

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the details of the research methodology used in the study. It covers research design, site and participants of the study, data collection techniques and data analysis.

3.1 Aims of the Study

As mentioned in Chapter I, this study was conducted with the aims to investigate what teacher's strategies on the BKOF in genre-based teaching and their reasons in choosing the strategies at teaching narrative text, focusing on the teaching writing skill.

3.2 Research Questions

In line with the aims above, the study addressed the following research questions as a guidance of the investigation

1. What are the strategies used by the English teacher of eight graders in preparing the students on the stage of building knowledge of the field in teaching writing a narrative text?
2. Why did the teacher choose the strategies to teach writing a narrative text?

3.3 Research Design

This study employed a qualitative research design as it involved qualitative data collection and analysis to find out the teacher's strategies. This method was used because of the nature of qualitative research, which are

Exploring a problem and developing a detailed understanding of a central phenomenon, having the literature review play a minor role but justify the problem, stating the purpose and research questions in a general, and broad way so as to the participants' experiences, collecting data based on words from a small number of individuals so that the participants' views are obtained, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias. (Creswell, 2012, p. 16)

In accordance with the goals of the study, a descriptive qualitative method was applied to describe the teacher's strategy in building students' knowledge of the field in teaching writing a narrative text. This design was applied because this study needs more exploration and understanding as the strategies that the teachers used may vary depending on the students' needs and the classroom situation. According to Burns and Grove (2003), descriptive research is "designed to provide a picture of a situation as it naturally happens" (p. 201). Furthermore, Elliot (1999) stated that descriptive qualitative design emphasizes on "understanding phenomena in their own right rather than from some outside perspective" (as cited in Elliot & Timulak, 2005, p. 147).

3.3.1 Research Site and Participant

This study was conducted at one public Junior High School in Bandung. The accessibility becomes the reason of choosing the site and participants used in this study. The participants of this study were an English teacher who teaches in the eighth grade and one class of eight graders in academic year of 2016/2017. The teacher was selected to be the participant of this study based on several considerations: the availability and the teacher's experience in teaching English. The criterion of the English teacher involved in this study was a teacher who, at least, had five years' experience in teaching.

The students chosen as participant of this study were seven students. The selection of participants was due to the following reasons. First, it was possible to carry out the investigation, in which narrative text was taught in eighth grade. The second reason was the students' willingness to participate in the study. The students were interviewed to confirm whether the teacher's strategies helped them in understanding the topic being learned. This study was expected to be able to explore the teacher's strategies at building the students' prior knowledge in teaching writing narrative text.

3.4 Data Collection Techniques and Instruments

The data collection techniques involved four types of instruments including questionnaire, classroom observation, interview, and document analysis. The instruments were developed based on Hammond's framework (1992) and steps suggested by Emilia (2011) in conducting the stage of BKOF.

3.4.1 Questionnaire

The questionnaire was administered before the observation and interview. It aimed to find out the teacher's prior knowledge on the genre-based approach and the stage of BKOF in teaching writing narrative text to the students. Questionnaire is a useful instrument to gather the information about people's beliefs or behavior (Cohen, Manion & Morrison, 2007).

The questionnaire developed based on the framework of BKOF proposed by Hammond (1992) and the steps on the stage of BKOF suggested by Emilia (2011). The questionnaire consisted of 19 close-ended items. The close-ended type of questionnaire was chosen mainly because of two reasons: 1) it is easier and quicker for the respondents to answer and 2) the respondents are more likely to answer sensitive questions because the questions were limited to the set of alternatives being offered (Reja, et al., 2013). The statements in the questionnaire were written in Bahasa Indonesia in order to give the participants a better understanding of what being explored in the study.

The questionnaire consists of 19 statements covering the teacher's prior knowledge of the Genre-Based Approach, the teacher's opinions on the implementation of the Genre-Based Approach. The questionnaire used 4-point Likert scales which measures how the teacher developed a teaching strategy when teaching writing narrative text. For example, in response to the statement "When choosing strategies to teach writing, I always considered the students' age, ability and their learning habit", the respondent choose one of the following options *1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.*

Table 3.1. The Statements Number and Strategies from the Questionnaire

No	Statements Number	The Statements were used to Investigate
1	1 to 3	Teacher's understanding on the Genre-Based Approach
2	4 to 5	Teacher's strategies when preparing the students at the beginning of the lesson
3	6 to 9	Teacher's strategies in selecting the materials
4	10 to 17	Teacher's strategies at delivering the lesson to build the students' knowledge
5	18 to 19	Teacher's opinions on the implementation of the BKOF stage

3.4.2 Classroom Observation

Observation was chosen to investigate the teacher's strategies at teaching writing narrative text in the classroom. Observation is the best-suited data collection technique to find out the actual strategies that the teacher used in the classroom. The advantages of using observation is "the opportunity to record information as it occurs in the setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas" (Creswell, 2012, p. 214).

The teacher's performances were video-recorded to gather detailed information. According to Peter Loizos (2008, p. 149), "video recording is necessary whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds" (as cited in Garcez, Duarte, & Eisenberg, 2011, p. 250). The data obtained by recording the teacher's performance when teaching writing narrative text focusing on the stage of BKOF. The video recordings provided data in analyzing the teacher's performance in classroom while conducting the stage of BKOF in teaching writing narrative text. The transcriptions of the video were made and the teacher-students interactions focusing on the stage of BKOF were all included.

During the observation, note taking and observation sheet were also used as guidelines to keep in track with the details. Note taking is an essential tool in many information-transmission situations where it helps writer to record information and/or aid reflection (Boch & Piolat, 2005).

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3.4.3 Interview

To support the data gained from the questionnaire and observation, interview was conducted for both the teacher and the students. Malik and Hamied (2014) stated that interview is a purposeful interaction that allows writer to obtain important data which is not possible to be collected through observation. Furthermore, interviews allow writer to examine the participant's attitudes, interests, feelings, concerns, and values easier than through observations. The interview was used for two reasons. Firstly, this method is chosen to have in-depth understanding regarding the teacher's strategies in building the students' knowledge of the field in teaching narrative text that has been answered before by using questionnaire. Secondly, to find out how the students' feel about the teacher's strategies, whether it helps them in understanding the topic being discussed or not.

In this study, the interview used in the study were both open-ended questions and semi-structured interview. The advantages of using open-ended questions include "the possibility of discovering the responses that individuals give spontaneously, and thus avoiding the bias that may result from suggesting responses to individuals" (Reja et al., 2003, p. 161). Further, semi-structured interview was conducted. A semi-structured interview is used because it is allowing new ideas to be brought up during the interview, provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data (Harrell & Bradley, 2009; Cohen & Crabtree, 2006).

The interviews were recorded to gather detailed data regarding the teacher's opinions on the BKOF stage. After that, they were transcribed to identify the teacher's reasoning in using particular strategies in teaching writing narrative text and to find out the students' thought concerning the stage of BKOF.

3.4.4 Document Analysis

Document analysis is a form of qualitative research in which focuses on analyzing and interpreting recorded material to learn about human behavior (Purnawarman, 2015). In this study, the recorded material is the lesson plan. The

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lesson plan stated what the teacher plan to do in conducting the lesson. The lesson plan was analyzed to confirm what the teacher's strategies in building the students' knowledge are. The document analysis is chosen to clarify whether the teacher's strategies at the actual teaching and learning process is compatible or not with the lesson plan.

3.5 Data Collection Procedure

The study was aimed at investigating the teacher's strategies in building the students' knowledge when teaching writing narrative text. This study was conducted on an eighth grade class at one public junior high school in Bandung. The class had 37 students who were studying English as a Foreign Language (EFL) and an English teacher who has experience in teaching English for at least 5 years. For the purpose of this study, the data were collected using questionnaire, classroom observation, interviews and document analysis. In the procedure, classroom observation and interviews were video-taped for further analysis.

First, the teacher was asked to fill in the questionnaire related to the teacher's strategies in building the students' knowledge. After that, the teacher was observed during teaching and learning process by using video, allowing information in the activities can be recorded minute to minute and further enabling the researcher to track down what is said and done in the activities recorded (Hancock, 2000; 1992; Maxwell, 1996). The table below shows the schedule of the classroom observations conducted.

Table 3.2. Classroom Observation

Meetings	Days	Hour	Duration
1 st	Thursday, 30 March 2017	08.50 – 10.40	90 minutes
2 nd	Thursday, 06 April 2017	08.50 – 10.40	90 minutes

After that, interviews were conducted for both the teacher and the students to clarify the teaching strategy used by the teacher in teaching writing narrative text.

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Due to the limited time, the interviews for the students and the teacher were only conducted once after class. The teacher and the students' participation were voluntary. The interview was audio-recorded to help writer to gain detailed information. The questions for interview were developed within the framework which was proposed by Hammond (1992) and Emilia's steps (2011) on the BKOF stage in genre-based teaching.

The teacher was interviewed to bring out her opinions about and consciousness of her teaching practices and the benefits and challenges she faced when conducting the BKOF stage in teaching writing narrative text. Seven students were interviewed as the sample to find out how they feel about the whole teaching and learning process focusing on writing skill. A semi structured interview was conducted "to obtain the information required, while permitting the participant's freedom in the nature of responses and descriptions illustrating concepts" (Kvale, 1996 as cited in Emilia & Tahzeen, 2013, p. 125).

Both classroom observation and interviews were recorded and taking notes was conducted while they were being recorded to gather information that might be missing or unclear in the recording. The lesson plan was also analyzed to confirm the teacher's strategies at the lesson plan were compatible with the actual performance. Finally, the findings of the study were reported in a form of narrative discussion. Narrative discussion is the most common form of reporting research findings in qualitative study in which the writer summarizes the findings from the data analysis in detail (Creswell, 2012).

3.6 Concluding Remarks

This chapter has discussed the research methodology used in the study. Starting with the aims of the study, this chapter has explained the reason of choosing qualitative method as the research design. The site and participants were also revealed in this chapter. The data were collected through observation, interviews, questionnaire, and document analysis. Finally, this chapter was concluded by how the data were analyzed.