

CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to the description of the process of doing the research. These include research problems, research design, data collection, and data analysis.

3.1 Research Problems

This study starts with research questions as follows:

1. How does the teacher prepare the lesson?
2. How does the teacher conduct the teaching learning process in the classroom?
3. How does the teacher evaluate the students' learning achievement?
4. What does the teacher understand of the Genre Based

3.2 Research Design

This research is descriptive in nature because it describes the characteristics and events that existed (Kamil, 1985) in the instructional practices, the instructional materials provided, and the evaluation system conducted to measure the students' learning achievement in the Genre-Based Approach teaching program. This approach of investigation allows the researchers to obtain data that captured how the instructional practices conducted and done by the teacher and what resources were available to support the teacher's accomplishment of the practices.

To enable the researcher to obtain data which are relevant to the research questions of the study, classroom observations are used. This is also aimed at inferring the process of teaching and learning conducted by the teacher, such as the presentation of the teacher in front of the class and the students' participation during the presentation. The processes of teaching and learning were recorded as they occurred in their natural context of instruction. Besides, interviews are also conducted in order to examine the reasons beyond the choices of each activity found in classroom observations. Then the data are analyzed to determine the recurring patterns. The results are finally described using emic perspective.

This study is also theoretically qualitative because it was conducted inductively. Meaning that the study began from data collected from the field, analyzed and then explored, not directed to the questions asked by researcher (Creswell, 1984:21). It is also case study because the data collected are taken from teacher implementing the Genre Based Approach in her teaching practice.

3.3 Data Collection

This section contains a discussion of research site, the subject of the study, the ways of collecting data and the types of data collected.

3.3.1 Research Site

The research is conducted at a Senior High School in Depok. This school was chosen because it is one of the top schools in Depok, it is easy to access because the researcher is one of the teachers there, and all of the English teachers there have a good relationship with the researcher.

The school is located in Sukmajaya District, Depok Municipality. It is a senior high school with two majors; science and social. It has about 750 students with five English teachers.

3.3.2 The subject of Study

The subjects of the study are an English teacher, the students, and the Headmaster.

The headmaster was the source of information concerning the policy taken in the school related to the improvement of English teaching learning by using Genre-based Approach.

The study is concerned with an English teacher. The teacher is one of the English teachers at the school with English education background and more than 15 years experience in teaching English at Senior High School.

This study is typically focused the investigation on the teacher's way of teaching in the classroom.

3.3.3 Instrumentation

This study needs a variety of instruments in the data collecting process such as audio-recorder, field notes, and interview guides. Audio recorder is a useful instrument to record several interviews with the headmaster, teacher, and students. It is also used to record classroom talks during classroom observations. Observation field notes are effectively used to document events or situations uncovered by the audio-recorder. Interview guides are instruments that are used to focus the investigation as a whole.

3.3.4 Data Collection Method

3.3.4.1 Observation

In qualitative research, the trustworthiness and authenticity of the data collection play a very important role (Guba, 1981; Lincoln & Guba, 1985 as cited in Musthafa, 2000). To get the trustworthiness and authenticity of the data collection, the data are collected by conducting four classroom observations. It is done in order to obtain a rich understanding about the classroom interaction including the strategies being used, students and teacher activities, instructional material being provided, and the measurements that are conducted to evaluate the students' learning achievement.

When the observations were taking place, the whole activities of the instructional practices were recorded using audiotape recorder. During the observations field notes were made to record information

about when the class began, how many students were present, comments about teacher's or students' activities by writing them on a notebook that had been prepared before.

Then in the next chance at home the class observations were transcribed and were dated and given codes according to the date. So CO 505 means Classroom Observation conducted on May 5 (Musthafa, 1997). The field notes were also dated and given codes such as FN 505 meaning Field Notes taken on May 5.

Document collections were used to find out information supporting the data obtained from observations. For example, syllabus was used to compare if the instructional practices done by the teacher were in line with the current syllabus. Test materials were used to check if they are based on the material taught. And test results were used to know the students' learning achievement.

3.3.4.2 Interview

Interviews were used to gather information that could not be obtained from field observations. The open ended interviews were conducted when the information of the emic-perspective of the teacher about Genre Based Approach were wanted to get. In addition, to verify observations (McMillan, 1992), four probing interviews were conducted. For example, when at the first session, the teacher brought with her two pictures into the classroom, interview was done after the session to know the reason behind the activity. It was conducted due to what the teacher

did must have had a reason that could be known by observation. One open ended interview was conducted to some students all together and several informal talks were also made to students to look into how they liked studying in Genre Based Approach as implemented in their class. And several probing interviews to students to clarify what they did during pair works and group works and to know whether they used English as a means of communication during the work were also made.

3.4 Data Analysis

The goal of data analysis is to discover patterns, ideas, explanations, and understanding (McMillan, 1992: 221). He also argues that data collection and analysis of qualitative studies are interwoven, influencing each other. Therefore, in this study the analysis was carried out during the data collection was going on as well as after the data collection.

The processes of data analysis are as follows: by using research questions as a guide, analysis began with continual examination of data during the data collection (Musthafa, 1997).

First, data collected from observations and field notes taking were converted into written form. The observations and field notes transcripts were then read many times and notations were also made in the margins to look for events related to the research questions, and then they were coded. The codes were then later used as categories to organize the data together with data from other sources.

In working with the sets of transcribed data with some marginal notations, threads in the form of transcripts were identified. It was done in order to find out a helpful way of representing the interconnected threads (Alwasilah, 2000) related to the four research questions of this study. And those four research questions became the categorizations.

As supporting data, document collections were also analyzed. Documents in the form of syllabus and official papers were analyzed to support the first category. Meanwhile, documents in the forms of instructional materials were analyzed to support the second category. And documents in the forms of test materials, and students' scores or test results were selected to support the third category.

Second, teacher's interviews were converted into written form. The interview transcripts were then read many times and notations were made in the margins to look for statements representing the emic perspective mainly related to the research questions. They were then coded. The codes were later used as categories to organize the data together with other data from other sources.

And in the final phase the data analysis was interpreted and concluded into the findings as a descriptive report representing holistic views of point within interpretive orientations.

3.5 Concluding Remarks

This chapter has drawn the methodology of this study that made used of qualitative design employing case study as its method and approach.

The data were collected by means of classroom observations, interviews, field notes taking, and some documents. Then, they were analyzed inductively, and considered as establishment of trustworthiness. The findings of this study will be elaborated on the next chapter.

