CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses a set of methodology covering research design, research site and participants, data collection and data analysis. Each will be explained below.

3.1 Research Design

The purpose of this study is to identify and describe how scaffolding processes are implemented in SFL-Genre Based Approach to teaching writing of discussion texts and how scaffolding processes improve students' writing of discussions text in a tertiary EFL Indonesian context. To achieve the purpose of the study, a qualitative study was employed.

This study employed a qualitative study because it investigated the quality of relationships, activities, situations, or materials (Creswell, 2008; Liamputtong, 2009). Additionally, this study also emphasizes holistic description to describe a particular activity or situation without comparing the effects of particular treatment and the attitudes or behaviors of people (Creswell, 2008). This study involved interpretive and naturalistic discussion, multiple sources of evidence, interpreted meanings, in which all the processes of data collection, data analysis, and reviewing theories are conducted (Creswell, 994, 2008; Fraenkel & Wallen, 1990; Yin, 2011). Moreover, according to Nunan (1992), this research can be categorized as a qualitative program evaluation since the researcher created and then implemented a teaching program. In addition, this study was also considered as case study because it also investigated a single case in a bounded system in a small scale (Creswell, 1994). In addition, this study investigated a phenomenon in its real context involving text analysis (Freebody, 2003; Liamputtong, 2009; Yin, 2011).

3.2 Research Site and Participants

This study was carried out at an undergraduate English study program in a private university in Majalengka, West Java. This research site has been chosen for two reasons. First, the researcher is one of the teaching staff members within the department of English and at the same time this study is expected to give a real contribution to the teaching quality in this research site. In addition, this helps the researcher to get easy access to the research site, and hence, increases the feasibility of the study (Bogdan & Biklen, 1992). Second, based on the preliminary study conducted in the research site, most of the students assumed that writing was the most difficult skill to be mastered. Therefore, this study was conducted in an intensive writing class in order to develop the students' ability in writing.

In this research, the researcher also acted as the teacher who implemented the teaching program. She has been teaching in the research site for one year which is quite sufficient to know the students' ability, their background and the situation. Those aspects are the benefits for the researcher to design the teaching program.

The intensive writing program was designed for all of the students of a bachelor degree in the English department. Therefore, the students who participated in this study were voluntarily students. There were fifteen students from different grades joining the program of intensive writing class. Considering the recommendation from the researcher's colleague who taught the students in the previous writing course, six students who represent the low achiever, medium achiever, and high achiever were chosen as the focus participants for this study.

The focus participants were from different grades consisting of five males and one female. The selection of the focus participant was only based on their ability in writing. The names of the students that will be mentioned in this research are pseudonym. The high achievers are Andi and Hamdan, the medium achievers are Yogi and Bambang, and the low achievers are Ujang and Olive.

They shared the same mother tongue and second language. They were from low and middle socio-economic family background. All of them mostly had the same cultural background.

3.3 Data Collection Techniques

The data for this research were obtained through a phase of teaching program, documentation of students' discussion writing texts, and interview.

3.3.1 A Phase of Teaching

The teaching program was designed and held for twelve meetings starting from 24th June to 14th July. During the teaching program, the researcher acted as a teacher (participant observer). The researcher applied the basic principles of genre based approach by highlighting the concept of scaffolding. Prior to the teaching phase, a questionnaire was distributed and a diagnostic writing task was organized to get information on students' backgrounds and their familiarity with discussion genre as the genre focus in this study.

After each session, the students were invited to write a journal aiming to provide guidance for the researcher regarding what to scaffold next. The researcher also wrote observation field notes after each session. This note focused on what was said and done by the researcher and the students during the teaching and learning process. Generally, the teaching phase was divided into three stages, namely preliminary phase, main phase, and closing phase.

First, preliminary phase consisted of distributing a questionnaire and conducting a diagnostic test to know the students' backgrounds and their familiarity with discussion genre. Second, main phase consisted of the implementation of teaching program including the teaching cycles of SFL-genre based approach namely building knowledge of field, modeling of the text, joint construction of the text, and independent construction of the text. Third, closing phase consisted of giving feedbacks of the students' final texts.

3.3.2 The Collection of Students' Written Texts

The second method used to gather data is documentation of the students' texts. The students' texts were gathered through diagnostic test and the last cycle in genre based approach namely independent construction of the text. Six pieces of students' text representing the high, medium, and low achiever were collected to discover the characteristics of their texts. The analyses use SFL genre analysis with reference to Butt et al. (2000), Derewianka and Jones (2012), Emilia (2011), Gerot and Wignell (1994).

3.3.3 The Use of Interview

Some conditions that cannot be captured by other instruments can be covered during the interview (Maxwell, 1996). Therefore, interviews were employed to clarify some unclear data from the teaching program related to the scaffolding processes as implemented in the teaching and learning process. Six students who were the focus of the research participants were interviewed to find out the students' awareness of their improvements in writing of discussion texts. The interviews were conducted in the form of semi-structure interview to allow the researcher to be flexible in selecting the topics of the interview (Nunan, 1992; Yin, 2011).

3.4 Data Analysis

Data obtained from the data collection techniques were analyzed to answer the research questions. The steps of analyzing data for each research question will be explained as follows.

To answer the first research question, the data were collected through the teaching and learning activities and the interviews. Both of them were recorder. There were four steps conducted in analyzing the data. First, the video recording of the teaching and learning activities and the recording of the interviews were transcribed and coded to find a theme. Second, the transcriptions were categorized based on the scaffolding concept. Third, the data obtained from both of data

collection techniques were interpreted based on theories of scaffolding and SFL-Genre Based Approach. The last part of data analysis was gaining some themes to answer the research question.

Data obtained from the students' written text, teaching activities, and the interviews were analyzed to answer the second research question. The data analysis was conducted in five steps. First, both of the students' written text from diagnostic test and final draft of their essay were analyzed based on SFL-Genre Based Approach theories discussed in chapter two including social function, schematic structure, and language features of discussion genre. Second, the transcriptions of the teaching activities and the interviews were coded and categorized. Third, the tasks collected during the teaching activities such as students' exercises were analyzed to see the students' progress. The next step was interpreting the data collected based on the Scaffolding and SFL-Genre Based Approach theories. The last part of data analysis was gaining some themes to answer the research question. Data Analysis is concluded in the following table.

Table 3.1

Summary of Data Analysis

Research Questions	Unit Analysis	Data Colletion	Data	Analysis
1. How are scaffolding processes implemented in the teaching of writing discussion texts based on SFL-genre based approach?	• One Teacher • Six Students	• A Phase of teaching • Interview	• Observation field notes • Interview transcript	• Coding • Categorizing • Interpreting • Gaining some themes
2. How do scaffolding processes improve students' writing of discussion texts?	• Six Students • Students' works	• Documentation • Interview	• Students' text • Interview transcript	• Using SFG to analyze the students' text • Coding and categorizing the interview transcript • Interpreting

				• Gaining some themes