CHAPTER III
METHODOLOGY

This chapter presents the research methodology used in this study. The chapter is divided into five sections: research design, research site and subject, data collection technique, data analysis, and concluding remarks.

3.1   Research design

This study used a qualitative research design. A qualitative research design in form of a single case study method was used in this research. This research design has been chosen because this design of this study is described as an intensive study about a person, a group of people, or a community that intends to a certain issue (Cresswell, 2013). Using the qualitative single case study method which is a good way to help the researcher examine how participants' experiences or lives in multiple contexts, including personal life, classroom activity, school, and community (Cousin, 2005). In line with the research question this study aimed to explore the role of teacher scaffolding that contributes to the whole process of Joint Construction. Moreover, the involvement of students' cognitive engagement in writing through Joint Construction is also highlighted.

Specifically, this single case study method analyzes a certain issue that is studied with a comprehensive view by one or several methods on developing deeper into individuals' perspectives and experiences in the language of interaction between participants and surroundings (Thomas, 2011; Savin-Baden & Major, 2013). This research used two types of instruments in the process of discussing the results: observation notes from the teacher's scaffolding through the stage of Joint Construction, an observation checklist of cognitive involvement, and interview scripts. The qualitative single case study method, however, was anappropriate method for this research since this research attempted to find a comprehensive description of the process of Joint Construction in teaching writing relates tostudents' engagement.

3.2   Research Site and Participant

This study took place a part of training teachers program to implement Genre Based Pedagogy. The results of the training teachers program had been reported in Gunawan et al. (2021), which discussed about teachers' implementation of Genre Based Approach (GBA) as teaching strategy in teaching writing process. There were seven meetings of training teachers program which had 38 participants and all participants came from some regions of Bandung. During the training teachers program, the material development was related to part of Genre Based Approach (GBA) (i.e., deconstruction, joint construction, and independent writing). At the same time, the researcher took a part in the training teachers program to be more specifically focused on Joint Constructio as part of Genre Based Approach (GBA). Therefore, this study aimed to investigate a teacher's strategies to implement Joint Construction stage to promote students' cognitive engagement through teacher scaffolding.

Secondly, after finishing the training teacher program, the researcher conducted this research to recognize teacher's knowledge about the training. To specify, this study investigated about Joint Construction in depth. This study conducted eight meetings involving one English teacher and students of Junior High School in Padalarang, Bandung. The participant of this study was an English teacher who was undertaken from the training. The researcher had already observed the participant during the training before the researcher contacted her. The participant actively participated both group discussion and elaboration idea. It showed that the participant was knowledgeable in term of Genre Based Approach (GBA). It was also proven by the result of interview which the teacher had ever joined *WhatsApp* group discussion in 2017 discussing about Genre Based Approach (GBA). Moreover, the participant purposefully was chosen for a variety of reasons, including the presence of the most appropriate criteria. According to the result of interview, the teacher said:

> "I often join extra activities regarding teaching knowledge. Especially in the pandemic era, I have much time to join extra activities. As long as the time is affordable for me, I will register it. I can join the activity 5-6 times for a year."

Regarding to the teacher's statement, the researcher assumed that the teacher was knowledgeable in teaching writing and in context of study. In addition, the other criteria might include the same specific characteristic or background related to the aims of this research. As emphasized by Shank et al. (2014) that purposeful selection which is often found in the qualitative study consists of the participants who have particular backgrounds or characteristics that make them the target of closer individual study.

3.3   Data collection techniques

To gain the data of the study, the researcher used two kinds of instruments. The instruments aimed to answer the research questions based on the data. The instruments of the data collection were in the form of observation notes from the teacher's scaffolding through stages of the Joint Construction, observation checklist of cognitive engagement, and the final interviews' scripts. During the observation, researcher used structured observation that involved eight meetings of observations. The eight meetings observation was to analyze how the process of Joint Construction was supported by teacher scaffolding movement to promote students' cognitive engagement. The last, interview was used to confirm the result of observation. In interview, researcher used two sessions of semi-structured interview to an English teacher. The first interview was about teacher's perspective regarding to interventional program and the second interview was about implementing Joint Construction after joining the interventional program.

3.3.1   Observation

Observation was aimed to obtain the whole information about process of teacher scaffolding in the process of Joint Construction in all meetings. The structured observation was chosen in this study because the study in fieldwork usually conducted in a rather systematic yet flexible manner, which proceeds by using a standardized observation guideline. Structured observation refers to a technique of standardized (coded) observation, or analysis observation (When the observation was

recorded) (Stausberg, 2011). The researcher conducted 8 meetings of observation during 6 weeks (February 10th-March 18th). When the researcher came to observe the class, the program had been started already. The teacher had already started the material, so that, the teacher was already in the Joint Construction stage.

During the observation, the researcher used *Google Meet* due to Covid 19. Observation data collection involved audio recording and video that captured the whole activity during observation related to the process of Joint Construction. To facilitate the researcher in collecting the data, the guideline of observation was prepared. The design of observation was adapted from the framework of phrasal analysis (Gregory, 1985, 1988; Dreyfus et al., 2011) as a design to analyze the different stages of Joint Constructions, teacher scaffolding (Hammond & Gibbons, 2005), and students' cognitive engagement (Fredricks et al., 2004). To follow Dreyfus et al. (2011), Hammond and Gibbons (2005), and Fredricks et al. (2004), the researcher also developed an observation sheet (See table 3.1 and table 3.2) to prevent the loss of some information.

Table 3.1 Stages of Joint Construction, teacher scaffolding, and teacher and students' interaction movement

(From Dreyfus et al., 2011; Hammond & Gibbons, 2005)

Meeting 1-8

No	Stage	Explanation	Excerpt (teacher scaffolding)	Move
1			T:	
			S:	

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Notes:

T : Teacher

S : Student

Table 3.2 Student cognitive engagement in the Joint Construction stages

(From Fredricks, et al, 2004)

Meeting 1-8

No	Subject	Excerpt	Cognitive Engagement														
			I	DU	OC	C	RW	R	PgnP	C²	Fb	F	E	AT	A	BK	Aq

| 1 | Teacher | |
| | Student | |

Notes:

(I)   Interesting

(DU) Deep Understanding

(OC) Optimal Challenge

(C) Collaboration

(RW) Real World

(R) Relevant

(PgnP) Personal goals and Preferences

(C^2) Choosing

(Fb) Feedback

(F) Fun

(E) Enthusiasm

(AT) Adjusting teaching

(A) Assessing student' understanding

(BK) Background Knowledge

(Aq) Asking question

The activities that happened during the meetings were transcribed as well to gain more comprehensive data during observation. The researchers created an initial coding as stated in notes based on some ideas from the literature that are adapted from Dreyfus et al. (2011) about some steps from the framework of phasal analysis, teacher scaffolding (Hammond & Gibbons, 2005), and some indicators of cognitive engagement for the notes and transcription (Fedricks et al., 2004). The result of the observation will be presented in Chapter IV.

3.3.2   Interview

The interview was used to gain data on teachers' knowledge of genre pedagogy about Joint Construction after attending the interventional program and the process of implementing Joint Construction in writing activity. The semi structured interview was used because the interview allowed the interviewees to speak up and express their thoughts and feelings based on a general pattern provided (Cohen et al., 2007; Berg, 2007). The interview was conducted twice. The first interview served as a self-introduction between participant and researcher. The second interview, the questions were given based on the process of implementing Joint Construction in

writing activity relating to the participant's knowledge about genre pedagogy after joining the training and implementing Joint Construction in the classroom.

The two interviews were conducted via *Zoom*, so that the researcher and the participant could meet and see their expression of each other. During the interview, the researcher used a voice recorder to record all interactions between participant and researcher. To conduct the interview, the researcher firstly made an introductory protocol to open the opportunity between the researcher and participant so that they knew what they should do during the particular time (See Appendix 1). The first interview consisted of 5 questions and the second interview consisted of 10 questions. The questions of both interviews were based on the framework of teacher's knowledge regarding the process of Joint Construction that is purposed by Shulman (1986) adapted in Shi's et al. (2017) study. To anticipate different language proficiency among interviewees and to avoid misunderstanding, the interview was done in English and Bahasa Indonesia.

3.4 Data analysis

After getting data from various sources, the data were analyzed descriptively using some methods depending on the kind of data collected. How the data gained from observation and interview are described further in detail as follows.

3.4.1 Analysis of Data Observation

The data then was analyzed qualitatively. The researcher transcribed the whole process of teaching writing and interactions between teacher and students. Every teacher's instruction in teaching writing was analyzed and divided into types of teacher scaffolding and the stages of Joint Construction. Next, the data analyzed in terms of the purpose and language of the teacher and students' movements. Movement analyses showed how the teacher had the power to control classroom activity and how students responded to the teacher. In that way, types of teacher scaffolding (Hammond & Gibbons, 2005) occurred during the process of Joint Construction that is categorized into stages of Joint Construction.

Through phasal model as analyzing the process of Joint Construction stages proposed by Gregory (1985;1988) and Dreyfus et al. (2011), there were some units of analysis that were used in this study as the level of discourse semantics and genre. The units of analysis allowed the researcher to identify the patterns of negotiated meanings within the Joint Construction process so that both teacher and students can well collaborate for learning. The core units analysis of phasal model are units of genre staging, phase, exchange, and move (Dreyfus et al., 2011). To specify, the units of genre staging were used to analyze three stages of Joint Construction to achieve its scaffolding goal and every stage of Joint Construction has different phases to be categorized.

In terms of exchange unit, either knowledge or action is negotiated. Moves in propositions (knowledge exchange) are labeled 'K', and moves in proposals (action exchange) are labeled 'A' (Berry, 1981a). In knowledge exchanges, there is the primary knower (K1) and the secondary knower (K2) moves (Dreyfus et al., 2011). The primary knower is someone who has the authority to validate the knowledge as being correct or not (i.e teacher, scientist, expertise). Meanwhile, the secondary knower is someone who does not know (i.e students). When the primary knower tries to ask a question, they are called by a delayed primary knower (DK1). In action exchanges, there is also the primary actor (A1) who relates to someone's responsibility for the successful enactment of negotiation and the secondary actor (A2) who relates to someone's beneficiary of the enactment. For further explanation about unit analysis can be describe below which the result of analysis of this data will be presented in Chapter 4:

Table 3.3 The classification of Joint Construction stages and interactional scaffolding

In this study, the analysis followed Dreyfus et al. (2011)

No	Joint Construction		Explanation	Excerpt	Move	
	Stage	Phase				
1	Bridging	Recap Genre	Get students' attention to the stage or elements of genre, including	T: We are going to make a simple story about Malin Kundang in English. We are going to make it in four	A1	1
						+2

| 2 | Bridging | Recap Field | references to the text model | paragraphs. What should we write first? **[Link]** | +3DK1 |
| | | | Discuss floor plan of story, what words should be put at the first sentence | T: Think about the generic structure. What is the first generic structure in narrative text? Who wants to give an idea? **[Link]** | A1

+1DK1

+2DK1 |

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After analysis the types of teacher scaffolding and the stages of Joint Construction, the researcher analyzed teacher's and students' utterance during writing activity. The utterances were categorized into categories of student cognitive engagement to recognize what kind of cognitive engagement involved in Joint Construction. During the analysis, the researcher replaced teacher and students' names. The all names were transcribed into pseudonyms. Finally, the researcher did observation checklist toward some utterances which belonged to categories of student cognitive engagement Fredricks et al. (2004).

Table 3.4 The categories of student cognitive engagement

In this study, the analysis followed Fredricks et al. (2004)

No	Excerpt	Cognitive Engagement														
		I	DU	OC	C	RW	R	PgnP	C^2	Fb	F	E	AT	A	BK	Aq
	T: Next, what is your next sentence?				√											
	S: She has a nose.				√											
	T: How is nose? Can you put an adjective?						√				√					
1	S: Small. She has small nose.				√	√				√						
	T: After nose, what else?			√												
	S: Eye				√			√								
	S: She has eye				√		√				√					
	S: She has brown eye.				√		√				√					

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3.4.2 Analysis of Data Interview

To analyze the data from the interview, the researcher used thematic analysis. Thematic analysis is a process to identify, analyze, and report patterns (themes) within data (Braun & Clarke, 2006). The researcher firstly transcribed the data in written form to help the analysis process. Then, the researcher classified the interview questions into categories. Next, the researcher identified and analyzed the categories into themes that had become the focus of the study.

Table 3.5 The generating data of interview

In this study, the analysis followed Braun and Clarke (2006)

Categories Theme	Question	Teacher's Response	Generating Data
The process of Joint Construction in learning writing	How do you conduct the process of joint construction in learning writing?	Before we start constructing text together, **we start building knowledge.** We discuss what points are going to write. Then, **I put the points into the real text as an example.** I feel proud of myself because my students take me as their example and **need me to guide them.**	- The purpose of Genre based Approach is to guide students to write (Rothery, 1996; Hyon, 1996; Hammond & Derewianka, 2001; Hyland, 2002). - Students' cognitive engagement (Fedricks et al., 2004).
The impact of Joint Construction	Does Joint Construction work well for your teaching process?	Yes. **It works well in my classroom activity.** So far, implementing joint construction is **very enjoyable for me.**	- Joint Construction would gain an understanding of relationship between language and social activity (Hammond & Derewianka, 2001).

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The last, the data of interview was also triangulated with the results of observation. The data were repeatedly checked through the interview as the triangulation to see whether the data was valid. After investigating the result of observation data, the researcher collected the data and drew the conclusion about teacher's perspective of Joint Construction towards students' writing performance.

3.5 **Concluding remarks**

This chapter had showed the methodology of the study which was used in conducting the research. There were several parts such as research design which consisted of the planned design and it was used in order to ease the process of researching, research site which employed the setting of the study and the way the study was conducted, research participants which listed the participants of the study and the reason behind of the researcher chose them, data collection technique showed the instruments which used in this research, data analysis revealed about the ways how to analyze the collected data, and to conclude remarks that summed up all points of this chapter.