

CHAPTER 3 RESEARCH METHODOLOGY

This chapter presents the research designs undertaken in this study in order to answer the research questions. Moreover, the site/setting, participants of the study, data collection, research procedures, and data analysis are also provided.

3.1 Research Design

This study aimed to investigate if the implementation of genre-based pedagogy to help students improve their ability to write Exposition text. The study incorporated some principles of online learning (see Chapter 2 for detailed explanation) as the teaching program was conducted online due to the COVID-19 pandemic. Relevant to the goal above, the research design used was qualitative which is necessary in a single classroom or school setting that involves teachers and students (Alwasilah, 2015).

Within the qualitative approach, this research employed case study method, because it possessed some characteristics of case study as described by Alwasilah (2015). First, like a case study, the nature of research questions in this study was relevant to the case study strategy which is “how” questions. Another characteristic of case study is that this research used multiple data collection techniques and multiple sources of evidence in order to allow for in-depth study (Alwasilah, 2015). Next, it employed a teaching program which is also the characteristic of case study and text analysis as another method of qualitative case study (Freebody, 2003). In line with this, the researcher played a role as a participant observer (Alwasilah, 2015) – acting as an active participant or teacher in the research or “the researcher act as teacher” (Stake, 1995, in Emilia, 2005a).

3.2 Research Site

The research was undertaken at a private senior high school in Bandung – West Java, Indonesia. This school adopts Islamic values in its implementation. At the school, students were grouped based on gender (segregated classroom). There are

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two classes in each batch with one for males and the other for females. The reason why this research site was chosen is that the researcher expected to get an easy access to the research site because the researcher has been teaching at the school for almost 3 years, and therefore to make the study very feasible to carry out. Besides, the researcher can avoid students' unnatural behavior performance during the conduct of research, because the students think that the class normally occurs as always rather than being set up for the purpose of research.

3.3 Participants

The participants of this study were 26 female and 17 male students in 11th grade. All participants were between 14-15 years of age. They are all Moslems and come from different ethnic groups in Indonesia – mostly originally from the Sundanese and Javanese groups. Many students demonstrate an adequate level of proficiency in English in the sense that they are able to comprehend English sentences well. Then, as they write, they can use a mix of simple and complex sentences, and make some errors in grammar and punctuation. When it comes to speaking, they use mostly common and a few academic vocabulary, and perform good pronunciation with occasional mistakes. On the other hand, there are also several students who have insufficient English ability. They struggle to understand English sentences, use structure and grammar very poorly, use limited vocabulary with no control of word formation and spelling, and cannot construct English sentences except in memorized phrases or formulaic expressions.

3.4 Data Collection

This study used multiple data collection techniques to gain the data which are relevant to the research question. Each method of data collection is delineated below.

3.4.1. An Online Implementation of Teaching Writing under Genre-based Pedagogy

The teaching program in this study was conducted online due to the Covid-19 outbreak. Prior to the teaching program, students were invited to take a diagnostic writing task which aimed to examine their background knowledge of the field and the text in focus, including the generic structure of the genre, its purpose and the linguistic features. In the teaching program, the researcher taught the students for a month which accounted for 6 meetings. In this phase, the researcher designed lesson plans as a guide to teaching writing under genre-based pedagogy. In addition, the medium of instruction throughout the teaching program was mostly English, to facilitate students with opportunities to practice their English. Meanwhile, *Bahasa Indonesia* was used when the students encountered difficulty both in discussing the teaching topic and in expressing ideas in English. This code switching technique is believed to promote students' sensitivity to linguistic meanings and more flexibility in their thinking as reported by Cummins (1996, in Emilia, 2005a, p. 110).

As the teaching program was conducted online in this study, the learning activities and classroom interactions were facilitated by Nearpod as the tool for material development and delivery, and recorded using Microsoft TEAMS as LMS and presentation tool. The recordings enabled the researcher to confirm the fieldnote during the teaching program and therefore the finding seemed more valid.

The teaching program was undertaken over three weeks in each class as mentioned above, and there were two ± 40 minutes lessons. The details of the teaching program, including the lesson foci and methods of observing the classroom, are presented below.

Table 3. 1 Teaching Program, Focus of the lessons and Methods

Week	Focus/Topic	Methods
1 (3 Meetings)	<p><u>Topic:</u> COVID-19 Vaccine Program in Indonesia</p> <p><u>Teaching Learning Cycle:</u> - Building Knowledge of the Field (BKOF)</p>	Synchronous Teaching using Microsoft TEAMS and Nearpod
2 (2 Meetings)	<p><u>Topic:</u> COVID-19 Vaccine Program in Indonesia</p> <p><u>Teaching Learning Cycle:</u> - Modelling</p>	Synchronous Teaching using Microsoft TEAMS and Nearpod
3 (2 Meetings)	<p><u>Topic:</u> COVID-19 Vaccine Program in Indonesia</p> <p><u>Teaching Learning Cycle:</u> - Independent Construction</p>	Synchronous Teaching using Microsoft TEAMS and Nearpod

1.4.2. The Use of Interviews

Another data collection technique included interviews with the students. It was an important means of gaining students' attitudes towards the integration of technology into writing classes. Also, it was aimed to examine if the writing class with technology use could enhance their engagement and help them with their writing skills. These students' inputs would become the consideration to refine the teaching program particularly the class instruction. In doing so, the students would see themselves as active participants as they know that their inputs would contribute positively to the improvement of teaching program (Degener, 1999, p. 1).

Another technique of data collection used in the study was student interview. Prior to the interview, researcher prepared interview questions in order to get all information required (Kvale, 1996, p. 124). In doing so, the researcher

constructed ten questions adapted from the basic principles of genre-based pedagogy as well as online learning. These questions were mentioned as follows.

1. Did you enjoy the teaching program? Why?
2. Do you find any difficulties in doing the learning activities?
3. Do you think that the topic discussed is interesting and challenging?
4. Do you think that the teaching writing under genre-based pedagogy is beneficial to you?
5. In the stage of *Building Knowledge of the Field*, do you understand the materials given? Do they help you build up your arguments?
6. What about *Modelling*? What can you get from this stage?
7. *Independent Construction*? What can you get from this stage?
8. What do you think about the technology such as the online learning platform used integrated into the class? Does it help you learn the materials well?
9. How do you think the teaching program differs from the conventional writing class that you attend?
10. How did your teacher check and revise your writing with technology use during the online learning?

Next, the questions above were asked to the participants individually. There were three interviewees representing low, middle and high achievement. This session was conducted immediately after the teaching program. The individual interviews were intended to collect data in a greater depth as they were able to express what the interviewee thinks about the teaching program. In addition, the interviews enabled the researcher to justify the impressions as gained through observations and text analyses (Alwasilah, 2015).

Prior to the interviews, the participants were given a consent form stating the following terms: (1) the topic of discussion was about writing activities with technology use; (2) personal identity was kept secret and changed with pseudonyms; (3) the interviews were tape-recorded to assist the researcher in documenting the data by transcribing them later. During the interviews, participants

and the researcher used *Bahasa Indonesia* in order to get more comprehensive comments from them, because they would probably not find any difficulty in expressing their opinion. Next, the setting of interviews was in a quiet classroom to avoid sorts of distractions, so the interviewees could focus on the questions.

3.4.3. The Collection of Students' Texts

The last source of data was the collection of students' texts. These students' texts were written by the students representing low, middle, and high achievers both before and after the teaching program. Regarding this, there were six texts analyzed in total. The analyses of students' texts emphasized on the schematic structure and linguistic features. The next section describes the data analysis techniques.

Informed by the SFL theory, the students' texts were analyzed in several steps. First, the researcher analyzed the schematic structure of the texts. Second, the texts were analyzed in terms of textual meaning using Theme system. After the analysis of textual meaning, it was followed by the analysis of experiential meaning using Transitivity system. Last, the analysis included interpersonal meaning with the use of Mood and Modality system.

3.5. Data Analysis

The data gained in the study were analyzed respectively. The analysis of data was undertaken in two schemes. Data analyzed during the teaching program were in the form of classroom observation notes. These data were then confirmed and further explored from the conduct of student interviews. Moreover, the data collected from the students' texts analysis were also analyzed. The following paragraphs discussed more the data analysis procedures.

Data obtained from classroom observation during the teaching program were analyzed at first. The data were transcribed and analyzed based on the models and principles of genre-based pedagogy. The data analysis also involved the principles of online learning as elaborated in Chapter 2. In this relation, the analysis

examined the ways teaching writing under genre-based pedagogy were implemented in online learning.

Next, the data from student interviews discussed the implementation of each stage of the teaching program. There were several steps in analyzing the interview data. To begin, the interview questions were themed respectively into the curriculum fitness, content design, planning, learning, assessment, and teaching. Then, the data collected were transcribed and categorized based on the themes above. After that, they were interpreted to answer the research question. Likewise, the data analyses were used to triangulate the data from other sources. Regarding this, Yin (2003, p. 69) has said that a data source triangulation is favorable in case study method. By doing this, the researcher could enhance the validity of the research data (Freebody, 2003).

Furthermore, students' texts were analyzed using Systemic Functional Linguistics framework. This framework is a valuable resource for the analysis of texts as it is concerned with the linguistic forms or characteristics of the texts. There were two steps in analyzing students' texts. First, the texts were analyzed by examining schematic structure and purpose of the texts. Then, the texts were analyzed in terms of linguistic features, to do with the interpersonal, experiential and textual meanings.