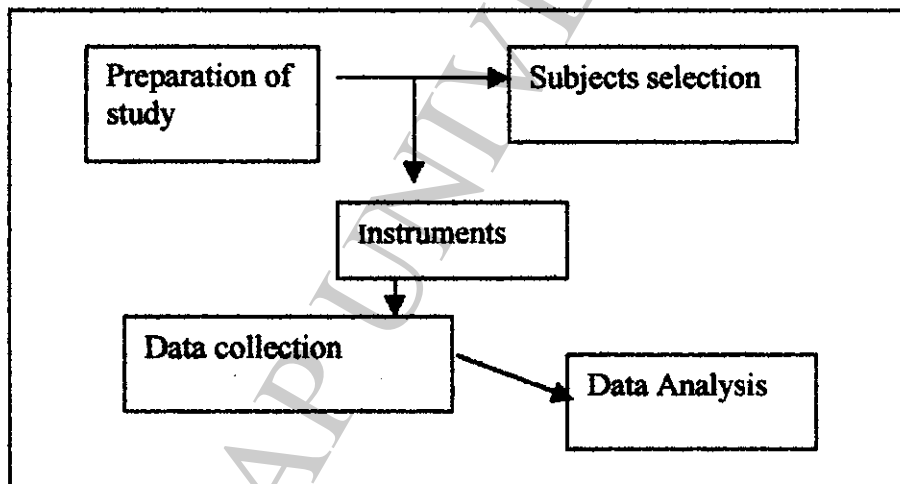


## Chapter 3

### Methodology

In this chapter, the procedure for carrying out this research is explained in detail. The procedure is divided into five parts which include: (1) preparation of the study, (2) subjects selection, (3) instruments, (4) data collection, and (5) data analysis. The various parts of the procedure can be seen in the following diagram:

Table 2: Conceptual framework of data collecting procedure



### Preparation of the Study

In order to carry out this study as designed, the researcher followed these steps:

1. The researcher studied the literature related to a genre-based approach and other approaches for teaching ESL/ESL writing from books, journals, and theses.
2. A close-ended questionnaire was constructed in order to obtain personal information and their ideas on English writing.
3. A pretest and a post-test were designed for data collection.
4. Six lesson plans were constructed based on the book *How Texts Work* written by Derewianka (1990) and the curriculum model designed by Metropolitan EAST DSP, Sydney in order to prepare for the instruction.
5. Two checklists were constructed to find out the frequencies of language features and schematic structure in the students writing of both pretest and post-test. The ideas for constructing the checklists were based on Derewianka (1990).
6. The lesson plans were revised according to the information obtained from the questionnaire.

### Subjects

The subjects in this study were non-English majors, taking College English as a required course enrolled in 1999 academic year at Yunnan Institute for Nationalities, Kunming, Yunnan, China. Ten subjects were randomly sampled from

first year students with reference of their scores on the National Entrance Examination (the total score is 120). Of the ten subjects, three got high scores (90.8 %, 89%, and 76%); three got average scores (73%, 70%, and 62%); four got low scores (58%, 57.5%, 54% and 54%).

### Instruments

Three instruments were used to collect the data in this study. The first ones were a pretest and a post-test designed to find out how the sample students write and organize an English Information Report focusing on the language features and schematic structure. The pretest was given before the implementation of a genre-based approach. The students were given a selection of broad subjects from the local situation in writing. After the instruction of an Information Report genre, the same test was administered as a post-test.

The second instrument was a questionnaire, which consists of two parts. Part one was designed to elicit personal information of the students. Part two contains eight statements designed to obtain information about some ideas on general English writing. The respondents were required to give “yes” or “no” reply. The information obtained from the questionnaire would serve as a basis for the preparation of the instruction period (see Appendix 3).

The third instrument was the instructional approach called the Genre-Based Approach. The curriculum model (Appendix 1) was adapted, which consisted mainly of three stages: modeling, joint negotiation, and independent construction of a text.

### Data Collection

This study was designed to be a six-week supplementary English writing program. The students were instructed for two hours a week on how to write an English Information Report through a genre-based approach. The schedule for the program was as follows:

Table 3: Research teaching schedule

Week	Topics
1	Pretest, questionnaire
2	Analyze pretest and questionnaire, adjusting the lesson plans
3	Modeling
4	Joint negotiation of a text
5	Independent construction of a text
6	Post-test

In the first week, a pretest was given which required the students to write English Information Report of a maximum of 200 words. The students were free to choose topics by themselves or discuss with their friends. They were to hand in their writing within 55 minutes. After that a 15-minute questionnaire was distributed to the students and collected after the students finished.

In the second week, lesson plans were adjusted based on the information obtained from the pretest and the questionnaire.

In the third to the fifth weeks, the teaching started with two hours instruction per week, or a total of 6 hours instruction. At the beginning of the instruction, some concepts in writing such as purpose, audience, and organization were introduced inductively. Then the instruction followed the stages respectively: At *the modeling stage*, read examples of the genre; then the teacher and the students discuss and analyze the schematic structure and language features of it. The *joint negotiation stage* involved the teacher and the students in a joint construction of a text in the same genre. At the final stage-- *independent construction*-- the students tried to construct their own texts individually.

In the sixth week, the post-test was administered to find out whether there were any improvements in using the language features and the schematic structures in an English Information Report. The students were to write a report at a maximum of 200 words within 55 minutes.

### **Data Analysis**

Frequency distribution and percentage were the statistical tools used in the presentation of data. The subjects' background information obtained from the questionnaire was presented in percentage. The language features and schematic structures which appeared in the Information Report written by the students on both pretest and post-test were analyzed by checklists - the scale for analyzing students' writing (Appendix 2). The occurrence of the language features and schematic structure was tallied.