

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodological aspects of this study to answer the research question previously stated in Chapter I. This study was conducted to investigate the implementation of critical literacy in the teaching of writing Hortatory Exposition text by using Genre-based Approach in the tenth graders in Bandung. Based on the purpose of this study, this study addresses the following research question:

1. How is critical literacy implemented by using Genre-based approach in the teaching of writing Hortatory Exposition text based on Genre Pedagogy Approach?

This chapter comprehensively discusses some relevant broad areas. The first area, to be discussed in Section 3.1., addresses research design. The second area, to be presented in Section 3.2., deals with research site. The third area, to be presented in Section 3.3., conveys participants. The fourth area, to be discussed in Section 3.4., relates to data collection techniques. The fifth area, to be presented in Section 3.5., comprises data analysis techniques. The sixth area, to be presented in Section 3.6., deals with concluding remarks. Each area is presented in the following sections.

3.1. Research Design

This study employed a qualitative method by applying a case study as the specific research design. This idea is relevant to Silverman's statement (2005) that a case study can be used as research design in qualitative research. A case study is applied because "it seeks to preserve the wholeness and integrity of the case" (Punch, 1998, as cited in Silverman, 2005, p. 127). In this study, a case study was applied because it is relevant to the present research because the research site is a first cluster

in Bandung, Jawa Barat. Thus, it is assumed that the high English proficiency of the students of this school leads the occurrence of critical capacities during the teaching program. Moreover, the present research is also characterized as practitioner research because the researcher in this study played her role as a teacher who taught the teaching program for eight meetings. Practitioner research is defined as research such as evaluation performing by individuals who also work in a professional field as full time academic researchers (Campbell, 2011). It means that the researcher played two roles during the observation, as researcher and as participant. Another term of practitioner research is participant observation. Participant observation is defined in which the researcher participates in the activity being observed or acts as a teacher (Fraenkel and Wallen, 2008). The participant observation consist of both participating in and observing a particular context at the same time.

The data from classroom observation, students' reflective journal, students' writing, and interview were analyzed in a descriptive way to explore their attitudes, behavior, and experience along with the teaching program. This idea is in line with Dawson (2009) who said that descriptive method can be a way to discover participants' attitude, behavior, and experience. This study was not designed to find any significant result in a form of statistical quantification as it should be in quantitative one, but rather to find patterns of data. Therefore, in gaining the data, the present research used classroom observation as one of data collection techniques. This idea is supported by Fraenkel & Wallen (2008) who said that observation becomes one such prominent process to gain 'holistic description' (Fraenkel & Wallen, 2008).

In order to establish trustworthiness, some data collection techniques were employed as a form of methodological triangulation, such as classroom observation, interview, and students' reflective journals. This triangulation further allowed the research to have a better assessment of the validity, primarily that resulted from

feedback in interview and students' reflective journals and to reduce bias or limitation of one particular technique.

3.2. Research Site

This study was undertaken at a state senior high school in Bandung, West Java, Indonesia. This school was chosen for at least two reasons. First, this school belongs to first cluster school in Bandung with high qualified students. Thus, critical capacity was assumed would be occurred. Second, the reason was based on the feasibility in which it was easier for the researcher to reach the site in terms of access, permission, as well as initial information regarding the students' critical capacity.

3.3. Participants

The participants of the present research were the tenth graders class of 34 students and also the researcher herself who played her role as teacher during the research. According to the English teacher who is teaching ten grade, the selected class is more diligent and more discipline than other tenth classes. It was assumed that the students have adequate capacity during the program. Moreover, the students in this class were chosen because based on the preliminary study, the students in this class were more active and cooperative than students of the other classes. This decision is relevant to Fraenkel & Wallen (2008) who said that researcher may select sample based on personal judgment. It means that the researcher has right to choose the class to be investigated to get the real picture of the classroom based on her/his consideration.

3.4. Data Collection Techniques

Data collection techniques used in this study were multiple technique, such as classroom observation, interview, and students' reflective journals. Multiple techniques aim to establish validity as the realization of triangulation (Mazwell,

1996). Each technique of the data collection will be described in the following sections.

3.4.1. Classroom Observation

Classroom observation technique was used to answer the research questions (see 1.3). It was conducted as a focal technique to collect the data in the present research. According to Cohen, Manion, and Morrison (2007), classroom observation technique is the basic technique to assess human behavior. In this technique, video was used to in depth comprehension of classroom interaction. The type of classroom observation used in the present research was participant observation because the researcher played her role as a teacher and also a researcher. Participant observation is defined in which the researcher participates in the activity being observed or acts as a teacher (Fraenkel and Wallen, 2008). The participant observation consist of both participating in and observing a particular context at the same time.

Classroom observation technique in the present research was to do with recording students' activities and teacher questions or stimuli during the teaching program, particularly in the process of discussion on assessing texts. In addition, the use of videos was also aimed at capturing real situation during learning process.

To answer the research question, eight meetings were conducted in 90 minutes for each. The observation was also video-recorded, replayed, and transcribed.

Table 3.1

Classroom observation, focus of the lessons, and methods

No	Date	Focus/Lessons	Methods
1.	23 rd October 2014	Preliminary study:	
		Observing the teaching and learning process to figure out students' English competence, thinking capacity, and participation in the	Video & Field Notes

		classroom.	
2.	February 3 rd , 2015	Lesson 1 The role of television: Stereotype in advertisements	Video & Field Notes
3.	February 10 th , 2015	Lesson 2 The role of television: Propaganda in news programs	Video & Field Notes
4.	February 24 th , 2015	Lesson 3 The Role of Television: Low quality TV shows	Video & Field Notes
5.	March 3 rd , 2015	Lesson 3 The Role of Television: Low quality TV shows	Video & Field Notes
6.	March 17 th , 2015	Lesson 4 Hortatory Exposition text	Video & Field Notes
7.	March 31 st , 2015	Lesson 4 (Continued)	Video & Field Notes
8.	April 21 st , 2015	Lesson 5 Constructing Hortatory Exposition plan in groups	Video & Field Notes
9.	April 28 th , 2015	Lesson 6 Constructing Hortatory Exposition text individually	Video & Field Notes

3.4.2. Students' Reflective Journals

In the present research, students' reflective journals were used to explore students' critical reflections. Reflective journal is considered as a productive activity to promote self-reflective EFL writing ability and critical consciousness (Ghahremani-ghajar & Mirhosseini, 2005). In the perspective of EFL context, reflective journal is considered as a good writing practice because it is important to improve students' writing skill (Harmer, 2007). In the present research, students' reflective journals were used to explore students' opinions.

As a matter of fact, it was found that the students were familiar with writing reflective journal because their English teacher always asks them to write it after the

class. In this study, students were asked to write a reflective journal immediately after the end of each session. This technique was applied as the complementary data mainly as feedback from students toward the teaching processes. According to Maxwell (1996), complementary data aims to construct validity of the research. It was also to gain information regarding students' understanding on the overall process, their feeling, opinion towards what they know, what they have learnt, and what they want to know relating to the materials that have been taught by the teacher. Also, they write suggestions for the upcoming session. Thus, the success of the teaching program does not only lie on the result of the test but also the students' progress shown in their reflective journals. Reflective journals are seen as a critical reflection for the researcher to see herself/himself through the students' perspective (Brookfield, 1995 in Emilia, 2005). The following is the format of the students' reflective journals.

Table 3.2
Students' Reflective Journal

REFLECTIVE JOURNAL	
Name :	Date:
Class :	Topic:
	Description
What I know	
What I've learnt	
What I want to know	

Adapted from C. Miller, A. Thomson, M. Jones, *Researching Professional Education* 1994, University of Sussex

3.4.3. Interview

Interview was used to crosscheck the data from classroom observation and students' journals. The interview in this research was done to get students' view toward the teaching program. For the interview part of this study, the researcher decided to work with a semi-structured interview. A semi-structured interview allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (Silverman, 2005). Through this way of interviewing, this study is expected to have a rich collection of answers to analyze.

Before the interview began, the researcher told the interviewees about the topic of the discussion, the use of pseudonyms in the research report, and the use of tape recorder to document the interview so that the researcher would be able to transcribe it later (see Emilia, 2005). One interview with each teacher was conducted with regard to the classroom practices. The questions comprised some points of the teaching-learning practices observed beforehand. The aim was to clarify the extent to which the teachers applied the critical literacy principles.

The questions in the interviews were adapted from Emilia, 2005 (see Appendix 14). The follow-up questions depended on the interviewees' answers. Considering the interview language, the researcher asked the interviewees in Bahasa Indonesia. It seemed that the Bahasa Indonesia gave the interviewees more freedom and fluency to express their opinions.

3.4.4. Students' Hortatory Exposition Texts

Students' Hortatory Exposition texts were another source of data used in this research. Students' writings in this study are the Hortatory Exposition texts that they wrote at the end of the lesson. Students' texts were collected at various stages of the research program. It was the main resource of information to discover students'

development in control of writing skills and their critical capacities, and to check the value of the teaching program.

In the present research, the students wrote Hortatory Exposition text once which was at the end of the teaching program. In writing the text, the students were asked to use *The Role of Television* as the topic in composing their writings. In analyzing the students' Hortatory Exposition texts, there are four texts that were analyzed, which are two texts from a high achiever (a diagnostic text and a final text) and two texts from a low achiever (a diagnostic text and a final text). The categorization of high and low achievers were based on students' English score in previous semester. The students' texts were analyzed in terms of social function, schematic structures, linguistic features, and the principles of critical literacy.

3.5. Data Analysis Techniques

The data from classroom observation, interview, students' reflective journals, and students' Hortatory Exposition texts were analyzed by using frameworks of a critical social literacy, specifically literacy as a social practice (Kress, 2003), the four dimensions of critical literacy by Lewison, Flint and Sluys (2002), Hortatory Exposition text (Gerot and Wignell, 1995; Emilia, 2005, 2010, 2014), and Genre-based Approach (Derewianka, 1990, 2003; Emilia, 2005, 2010; Gibbons, 2002; Hammond, 2001; Rothery, 1996).

Data analyses were conducted over the course of the study and after the completion of the overall program that were based on each session of classroom observation, students' journals, interview, and students' Hortatory Exposition texts.

3.5.1. Data Analysis of Classroom Observation

Data analysis of classroom observation was conducted by transcribing the video recording and observers' observation sheets/field notes. The data from classroom observation were codified, interpreted, and analyzed by using theoretical

framework of Genre-based Approach (Derewianka, 1990; 2003, Emilia, 2005; 2010; 2014; Gibbons, 2002; Hammond, 2001; Rothery, 1996), literacy as a social practice (Kress, 2003), and the four dimensions of critical literacy by Lewison, Flint and Sluys (2002). The detail explanation of the steps is presented in the following paragraphs.

The data of the teacher's and students' activities during the lesson, particularly students' individual engagement in the discussion and their relevant responses to questions were analyzed. Firstly, the video recordings from classroom observation were transcribed. Then, the data were codified into “critical answer” and “non-critical answer” (see Appendix 13). This coding system is based on the four dimensions of critical literacy by Lewison, Flint, and Sluys (2002) as the indicators. Thirdly, the data were interpreted and analyzed by using the theory of literacy as a social practice (Kress, 2003), the four dimensions of critical literacy by Lewison, Flint and Sluys (2002), and Genre-based Approach (Derewianka, 1990; 2003, Emilia, 2005; 2010; 2014; Hammond, 2001; Rothery, 1996).

The data from classroom observation were presented based on the stages during the teaching program, which was Genre-based Approach. The present research used the model of GBA by Rothery (1996). The model has four stages, such as Building Knowledge of the Field (Negotiating Field), Modeling (Deconstruction), Joint Construction, and Independent Construction. The following figure is the model of Genre-based Approach by Rothery (1996).

The Four Dimensions Model of Lewison, Flint, and Sluys	Criteria (Students are expected to be able to)
Disrupting the commonplace	Link between text and personal experience/ knowledge Realize how people/animals/topics are represented in the text Figure out the perspective which is considered more important in the text Find out how people are positioned and constructed by media Realize multiple and contradictory perspectives Identify whose voices are heard and missing Figure out the reason why the voice is heard and missing
Interrogating Multiple View Points	Predict types of person who composes the text Construct the other possible text that can be written Analyze the fairness of a text
Focusing on Sociopolitical Issues	Figure out the relation between daily phenomena to power and politics Realize that nothing is valued free in this world Decide the perspective that learners will stand for after the discussion.
Taking Action	Decide the action that learners will take after the discussion

3.5.2. Data Analysis of Documents

The data of document analysis in the present research were gained from students' reflective journals and students' Hortatory Exposition texts. The first data of document analysis were from students' reflective journals. The data from students' reflective journals were analyzed by using theoretical frameworks of literacy as a social practice (Kress, 2003) and the four dimensions of critical literacy by Lewison, Flint and Sluys (2002). The data that were taken in every week were analyzed complementarily to support the main source of the data in answering research

question particularly in identifying students' responses about the effectiveness and challenges of the teaching program.

The second document analysis was students' Hortatory Exposition texts that were constructed by students themselves at the beginning and the end of the teaching program. There are four texts that were analyzed, which are two texts from a high achiever (a diagnostic text and a final text) and two texts from a low achiever (a diagnostic text and a final text). The texts analyzed were the texts that have been proven-reading by the teacher. The data were firstly analyzed in terms of social function, schematic structure, and linguistic features of Hortatory Exposition text based on the concept of Hortatory Exposition text by Emilia (2005; 2010; 2014) and Gerot and Wignell (1995). Secondly, the data were also analyzed by using theoretical frameworks of literacy as a social practice (Kress, 2003) and the four dimensions of critical literacy by Lewison, Flint and Sluys (2002).

3.5.3. Data Analysis of Interview

Data Analysis of interview was done in three steps, such as transcribing, categorizing, and interpreting. The data were interpreted and analyzed by using the theory of literacy as a social practice (Kress, 2003), the four dimensions of critical literacy by Lewison, Flint and Sluys (2002), and Genre-based Approach (Derewianka, 1990, 2003; Emilia, 2005, 2010; Gibbons, 2002; Hammond, 2001; Rothery, 1996). The first step was transcribing data in which it aims to obtain the precise and accurate data from the interviewees. The second step was categorization in which the data of interviewee's answers were categorized regarding the students' perception of the teaching program, which are its benefits and also challenges, along with students' advice on the improvement of the teaching program. The last step was interpreting data and relating them to the relevant theories that have been presented in Chapter 2.

3.6. Concluding Remarks

This chapter reviewed methodology of the research that covers research design, site and participants, data collection, and data analysis. In terms of data collection, multiple techniques were equipped in order to gain fruitful information for answering the research question. These are classroom observation, students' reflective journals, students' writings, and interview. The discussion on the way these techniques work will be discussed in the subsequent chapter.