CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

This chapter is devoted to discuss a detailed picture of the methodology of the study. The discussion is commenced by elaborating the research design followed by research site, participants, data collection techniques and data analysis.

3.2 Research Design

This study, as previously mentioned, was designed to find out (1) the implementation of the Genre-based approach to the teaching of writing and (2) the effect of the implementation of the Genre-based approach to the students' writings. Consistent with this, this study can be considered as a descriptive qualitative research design with characteristics of a case study which focuses on holistic description and explanation (Merriam, 1998, p. 29). Then, to meet the research question, the researcher who was the primary instrument in a qualitative research (Merriam,1988 in Creswell, 1994, p.145) collected data through multiple data collection (observation, documentation of the students' texts, interview) to get in-depth understanding of the situation and meaning for those involved (Creswell, 1994, p.145; Rossman & Marshall, 2006, p. 2).

Finally, data from multiple data collections (observation, texts' analysis and interview) were categorized in line with the focus of the study. Then, the data from

multiple data collection are narrated and referred back to the theories (Marshall and Rossman, 2006, p.152). In this study, data gained were referred back to the theories expounded in Chapter Two to get detailed picture of the implementation of the Genre-based approach in each setting of the study.

3.3 Setting

The study was undertaken at two schools in Ranai-Natuna Islands, Kepulauan-Riau Province. There were two reasons for choosing these research sites. First, these schools have implemented the Genre-based approach. Hence, the results of the study, as alluded to in Chapter One, Section 1.5, become useful input for the teachers in preparing the subsequent implementation of the Genre-based approach, especially to the teaching of writing. Second, the researcher is familiar with the research site, so it can increase feasibility of this study.

3.4 Participants

The participants of this study were two English teachers and two classes from two senior high schools in Ranai, Natuna Islands. There were two reasons in choosing the participants. First, it was due to the fact that the teachers who taught in class 10 and class 11 still had several meetings to be done before the final examination. In this case, the teachers who taught in class 11 were chosen, moreover, they were also recommended by the headmaster of each school. Second, from the informal interview conducted in initial of the study shows that the teachers, despite

their insufficient understanding of the Genre-based approach have commitment to implement the approach.

Regarding the students, six students of two classes whose writings were analyzed in Chapter Four were selected. In selecting the students as the participants, the researcher asked the teachers to decide it based on the level of the students' achievement. Then, the students categorized as low achievers, middle achievers and low achievers were interviewed to clarify data those data from observation and students' texts analysis.

3.5 Data Collection Techniques

This study, as outlined above and in line with the research questions posed in Chapter One, Section 1.2, used multiple data collection techniques, including observation, documentation (samples of the students' writings) and interview. Each technique of data collection will be elaborated below.

3.6.1 Observation

Regarding the first research question, observation is one of the primary data resources in this study as Cresswell (1994, p.145) and Alwasilah (2002, p.210) argues that qualitative research as the researcher is concerned with process and meaning in which how people make sense of their lives, experiences, observation is regarded as the primary resource (see also Marshall&Rossman, 2006, p.98).

Consistent with the first research question and using the insight from previous related studies (for examples, Emilia, 2008; Thwaite, 2007), this study employed classroom observation to find out the implementation of a Genre-based approach in each setting. During the observation, the researcher acted as non-participant observer, in that as Sugiono (2006, p.162) says, the researcher was present in the classroom without participating in the teaching learning process.

To obtain the accurate data, the observation was videotaped and field-noted (Alwasislah, 2002, p.211). Regarding class A, the observation was videotaped for three times. Meanwhile, the subsequent observations were conducted by taking field-notes. This was done to make the students more relaxed during writing their own text individually. However, in this respect, the researcher equipped herself with a set of observation sheet as can be seen in Appendix 2.

Unlike teacher A, teacher B had refused to be videotaped. Therefore, the observation was conducted by taking field-note. Like the observations in class A, the observations in class B were also concerned with investigating the application of the teaching cycles of Genre-based approach as suggested by the theory (see Appendix 2).

Having finished the observation in each setting, the researcher collected six students' texts written in stage of independent construction. The texts, as will be discussed in the following section, were written by the students categorized as high achievers, middle achievers and low achievers in each setting.

3.6.2 Documentation (Samples of the Students' Spoof Texts)

This technique which constitutes the ways to elicit the data by analyzing the written or visual contents of a document (Marshall &Rossman, 2006, p.107) was devoted to answer the second research question formulated in Chapter One, Section 1.2. In line with this, Alwasilah (2002, p. 156) says that data form students' writings are also useful in developing an understanding of setting or group studied.

With reference to the delineation above and relevant to previous related studies (for examples, Macken-Horarik, 2002; Emilia, 2008; Thwaite, 2007; Firkins, 2007), in this study the students' texts written by the students categorized as high achievers, middle achievers and low achievers were analyzed by using functional grammar in terms of the schematic structure and the linguistic features to do with Theme system and Transitivity system which will be discussed in Chapter Four, Section 4.3.

3.6.3 Interview

The last source of data in this study is interview, used to clarify those data form observation and documentation (samples of students' texts) (Rossman & Marshall, 2006, p. 101; Creswell, 1994, p.150). In this study two unstructured interviews were designed. The first interview (see Appendix 5, 6) was conducted with the teachers whilst the second interview (see Appendix 7, 8) was undertaken with the students whose texts were already collected.

Interviews with the teachers were conducted in two stages. The first stage was done immediately after each classroom observation. The second stage was undertaken at the end of the classroom observation (see Appendix 5, 6). The former interview, as Emilia (2008) says, is beneficial to clarify what the teachers just did in the class. In this case, the interview was not recorded. The latter interviews are devoted to crosscheck those data from the whole observations (Alwasilah, 2002). In this respect, the interviews (see Appendix, 2) were guided by several questions focused on the implementation of a Genre-based Approach. This interview spent 15 to 20 minutes for each participant and it was recorded to obtain accurate and detailed data (Silverman, 2005, p.183).

In relation to interviews with the students, the interviews were conducted at the end of the study. In this case, the students whose writings were analyzed were altogether interviewed (see Appendix 5&6). This was done to reduce students' nervousness and to promote the students' expression (Alwasilah, 2002, p.192; Marshall &Rossman, 2006, p.114).

Then, unlike the previous related studies in Indonesian context (see Emilia, 2005, 2008) which were conducted in English, the interviews in this study were undertaken in *Bahasa Indonesia* to allow the participants express their ideas in a more elaborated way (Rossman &Marshall, 2006, p.102). However, the interview (see Appendix 5, 6. 7 and 8) were later transcribed and translated into English.

3.7 Data Analysis Methods

From data analysis point of view, the data collected from each instrument were displayed and discussed based on the data collection techniques in line with the research questions. Data from observation were firstly analyzed. This, as previously mentioned in Chapter Three, is aimed to uncover the implementation of the Genre-based approach. To accomplish this, data from observation gathered through videotaping, field-noting were transcribed. The transcriptions, as Marshall&Rossman (2006, p.159) suggest, were read repeatedly to get accurate data. Then, the data transcribed were categorized and referred back to the theories expounded in Chapter Two (Alwasilah, 2002, p.159). In this study, the data were analyzed and interpreted to find out whether the teachers in this study had implemented the curriculum cycle and the basic principles of the Genre-based approach appropriately as suggested by theorists of genre (Derewianka, 1990; Feez, 2002; Gibbons, 2002; Hyland, 2007).

Dealing with the second research question, the students' texts, as mentioned in Chapter Two, Section 2.7, are analyzed by using functional grammar. This is also relevant to previous related studies such as Lavid (1995); Emilia (2005, 2008); Lin (2006); Firkins (2007); and Thwaite (2007), which use functional grammar as a tool to explore how the text achieves its social function. In this study the students' texts analysis were mainly focused on the use of the schematic structure and the linguistics features of Spoof genre as also elaborated in Chapter Two, Section 2.3 and 2.7. The analysis of schematic structure was firstly explored and followed by the analysis of linguistic features of Spoof text.

Finally, to clarify those data from observation and students' texts, data from interviews were also analyzed (Marshall&Rossman, 2006, p.110). In this study, the interviews, as alluded to in Section 3.6.3, were transcribed and then translated into English. Further, the transcriptions were put into categories in line with the focus of the study (Alwasilah, 2002). In presenting the data from interview, the names of the participants were replaced with pseudonyms (see Appendix 5, 6, 7, 8).

3.8 Conclusion

This chapter has expounded the methodology of the study under discussion, including research design, setting, participants involved, research instruments; data collection techniques and data analysis. In the following chapter the researcher will narrate in detail the findings obtained from the multiple data collections in line with the research questions formulated in Chapter One, Section 1.2.