CHAPTER III

RESEARCH METHODOLOGY

This section is intended to elaborate aspects related to research methodology that is used in the study. Site and participants of the study, research design and methods, data collection, and data analysis techniques are explained. The clarification of related terms and concluding remark are also informed.

3.1 Site and Participants of the Study

The research was conducted in one state of senior high school in Bandung. The reason of choosing the school was that the school is accessible since the teaching practicum was conducted at the school in the previous academic year, thus, the school characteristics as well as the teacher's had already been known. Consequently, the feasibility of the study was supported (Emilia, 2008, p. 39).

Since the observation focused on the learning process through process-genre based approach and students' writing practice and products, then one class of XI Science consisting of 39 students was chosen as the participants of the research, which was class XI Science 3. Three students representing three categories of achievements were selected, as a result from the discussion between the researcher and the teacher, to be analyzed the writing products. The class was also recommended by the teacher since the students were considered active and highly motivated compared to other classes. The class was also considered supportive for the study.

3.2 Research Design and Methods

Related to the nature of the study, aims, and research questions, this research used descriptive research design, employing the characteristics of single case study research. The purpose of using single case study in this research was to

explore whether the implementation of process-genre based approach contributes to students' writing ability of Report text. Thus, in the present study, the case was represented as a teaching approach consisting of steps to form sequential activities given to the students (Creswell, 2012, p. 465, see also Merriam, 1988, p. 13) to certain practice (writing). In other words, in the present study, a single-case study was conducted while an "intervention" took place at the same time as the researcher implemented something "to the subject (re. Students) being investigated" and gained an in-depth results of what happened (Nunan, 1992, p. 82).

Then, the study also sought the explanation of students' responses towards process-genre based approach to writing Report text towards their writing ability of Report text. The result of the study, also, would not be attempted to be generalized beyond the case (Stake, 1995). The researcher acted as both teacher and observer (participant observation role) in order to avoid suspect self-reported data, to guide the identification of the data to be more focused, and to lessen reporting biases (Bernard, 2006). This research can be said as an experimental research since a treatment was given to achieve the object of the study but the difference was the study did not attempt to "set up experimental and control groups" as in experimental research design (Nunan, 1992, p. 82).

3.3 Data Collection Technique

As a single-case study research, developing a profound understanding towards the case was needed; therefore, three data collection techniques were used in this study, namely classroom observation for one and a half months, document analysis, and interview in the last day of the research.

3.3.1 Classroom Observation

The classroom observation was conducted for one and a half months from August, 28 2013 until October, 10 2013. The classroom observation was conducted twice a week, every Monday and Thursday for two learning hours (90

minutes). Classroom observation was employed in the study because the data from classroom observation gave detailed descriptions of learners and the observation was made at "periodic intervals for an extended period of time" (Mackey & Gass, 2005, p. 171).

Classroom observation was divided into two stages; they were preliminary observation stage and the implementation of process-genre based approach stage. The preliminary observation stage, conducted from August, 28 2013 until September, 5 2013, was carried out to gain relevant data related to students' writing products prior to being introduced to the implementation of process-genre based approach, students' behaviour towards writing practice in the classroom, and problems faced by students in learning text types in English, especially towards the practice of writing.

The first thing that was observed in the preliminary observation was the total number of the students which is 39 students, like other big classes in Indonesian's public schools. Then, the results from preliminary observation were used as guidance to create lesson plans for learning process during the implementation of process-genre based approach. The implementation stage was intended to put into practice the process-genre based approach.

Video recording was not used in preliminary observation, therefore, the researcher made observation notes (see Appendix B) right after the observation was finished, when "the memory of observation is still fresh" (van Lier, 1988, p. 241, cited in Emilia, 2008, p. 43) to avoid missing information from the research. The classroom observation will be elaborated and discussed in Chapter IV in this paper.

3.3.2 Document Analysis

The document analysis was carried out during the research, specifically on students' writing products (draft and final writing) and the English curriculum for senior high school grade XI. The first document to be analyzed was the English

curriculum for senior high school grade XI. The analysis focused on the Competence Standard and Basic Standard for writing skill of Report text. The curriculum analysis was very important to do because this analysis provided the researcher with proper sources and helped the researcher find suitable topic for the students. Emilia encouraged this kind of analysis to keep the research as well as the researcher "on the right track" (2008, p. 44).

The last analysis and also the important data to analyze was students' writing products consisting of draft and final writing. The draft and the final writing products were collected from the learning process using process-genre based approach and will be discussed in data findings and discussions in Chapter IV. As mentioned earlier, three students (6 texts) representing achievement categories were selected to be analyzed the writing products (draft and final writing).

3.3.3 Interview

The interview was done to students as the subject of the study. The interview from this study actually can be classified into two types: formal and informal interviews. The formal interview was conducted at the end of the program to the students, in which the interview was recorded and transcribed. The formal interview was done in the form of individual interview. The informal interview, in contrast, was done in every meeting during or at the end of the sessions to several random students.

At the end of the treatment, ten students were interviewed. The semi-structured interview was conducted (Nunan, 1992) in order to gain information from guided questions along with the freedom of the interviewee to answer the questions based on students' responses to the treatment. The questions were related to learning process in general towards process-genre based approach, the improvements of students' writing progress and ability, and the advantages from every learning source and steps that helped students learn the act of writing. Suggestions from students towards the next learning process in the classroom

were also asked to provide the teacher with expected future teaching practice of writing in the classroom and adequate students' needs and goals.

All interviews were audio recorded and took place in the language laboratory. When one student was being interviewed, the others had to wait outside the laboratory. The duration of interview for each student was five to six minutes depending on the extent of the answers the students proposed. The interview was also conducted in Indonesian language to give students more freedom, comfort, and no burdens when answering the questions as well as to avoid misunderstanding to the questions and answers. The discussion of the interview result is presented in Chapter IV.

3.4 Data Analysis Technique

As a single-case study using participant-observation role, the data analysis was conducted for two stages: during the implementation of the approach in the learning process and at the end of the research, focusing on interview and students' writing products data analysis. The description of preliminary observation and learning process was noted down using researcher's field notes.

Meanwhile, students' texts were analyzed in terms of the description of schematic structures and linguistic features of Report text as proposed by the Linguistic and Education Research Network (1990), Anderson and Anderson (1997), Christie (2005), Feez and Joyce (2006), Hyland (2007), and Emilia (2012) on the basis of SFL GBA (See Section 3.5), thus, no specific rubrics were used. The analysis of interview used the descriptive analysis procedure (Sugiyono, 2008) by transcribing the audio recording, interpreting it, and concluding students' responses on the interview based on the theme of each question proposed and relating the findings to the theoretical foundations of process-genre based approach.

3.5 Systemic Functional Linguistics as the Tool for Text Analysis

In the elaboration of process-genre based approach in Chapter II, it was mentioned that the influence of genre-based approach was obvious in the teaching steps. Moreover, to analyze students' texts, the analysis of schematic structure and linguistic features of Report text was used. The analysis of schematic structure and linguistic features of Report text are the derivation from Systemic Functional Linguistics Genre-Based Approach (SFL GBA). Therefore, in this study, to give a thorough overview, SFL GBA as the tool for text analysis is explained in the following section.

Learning language through SFL GBA is influenced by the systems of register (Emilia, 2012, p. 6) on how the message is transferred (mode), spoken or written, how the message is intended to certain people (tenor), and the information based on the context (field or subject matter) (Badger & White, 2000; Emilia, 2012). According to Emilia (2012, p. 6), the systems of register mentioned above need to be greatly emphasized to the students in order for them to understand what is being talked about in the text (topic or field), to whom the text is intended to (tenor), and what kind of media the students use to deliver the message, in this case is through written language (mode).

From the systems of register above, SFL GBA then embraces the principles of making meaningful discourse represented in situational and cultural contexts (Emilia, 2012). Situational contexts, in relation to Report text, are embodied in textual (theme system) and ideational (transitivity system) meanings. In addition, interpersonal meanings that are used in Report text are conjunction and modality, even though modality system is rarely used. Each language system will be discussed in the following and the discussion is based on examples from students' texts.

3.5.1 Theme System

The theme system in SFL GBA exposes the organization of information in the text in every clause in the sentence (Martin, 1992; Martin, Mathiessen, & Painter, 1997, p. 21, cited in Emilia, 2008; 2010). The theme system is realized through a structure where the clauses are divided into two parts: a *Theme* and a *Rheme*. Theme is described as the "point of departure" of a sentence (Lock, 2005, p. 222) and the rest of the clause in the sentence is called Rheme. In the theme system, there are three types of Theme in SFL GBA, they are topical (experiential), interpersonal, and textual themes (Eggins, 1994, cited in Emilia, 2008; Lock, 2005). Since the study focuses on Report text, the types of Theme that are prominent are topical and textual themes.

Topical theme, according to Gerot and Wignell (1994) and Martin, Matiesses, and Painter (1997, p. 24, cited in Emilia, 2008), is the first element occurs in the clauses stating one type of "representational meaning." Emilia says that this kind of Theme is realized through the structure of Transitivity as "participant," "circumstances," or "process." Gerot and Wignell inform a topical theme that acts as "Subject" is called "unmarked" (1994, p. 104) while "marked topical theme" is "a topical theme which is not the Subject" (1994, p. 104).

Table 3.1 Examples of Topical Theme

Participant as the Theme	*Dog*	Is a mammal.
Circumstance as the Theme	*Sometimes*	Whale leaps out of the water.
	Topical theme	Rheme

Textual theme is the element which does not state either interpersonal or experiential meanings but it is responsible for "creating cohesion of the text and relating the clauses to its contexts" (Eggins, 1994, p. 281, cited in Emilia, 2010, p. 18). The example of textual theme is presented in the following table.

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Table 3.2 Examples of Textual Theme

Relative	Horse is a mammal *that* belongs to the taxonomic of family *Equidae*.
Coordination	*So,* it can eat grass with tongue.

3.5.2 Transitivity

System of transitivity is used to identify different types of representation of the clause (Gerot & Wignell, 1994). Transitivity system, according to Halliday (1994a, p. 106, cited in Emilia, 2008, p. 50) is "the world of experience into a manageable set of process types." There are six types of different processes in transitivity, namely: material, mental, verbal, relational, behavioural, and existential. Gerot and Wignell also add that there are three categories that belong to transitivity; they are circumstances, processes, and participants (1994). However, in Report text, the processes that are used are material and relational processes.

3.5.2.1 Material Processes: Processes of Doing

Material processes explain how something is doing physically (Gerot & Wignell, 1994) or "construe doing or happening" (Halliday, 1994a, p. 110; Butt, et al. 2000; Eggins, 1994; Thompson, 1996; Martin, Mathiessen, & Painter, 1997, cited in Emilia, 2008, p. 50). This type of process answers the questions of "what X is doing?" or "What happened?" (Emilia, 2008, p. 50). The example below is taken from students' texts.

Table 3.3 Example of Material Process

Dogs	Run	Fast
Actor	Process: Material	Circ.: manner

Table 3.4 Example of Material Process

Giraffe	Usually	eats	green leaves and grass.
Actor	Circ.: Time	Process: Material	Circ.: Matter

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3.5.2.2 Relational Processes: Processes of Being and Having

In Report text about animal, relational process is very dominant because it relates the generic participants (animal under discussion) to the identification or the description (attribute) (Butt, et al., 2005, p. 58, cited in Emilia, 2008, p. 51). As informed by Gerot and Wignell, relational processes can be categorized based on the topic is being used to "identify something…or to assign a quality to someting" (1994, p. 67). There are two core roles of participants in relational processes: Carrier + Attribute in attributive processes and Token + Value in identification clauses. The relational processes in Report text about animal written by the students in this study were attributive rather than identifying as exemplified in the following tables.

Table 3.5 Example of Relational Process

Whale	Is	one of giant fish.
Carrier	Attributive: intensive	Attribute

Table 3.6 Example of Relational Process

Horse	has	strong feet.
Carrier	Attributive: possessive	Attribute

In Report text, the use of relational process is the key since this type or process creates "an ordered technical vocabulary and a way of classifying the world" (Gerot & Wignell, 1994, p. 68).

3.5.3 Conjunctions

Conjunctions in Report text help the reader build in-depth cohesion in the text (Halliday 1994a, p. 324, cited in Emilia, 2008, p.52). Conjunction acts as the relating words used by the writer to create and express "logical relationship between the parts of a text" (Eggins, 1994, p. 105, cited in Emilia, 2010, p. 27). There are three kinds of conjunctions: elaboration, extension, and enhancement

(Halliday, 1994; Eggins, 1994, cited in Emilia, 2008). From the texts made by the students, the majority of conjunction that was used is extension that refers to the relationship of adding information or ideas or variation by changing the meanings of another by contrasting or qualifying (Halliday, 1994, p. 105, cited in Emilia, 2010). Familiar conjunctions which are used to express this relation are: *and, also, moreover, in addition, nor, but, yet, on the other hand* (Emilia, 2010, p. 27). The examples from students' text are shown below.

Table 3.7 Examples of Conjunctions

Types of Conjunctions	Example	Sample sentence
Extension	And	Giraffe usually lives in savannas, grassland, and woodlands.
Extension	Unlike	Unlike most mammals, whales are…

The explanation of SFL GBA in the above section is used as the tool for students' texts analysis in terms of the schematic structure and linguistic features of Report text. The brief procedure of text analysis is demonstrated in the next part.

3.6 Sample of Text Analysis Procedure

As mentioned in the data analysis technique beforehand, students' draft and final writing products were analyzed based on students' comprehension of the schematic structure of Report text and its linguistic features departing from the analysis in SFL GBA. In Chapter II, Report text has been discussed and in this section a sample of brief text analysis from one final student's writing product is presented as the guidance to the analysis procedure of text analysis in Chapter IV.

Table 3.8 Text Analysis Procedure of Student's Final Writing Product

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Whale

Whale is a wild animal and lives in the sea. Whale belongs to mammal.

Whale has a long and large body. The skin is smooth and shiny. The largest species of whale is blue whale. Whale has a hole on its back and the function is for air circulation when the whale is in the water. Whale is different from other mammals. For example, most mammals have legs but whale doesn't. Whale looks rather like a fish.

Sometimes, whale leaps out of the water which is also known as cresting. Whale likes to breach when it is in the group. Whale can swim fast. When it rises and holds position partially out of the water, the movement is called spyhopping. "Lobtailing" is the act of the whale lifting. It flunks out of the water and brings it down again. Whale eats the planktons.

Whale has a special sound to go somewhere. Whale breathes air like other mammals. The whale's ears have specific adaptations to the marine environment. Whale is easy to teach and learn. That's why the whale is always in the circus exhibition (sea world).

The text was made by one student from high achievers group. The text was the final writing product after going through three times of drafting, revision, and editing. The first analysis identifies the schematic structure of the text. In Table 3.8, the student could write the information in a well-organized structure. This is proven by the well-structured classification of information in each paragraph in the text. As explained in Chapter II, Report text is divided into two main paragraphs; they are general classification and description(s).

The text provided the suitable title "*Whale*" for since it only described "*Whale*" in general and it belongs to the social purpose of Report text (See Chapter II). The student also wrote a good general classification paragraph, while only exposing the class of whale which is mammal and described that "*Whale is a wild animal.*" The student also added "*… lives in the sea*" as the general classification of the topic since general classification in Report text only provides the brief information of the phenomenon under discussion (See Chapter II).

Then, in the next paragraphs, the student could specifically divide the description paragraphs into several aspects to elaborate from "*Whale.*" The second paragraph tells about the description of physical appearance, the third paragraph

tells about the description of habits, and the last paragraph describes the quality of the whale. The student could use related technical terms about "*Whale,*" for example in paragraph three when she described the habits of cresting or "*leaping out*" from the "*Whale*."

The schematic structure analysis then moves to the linguistic features of Report text. In Report text, the use of generic participant (generalised participant) is dominant, since the discussion is only about general phenomenon happening in the environment. The student used "*Whale*" as the main generic participant. Then, she also wrote "*the skin*" in paragraph two and "*the whale's ears*" in the last paragraph. Those words are included in generic participants because they only focus on certain description of a "*whale*." Then, in paragraph two the student wrote, "*Whale has a long and large body,*" "*The largest species of whale is blue whale,*" "*Whale belongs to mammal*" in paragraph one, and "*Whale has a special sound to go somewhere*" which show an appropriate use of relational verb (be). In Report text, the use relational verbs or linking verbs are prominent because the descriptive language that is used in Report text is factual and precise (Emilia, 2012, p. 88).

Table 3.8 is one example of Report text that was produced by one student, a high achiever student. The student could differentiate between Report text and descriptive text (See Chapter II) and used several linguistic features of Report text in the final product. The student went through three times of drafts, where students got peer feedback, class-conference feedback from teacher, and one-on-one feedback from teacher. The detail analysis students' writing products and its discussion are explained further in Chapter IV.

3.7 Clarification of Related Terms

There are several terms that are clarified in this study to avoid misunderstanding and to keep the study on the right track, namely:

a. Report text:

In Chapter II, the explanation of Report text has been discussed. In this section, a clarification of Report text is based on the type of Report text that the researcher used in the study. According to digital Cambridge Advanced Learner's Dictionary (2008), report means "a description of an event or situation," while Gerot and Wignell (1994) state that Report text functions "to describe the way things are, with reference to a range of natural, man-made, or social phenomena in our environment." To conclude, Report text means a text type that is used to describe general phenomena in the environment, focusing on generic participants under discussion.

In this study, the researcher chose animal phenomena as the topic, since in an informal interview with the students during the preliminary observation stage the students wanted to learn more about animal phenomena. The selection of the topic was also in line with students' study program that is Natural Science and they had learned about animal's anatomy and kingdom. The text sources for modeling and joint construction were taken from the textbook of English Zone for XI grade Senior High School (2008), http://understandingtext.blogspot.com/ (2007), and other related sources. The selection of the source texts also used the text analysis to see if the texts were coherent and cohesive (Emilia, 2012, p. 8-9). The topic for students' independent construction was selected by the teacher based on students' attendance list (See Chapter IV). The topic was still in line with the English curriculum for senior high school students, the technical terms, and other linguistic features of Report text that were given during modeling, reinforcement, and joint construction stages.

b. Process-Genre Based Approach

As the main focus of the study, this has to be clarified to guide the research. Process, quoted from digital Cambridge Advanced Learner's Dictionary (2008), is "a series of actions that you take in order to achieve a result," while genre is "a style, especially in the arts, that involves a particular set of characteristics" (Cambridge Advanced Learner's Dictionary, 2008). Therefore, process-genre

based approach to writing is an approach using a series of actions of writing to particular genres based on the social purpose of the text types.

According to Badger and White (2000), process-genre based approach treats writing as the "cover the process by which writers decide what aspects of the topic should be highlighted, as well as the knowledge of the appropriate language." Therefore, besides knowledge of the social purpose of the text type students have to write, they also are familiarized with the process of composing the intended text. In this study, the teaching model of process-genre uses the synthesis of genre-based and process-based teaching models (See Chapter II).

c. Students' Writing Product

As mentioned beforehand, students' writing products were used as the main focus to see students' writing ability progress resulted from process-genre based approach. In this study, students' writing products were collected, analyzed, and discussed from their writing drafts and their final products. The analysis was based on schematic structure and linguistic features of Report text. The topic was selected by the teacher. Students looked at the writing guidance in composing the text. Most students went through two or three times of drafting, revising, and editing.

3.8 Concluding Remark

This chapter has described important aspects related to research methodology of the study. It has also been elaborated, like action research in general, this research is basically aimed at improving teaching writing practice in the classroom and especially to help students improve their writing ability through process-genre based approach.

This chapter also has explained the data collection technique and analysis and the background of choosing the techniques. Furthermore, an overview of SFL GBA as the tool for analyzing students' texts has already been discussed as the core element for exploring students' writing products of Report text in terms of the schematic structure and linguistic features. Finally, the text analysis procedure

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guided the researcher to analyze students' writing ability progress as well as the sample of text analysis from students' writing product. After explaining related aspects to research methodology, the next chapter is going to discuss and analyze the data from the research data collection technique.