CHAPTER III
RESEARCH METHODOLOGY

This chapter outlines the methodology used in the study which covers the research purpose, research question, research design, research site, research participants, data collections technique, and data analysis. Each of them is explained below.

3.1 The Purpose of the Study

As delineated in Chapter 1, the aim of this study is to investigate the values of the use of Genre-based approach synthesised with Project-based Learning in helping students develop their ability in writing biographical recount text.

3.2 Research Question

In line with the aim above, the study was conducted in order to answer the following research question.

1. "To what extent does the use of Genre-based approach synthesized with Project-based Learning enhance the teaching of writing biographical recount text?"

3.2 Research Design

This study employed a qualitative case study design for four reasons. First, it was intended to explore in-depth analysis of real situation of students' behavior in the teaching program and their writing ability of biographical recount text as similar to one of the characteristics of case study as mentioned by Merriam (1991 p.9), Nunan (1992 p.74), Creswell (2009 p.175), and Frankel et al. (2012 p.427). Second, multiple sources of data collection including observation, documents, and interviews were collected to construct validity featuring case study features (Creswell, 2009 p.175; Frankel et al., 2012 p.427; Nunan, 1992 p.76; Yin, 1993 in Emillia, 2005 p.74). Third, the result of the study was analyzed and described in words rather than

numbers (Merriam, 1991 p.7; Frankel et al, 2012 p.427). Finally, this study used a case study design because it concerned "a small scale, a single case" (Stake, 1985 in Emillia, 2005 p.74) and focused on one particular instance of educational experience or practice (Freebody, 2003 in Emillia, 2005 p.74) that is, a teaching program where "the researcher acted as teacher" (Stake, 1995 in Emillia, 2005 p.74).

3.3 Research Site

This study was carried out at one secondary school of Madrasah Tsanawiyyah in Cikalongkulon district, Cianjur, West Java, Indonesia. This research site was chosen for two reasons. First, the researcher has been one of the teaching staffs with more than six years teaching experience as an English teacher. This was expected to promote the feasibility of the study in gaining the data and this would not give many problems for the researcher to manage the time in doing the research and to get easy access to the research site (Emilia, 2005 p.75). Second, since the researcher has been involved in English teaching in the research site, the result of the study will give valuable information for students who learn writing biographical recount text by synthesizing genre-based approach and project-based learning.

3.4 Research Participants

On the basis of purposive sampling, the participants of this study were eight graders of Islamic secondary school of Madrasah Tsanawiyyah in Cikalongkulon, Cianjur. The participants were chosen because of two reasons. First, the participants were the researcher's students. This helped the researcher get an easy access to the participants (Emilia, 2005 p.75). Second, the participants are the students who are required to learn biographical recount text as stated in Indonesian government regulation on 2013 Curriculum which is derived from Official Regulation of Indonesia Ministry of Education and Culture no. 68 about Curriculum of SMP-MTs

(2013f) and as stated in the 2013 Syllabus of Junior High School and *Madrasah Tsanawiyyah.*

Further, there were 30 students (13 females and 17 males) involved in the research with the age ranging between 13-14 years age, Moslems, and Sundanese ethnic groups. The participants speak Sundanese as their mother tongue, Indonesian as their second and national language and English as their foreign language. In terms of English language learning, students learn the subject, twice a week; 2 x 40 minutes for each lesson learning periods.

In line with it, ethical consideration is regarded in this study. Students were fully aware of being selected as participants of the research to undertake the effects of the use of genre-based approach incorporated with Project-based Learning method in teaching writing biographical recount text. The participants were asked to participate actively and positively in the teaching and learning process.

3.5 Data Collection

This study employed multiple data collection techniques including three types of instruments, namely; observation (which is explained in the teaching program), interview, and students' writing documents. Each is illustrated below.

3.5.1 Teaching Program

As aforementioned, the observation was conducted in the teaching program. The observation was intended to obtain data on students' learning experience and teacher's performance in classroom activities by observing what is said and done in the classroom by both teacher and students (Fraenkel, et.al, 2012 p.445; Punch, 2009 p.156; Merriam, 1991 p.67; Emilia, 2005 p.79).

In this case, the role of the researcher in observation was participant observer in which she involved herself in all activities during language learning activities

(Frankel, et al, 2012), enabling the researcher to experience how the teaching of writing biographical recount text by synthesizing Genre-based approach and Project-based learning methods were implemented by referring to the theories guided so that the improvement accomplished by students can be seen.

Furthermore, the teaching program was conducted in seventeen sessions, twice a week and eighty minutes per each session, which was observed by videotaping and field note in order to permit the researcher to repeatedly view the performance and interaction of teacher and students and minimize possibility of something missed by the observer (Frankel, et.al, 2012 p.449). Field note was also used so that the researcher confirmed about what she observed and thought in the field (Fraenkel, et.al, 2012 p.450).

The class observations covered the four stages of Genre-based Approach incorporated with Project-based Learning Principles. The data collection was conducted not only at the conclusion of the study but also in an ongoing way (Frankel, et.al, 2012 p.431; Cresswell, 2009 p.184). The classroom observation was started at the first week of November and end at second week of February 2015.

In line with it, in order to avoid bias data, another observer served as a complete observer was invited to the classroom to take notes and elaborate what the teacher or researcher did and said and what students did and said (see Appendix 1) in the process of implementation of the teaching program (Merriam, 1991 p.93; Frankel, et.al. 2012 p.446) and to minimize subjectivity in this study (ibid).

3.5.2 Interview

The second data collection technique used in this study was focus-group semi-structured interview. The interview with all groups of students in this study was aimed to gain more desirable, valid, and meaningful data of what students really think

about the teaching program of teaching biographical recount text where all of the participants heard the views of others and considered their own views accordingly, stimulated the groups in making explicit their views, perceptions, motives, and reasons, and at the closing section participants were given opportunity for further input (Punch, 2009 p.147; Fraenkel et al., 2012 p.457; Frey & Fontana, 1993 cited in Emilia, 2005 p.82). Semi-structured interview was conducted between the teacher and the groups to discuss the teaching program done in detail (Alwasilah, 2002), and also to give an opportunity to the interviewer to grasp general idea of where she wanted the interview to go and what should come out of it (Punch, 2009 p.149). The interview was conducted at the last stage of Project-based Learning; *Evaluate the experience* (Reeder, 2007 in Edutopia, 2014; Kemendikbud, 2013) or *Evaluating the Project* (Stoller, 2002) in the end of the research in order to get the holistic pictures of the students' responses toward the teaching program of teaching writing biographical recount text (Creswell, 2009 p.181; Fraenkel et al, 2012 p.451).

There were twenty two guided questions in the interview. The questions were constructed based on the theory related to Project-based Learning method proposed by Stoller (2002), Redeer (2007 in Edutopia, 2014), and the Ministry of Education and Culture of Indonesia (2013 p.183) and the stages of Genre-based Approach as proposed by Callaghan & Rothery (1988 p.38) and Emillia, (2011 p.32, 2005 p.133). The questions were focused on four main aspects including, students' perceptions on the teaching program, students' understanding on biographical recount text, students' challenges in relation to the teaching program, students suggestions on the improvements to the teaching program (see Appendix 2).

The interview was conducted in *Bahasa Indonesia* and also Sundanese Language to get clear understanding of the students' responses. The interview were later transcribed and translated into English.

3.5.3 Students' Written Text

The third data collection technique was document analysis, taken from students' written texts of biographical recount so that students understanding and improvement on the topics under investigation can be revealed (Freebody in Emilia, 2005). In this case, students texts written in joint construction and independent construction stage were collected and analyzed by using rubrics proposed by Coffin et.al in Emillia (2011 p.152).

3.6 Data Analysis

This study involved three analyses of data including those from observation, interviews and document analysis. Those triangulation of data collection techniques are important in qualitative data (Fraenkel et al., 2012 p.445; Cresswell, 2009 p.178; Merriam, 1991 p.69; Emilia, 2005; Alwasilah,2002 p.151). The data analyses were conducted over the course of the teaching program and after the teaching program. Ongoing data analyses and interpretation were based on the data mainly from classroom observation which was taken by the complete observer and videotaped. The researcher transcribed the data right after the teaching activities done in the classroom when "the memory of observation still fresh" (Van Lier, 1988 p.241 cited in Emilia, 2008 p.43) to avoid missing information from the research. Moreover, the data which were analyzed after the research program were mainly students' writing samples and interview data. Each data analysis procedure is explained below.

3.6.1 Analysis Data from Observation

The data of classroom observation were supported by filed notes and videotaped. To get holistic information about the teaching and learning activities in the classroom, the researcher played the videotaped right after the teaching in each meeting,

consulted with the data written by complete observer and the field notes which was written in and after the teaching activities.

The data were analyzed by including three steps as also outlined by Maxwell (2014) as follows: First, the data observation gained from videotaped, classroom observation, and field notes were transcribed and subsequently categorized based on the stages of Genre-based Approach proposed by Callaghan & Rothery (1988 p.38) and Emillia, (2011 p.32, 2005 p.133). At last, the data were interpreted and related to the stages and principles of Project-based Learning method proposed by Stoller (2002), Redeer (2007 in Edutopia, 2014), and the Ministry of Education and Culture of Indonesia (2013 p.183). The result and discussion of classroom observation, field note, and videotaped were formulated in the teaching program in Chapter 4.

3.6.2   Analysis Data from Interview

The focus-group interview was conducted at the last stage of Project-based Learning; *evaluate the experience* (Reeder, 2007 in Edutopia1, 2014; Kemendikbud, 2013) or *Evaluating the Project* in Stoller's stage (2002) or at the end of the teaching program since the aim was to find out students' holistic picture of perception on the teaching program. The data from interview were analyzed through several steps. Firstly, the data recorded were transcribed and were categorized based on the thematic analysis. Afterwards, one category of data was compared to another to reach a similar conclusion to then be selected as the final data in form of a condensed body of information. Finally, the data were interpreted to reveal students' opinion of the teaching program.

The data from interview supported the data obtained from observation. The analysis of interview was intended to verify the data on activities done by teachers in teaching writing biographical recount text through Genre-Project based Learning and

to validate the findings from interview. The results were then interpreted by referring to theories outlined in the second chapter.

3.6.3 Students' Text Analysis

This section discussed analysis procedures of document analysis. As mentioned earlier, the data of document analysis were taken from students texts from two stages of genre project based learning including joint construction and independent construction. Six texts were taken and categorized based on learners' achievement; high, middle, and low achiever students, viewed from their ranks.

In this study, the text analysis was based on scoring rubrics suggested by Coffin et al in Emillia (2011 p.153). In the scoring rubrics, there are two aspects being analyzed in detail; schematic structures, and linguistic features of students' recount text. The schematic structures of biographical recount text covered the three stages of a biographical recount; orientation, records of events, and evaluation of person which evaluates the person's life (Feez and Joyce, 1998 p.62), while the linguistic features of biographical recount text are past tense, the third person (Feez and Joyce, 1998 p.62), conjunctions, action verbs, specific participants, and personal comments (Emillia, 2011 p.49).

3.7 Conclusion

This chapter has outlined the methodology of the study. It has discussed the design and the method used in this study. It has also described research site and participants, data collection techniques involving observation, interview and document analysis, and data analysis procedures. The results of data analysis will be presented in the next chapter.