CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses aspects related to research methodology. It covers research design, the site and participants of the study, techniques for collecting data, and techniques of data analysis.

3.1 Research Design

This research aims to investigate how the EFL teacher plans the genre-based teaching-learning activities in her lesson plan and to find out to what extent the genre-based lesson plan informs teacher in her teaching. To answer the research questions, a qualitative research method was employed. Since the qualitative study is aimed at exploring how people make meaning of their experiences (Merriam, 2009), this method is expected to be able to comprehensively elaborate the planning of a genre-based approach and its implementation in the teaching practice. Additionally, another purpose of the qualitative approach is to understand a phenomenon in a natural setting —feelings, values, and perceptions— (Cresswell, 2012; Denzin & Lincoln, 2005; Hamied, 2017; Litchman, 2006; Nunan, 1992). Therefore, the qualitative approach is appropriate to be applied in this study because it focuses on investigating how the EFL teacher plans the genre-based teaching-learning activities in her lesson plan and finding out to what extent the genre-based lesson plan informs teacher in her teaching.

Additionally, since the present research focused on investigating investigating how the EFL teacher plans the genre-based teaching-learning activities in her lesson plan and finding out to what extent the genre-based lesson plan informs teacher in her teaching, I employed a case study to answer the research questions. A case study is a research approach in which the researcher explores deeply into one or more issues (Creswell, 2014; Hamied, 2017; Gillham, 2000) because it gave a thorough and comprehensive investigation (Merriam, 2009; Yin 2003).

3.2 Site and Participant of the Study

This sub-topic presents detailed information about the schools where the participant of this study taught as well as their background information. This research was conducted in one public Junior High School named *SMPN X* (pseudonyms) which are located in Padang Pariaman, West Sumatera. This study involved one EFL teacher, *Ibu Herlina* (pseudonyms).

3.2.1 The School

SMPN X was purposefully selected as the research site of this study for two reasons: 1) the school implements the 2013 curriculum, and 2) the school implements genre-based approach in the English teaching and learning process. The school is located in Padang Pariaman which is one of public junior high schools. The reason for selecting the school was because I attempted to explore the planning and implementation of genre-based aproach in that school.

The first thing to do when conducting research was to determine the teachers and methodology of learning English in the school. This was important because not all public junior high schools in Padang used a genre-based approach in teaching English. Therefore, I ensure that the school had used the genre-based approach to English subjects for at least one year. Then I chose the school that was located there and was supported by adequate facilities and infrastructures to support the feasibility of the study.

3.2.2 The Participant

The participant of this study was one EFL teacher of public junior high school. The participant was chosen based on the purposive sampling technique. The EFL teacher purposefully selected from a public school considering that: (1) she has been teaching for at least one year using the genre-based approach, (2) she has been teaching

English for more than ten years. Therefore, the participant was chosen based on whether or not the she knew a lot about topics that were essential to the goal of the study (Patton, 1990).

Her teaching experiences were assumed to be the most important consideration in gaining the purposes of the research regarding the EFL teacher plans the genre-based teaching-learning activities in her lesson plan and how genre-based lesson plan informs the teacher in her teaching. The teacher was considered experienced teacher for having more than ten years of teaching experience (Brown, 2011). And the last was she has been teaching at least one year in applying the genre-based approach.

3.3 Techniques for Collecting Data

To answer the two research questions as stated in chapter one, this study applied multiple data collection techniques involving classroom observation, interview, and documentations (Cohen et al, 2007; Cresswell, 2008). The techniques for collecting the data are explained below.

3.3.1 Documentations

I analyzed one EFL teacher's lesson plan in order to follow Alwasilah's (2011) lead on the usage of document in data collection. The document is a valuable and natural source of data (Alwasilah, 2011; Creswell, 2012). The lesson plan was used to see how participant planned her teaching process. In this case, I analyzed teacher's lesson plan to see how the teacher designed her lesson plan in formulating the genre-based teaching-learning activities and to figure out her understanding of implementing the genre-based approach.

The lesson plan was analyzed by using checklist based on the principles of genre-based lesson plan such as building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), and independence construction of the text (ICOT) as suggested by Hammond et al (1992). Furthermore, the lesson plan was also analyzed in accordance with the elements of lesson plan proposed by

Regulation of Ministry of Education number 65/2013 such as subject identity, standard of competence, basic competence, indicators for competence achievement learning objectives, learning material, time allocation, learning method, teaching procedures, learning media, learning sources, and assessments. However, I limited the analysis only in term of teaching method because the analysis focused on the exploring the methodology which was formulated by the teacher in her lesson plan.

3.3.2 Interview

An interview is designed to elicit specific answers or information from the interviewee (Fraenkel et al., 2012). The interview was very essential in this study since it was used to reveal teacher's personal stories and experiences in planning the genre-based approach as stated in the teacher's lesson plan. The interview was used as a supporting instrument in this study to recheck and clarify the data from teacher's lesson plan which has been obtained in advance through document analysis.

The interview was done three times to a participant. The interview was conducted after the classroom observation was conducted. In this study, the interview allowed the participant to share their knowledge, ideas, and experiences about the implementation of genre-based approach in the lesson plan. The focus of the interview was directed by the issue in formulating genre-based approach into lesson plan. It aims to gather prior information about the teacher's knowledge in planning the genre-based approach in the lesson plan. Thus, the interview was categorized as in-depth interview, which meant to figure out the participants' knowledge, experiences, and beliefs (Gubrium & Holstein, 2001) about the planning of genre-based approach in the lesson plan. Since the interview focused to dig teacher's experiences deeper in formulating the genre-based approach in the lesson plan.

To have an accurate data of conversation, the interview was recorded. The researcher used an audio recorder to record the teacher's responses in order to ease the researcher in doing the interview (Burns, 2009 in Heigham & Crocker, 2009; Richards, 2003). To gather the information and to minimize the teacher's ambiguity, open-ended

questions in Indonesian language was used. An open-ended question is a question giving to respondent complete free to respond (Fraenkel et al., 2102). Indonesian language was used by the researcher so that the participant can understand the questions.

3.3.3   Classroom Observation

Observation is the process of gathering open ended first-hand information by observing the participants and places at research site (Cresswell, 2008) without altering or manipulating (Hamied, 2017). Classroom observations were conducted to see to what extent the genre-based lesson plan informs teacher in her teaching. Classroom observations helped the researcher getting more detailed information about the real condition of teaching and learning activities (Gillham, 2000; Lichtman, 2006). The classroom observations were done to see how the genre-based lesson plan informs the teacher in her teaching. The classroom observations were conducted seven times in a month. Videotaped was used during the observations for the accuracy and credibility of data.

The data of this study were obtained from the classroom observation conducted from October – November 2019. The classroom observations were done without interrupting the teacher during teaching and learning process. In doing classroom observations, I checked the sheets of observation checklist. It was aimed to show whether the teacher has carried out the activities as stated in the observation sheet or not. Besides, field notes were taken at the time of each observation. The field notes are applied to note what is going on in the classroom (Fraenkel et al, 2012) such as what the teacher has expressed and acted in the teaching and learning process. The field notes consist of useful information for research as it consist of descriptive data about what is happening in the classroom (Malik & Hamied, 2014). The form of observation checklist and activities which were stated on the observation checklist sheets were taken as suggested by Derewianka (1990).

3.4 Techniques of Data Analysis

This section presents the data analysis procedures that are performed on the data collection in order to answer the research questions. To examine the case, the teacher's thoughts which was written in the teacher's lesson plan, knowledge and experiences which was gained from the interviews, and teacher's actual teaching was obtained from the classroom observations were elaborated.

I firstly analyzed teacher's lesson plan to see whether the teacher formulated genre-based teaching learning into her lesson plan. Then, I checked the learning method in the teacher's lesson plan to see whether or not it contained the genre-based approach. The analysis of EFL teacher's lesson plan in this study aimed to give authentic evidence about teachers' plan of genre-based teaching and learning in her lesson plan.The checklist rubric used in this study was adopted from Hammond et al (1992) about the genre-based syllabus in which it guided me to organize the checklist rubric. The outline of the checklist rubric which was used to analyze the data from the teacher's lesson plan is presented in Appendix 2 (p.106). The results of this lesson plan analysis was sought to answer the first research question.

After getting the teacher's lesson plan, I employed in-depth interview by a semi structure interview. Thus, teacher's responses of the interview were recorded. The data gained from in-depth interview were in Indonesian language. I then translated the data into English and analyzed them by using thematic analysis. Thematic analysis was an actual method in reporting meanings, experiences, and the circumstances of participants operating in society (Braun & Clarke, 2006). In this study, thematic analysis was beneficial to be adopted because it investigated the information about genre-based teaching learning which was formulated by the teacher into her lesson plan. The thematic analysis was applied in this study by referencing to Boyatzis (1998). It consisted of three steps: data reduction, data organizing, and data interpreting (Boyatzis, 1998; Braun & Clarke, 2006; Fielding & Fielding, 2008). Data reduction is a process of identifying pure interview data of the teacher by summarizing, coding, and

categorizing the data. Organizing data is the process of gathering or uniting data from the results of reduction process by categorizing the data into several related categories. The last step is interpretation. Data interpreting is the process of drawing the conclusion from data reduction and data organizing.

Furthermore, the data which were collected from classroom observations in this study were in the form of observation sheets, field notes, and transcriptions of videos. There are several steps which were used in this study to analyze the video to answer the second research question about to what extent the genre-based lesson plan informs teacher in her teaching: copying, reading, coding, and categorizing the data into selected categories based on the genre-based teaching learning proposed by Gaab (1990). The following are the steps in analyzing the video recording to answer the second research question.

First step, the video was transcribed in order to see how the genre-based lesson plan informs the teacher in her teaching. The transcription process is described as the conversion of data from video or audio recordings into textual data (Creswell, 2008). In order to gain the data, the videos of all classroom activities in seven meetings were transcribed. Second step, reading the whole transcription of videotaping and field notes to see how the genre-based lesson plan informs the teacher in her teaching. This step was in line with Creswell's (2008) suggestion that reading the data should be done after the transcription process. After reading the whole transcriptions of the data, they were then coded into some categories based on the stages of genre-based approach proposed by Derewianka (1990). The example of coding in data analysis could be seen in Appendix 3 (p.108). After coding the data, the next step was analyzing and classifying the data into categories on the observation sheets: teacher's activities in implementing genre-based approach.