

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents some aspects related to research methodology that was used in the research. Site and participants of the research, research design and methods, data collection and data analysis techniques are elaborated. The concluding remark is also reported.

#### **3.1 Site and Participants of the Research**

The research was conducted in one state junior high school in Cimahi. The reason for choosing the site was the school authorities allowed the researcher to conduct the research. It was also accessible because a teaching practicum was conducted at the school in the previous academic year. The researcher has been familiar with the condition and the situation of the school. It helped researcher adapt to the environment of the school and the students easily.

The participants of the study were the second graders of junior high school and there were twenty seven students involved in the research. The class was chosen as the recommendation from the English Teacher.

#### **3.2 Research Design and Methods**

Based on the aim and research questions of the study, the research used Descriptive research design as described by Hancock & Alqozzine (2006) that Descriptive research design has an objective to discover the phenomenon which is seen by the participant point of view within its context as well as employ the characteristic of single case study since it is carried in the small cases and focused on one particular instance of educational practice and not be generalized (Cresswell, 2012). From the explanation above, this current research was conducted to discover whether the implementation of Process–Genre based approach helps develop students’ ability in writing a Descriptive text. Thus, in the present research, the case is represented as a process of the implementation of teaching approach consisting of a series of steps that form sequential activities

(writing) (Cresswell, 2012, p. 465). In other words, case study was conducted to “gain in-depth understanding of situations and meaning for those involved” (Hancock & Alqozzine, 2006, p. 16).

The research also searched for the explanation of students’ responses towards the implementation of Process-Genre based approach in their abilities in writing a Descriptive text to gain “in deep and varied sources of information” (Hancock & Alqozzine, 2006, p. 16). The researcher played roles as the teacher and observer (participant observation role) (Bernard, 2006). This study also can be named experimental research because the researcher put a treatment to the subject being investigated to achieve the object but this study did not attempt “to set up experimental and control group” as in experimental research design (Nunan, 1992, p. 82).

### **3.3 Data Collection Techniques**

As a single case study research, three data collections were used in this research; classroom observation for five weeks, document analysis and interview conducted on the last day of research.

#### **3.3.1 Classroom observation**

Classroom observation was conducted for five weeks, starting from September 6, 2014 to October 11, 2014. Classroom observation was conducted twice a week for two-learning hour (80 minutes). Classroom observation was used in this study because it sought to “answers the question being investigated and maximize the usefulness of data are gathered” (Hancock & Alqozzine, 2006, p. 47).

The classroom observation was divided into two stages, preliminary stage and the implementation of Process-Genre based approach stage. The preliminary stage was conducted twice before the implementation of its approach. It sought on how the teacher taught writing practice, students’ behavior towards writing practice, the difficulties in doing writing practice and the students’ writing products before the implementation of Process-Genre based approach. The result of preliminary stage was used as guidance to create lesson plan for learning

process during the implementation of Process-Genre based approach. In Preliminary stage, the role of the researcher was as a nonparticipant observer. It means that the researcher did not involve in the activities of the participant (students) (Creswell, 2012). The researcher came as the outsider who sat to watch and took a note the phenomenon under the study.

The implementation stage was proposed to set into practice of the Process-Genre based approach. In this stage, the researcher acted as participant observer since the reseacher observed and did all the activities done by the object of the research that was implementation of Process-Genre based approach. This is in line with Creswell (2012) who stated that participant observer is an observational role when “the researcher takes a part in the activities in the setting they observe”. The researcher made observation field note during the implementation of Process-Genre based approach to record the data right after the observation was finished, thus, avoiding missing information from the research (Hancock & Alqozzine, 2006). The observation field notes (see Appendix B) focused on the activities that have been done and the interaction between teacher and students in the classroom. It aims to help “increase the researcher’s sensitivity to his own classroom behavior and its effects and influence on students” (Allwright, 1988, p. 77, cited in Emilia, 2005).

### **3.3.2 Documentation of students’ text**

Document analysis was also used in this research. The main documents analyzed were students’ writing products consisting of diagnostic texts taken from preliminary observation and final writing products taken from Independent Construction stage. At the end of the implementation of Process-Genre based approach, all students’ texts were submitted. Nine students’ texts were chosen to be analyzed (see Appendix D). Due to limited space, six texts from three students were chosen to be analyzed and discussed in depth in chapter IV as representative of each category of achievements after the discussion with the teacher and looking at the final writing products. It was aimed at seeking the impact of the implementation of Process-Genre based approach towards students’ writing

ability. Six sample texts (see Section 4.2) submitted from diagnostic texts and final writing texts were analyzed. The analysis covers three categories of learners' achievement, they are: low-, middle-, and high-achieving.

### **3.3.3 Interview**

Interview was administered to get deeper information about students' responses towards the implementation of Process-Genre based approach. The interview was conducted in two stages, including informal interview and formal interview. Informal interview was conducted during the classroom observation at the end of the session to seek students' responses. In contrast, the formal interview was conducted at the end of the implementation of Process-Genre based approach that was recorded and transcribed. It was done in the form of individual interview.

At the end of the treatment, a semi structured interview was conducted (Hancock & Alqozzine, 2006; Nunan, 1992) to gain the information from guided questions that invite interviewee to answer openly and freely from their perspective towards the treatment of Process-Genre based approach in writing a Descriptive text. The interview was given to nine students representing three categories of achievement by using interview guidelines which consist of 9 open questions (see Appendix C). All interviews were audio recorded. It used Indonesian Language to give students freedom, comfort and no burdens when answering the guided question as well as avoiding misunderstanding to the questions and answers.

## **3.4 Data Analysis Techniques**

After all data were collected as a single case study, the data was analysed and elaborated in several steps below.

### **3.4.1 Classroom observation**

The description of preliminary observation and learning process in which Process-Genre based approach was implemented were noted down using teacher's observation field notes (see Appendix B). The observation field notes of the preliminary observation and implementation of Process-Genre based approach

were transcribed. Then, the researcher summarized the activities done related to the study and then matched the data with the research question. Finally data were related to the theory of Process-Genre based approach. This data were also used to support the students' responses towards the implementation of Process-Genre based approach and how the Process-Genre based approach was implemented.

### **3.4.2 Documentation of students' text**

The analysis of students' writing products was divided into three steps and it followed text analysis proposed by Christie (2005) and Emilia (2005). First, the analysis started with analysis of schematic structure and social purpose of diagnostic text, followed by analysis of linguistic features of Descriptive texts by using Systemic Functional Linguistics, especially on experiential metafunction. Second, students' final text was analysed in terms of social purpose, schematic structure, and linguistic features of Descriptive text by using Systemic Functional Linguistics. Lastly, it was summarizing the diagnostic text and student's final text in order to see the developments of students' ability in writing a Descriptive text.

#### ***3.4.2.1 Analysis of schematic structure***

In this step, the overall meaning construed and schematic structure found in the samples of Descriptive texts was analyzed in order to find out the social purpose of text. The samples of students' diagnostic text and final writing product were broken down into clauses and segmented into elements of Descriptive texts; Identification and Description, as proposed by some experts such as Emilia (2012), Gerot and Wignell (1994), Derewianka (2004), Knapp & Watkins (2005), and Emilia and Christie (2013). Below is the example of the analysis of schematic structure of Descriptive text taken from low-achieving student's final writing products.

**Table 3.1 Example of Schematic Structure Analysis**

<b>My Orchid</b>	
<b>Identification</b>	
1.	My favorite flower is Orchid
2.	I plant it in my garden
<b>Description</b>	
3.	The color of the petal is pink
4.	It has so many petals
5.	The shape of the petal is oval tear shapes
6.	My orchid has sepal
7.	It is green
8.	The pistil color is yellow
<b>Personal Comment</b>	
9.	I water my orchid in the morning
10.	It is really beautiful flower
11.	I love my orchid so much

### 3.4.2.2 Analysis of linguistic features

After identifying the social purpose and schematic structure of the text, the next step was identifying the linguistic features of texts using experiential metafunction. The clauses in texts were analyzed using Transitivity system analysis to investigate the interpretation of meaning from texts' processes, participants and circumstances as suggested by genre theorist, Christie (2005) Halliday (1994) and Eggins (1994). The result of analysis were then related to the criteria of Descriptive text's linguistic features which is derived from by Emilia (2012), Gerot and Wignell (1994), Derewianka (2004), Knapp & Watkins (2005), and Emilia and Christie (2013). The following is an example of linguistic features using Transitivity system analysis on Descriptive text taken from low-achieving student's final writing product.

#### Identification

	My favorite flower	is	orchid
	Token	Pr: Int: Iden	Value

#### Description

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	it	has	So many petal
	Possessor	Pr: Poss	Possessed

### 3.4.3 Interview

The analysis of interview used descriptive analysis procedure (Sugiyono, 2008) by transcribing the audio recording, interpreting it and concluding students' responses. The analysis of interview data was done in several steps. First, the data from interview were converted in written form. Second, the interview questions and students' responses were categorized based on the focus of the study; overall comments towards the learning process of Process-Genre based approach, the improvement of their writing ability, learning activities and learning source as well as teaching steps of Process-Genre based approach. Third the data were interpreted to answer the reseach question. Finally, the interview data were used to figure out the students' responses towards the implementation of Process-Genre based approach.

### 3.5 Concluding Remark

This chapter has discussed several important points of research methodology of the study. This study is aimed at improving teaching writing in classroom and improving students' writing ability towards implementation of Process-Genre based approach.

This chapter has explained the site and participants, research design and method, data collection and analysis and the background of choosing the techniques. Moreover, the guided procedure to analyze students' writing product has been explained as well as the data analysis of interview. After explaining the research methodology, the next chapter is going to discuss and analyze the data from the research data collection technique.