CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

Chapter 2 has provided the literature used for the study. This chapter presents the research method used in the present study including the research objectives, research design, research site and participant, data collection and data analysis technique.

3.2 Research Objectives

The objectives of the present study are:

1. to investigate the empowerment as reflected in the implementation of genre pedagogy to the teaching of writing research proposals.
2. to investigate how empowerment is reflected in students' research proposals.
3. to figure out the students' responses toward the teaching program using genre pedagogy.

3.3 Research Design

This study employs a case study design as it embraces the characteristics of a case study. The first characteristic is that this study attempted to understand the certain phenomenon in pedagogy setting where the researcher acted as the teacher in implementing genre pedagogy to the teaching of writing a research proposal. It suits the characteristic of a case study as it focused on one particular instance of educational experience or practice (Stake, 1995). Further, a case study design is suitable with this study since as one of qualitative studies, the aim of this design as suggested by Punch (2009) is "… to understand the case in depth, and in its natural setting, recognizing its complexity and its context…"(p.119). The second characteristic of the study which suits the charactterictic of a case study as suggested by Yin (1993)is that this study employed multiple data collectiontechniques. The data were collected through observation, questionnaire and documentation. The shortcoming of a case study is that its finding cannot be

generalized asit was conducted in a small scale. However, Malik and Hamied (2014) argue that the generalization is not priority if the focus of the research is to understand the uniqueness of a case.

3.4 Research Site and Participant

This study was carried out at the undergraduate English study program in one university in Banten. This research site was chosen since as a member of the teaching staff with more than nine years teaching experience, the researcher would get easy access to the research site, and hence, increase the feasibility of the study (Bogdan and Biklen, 1998).

The participants of this research were fifteen students of English Department, year three taking the subject of Research on ELT 1 who voluntarily joined this teaching program. The students were chosen by using purposive sampling technique based ontheir temporary GPA representing the low achiever (<3), mid achiever (3-3.5), and high achiever (>3.5). This sampling technique was chosen since a case study lies within qualitative method that needed to select certain aspects which were suitable to the purpose of the study (Dornyei, 2007). The achievement levels which were based on the students' temporary GPA were corroborated with the information given by the students' former instructor from the previous semester. The information was on the students' grades in the course and students' interaction with the teacher. There were five students in every level of achievement. Further, the researcher randomly chose two students in every level of achievement for the purpose of text analysis.

3.5 Data Collection Techniques

Three techniques of data collection are classroom observation, questionnaire and documentation. Each data collection will be discussed below.

1) Classroom Observation

Classroom observation was conducted to find out the empowerment as reflected in the implementation of genre pedagogy in the teaching of proposal writing. Fourteen meetings were observed with a hundred minutes for each

meeting. Observation technique was chosen since it could capture all activities that happen in the classroom in a more natural-ended way (Punch, 2009).

There are two practical issues on the use of observation (Punch, 2009). They are the focus of observation and observational data recording. The first practical issue, the focus of observation, could be handled by carefully designing the observation focus which was based on the research questions. The present study focused on the implementation of genre pedagogy in the teaching of research proposal writing, so the focus was what the teacher and students did and said during the teaching and learning process. As the researcher was also the teacher, a colleague of the researcher was asked to be the observer. An observation sheet made by the observer which covered those focuses was carefully designed. The sample of observation note can be found in Appendix 6.1.

The second practical issue, observational data recording, could be handled by choosing the appropriate ways. It was the combination of audio visual equipment with the use of field notes written by the researcher right after the teaching session.

2) Questionnaire

Questionnaire was used to get the students' responses toward the teaching program using genre pedagogy, the genre pedagogy itself, and the empowerment dimension. Open ended questionnaire was chosen because all respondents could give appropriate answers to the questions as Creswell (2008) suggests that this kind of questionnaire can give useful information to support theories and concepts in the literature. There were fourteen questions representing three central themes as shown in the table 3.1.

Table 3. 1 The Distributions of Questions based on the Central Themes

		Distributions of the questions
Central theme 1	Students' responses on the teaching program in general	1. What do you think about the course in general? Why?
		2. What do you like best in this course? Why?
		3. What do you think about each activity you did in the course? Why?
Central theme 2	Students' responses on genre pedagogy to the teaching of academic writing	4. What do you think about reading multiple texts before you write in building knowledge of the field stage? What benefits can you get from this activity and what challenges did you find?
		5. What do you think about reading a *skripsi* as a model for you to write a proposal in modelling the genre stage? Why?
		6. What do you think about the lecturer's explanation about the schematic structure and linguistic features of research proposal in modelling the genre stage? Why?
		7. What do you think about the teaching of the grammar in modelling the genre stage? Why?
		8. What do you think about writing different drafts in joint construction stage? What benefits can you get from this activity and what challenges did you find?
		9. What do you think about the feedback that the lecturer gives to your draft in joint construction stage? Why?
		10. What do you think about the feedback that your classmates give to your draft in independent construction stage? Why?
Central theme 3	Students' responses on classroom practice related to students empowerment through genre pedagogy	11. What did you feel when you did every activity? Why?
		12. What do you feel after you are able to write a research proposal? Why?
		13. Do you think that you will be able to write a research report *(skripsi)?* Why?
		14. Are you willing to help your friends in writing their research proposal? Why?

Table 3.1 shows the distribution of the questions based on the central themes. The questionnaire can be found in Appendix 7.1. This questionnaire was tried out to several students who did not participate in the present study. It was needed to avoid the questions from ambiguity or vagueness. The result was one question related to the second central theme was deleted as the students did not have the same understanding towards the question.

3) Documentation

Documents provide valuable information in helping researchers understand central phenomena in qualitative research (Creswell, 2008). Six research proposals representing the participants GPA were taken for the analysis of schematic structure, linguistic features and empowerment.

The other used documents were lesson plans, students' journals and field notes. Lesson plans were designed by the researcher as the teaching scenario (see Appendix 2). In addition, students' reflective journals were written by the students at every meeting (see Appendix 6.3 for the sample of student's journal).

3.6 Data Analysis Technique

The data gained from the observation were reduced through the process of selection. Within this process, the data were classified in terms of the teaching stage, teaching activities, and kinds of empowerment. This classification was necessary to find out the empowerment reflected in every teaching stage.The next step was describing and interpreting the result. The interpretation was then discussed with the support of the appropriate literature review.

Furthermore, the research proposals produced by the students were analyzed in terms of schematic structures and linguistic features by using the theories of English academic writing (Swales & Feak, 2004; Paltridge & Stairfield, 2007; Emilia, 2008). The proposals were also analyzed in terms of transitivity and theme system by using Systemic Functional Grammar (Eggins, 1994; Emilia, 2005, 2014; Halliday, 1994; Martin et. al, 1997). The following are the procedures in analyzing the proposals:

1. The proposals were classified into three groups based on the students' GPA. They were low, middle, and high achiever.

2. Those six proposals representing were analysed in terms of the elements whether they have fulfilled the main elements of research proposals by using the theory of academic writing (Swales, 1990, 1996, 2004; Swales & Feak, 2004; Paltridge & Stairfield, 2007; Emilia, 2008).

3. Those six proposals were then analysed in terms of the schematic structure and linguistic feature presenting the sample of their proposal contents (See Appendix 8 for the analysis). The following table is the example of background section which was analyzed:

Table 3. 2 Sample of Analysis of Student's Background Section

No	Background Elements	Proposal 1
1	Establishing research territory/ setting up the context	- Within language study and teaching contexts, reading is an important skill of language learning, and is also a helpful means of language instruction - A considerable number of L1 (first language) and L2/FL (second or foreign language) reading research studies point to the potential benefits of extensive reading in promoting language learners' vocabulary learning (Cho &Krashen, 1994; Day, Omura, &Hiramatsu, 1991)
2.	Establishing niche/ gap	Numerous studies have investigated the extensive reading in tertiary level and get positive result. However, less study has been conducted in the secondary level, so the researcher will try this method at school environment.
3.	Establishing purpose	- The researcher will investigate the effect of using extensive reading in Junior high school student who have little interest to reading for pleasure.

4. Then, the background of the students' proposals were analysed in terms of their transitivity (See Appendix 9 for the analysis of transitivity). Different types of writing represent different process, as shown in the sample below.

Material Process: italic

Mental Process : underline

Verbal Process : bold

Behavioral Process : italic and underline

Relational Attributive: italic and bold

Relational Identifying : bold and underline

Relational Possessive: *......*

Existential Process: #......#

Relational causative:=........=

CHAPTER I
INTRODUCTION

1.1 Background of the Study

1. This chapter <u>presents</u> the general account of the present study.
2. It *covers* background of the study, purpose of the study, and research questions.
3. The study of speaking English #has become# an important aspect of language as long as it *is* important [[<u>to be learnt</u> in international world]]. Speaking English <u>**is**</u> the important skill [[that *should be practiced* by the students for communication]]
4. Because many countries in the world *use* it for communication.
5. [[As pointed by Richards (2008)]], the mastery of speaking skills in English <u>**is**</u> a priority for many second language learners.

5. The analysis of the proposals in terms of their schematic structure and linguistic features was followed with the presentattion, interpretation, and discussion by using the appropriate theories and previous relevant studies.

Finally, data from questionnaire were analyzed in several steps. The first step was to put the responses into three central themes or categories. They were students' responses toward the teaching program, students' responses toward genre pedagogy, and students' responses related to the issue of empowerment. The next step was to do a thematic analysis by putting the students' comments based on the categories. The data were then presented and discussed to support the data from the students' research proposal.

3.7 Conclusion

This section has explained how the study was conducted. The aspects on the way the study was conducted, such as research design, research site and participants, data collection technique, and data analysis technique have been presented.The next section will describe and elaborate the findings of the study. The findings will be presented based on the research questions and the way the data were collected.

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