CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Methodology

This research design is a case study that uses a qualitative approach. The qualitative approach is the study and understanding related to social contextual problems that occur in a group of individuals (Cresswell, 2012). However, to achieve objective research, this study uses a case study that aims to find out how to apply genre-based methods in teaching English to English learners in Parit Nanas Village, Pontianak Utara, West Kalimantan, Indonesia.

The case study is one of the methods related to the social sciences. In general, case studies are a more suitable strategy when research is about how or why if the researcher has little opportunity to control the events that would be occur, and when the focus of the research lies on contemporary phenomena in real-life contexts (Yin, 2011, : 1). This case study begins with a single case involving students from English Village Parit Nanas in Pontianak Utara, West Kalimantan, Indonesia.

B. Population, Sample and Sampling

1. Population

The population for this study was 22 students from Parit Nanas Village English Village in Pontianak City, West Kalimantan, Indonesia.

2. Sample

The sample is part of the number and characteristics of the population. From 22 people, 3 students are deliberately selected for data collection.

3. Sampling

Sampling was intentionally carried out by taking into account the research context and the participants involved who were expected to be able to provide relevant data (Benoot *et al*., 2016). Data were collected using field notes, including audio recordings.

C. Research Variables and Operational Definitions

1. Research Variable

Variable research is an object that has variations that would be be used to find conclusions and learned that are related to each other. Research variables as everything in any form set by the researcher to be studied so that information is obtained, then drawn conclusions (Sugiyono, 2014). Based on the title used in the study, the researchers used only one variable. The only variable used is how English is taught through a cartoon approach that fits the genre-based approach.

2. Operational Definitions

The operational definition of teaching English is learning English language skills using a method or approach. Then, the genre-based approach is an approach used in teaching English that focuses on the schematic structure and linguistic features of a genre or text. Teachers or instructors to guide students explicitly to be able to speak English independently (Aunurrahman *et al.,* 2017c; Emalia & Hamied, 2012).

D. Research Location

The location of this research is in Parit Nanas Village which is the location of the Parit Nanas English Village, Pontianak City, West Kalimantan, Indonesia which is a collaboration between Parit Nanas Village and IKIP-PGRI Pontianak. The location of this research was chosen because the main researcher is a lecturer who is also a lecturer in the English Village. So, researchers get easy access to do research. Having this access also allows researchers to obtain natural and emic data (Trowler, 2011).

E. Techniques and Data Collection Tools

1. Techniques of Data Collection

The main purpose of data collection techniques is to obtain data. In general, there are four types of data collection techniques, namely: Field observation with participant observation, In-depth interviews (in-depth interviews), and Documentary method (documentary study). In qualitative

research, data collection is carried out on natural settings (natural conditions), primary data sources, and data collection techniques are more on observation and (participant observation), in-depth interviews, and documentation (Ahyar *et al.,* 2020). Researchers conducted a review of observations through field notes, including audio recordings as a data collection technique in this study. The data collection techniques used in this study as follow:

a. Observation

Observation there is inside data collection is a process that is preceded by observation and then systematic recording, logical, objective, and rational view of various phenomena in different situations actual, as well as theartificial situation with involved observation.

b. Interview in-depth

In-depth interview is a process of getting information for research purposes by way of question and answer while face to face between interviewers with informants or interviewees, with or without the use of guidelines (guide) interview, where the interviewer is involved in the social life of the informant.

c. Documentary method/documentary studies.

Documentation method or study is a way of collecting data through archives and documents, photos, videos, files, etcetera, related to research problems. Method documentation is a data collection method used to browse data historical.

Based on the explanation above, the researcher used observational review through field notes, including audio recordings as a collection technique in this study.
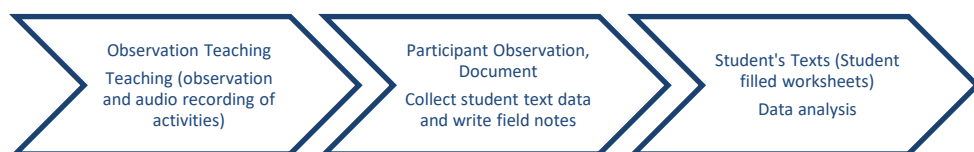

Figure 3.1 The Groove of Collecting and Data Analysis

Figure 3.1 above shows that this study used a participant observation technique that requires field notes and documents in the form of student texts. The main researcher prepares field notes to be written after the learning activities are completed in each session. Due to the large number of participants, a second researcher and 3 assistants were involved to assist in teaching and mentoring the students, which was followed by writing field notes. Learning activities would be also be recorded using an audio recorder to assist researchers and assistants in writing field notes and also provide important data regarding teaching and guidance examples, as well as student oral texts.

The documents in this study are in the form of student texts written during teaching activities and also when students practice it orally. The selection of the text would be be carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness would be be carried out based on the researcher's assessment. Meanwhile, the meaning aspect is considered by using a functional and genre gram matical framework based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014).

2. Tools of Data Collections

a. Interview

In this study, interviews was conducted as a technique used in data collection. With interviews researchers get information about the topic to be studied. Therefore, researchers need to prepare interview instruments in the form of questions or statements of interview guidelines. An interview is a conversation with a specific purpose about a topic that has been arranged by the interviewer. Interview refers to the collection of information carried out by two parties, in particular the interviewer who asks questions and the resource person who provides answers to the questions asked (Sugiyono, 2015).

(1) Steps interview guidelines use of the context, input, process and product.

    1. Context (c): The context provides information to assess, goals, needs, problems, and opportunities in assigned environment (Stufflebeam, 2014). Needs include things that necessary or useful for meet the goal. The problem is barriers to meeting needs. Context evaluation objectives is to determine the context that relevant, identifying the population goals and assess needs, identify opportunities for meet needs, diagnose the underlying problem of need, and assessing what the project's objectives are already can answer existing needs (Zhang, *et al.*, 2011). Opportunities include possible sources of funds leveraged to support efforts to meet the needs and solve related problems.

    Context can begin before, during, or even after projects, programmes, or other interventions. A possible context methodology involves the collection of various information about the population and the surrounding environment . The context (C) provides information to assess, goals, as a follows:

        A. Purposes

            (1) Define the characteristics of the environment.

            (2) Determine specific objectives.

        B. Tasks

            (1) Define the environment, both actual and desired.

            (2) Define needs and opportunities.

            (3) Diagnose problems or barriers.

C. Methods

    (1) Conceptual analysis to define limits of population to be served.

    (2) Judgment of research on barriers and problems.

    (3) Judgment of research on desired goals and objectives.

2. Input provides inforation to know weaknesses and strengths to help approach programs in creating change required (Stufflebeam, ,2014). For this purpose, critically checking potential for a relevant approach, including approaches that are already used.

Methods used on input includes inventory and analyze available human and material resources, funding and proposed schedule, and recommendations for solutions to the strategy. Key inputs include relevance proposed plan, feasibility, advantages with a variety of approach, and cost-effectiveness (Zhang, *et al*., 2011). Input (I): provides information to find out the weaknesses and strengths as follows:

A. Purposes

    (1) Design a program learning english to meet the objectives.

    (2) Available research to needed to deliver the program learning English.

    (3) Available research to implement the program learning English.

B. Tasks

    (A) Examine strategies for achieving the plan

    (1) Time requirements.

(2) Acceptability to students.

(3) Potential to meet objectives.

(B) Examine capabilities

(1) Expertise to do various strategies.

(2) Funding and physical resource.

3. The process includes examination of the implementation of the plan ongoing and documentation of the associated process (Stufflebeam, 2014). One of the goals is to provide feedback on learning programs to the extent of where they carry out activities planned. Process have a lot of work to do carried out in monitoring and documenting activities. Process (P) : Implementation of the main strategy through the following:

    A. Purpose

        (1) Provide decision makers with information necessary to determine if the program needs to be accepted, amended, or terminated.

    B. Tasks

        (1) Implementation of learning program.

    C. Methode

        (1) A teacher serves as the monitor.

        (2) Gives feedback on learning program.

4. Product (P) results from a program to decide, accept, change or stop the program. Which is directly related goals and objectives. (i.e. putting the desired student's result into the form of a question). The purpose of the product is to measure, interpret, and assess an outcome (Stufflebeam, 2014). In doing product, must judge desired results or not desirable from both positive and negative results.

    A. Destination

        (1) Decide to accept, change, or discontinue the program.

B. Duty

    (1) Develop an assessment of the English learning program.

C. Method

    (1) Research methods, various objective measures, and other methods.

b. Field Notes

In this research, researchers also used field notes for data collection. Field notes are written observations recorded during or shortly after participatory observations in the field and are considered important for understanding the phenomena encountered in the field (O'Brien, Harris, Beckman, Reed, & Cook, 2014). It also. provides field notes and necessary information about lessons, tutoring exam ples, and texts spoken by students.

c. Worksheet

Student worksheets has teaching materials that are packaged in such a way that students can study the material independently. It also aims as a means for teachers to increase student involvement or activity in the teaching and learning process. The researcher prepares the design of teaching materials consists of 8 themes that would be be taught to students at English Village Parit Nanas. (Eggins, 2004; Emilia, 2014; Martin, 2014).

F. Data Analysis Techniques

The data analysis technique that was carried out is text analysis using a functional grammar framework and thematic analysis. Text analysis using a functional grammar framework would be be carried out to analyze students' written and spoken documents or texts (Aunurrahman *et al*., 2017b, 2017c; Emilia, 2005). The analysis of the students' texts using this framework allowed the main researcher to see the extent of the students' English proficiency.

Thematic analysis is a method for identifying, analyzing, and interpreting the form of the meaning of the theme with qualitative data (Braun & Clarke,

2013). Researchers can construct themes to reframe, reinterpret, and link data elements through this thematic analysis. Thematic analysis is a flexible method that allows the researcher to focus on data in a variety of ways (Braun & Clarke, 2013).

According to Braun and Clarke (2013), there is a six-phase framework for doing a thematic analysis as follow:

1. Become Familiar with The Data

   The first step is getting to know the data. It is important to get a through picture of all the data that has been collected before starting to analyze each item. This involves transcribing the video, reading the text and taking initial notes, and generally looking through the data to get used to it. At this stage the researcher looked for a comprehensive picture of all the data that has been obtained, the researcher saw the video results obtained, read the results of the student worksheets obtained and made the initial notes needed to go to the next stage.

2. Generate Initial Codes

   Next, encode the data. Encoding means highlighting parts of our text - usually a phrase or sentence - and appearing with an abbreviated label or "code" to describe the content. At this stage the researcher made a code from the research results that wad used to describe the data obtained.

3. Search for Themes

   Next, examine the code that has been generated, identify patterns in between, and start creating themes from the coded data. At this stage the researcher examined each code that has been generated and identified each code and created a theme from the coded data.

4. Review Themes

   Now make sure that our theme is useful and is an accurate representation of data. Here, the researcher returns to the data set and compares existing themes. If the researcher encounters a problem with the theme, the researcher divides it, combines it, discards it, or creates a new one, whatever makes it more useful and accurate. At this stage the

researcher ensured the necessary themes are obtained from accurate data, the researchers divided, combined and created new themes that made the theme more useful and accurate.

5. Define Themes

Now that you have a final list of themes, it is time to name and define each one. Defining a theme involves formulating exactly what each theme means and figuring out how that helps make sense of the data. At this stage the researcher gave a name to each theme and defined each theme. The themes obtained are formulated appropriately by giving the right meaning so that they can understand the theme correctly.

6. Writing-up

Finally, the researcher wrote an analysis of the data obtained and explain how the researcher conducts a thematic analysis. At this stage the researcher wrote an analysis of the data that had been obtained and explained the thematic analysis process.

(Cited in Braun & Clarke, 2013)

G. The Nature of Genre Based Approach

1. Definition of Genre Based Approach

A text containing a message or event that is realized in a sentence. The message has a systematic relationship between the elements of its builder form the whole text. In addition, the created text certainly has a purpose and certain social situations. Every particular situation has a type of verb certain as the developer of a text. Type in situation and verbal realization collectively known as genre.

Martin (2012) states that genre is communication activity having and orienting goal. Then, Swales (2012) simply defines genre is a communication event in which the members have a set of communication goal. By referring two statements above, it can be said that genre is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context. Genre is a matter of communication event by social context. Consequently, the different social context then, tends to lead to different genre.

Meanwhile, Swales (2012: 58) states that "a genre comprises a class of communication events" genre is a communicative events aggregation

accomplishes general social function. The communicative event is related to "one in which language plays both a significant and an indispensable role" It is also a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it. So, the genre is closely related to a discourse that has particular purpose in communication.

Dealing with both of definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations.

2. Principle of Genre Based Approach

In the genre-based approach there are principles that must be applied in teaching. There are three basic principles of genre approach (Aunurrahman, Hikmayanti, Yuliana, 2020), as follow:

a. The first principle is learning alanguage is a form of social activity. This means that the genre based approach requires a social context. In this study, the social activityor the social context is daily life texts such as giving instruction, invitation andasking permission as demanded by the national curriculum. It means that genre based approach requires a social context. In this research, the social activity or the social context is daily life texts such as introduction.

b. The second principle is explicit teaching teaching a language mustbe explicit where a teacher provides explanations and resources for the studentsto learn the social functions, schematic structures, and linguistic features of thegenres learning occurs more effectively if teachers are explicit about what is expected of students.

c. The third principle is guidance. Teaching is more than just transferringthe knowledge above to the students. It is also about providing properguidance or also known as scaffolding that would help the students to beindependent in learning especially in constructing their own texts

individually. learning occurs more effectively if teachers are explicit about what is expected of students.

3. Procedures of SFL GBA

Based on (Aunurrahman, Hikmayanti, Yuliana, 2020) Teaching cycle of genre-based approach consisted of:

a) Building knowledge of the field

For the first stage, the researcher acts as a teacher who provides topics in the form of text or images that students will learn. This stage is the initial steps taken by the teacher and students to direct their thoughts into the main issues that will be discussed in each lesson. Also, this stage help researchers know the character of students and help students build their critical thinking skills.

b) Modeling

This is a stage in which teacher familiarize students with the material discussed. Teachers can use various types of interesting media so the students can be interested in the learning material. Teachers can play the song used audio taken from youtube channel that show how to sing a song. To foster students to sing, teachers facilitate students with transcript of the audio. Teachers demand to activate listening skills in order that can help them to absorb the rhythm of the song.

c) Joint Construction

This stage is an advanced stage where students have received material that has been explained by the previous teacher into various exercises. Then students are directed to collaborate with other students to sing the song.

d) Independent Construction

At this final stage, students are asked to complit the text with their own knowledge while still receiving guidance from the teacher to ensure they can answer correctly.