

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter provides the explanation about the procedures of the research in order to find out the answer to the research question which is stated in previous chapter. This chapter covers research methods, research participants, data collections, and techniques for analyzing the data.

#### 3.1 Research Method

##### 3.1.1 Design

This research employed a qualitative research design. This method was used to discover the phenomenon which is seen by participants' point of view (Cresswell, 1994). Based on the definition, this study was conducted to discover how the teacher implemented Genre-Based Approach to teach writing narrative text. According to Maxwell (1996), there are five purposes of qualitative research, they are:

1. Understanding the meaning of participants in the study of the events, situations, and actions involved with and the accounts of their life and experiences.
2. Understanding the particular context within which the participant act and the influence that this context has on their actions.
3. Identifying unanticipated phenomena and influences, and generating new grounded theories.
4. Understanding the process by which events and actions take place.
5. Developing causal explanations.

Moreover, this study also can be regarded as a case study since it was carried out in a small scale, a single case' and focused on one particular instance of educational experience or practice and not be generalized (Cresswell, 1994; Freebody, 2003 in Alwasilah, 2009). In this case, the writer only focused on the implementation of genre-based approach to teach writing narrative text.

## **3.2 Research site and respondent**

### **3.2.1. Research Site**

This study was conducted in one public school in Bandung. There are three reasons why this school was chosen. First, the school authorities allowed the researcher to conduct this study in their school. Second, implementing Genre-Based approach is considered as a new thing in this school. The researcher wanted to introduce Genre-Based approach to teacher in this school. Third, the researcher has been familiar with the situation and condition of the school. Having been familiar with the situation and condition of the school, the researcher can do adaptation to the surrounding and students easily.

### **3.2.2. Research Participants**

The participants of this research was one class of eight grade students of one public junior high school in Bandung. The participants of this research were 30 eight grade students of one public junior high school in Bandung. They were purposively chosen because the teacher recommended the class to the researcher. In addition, all of the students were learn narrative text when the writer did this research. All of the students received the same treatment. The writer would purposively choose 3 students to do the interview based on the text made by the students to obtain further information.

## **3.3 Data Collection Techniques**

In this research, the researcher employed the data through observation, interview, and written documents analysis. Heigham & Crocker, 2009, Yin, 2008, p101 stated that qualitative approach can use a wide variety of data collection methods, such as (1) classroom observations; (2) interviews; and (3) documentation of students' text. Each technique of data collection will be described below.

### **3.3.1 Classroom observation**

The observation has done in four weeks, started on September 2, 2013 to September 18, 2013. It has done in eight meetings, each meeting 80 minutes. On the first and second meeting, the writer observed the stage of building knowledge of the

field and modeling. On the third meeting, the writer observed the stage of joint construction. On the fourth and fifth meeting, the writer observed the stage of independent construction.

In this case, the researcher acted as complete participant since the researcher observed and did all the activities which is done by the object of the research that was the implementation of Genre-Based approach to teach writing narrative texts. This is in line with Sugiyono (2008) that stated complete participant is the participant who observes and does all of the activities which is done by the object of the research. During the classroom observations, the observer wrote the activities done by the teacher and the students in the interaction setting in the classroom as suggested by Morrison (1993, cited in Emilia et al., 2008). Besides, the researcher made the observation notes as soon as after each session of the observations finished when the memory of the observations was still fresh as proposed by Van Lier (1988, p.241). All activities in the classroom observation were discussed in detail in chapter four of this research.

### **3.3.2 Documentation of Students' text**

Students' texts were collected over the teaching program. This technique which constitutes the ways to elicit the data by analyzing the written or visual contents of a document (Marshall and Rosman, 2006) was devoted to answer the second research question, which was to find out how the implementation of genre-based approach affects students' development in writing narrative texts.

The writer collected 6 samples of students' texts over the observation, representing low, mid, and high achievers students. The three samples of students' texts were taken before they were taught by GBA from previous semester. It was done to save time since the time was limited.

### **3.3.3 Interview**

The interview was conducted after the last meeting. It aims to discover students' responses toward the implementation of Genre Based Approach in teaching writing narrative text. In this study semi-structured interview was chosen, as they are more flexible and proper with the aims of the study. As Nunan (1992) classified

interviews into three types, unstructured, semi-structured, and structured. An unstructured interview is directed by the respondents' response not by the researcher's agenda. Thus the researcher has no control over the course of the interview. A structured interview is the opposite, researcher has total control over where the interview goes and what should come of it by raising the pre-formulated questions in a prefixed order. A semi-structured interview stands in between. The researcher prepares some questions in advance, but the researcher is not constrained by these questions.

The writer did interviews, lasting around 30 minutes with three students (low, mid, and high achievers). The writer asked seven questions about students' response and opinion about the implementation of genre-based approach in teaching writing narrative texts. In each interview, seven questions by using Indonesia language were posed to each interviewee. Choosing Indonesia language in the interview was to make the interviewee free in expressing their ideas. Moreover, in the interviews, the researcher used a recorder to avoid the loss of the data and enable the researcher to transcribe it later. Thus, it enabled the researcher to analyze the data in depth (Silverman, 2005, p.183-184)

### **3.4 Data Analysis**

According to the data collection, three instruments were administered in this study namely observation, interview, and students' text analysis. Ongoing data analyses and interpretation were based on data mainly from classroom observation notes. Data which were analyzed after the research program were mainly students' writing text and interviews data. The analysis of each research instruments was presented in a form of descriptive explanation. Each of them is discussed below.

#### **3.4.1. Observation**

The data which were collected in observation noted in observation note. Then, they were transcribed, categorized and analyzed using a thematic analysis relevant to the research questions, including the principles and results of implementing genre-based approach.



In analyzing observation data, the researcher did the following activities. First, observation note about the implementation of Genre-Based approach to teach writing narrative text were transcribed. Then, the researcher summarized all activities during teaching program which was relevant to this study and matching the data with the research question. Finally, the data were coded and categorized based on the two research questions, the way teacher implemented Genre-Based approach in classroom, and students' response toward Genre-Based approach cycle.

#### **3.4.2. Documentation of Students' text**

Students' texts were analyzed by using systemic functional grammar (SFG). The samples of students' writing texts were analyzed in terms of the schematic structure, social function, language features and thematic system used in order to reveal students' development in the writing of narrative text. All of texts were chosen from low, middle, and high achievers.

#### **3.4.3. Interview**

The data from interview were analyzed in some steps. First, the data from interview were converted in written form and subsequently categorized and interpreted to answer the research questions. Second, the interpretation data were read and compressed into briefer statements. Third, the data were coded and categorized. Finally, the interview data were interpreted to reveal students' response on the implementation of the teaching program based on Genre-Based approach and the issue emerged during the teaching program. The data from interview were used to support the obtained data from difference resources. This was aimed to enhance the validity of the study (Stake 1995, Freebody 2003, cited in Emilia 2005)

### **3.5 Conclusion**

This section has presented a brief discussion of methodology related aspects of the study, including research method, research site and respondent, data collection

and data analysis. The next chapter will focus on description of the teaching program done by the researcher.

