CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research design and method, research site and participants, data collection, and data analysis. Those are presented in the following sections.

3.1 Research Design and Method

This research conducted a qualitative research design employing the characteristics of a case study. This design suits the research aims as the researcher intended to find out the use of the Process-Genre based approach to teaching writing Discussion text by establishing and realizing a teaching program (Nunan, 1992). Besides that, there are some rationales why a case study was chosen to find out the answers of research questions. First, this present study was conducted on a small scale (Merriam, 1998, cited in Lodico, et al., 2010) which the researcher taught six selected senior high school students after reading their first drafts. Second, a case study design is relevant to the purpose of the research that the researcher intended to investigate the present study in-depth process (Cresswell, 2013). Moreover, a case study design was employed in the present research since it provides several types of data collection, including observation, written text, and interview (Lodico, et al., 2010) which were administered by the researcher.

3.2 Research Site and Participant

This research was conducted in one state senior high school in Majalengka, West Java. This research site was chosen for four reasons. First, the researcher is familiar with the condition and the situation of the school. Second, the researcher knows some of the students and teachers in this school. Third, the English teacher is familiar with the Process-Genre based approach discussed by the researcher. Fourth, teaching practicum using the Process-Genre based approach has not completely implemented at the school since some of the stages were missed. These reasons helped the researcher get easy access to the research site, thus, supported the feasibility of the research (Sugiyono, 2012). However, due to the school's permissions over the

activities held in school amidst the pandemic, the meetings were eventually done online via Zoom and WhatsApp starting from the second meeting.

The participants of the research were 36 students of twelve-graders. They were chosen because students in grade twelve are expected to differentiate social functions, generic structure, and linguistic features of several oral and written Discussion texts (The Ministry of Education and Culture Regulation No. 37 in the year 2018). Then, from 36 students only six students were selected to join the research. This happened because of the vice principals' permissions amidst the pandemic Covid-19. Consequently, 30 students only experienced the first stage of writing which is the Preparation stage.

The participants were chosen after the English teacher and the researcher had a discussion based on the first draft produced by the students. Then, they were asked to participate in the research undergoing a seven-week writing course within Process-Genre based approach. They represented three levels of achievements: lower, middle, and higher. Then, they were called Group 1, Group 2, and Group 3. The following table will map the category of each participant.

Table 3.1 Research Participants

No	Name	Levels of Achievement	Group
1.	S.W.T.N.D.	Low achiever	Group 1
2.	M.R.N.		
3.	T.A.P.	Middle achiever	Group 2
4.	M.G.M.		
5.	K.A.	High achiever	Group 3
6.	M.B.L.		

3.3 Data Collection

This current research applied multiple data collection including classroom observations (a phase of teaching), students' texts, and interview.

3.3.1 Classroom Observations

In this research, classroom observation was conducted to figure out how Process-Genre based approach contributes to senior high school students' writing ability. The researcher acted as both observer and teacher (complete participant) who implemented the Process-Genre based approach towards students' writing process in order to get a

better product of writing Discussion text. As a complete participant, the researcher observed what the students do, listened to what they say, and participated in their writing (Stainback, 1988, cited in Sugiyono, 2012).

The classroom observation was divided into two stages: the preliminary stage and the implementation of Process-Genre based approach stage. The preliminary stage was conducted before the implementation of Process-Genre based approach in which the researcher took notes of the school's curriculum, teaching systems, and observed the phenomenon in the classroom (Creswell, 2013). The researcher observed how teacher taught writing in class, students' behavior in writing practice, their difficulties in writing, and their products before the implementation of Process-Genre based approach. The findings of preliminary stage were utilized as guidance to create a lesson plan for the teaching and learning process during the implementation of Process-Genre based approach.

The implementation stage was intended to set into practice of Process-Genre based approach in which the researcher acted as participant observer for about two months to make observation notes about what was happening in every meeting in the classroom to enrich the data (Sugiyono, 2012). The researcher made observation field notes while implementing Process-Genre based approach to record the data directly in order to avoid missing information from the research (Hancock & Alqozzine, 2006). The observation field notes were focused on the activities and the interaction between the teacher and the students in the classroom.

3.3.2 Students' Texts

There were twelve writing products taken from six students who were divided into three categories of achievements: Group 1, Group 2, and Group 3. Students' texts were taken from the diagnostic texts and students' final writing products which were collected before and after the implementation of the Process-Genre based approach. Then, students' written texts were analyzed using Systemic Functional

Linguistics (SFL) in terms of schematic structure and linguistic features of Discussion text. The findings of the students' writing products were used to see how Process-Genre based approach gave contributions to their writing ability in terms of schematic structure and linguistic features of Discussion text. In analyzing their final writing products, the texts were divided into three categories: low, middle, and high quality of text.

3.3.3 Interview

The interview was conducted after the students completed their final writing products at the end of the research to get detailed information from the students about the teaching and learning process which might not be obtained through observation. This present research, furthermore, used semi-structured interviews that can be reckoned on to collect the data through interview questions which allowed students an opportunity to express their perspectives in their language (Wilkinson & Birmingham, 2003). The use of this instrument can investigate individual encounters in-depth and offer researcher to add inquiries to the course of clarification and elaboration (Percy et al., 2015). Some of these semi-structured interview questions were adapted from the instruments proposed by a few previous scholars (Nugroho, 2014; Budiarti, 2015; Megani, 2015; Zhang, 2018). This instrument provided 15 questions (see Appendix E) which were given to six students representing three levels of achievement to obtain the information concerning their responses towards the implementation of Process-Genre based approach in writing a Discussion text.

To have accurate data, the interview was recorded. Then, the students were given open-ended questions so that the students could straightforwardly respond to the questions (Fraenkel et al., 2012). Besides that, Indonesian questions were used to make the interviewees understand the points of the questions and to avoid misunderstanding.

3.4 Data Analysis

The data analysis of this study is divided into several steps consisting of classroom observations, student's texts, and interview data. Each data is presented as follows.

3.4.1 Classroom observations

The data of the preliminary observation and the implementation of Process-Genre based approach were noted down using the researcher's observation field notes. Accordingly, the observation field notes of the preliminary observation and the implementation of Process-Genre based approach were transcribed. Then, the researcher summarized the activities done based on the stages.

3.4.2 Students' Texts

The analysis of students' texts was divided into three steps proposed by Emilia (2005). First, the analysis started with analysis of schematic structure and social purpose of diagnostic texts, followed by analysis of linguistic features of Discussion text using SFL, specifically on the experiential metafunction. Second, students' final products were analyzed in terms of social purpose, schematic structure and linguistic features of Discussion text using SFL. Lastly, the texts of both the diagnostic and final writing texts were summarized in order to figure out the students' improvement in writing a Discussion text.

3.4.3 Interview

To analyze the interview, the researcher used a descriptive analysis procedure (Lodico et al., 2010; Sugiyono, 2012). The analysis of interview data was executed in several steps. First, voice recording was transcribed and students' names were pseudonyms. After that, the transcript was confirmed to the students to make sure that the transcript was as accurate as what they said and meant. This was carried out to attain the validity of the transcription (Cresswell, 2013). Next, the transcript was translated into English and categorized based on the activities in the stages of Process-Genre based approach.