

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the methodological aspects of the study. It discusses research design, research site and participants, data collection, and data analysis. Research design focuses on the method employed in this study including its principles and characteristics. The research site and participants emphasizes on the place where the study takes place and the participant involved. The data collection section presents data types and data collection technique. The data analysis elaborates procedure of analyzing the data.

#### **3.1. Research Design**

This research attempted to investigate the benefits gained by seventh grade students through the implementation of genre-based approach in teaching to help the students to write a Descriptive text in one junior high school in Lembang. Furthermore, this study aimed to find out students' responses toward the implementation of genre-based approach to teaching writing a Descriptive text. To meet the purposes of the study, this research utilised a qualitative design.

A qualitative design attempts to capture and understand individual definitions, descriptions and meanings of a particular activity or situation (Burns, 1995; Cresswell, 2009; Fraenkel, 2012). Moreover, a qualitative design has several characteristics that make this design appropriate to be used in this study. Some of the characteristics of qualitative design, as Cresswell (2009) states, are as follows. First, qualitative researchers tend to collect data at the site where participants experience the issue or problem under study. In this study, the researcher collected data in which genre-based approach was implemented in writing class. Second, qualitative researchers typically gather multiple forms of data as this study conducted a methodological triangulation – a process of collaborating data gained from different techniques namely, classroom observation, written documents analysis and interview (Alwasilah, 2002; Burns, 1995; Creswell, 2009, 2012; Silverman, 2007). Third, a qualitative research is a

form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand. In this study, the researcher used three different techniques namely, classroom observation, written documents analysis and interview, to gather the data needed.

The descriptive-qualitative design utilised in this study embraces the characteristics of a single-case study approach. This approach was considered appropriate in this study as the findings were not aimed to make generalization to a population, but to develop an in-depth exploration of a central phenomenon (Stake as cited in Silverman, 2005; Gibbons as cited in Creswell, 2009; Creswell, 2012). From the explanation above, this research was conducted to discover whether the implementation of genre-based approach contributes to students' writing ability of Descriptive text. In relation to this research the case was represented as a process of the implementation of teaching approach consisting of a series of steps that form a sequential activities (writing) (Creswell, 2012, p. 465). In other word, case study was conducted to “gain in-depth understanding of situations and meaning for those involved” (Hancock & Alqozzine, 2006, p. 16).

The research also looked for the explanation of students' responses towards the implementation of 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 can also 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).

### **3.2. Site and Participants of the Research**

This study was conducted in one public junior high school in Lembang. The place was chosen for several reasons. Firstly, it was due to the accessibility and feasibility. The researcher was one of the student teachers in the school, the researcher hoped to get access easily. Secondly, it was related to the result of the study. It is hoped that the result of the study can give contribution to the school

especially to improve the quality of teaching writing. The participants who were involved in this research were the seventh grade students. The approximate participants involved in this research were 40 students. Forty students representing three categories of writing ability, namely low-, middle- and high -writing abilities, were selected through preliminary observation. Then, their writing products were analyzed. The nine participants were also interviewed to obtain further information regarding their response towards the implementation of genre-based approach to teaching writing a Descriptive text.

### **3.3. Data Collection Techniques**

Since this study utilised qualitative design which embraces a case study, the data of this study was collected through three main techniques suggested in a case study approach. The three main techniques used in this study were classroom observation, written documents analysis, and interview.

#### **3.3.1. Classroom observation**

Classroom observation is the process of gathering open-ended, firsthand information by observing students and classroom during the teaching-learning activity (Creswell, 2012, p. 206). The classroom observation was conducted for four weeks from February 11th until March 09th 2015.

The classroom observation was divided into two phases, preliminary observation and implementation of genre-based approach. The preliminary observation was conducted in the beginning of the research, precisely in the first meeting. The purpose of the preliminary observation was to gain relevant data related to students' initial ability in writing, students' attitude towards writing practice in the classroom, and students' problem in writing a Descriptive text. The results were used as the basis on determining students' categories of writing ability: low-, middle- and high -achievers. The implementation stage was aimed at putting into practice the genre-based approach.

In this study, the researcher acted as the teacher. Thus, the researcher did participant observation. During the participant observation, the researcher delivered the materials regarding Descriptive text, introducing stages of genre-based approach, and delivering instructions how to develop genre-based approach

into a descriptive text. The researcher was participating in activities and recording the information by taking observation notes (Creswell, 2012, p. 214). In these observation notes, the researcher recorded activities happened during the lesson including activities that have been done and the students' responses during the implementation of genre-based approach. The obtained data is elaborated and discussed in Chapter IV in this paper.

### **3.3.2. Written document analysis**

Written documents represent a good and valuable source for text (word) data for a qualitative study (Creswell, 2012, p. 223). The written documents analyzed were the students' writing products consisting of diagnostic texts taken from preliminary observation and final writing products taken after the implementation of genre-based approach in the prewriting stage of the genre-based approach. At the end of the implementation of genre-based approach, all of students' texts were collected. Eighteen writing products from nine students representing low-, middle-, and high- achievers were analyzed. However, in interest of space, only three texts of diagnostic writings and three texts of final writings which belonged to low-, middle- and high-achievers were chosen to be analyzed and discussed in depth in chapter IV as representative of each category of achievements. The six sample texts including three texts of diagnostic writings and three texts of final writings were analyzed to get in-depth understanding related to the impacts of genre-based approach towards students' writing ability especially in generating and organizing ideas.

### **3.3.3. Interview**

Interviews are one of the most important sources of information (Burn, 1995, p. 319). Therefore, interview was conducted to figure out students' responses towards the implementation of genre-based approach to help them to write a Descriptive text. The interview was conducted in two stages, including informal interview and formal interview. Informal interview was conducted during the classroom observation to seek students' habit in planning before starting writing, students' perception of planning stage in process of writing, and students' difficulty in writing Descriptive text. In contrast, the formal interview was

conducted at the end of the implementation of genre-based approach that was recorded and transcribed. It was done in the form of individual interview.

The interview used semi-structured form of interview. The interview was applied to nine students who were representing each category of achievements by using interview guidelines which consist of nine open questions. In addition, the interview was conducted in Bahasa Indonesia to make them easier and more comfortable to answer the questions and to avoid misunderstanding as well.

### **3.4. Data Analysis Techniques**

After all data were collected, as a single case study research, the data analysis was conducted into three stages, namely: data analysis of classroom observation, data analysis of written documents analysis, and data analysis of interview. Each data analysis technique will be elaborated as follows.

#### **3.4.1. Classroom observation**

The description of the preliminary observation and the implementation of genre-based approach were noted down using teacher's observation field notes. The observation field notes of the preliminary observation and the implementation of genre-based approach were transcribed. Then, the researcher summarized the activities that have been done related to the study and matched the data with the research question. Finally, the researcher looked for data relevancy to theories underlying this study (see Chapter II). The data gained during the classroom observation were also used to support the data regarding the students' responses towards the implementation of genre-based approach.

#### **3.4.2. Written document analysis**

The analysis of students' writing products is divided into three steps and it followed text analysis proposed by Christie (2005) and Emilia (2005). The analysis started with the analysis of schematic structure and social purpose of texts, followed by the analysis of linguistic features of Descriptive texts to do with experiential metafunction and the last was summarizing the diagnostic text and student's final text in order to see the improvement of students' writing ability of Descriptive text.

### **3.4.3. Interview**

The analysis of interview utilized descriptive analysis procedure (Sugiyono, 2008) by transcribing the audio recording, interpreting it and concluding students' responses. 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; students' perception about planning stage in process of writing, the benefits of genre-based approach, the improvement of writing a descriptive text, and the difficulty the students encounter during the implementation of genre-based approach. Third the data were interpreted to answer the research question. Finally, the interview data were concluded based on the theme of each interview question proposed and were related the findings to the theoretical backgrounds of the implementation of genre-based approach to teach writing Descriptive text.

### **3.5. Concluding Remark**

This chapter has presented the methodological aspects of the study. It has also discussed research design, research site and participants, data collection technique, and data analysis technique of this study. Furthermore, this chapter has elaborated an overview of transitivity system and conjunction system as the tool for analyzing students' texts. Finally, the chapter has provided the sample of text analysis from students' writing product. After explaining the related methodological aspects of the study, the next chapter is going to discuss and analyze the data obtained from the research data collection technique.