GBA stages and then student text analysis using the SFL framework and semi-structured interviews were selected to reveal how learning activities within each GBA stage supported meaning-making and multimodal writing development. This explicit mapping between research questions and methods strengthens methodological coherence and ensures that data collection remains tightly connected to the study's aims.

3.2. Research Site and Participants

The research was conducted at a teacher education institution in Indonesia, focusing on 64 sixth-semester pre-service English teachers. This sample size, while large for a qualitative case study, was justified because the study involved all students enrolled in the course. The group was already defined before the study started, based on course enrolment, rather than being recruited separately. This group met the defining features of case study research—bounded by specific parameters of time, place, and participants (Stake, 1995; Yin, 2018)—and facilitated an authentic investigation within its natural educational context, maintaining strong contextual relevance.

All participants were preparing for their Teaching Practicum (PPL) in the following semester, making them an ideal population to investigate GBA integration into multimodal analytical exposition writing. All participants engaged in classroom activities and text production, but for the analysis of multimodal analytical exposition writing products, the works of 10 participants were purposefully selected to represent varied achievement levels, gender, and multimodal literacy experiences.

While all 64 participants took part in the classroom observation phase and contributed to semi-structured interviews and informal feedback sessions, only a purposeful subset of 10 participants' written works was selected for detailed analysis using Systemic Functional Linguistics (SFL). This selection ensured representation of diverse achievement levels, gender balance, and varying degrees of multimodal literacy experience. Purposeful sampling in qualitative research is recommended to capture a range of perspectives while maintaining depth of analysis (Patton, 2015). Analyzing all 64 written products in equal detail would have risked data overload and compromised analytic depth; thus, the focused sample allowed for rich, detailed linguistic and multimodal analysis while still reflecting the diversity of the participants.

The relatively large overall participant number for a qualitative case study is justified by the dual data collection strategy. The majority of participants contributed to observational and interview data, providing scope and triangulation, while the focused textual analysis sample provided the depth necessary for linguistic and visual grammar interpretation. Data capacity for interviews was reached when no new themes emerged from successive participants (Guest et.al, 2006), ensuring both methodological consistency and representativeness within the limited case setting.

3.3.Data Collection Techniques

This research employed various data collection methods throughout the study. As the lecturer for the 12-week program, the researcher implemented the core principles of GBA in the instruction. To assess students' backgrounds and experience with multimodal texts, we administered a questionnaire and a diagnostic multimodal task before the teaching began.
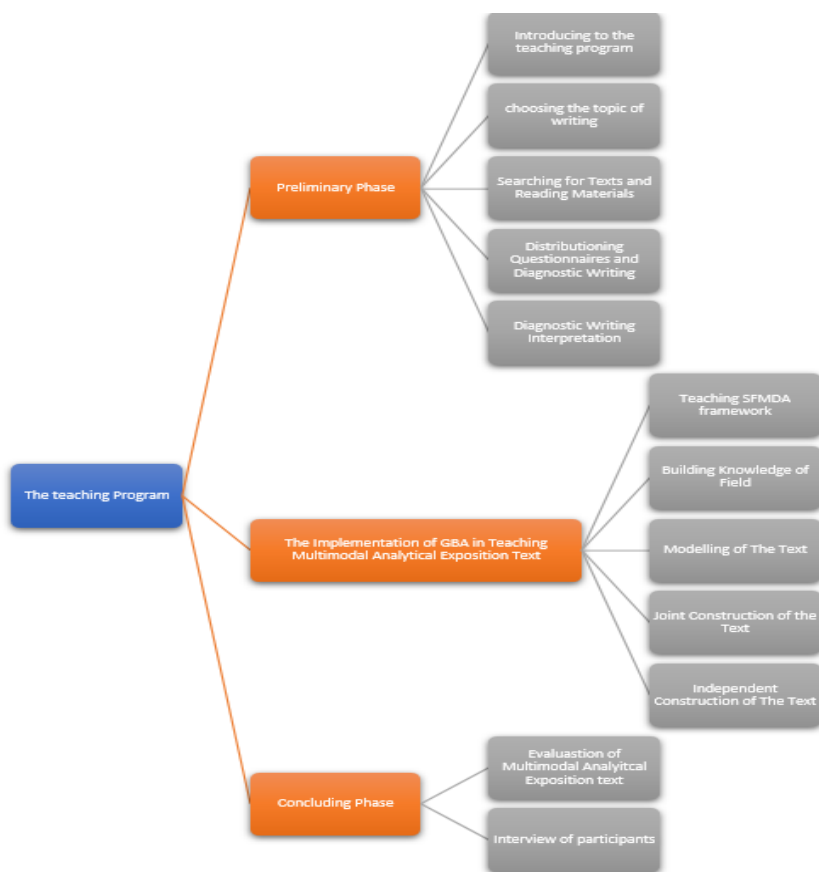
Figure 3. 1. Data Collection techniques

The preliminary phase marked the initial stage of the teaching program, where foundational steps are taken to prepare students for the learning process. This phase begins with selecting an appropriate writing topic, ensuring it aligns with the program's objectives. Next, relevant texts and reading materials are gathered to support instruction and provide students with quality resources. Distributing questionnaires and conducting diagnostic writing exercises help assess students' prior knowledge and identify their strengths and weaknesses. The interpretation of these diagnostic results informs the customization of the teaching program to address specific student needs effectively.

The finishing phase is the text analysis through the SFL framework (Mood/ modality, transitivity analysis and Theme/ Rheme). Mood/ modality, transitivity analysis and Theme/ Rheme are chosen to analyze multimodal analytical exposition texts because they reveal how meaning is constructed through language, especially argumentation, and stance. These three elements are central components of Systemic Functional Linguistics (SFL), which views language as a resource for making meaning in social contexts (Halliday & Matthiessen, 2013;

Eggins, 2004; Van Leeuwen & Kress, 2006; Martin &Rose, 2003). The structured progression from preliminary preparation to active teaching and concluding with independent application ensures a holistic and practical learning journey for students, grounded in the principles of GBA and multimodal text.

3.3.1. Teaching Program

Classroom observation was employed to see how the implementation of the Genre-Based Approach (GBA) in teaching multimodal analytical exposition writing. In this study, the researcher also served as the classroom teacher, which enabled direct engagement with the instructional process and immediate access to pedagogical decisions, classroom dynamics, and student responses. This dual role provided both the teacher and the investigator firsthand experience with what happened during the Genre-Based Approach (GBA) lessons Creswell, 2018; Stake, 1995; Yin, 2018).

To ensure systematic documentation and minimize potential bias arising from the teacher–researcher role, field notes were compiled after each session and complemented by audio-visual recordings to capture verbal interactions, visual resource use, and non-verbal signals. These records were cross-referenced with students' multimodal texts and interview transcripts to achieve methodological triangulation (Creswell, 2018; Stake, 1995; Yin, 2018).

Acknowledging the potential influence of the researcher's dual role, steps were taken to reduce bias and enhance trustworthiness. Peer debriefing sessions were conducted with an independent colleague to review observation notes and interpretations, ensuring that emerging insights were not only shaped by the researcher's perspective (Creswell, 2018; Stake, 1995; Yin, 2018). Reflective journaling was maintained throughout the study to critically examine assumptions, decision-making processes, and potential influence on participants. Additionally, the observation data were supplemented with student interviews and written texts, allowing for triangulation across different sources and perspectives.

3.3.2. The Collection of Students' Written Texts

The collection of students' written texts served as a crucial component in tracking the development of their writing skills throughout the program, as well as in evaluating the program's effectiveness in meeting its intended goals. By analyzing the texts they produced, the researcher was able to identify both the challenges the students faced and the successful application of targeted writing concepts (Emilia, 2005). Such analysis is particularly important

for developing an effective EFL writing syllabus in Indonesia, as it provides valuable data on the specific writing situations and needs of Indonesian EFL learners (Emilia, 2005). In this study, the analysis of students' writing was conducted within the framework of Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2013; Eggins, 2004; Emilia, 2005).

1. At the first stage, after students composed their multimodal analytical exposition texts, the analysis focused on the Ideational Metafunction to uncover how they represented experiences and ideas in writing. Using the transitivity system as the framework, the analysis examined the types of processes (actions or events), the participants involved, and the circumstances that provided contextual details such as time, place, and manner. This stage allowed the researcher to identify how students encoded meaning and constructed experiential content through their linguistic choices.

2. Stage Two – Interpersonal Metafunction, at this stage, the analysis focused on the Interpersonal Metafunction, which examined how students constructed interaction with readers through their clause choices. The MOOD system was analyzed to identify declarative, interrogative, and imperative clauses, reflecting different interactional roles. Furthermore, the analysis explored modalization and modulation, which indicate degrees of certainty, obligation, and possibility, thereby showing the stance and authority expressed in students' writing.

3. The third stage involved analyzing the students' multimodal analytical exposition texts through the textual metafunction, specifically by examining Theme and Rheme. The purpose of this analysis was to identify the focus of information presented by the students. The analysis of Theme was divided into three types: Topical Theme, Interpersonal Theme, and Textual Theme.

   o The Topical Theme was examined to determine whether the main focus of the clause was on a Participant, Process, or Circumstance.

   o The Interpersonal Theme aimed to reveal the extent of interaction established by the writers with their readers, typically marked by the use of modal adjuncts (e.g., *perhaps, certainly, unfortunately*), Finites in questions (e.g., *Do you think…?*), or Vocatives (direct addresses to readers, e.g., *dear readers*).

   o Finally, the Textual Theme was analyzed to trace the connections between clauses, usually signaled through conjunctions (e.g., *and, but, however, so, therefore*) or continuatives (e.g., *well, now, of course*). For instance, in the

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clause *However (Textual Theme), teachers still face challenges in multimodal classrooms (Rheme)*, the conjunction *However* serves to guide the reader in recognizing the logical relationship between clauses.

By combining these three kinds of Themes, students' texts become coherent (with a clear flow of ideas), informative (with explicit content focus), and interactive (reflecting the writers' stance toward their readers). This analytical framework is rooted in Systemic Functional Linguistics (SFL), which views language as a resource for meaning-making through three metafunctions (Halliday & Matthiessen, 2013; Eggins, 2004). In the Indonesian EFL context, such an approach has been widely applied to support academic writing pedagogy (Emilia, 2005).
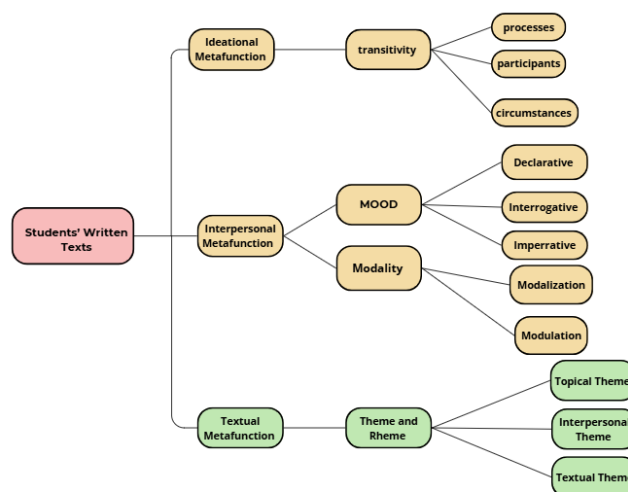

Figure 3. 2. The Clause-by-Clause SFL Analysis

In similar, the students' visual images were analyzed using the Representational Visual Structure (Van Leeuwen & Kress, 2006). The analysis was conducted by examining the appropriateness of the visual images provided in the multimodal analytical exposition texts. The function of the representational visual structure analysis is to investigate how meaning is represented visually, which is divided into two categories: Narrative Representation and Conceptual Representation.

- Narrative Representation functions to show how visuals depict processes, participants, and circumstances — essentially *"who does what, to whom, where, and how."*
  - *Process*: Identifies actions or events (e.g., running, pointing, writing).

- *Circumstance:* Provides contextual details such as setting, time, or background.

- Conceptual Representation functions to explain how images construct categories, definitions, or symbolic meanings rather than actions. This is further divided into three processes:

  - *Classification Process*: Groups participants into categories (e.g., student vs. teacher).

  - *Analytical Process*: Shows parts–whole relationships (e.g., a diagram labeling parts of the digestive system).

  - *Symbolic Process*: Represents abstract or symbolic meanings (e.g., a dove = peace, light bulb = idea).

By analyzing students' multimodal texts through both Narrative and Conceptual Representations, teachers and researchers can understand both the dynamic meanings (events, actions, context) and the conceptual meanings (categories, relations, symbols) embedded in students' visual images. This provides a holistic interpretation of how students construct meaning multimodally.
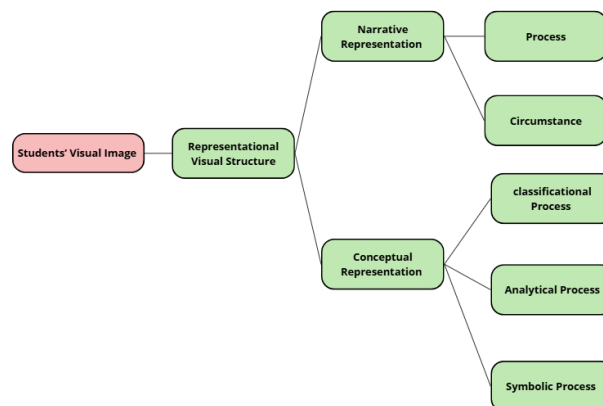

Figure 3. 3 Representational Visual Structure analysis

In conclusion, the combined analysis of students' written texts and visual images provided a comprehensive understanding of their development as multimodal communicators. Through the application of Systemic Functional Linguistics (SFL), the study was able to uncover how students represented experiences, exchanged interpersonal relationships, and organized information in their writing, while the Representational Visual Structure framework described how they constructed meaning through images. This integrated approach not only revealed the relationship between linguistic and visual modes but also highlighted students'

strengths, challenges, and evolving competencies throughout the program. The findings offer valuable insights for designing more effective EFL writing and multimodal literacy instruction in the Indonesian context, ensuring that both textual and visual meaning-making skills are encouraged to meet the communicative demands of the 21st century.

3.3.3. The Interview

The last data collection technique is interview "A conversation where the interviewer and interviewee engage and influence each other's responses" (Emilia, 2005; Kvale, 1996). Through these in-depth conversations (interviews), students could reflect on their learning journey within the program. This helped them identify areas of personal growth and connect those advancements to specific teaching methods. Essentially, the interviews catalyzed students to consciously recognize the knowledge they gained and how the program fostered those developments. The interviews served as a crucial tool for data validation. Allowing students to voice their experiences allows the researcher to confirm or refine the interpretations from observing classroom interactions and analyzing their written work (Ryan et al., 2007; Johnston et al.,2023).

An interview was also an important way to evaluate students' writing skills. Conducting interviews with student teachers proved to be crucial. Their responses shed light on their current understanding of teaching and learning (Emilia, 2005;Myhill et.al, 2023). To gain a holistic perspective on the program's impact, student teachers participated in interviews conducted immediately after the program and captured their experiences as learners. After 12 meetings were finished, a follow-up interview was deemed essential. By the end of 12 sessions, students had experienced the entire instructional process, enabling them to engage meaningfully in reflection about what they had learned and how they applied it in practice (Feez & Joyce, 1998; Hammond et al., 1992).

 This additional interview explored how their perceptions had evolved – not only as learners who had applied their knowledge but also through the lens of their developing roles as student teachers. This time gap allowed researchers to capture the program's lasting influence as student teachers integrated their learning into their teaching practices.

The study employed a guided or semi-structured interview format for both interview stages. This approach balanced achieving the research goals and allowing student teachers to express their experiences and perspectives in detail Field and Morse (Emilia, 2005; Khair &Misnawati, 2022). The structured elements ensured the researcher gathered all necessary

information, while the open-ended nature allowed in-depth exploration of the concepts through the participants' own words and descriptions. This approach ultimately produced a richer understanding of the program's impact on student teachers. To reduce bias in student interviews, the researcher ensured honest answers. Since students might change their responses to please the teacher, a fellow instructor—who had observed the class—joined the interviews to help ask questions and keep the discussion fair.

The interview setting was carefully planned to optimize data collection. The researcher conducted the interview; it was held in English to maintain consistency. However, students were encouraged to express themselves freely in Bahasa Indonesia whenever necessary to ensure clear and insightful responses. Additionally, a quiet classroom environment minimized distractions and facilitated clear audio recording for later transcription and analysis. These measures ensured a professional and focused interview setting conducive to gathering rich and accurate data from the student teachers.