

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the aspects related to the methodology of this study. It discusses the procedures of how the study was conducted comprising research design, research site, participants, data collection, and data analysis.

3.1 Research Design

The study as previously mentioned in Chapter One was designed to investigate the implementation of the GBA to teaching writing a recount text at Junior High School level in Bandung. The study has two purposes. Firstly, to find out how the activities at each stage of the GBA can help students improve their writing ability; secondly, to find out students' difficulties to write a Recount text. Based on the purpose above the research questions were formulated to address the following questions: (1) How can the activities at each stage of the GBA help students improve their writing ability? (2) What are the students' difficulties to write a Recount text?

Relevant to the purposes of the study and the research questions above, the study employed a Qualitative Case Study since it was taken place in a natural setting, and the data was collected using multiple methods such as observation, interview and document (Creswell, 2003, p.185). It belongs to a case study since it was carried out in a small scale and the investigation of a single instance (Nunan, 1992, p. 74; Creswell, 2003, p. 15). Moreover, Chapelle and Duff (2003) as cited in Heigram and Crocker (2009, p.71) define a case study specifically for language teacher-researcher.

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Therefore, in this study the researcher acted as a teacher (Stake, 1985, p. 278) as cited in (Emilia, 2005, p.74).

3.2 Research Site and Participants

This study was conducted in one State Junior High School Bandung which was purposively selected for some reasons. First, it was related to the subject matter of the study that was teaching a recount text. Recount text is suggested to be taught in the second grade of junior high school (National Curriculum Center, 2006).The explanation about it see table 10 below.

Table 9 Standard of Competence and Based Competence

Grade 8, Semester 1	
Standard of Competence	Based Competence
6. Expressing meaning of a written short functional text and short simple essay, <i>descriptive</i> and <i>recount</i> to communicate with the closest environment	6.2 To express the meaning of simple short essays in the form of descriptive and recount accurately, coherently and acceptably to communicate with the closest environment

The second reason to choose State Junior High School no 2 Bandung is that the researcher works as a teacher of English there. For this reason it gave more access while maintaining regular teaching learning programs in the class.

The participants of this study were 30 students (15 boys and 15 girls) of grade eight of Two Junior High School in Bandung. Grade eight was chosen since based on the 2006 National English curriculum, the recount text as the focus of the study is stipulated to be taught in grade eight of Junior High School (National Curriculum, 2006, p. 128)

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3.3 Data Collection

As it was outlined previously, the study employed a qualitative case study in which the data were collected using multiple methods or triangulation comprises observation, interview and document (Creswell, 2003, p. 180). However, in this study the data were obtained from classroom observation, analyses of students' texts, and interviews with the students. Each of them will be elaborated below.

3.3.1 Classroom Observations

Classroom observations refer to the conscious noticing and detailed examination of participants' behavior in a naturalistic setting of a classroom, and the aim is to look at what is going on and then give important insights into the external aspects of language learning (Heigham and Croker, 2009, p. 168). As it was stated previously in section 3.1 in this study the researcher acted as a teacher or teacher-researcher as suggested by (Stake, 1985, p. 278, as cited in Emilia, 2005, p.74); therefore, a colleague was needed to record all activities during the teaching program (Shimahara, 1988, p. 87; Van Lier, 1996, p. 90 as cited in Emilia, 2005, p. 79)

The observations investigated the four stages of GBA comprising Building knowledge of the Field; Modelling of the Text; Joint Construction of the Text; and Independent Construction of the Text (Emilia, 2011, p. 33; Gibbons, 2002, p. 61;

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Feez, 1998, p. 28; Derewianka, 1990). The observations to investigate the teaching program spent for weeks or longer (Gibbons, 2002, p. 61).

The activities at the stage of Building knowledge of the field including reading some references to learn to the topic, learning vocabulary, and having an Excursion as suggested by (Emilia, 2011, p. 33; Derewianka, 1990, p. 6; Feez, 1998, p. 28; Gibbons, 2002, p. 61),

The activities at the stage of Modeling of the Text including reading some recount texts to learn generic structure, language features, and language function of the text; learning related grammar and vocabulary as suggested by (Emilia, 2008, p. 22; 2011, p. 45; Derewianka, 1990, p. 7; Feez, 1998, p. 29; Gibbons, 2002, p. 64)

The activities at the stage of Joint Construction were arranging a recount plan; composing a recount text together with all the students led by the teacher as suggested by (Derewianka, 1990, p. 8; Rothery and Callaghan, 1988, p. 42; Joice and Feez, 2012, p. 127, 128; Humphrey and Mc Naught, 2011, p. 100; Gibbon, 2002, p. 66).

The activities at the stage of Independent construction including creating a recount plan individually; writing a first draft; consulting the teacher; getting some feedback from the teacher, revising the draft/writing draft 2, editing, proofreading, and publishing as suggested by (Emilia 2011, p. 69; Derewianka, 1990, p. 9; Feez, 1998, p. 31; Gibbon, 2002, p. 67; Callaghan and Rothery, 1988, p. 45; Joice and Feez, 2012, p. 128).

During the observations the researcher made field notes and recorded the teaching learning activity in a video recorder as suggested by (Nunan and Bailey, 2009, p. 259)

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so that the data would be obtained more accurately. Discussion about the classroom observation will be presented in detail in Section 4.2.

3.3.2 Analyses of Students' Texts

Students' Recount texts to be analyzed were obtained before and during the implementation of the Genre Based Approach. The texts written before the implementation of the GBA or during a diagnostic test were written by the students without any intervention or direction from the researcher. Then, the texts were graded into low, mid, or high text by analyzing them using rubrics from Rose (2012, p. 3) (See appendix 2). It was found that Text 5.1 written by Aldy was graded as a low text, while Text 5.2 written by Betty and Text 5.3 written by Chandra respectively was rated as a middling and high text (All names are pseudonyms). These texts were considered as unsuccessful texts. Therefore, after applying the Genre based Approach the students could improve their writing ability. Analyses of students' diagnostic texts will be discussed in detail in Section 4.3.

To capture the development of the students' writing skill, the researcher analyzed three other texts written by the same students who wrote the text during a diagnostic test. They are Aldy, Betty, and Chandra. The texts were written by them during the implementation of the Genre based Approach or at the stage of Independent Construction after they followed three other stages including Building Knowledge, Modelling, and Joint Construction. These are Text 6.1 written by Aldy, Text 6.2 written by Benny, and Text 6.3 written by Chandra. The texts showed the

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improvement of the students in their writing. Analyses of students' independent texts in detail can be seen in Section 4.3.

3.3.3 Interviews

The third data were gained from interviews with the students. Interview refers to a conversation with a purpose (Burgess, 1984, p. 102 as cited in Heigham and Crocker, 2009, p. 187). In this study the interviews were conducted (i) to obtain the depth and clear information about the students' perception toward the activities at each stage of the GBA; (ii) to investigate the students' difficulties in writing a recount text. It is relevant to Heigham and Crocker (2009, p. 187) that interviews can provide insights into people's experience, beliefs, perceptions and motivations at a depth.

The study applied an individual and Semi-Structured Interview. Individual interview "provide access to what is inside an interviewee's head and what he/she thinks" (Cohen and Manion, 1980 as cited in Emilia, 2005, p. 82). A Semi-structured interview was used so that the interviewer had prepared the topics and the questions to be asked and the interviewees could decide what to say and how to say (Heigham and Crocker, 2009: 183; Nunan, 1992, p. 149).

The advantages of the Semi-Structured interview (Nunan, 1992, p. 150) are "firstly, *it gives the interviewee a degree of power and control over the course of the interview; secondly, it gives the interviewer a great deal of flexibility; thirdly, it gives one privileged access to other people's lives*".

The interviews involved nine students (Nunan, 1992, p. 74; Creswell, 2003, p. 15 who represented various levels of achievement (Aldy, Betty, Chandra, Haikal, Tinna, Hendra, Akbar, Cheppy, and Haura, All are pseudonyms). These were conducted right after the learning program. Moreover, to get clear understanding between the interviewer and the interviewee, the interviews were conducted in Bahasa Indonesia (Hyon, 2002, as cited in Emilia, 2005, p. 84). The information from the interviews was recorded using handwritten notes (Creswell, 2003, p. 190). Samples of the interviews can be seen in the appendix 9.

The interviews were conducted to obtain detail data about students' perception toward the activities at each stage of the GBA and to find out students' difficulties when they wrote independent text. The data obtained from the interviews were used to answer the research questions (Heigham and Crocker, 2009: 183; Nunan, 1992, p. 149). Then, the findings were used to promote that the activities at each stage of the GBA can help students improve their writing ability (Joice and Feez, 2012, p. 117-129; Emilia, 2011, p. 34, 49; Gibbons, 2002, p. 62,67; Nation, 2009, p. 97; Knapp and Watkins, 2005, p. 38; Humprey and Droga, 2011, p. 8; Derewianka, 1990, p. 8; Rothery and Callaghan, 1988, p. 42). Discussion about the interview data will be presented in detail in Section 4.4.

3.4 Data analysis

As previously stated that the study employed a qualitative approach where the data were obtained from the classroom observation, analyses of students' texts, and interviews with students (Cresswell, 2003, p.180). The elaboration can be seen below.

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Regarding data obtained from classroom observation. The classroom observations were conducted to investigate the teaching program applied in this study. As it was stated previously in section 3.3, the teaching program employed four stages of the GBA comprising Building knowledge of the Field; Modelling of the Text; Joint Construction of the Text; and Independent Construction of the Text (Emilia, 2011, p. 33; Gibbons, 2002, p. 61; Feez, 1998, p. 28; Derewianka, 1990). The observations spent for 12 meetings (Gibbons, 2002, p. 61). The teaching program will be presented in detail in Section 4.2.

Secondly, data were obtained from analyses of students' texts. There were two kinds of texts to analyze. The first ones were the diagnostic texts written by students before the implementation of GBA. The second ones were independent texts written by the students during the stage of Independent Construction. The diagnostic texts were then analyzed using rubrics (Rose, 2012, p. 3) to determine which text belonged to low, middle, or high. Then the diagnostic and independent texts were analyzed using SFL to identify the improvement of the texts (Eggins, 2004; Gerot and Wignell, 1994). Analyses of students' texts will be elaborated in detail in Section 4.3.

Thirdly, data were obtained from interviews with students. In this case the researcher interviewed three students (Nunan, 1992, p. 74; Creswell, 2003, p. 15) who respectively belonged to high, mid, and low achiever. The interviews were conducted to identify the students' difficulties to write a Recount text and to investigate students' opinion toward the activities of the four stages of the GBA (Heigham and Crocker 2009, p. 187). The interviews with students will be elaborated in detail in Section 4.4.

Then the data from the three sources were analyzed to answer the research questions (Cresswell, 2003 p.185).

3.5 Systemic Functional Grammar

In EFL context language is structured to make three major of meanings: Textual, Ideational and Interpersonal (Gerot and Wignell, 1995, p. 22). The Textual meanings are realized in the Theme system; The Ideational meanings are realized in Transitivity System; and Interpersonal meanings are realized in the Mood System.

3.5.1 The Theme System

It is assumed that in all languages the clause has a character of message. According to Halliday and Matthiessen (2004) as a message structure, a clause consists of a Theme and a Rheme. The Theme serves as the starting-point of the message, so it comes first in the clause (Eggins, 2004, p. 299). Rheme is the part in which the theme is developed. In a clause a Theme is always put first preceding the Rheme (Eggins, 2004, p. 299).

There are three types of Themes: Topical, Textual, and Interpersonal Themes (Gerot and Wignell, 1995, p. 104). Theme is when the first element in the clause is in the form of Transitivity function, such as Participant, Process, and Circumstantial factors (Eggins, 2004, p. 299). Interpersonal Theme occurs before the Topical Theme. They

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may be Unfused Finite, Mood adjunct, Comment Adjunct, and Vocative elements. Textual Theme is element which does not express any interpersonal or experiential meaning, but which is doing important cohesive work in relating the clause to its context (Eggins, 1994, p. 296)

Table 7 Samples of Theme System

Topical Theme:

	Topical Theme	Rheme
Participant as a theme	We	went to Jogjakarta by bus
Process as a theme	Don't play Close	football in this field the door
Circumstantial as a theme	Last week	we went to Jogjakarta
Exclamative	How fantastic What a wonderful trip	

Textual Theme:

	Textual Theme
Coordinating Conjunctions	... for, and, nor, but, or, yet, so
Correlative Conjunctions	either ... or; neither ... nor; not only...but also; both ...and
Conjunctive Adverb	also, besides, finally, for example, furthermore, however, in addition, in fact, in other words, instead, meanwhile, moreover, next, on the other hand, otherwise, then, therefore, thus
Subordinating Conjunctions	after, although, as far as, as soon as, because, before, how, if, since, so that, then, that, unless, until, when, whenever, where, wherever, whether,

Interpersonal Theme:

	Interpersonal Theme	Topical Theme	Rheme
Unfused finite a theme	Can	You	help me
Mood adjunct s a theme	I thought	They	could speak English
Comment adjunct as a theme	Obviously	He	is very upset
Vocative	Mary,	We	decided to wait

3.5.1.1 Thematic Progression

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There are three types of Theme Progressions to develop the ideas in the text: The Theme Reiteration, The Zig-zag Pattern, and The Multiple-Rheme Pattern (Eggins, 2004, p.324).

- The Theme Reiteration: The same element occurs regularly as Theme. For Example.

My family and I went to Jogjakarta
↓
We went there last year
↓
We went there by car

- The Zig-zag Pattern: The Rheme of clause 1 becomes a Theme in clause 2. See the example below

Then we went to a silver shop
The shop sold so many accessories
They were so expensive

- The Multiple – Rheme Pattern: The Theme of one clause introduces a number of different pieces of information. For example.

Having breakfast is important for three reasons.
Firstly, it fuels your body
Secondly, it keeps you motivated
Thirdly, it provides a foundation

3.5.2 The Transitivity System

The Transitivity system construes the world of experience into a manageable set of process types (Halliday and Matthiessen, 2004). There are six types of process, namely Material, Behavioral, Mental, Verbal, Relational, and Existential. Below is the example of each of them (Gerot and Wignell, 1995, p. 104).

Table 8. Samples of Processes in the Transitivity System

Material Process: Processes of doing and happening

Actor	Material	Goal
My friends and I	went	to Jogjakarta

Behavioral Process: Processes of physiological and psychological behaviour

Behaver	Behavioral	
We	are laughing	

Mental Process: Processes of sensing

Senser	Mental	
We	liked	the food

Verbal Process: Processes of saying

Sayer	Verbal	material
The sign	said	no smoking

Relational Process: Processes of being and having

Carrier/Token	Attributive/ Identifying	Attribute/ Value
Jogjakarta	is	a great city
A whole	Is	a mammal

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Existential Process: Processes of existence

Existential	Existent	Circumstance
There we	a lot of visitors	in Borobudur temple

3.5.3 The Mood System

In SFG context Mood System consists of the elements of Subject, Finite, Predicator, Complement, and Adjunct; The two elements of Subject and Finite link together to form the MOOD constituent. The RESIDU is released by a predicator, one or more Complement, and any number of different Adjuncts (Gerot and Wignell, 1995, p. 104). Samples of MOOD and RESIDU in clauses can be seen in Table 9 below.

Table 9 is Samples of MOOD and RESIDU in clauses

Declarative

We	swam	at the beach	
Subject	Finite	Predicator	Adjunct:circumstantial
MOOD		RESIDU	

Interrogative

Can	I	have	something to eat
Finite	Subject	Predicator	Complement
MOOD		RESIDU	

Exclamatives

What a wonderful trip	it	was
Complement/Wh	Subject	Finite
RESIDU	MOOD	

Imperatives

Let's	go	now
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Subject	Predicator	Adjunct: circumstantial
<i>MOOD</i>		<i>RESIDU</i>

3.6 Rubrics

Students' diagnostic texts in this research were analyzed using Rubrics developed by Rose (2012, p.3) to rate the texts into low, middle, or high text. It is suitable to be used in this research since the criteria of the assessment allow teachers to observe students' progress in writing genres as well as to depict language resources and skills the students are using when they are writing (Rose, 2012, p.1).

The Rubrics have 14 criteria categorized into four main groups. These are Context, Discourse, Grammar, and Graphic Features. Context consists of purpose, staging, phases, field, tenor, and mode. Discourse is patterns of language at the level of texts which consists of lexis, Appraisal, conjunction, and reference. Graphic features consist of spelling, punctuation, and presentation.

Table 7 is Rubrics from Rose (2012, p. 4)

Criteria			Score
CONTEXT	Genre	Appropriate genre for the writing purpose	0-3
	Staging	Staging for recount text is orientation, events, reorientation	0-3
	Phases	Basic building block for setting up plot of a story to engage the readers. E.g phases for story. It is classified into 3 main groups. (setting, description), (episode, problem, solution), (reactions, comments, reflections).	0-3
	Field	Plot, setting, characters, and messages of stories.	0-3
	Tenor	Writer reader relation	
	Mode	The channel of communication being used, written or spoken text	0-3
DISCOURS E	Lexis	Words and relations between words that set up the field of a text as it unrolls (repetition, synonyms, contrasts, part-whole relation, class-member relations). Examples of synonym are pleased = glad = happy.	0-3
	Appraisal	evaluating feelings (happy, sad) Judgments of people (kind,	0-3

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		cruel), and things (interesting, boring)	
	Conjunction	All logical relations between sentences and clauses. e.g. addition (and, or), comparison (like, unlike), time (then, before), cause (so, because).	0-3
	Reference	Set of words that keep track to refer to people, things, and places.E.g. the, this, these, those, each, other, more, less, he, she, we, they, you, them, us, and so on.	0-3
GRAMMAR	Grammar	Patterns within the sentence to form appropriate meaning in the text.	0-3
GRAPHIC FEATURES	Spelling	Patterns within the word	0-3
	Punctuation	Uses an appropriate punctuation in the text.	0-3
	Presentation	Appropriate margins, headings, paragraphing, illustration, handwriting, and neatness.	0-3

3.7 Conclusion

This Chapter has presented a detailed methodological description of how the study was conducted including Research Design, Research Site and Participants, Data Collection, Data Analysis, Systemic Functional Grammar, Rubrics, and Conclusion. Data analysis is expected to be able to answer the research questions. Analyses of data from classroom observation, students' texts, and interviews respectively will be presented in chapter four, five and six.