

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides a description of the research and discusses about the research design and methodology in the following order.

1. Subject
2. Research instruments
3. Research procedures and data collection
4. Statistical analysis

1. Subject

The subjects were 9 students purposively selected from the 30 students who enrolled in 1553105 Creative Writing course in the first semester of 2004 academic year at Chiang Mai Rajabhat University. The subjects were categorised into three different levels of competency in writing: upper-intermediate, intermediate, and pre-intermediate.

2. Research instruments

The research instruments were Genre-Based Courseware consisting of five lesson plans, writing assessment and the questionnaire for learner autonomy.

1. Genre-Based Courseware (GBC)

The Genre-Based Courseware was the courseware that was the combination and application between the teaching-learning cycle (genre-based pedagogy) and the

teaching procedure through computer and it made up of five lesson plans with 18 periods. Additionally, such courseware was initiated through the Internet or web connection and each lesson plan was conducted 6 weeks, 3 periods a week. The Genre-Based Courseware was created by using Macromedia Dreamweaver version 4.0 and it was approved and altered by a network specialist. Each lesson plan had three stages and it was illustrated as follows:

1) GBC stage 1 (building knowledge and modelling text)

That students participated in the discussion about materials presented by the teacher on the computer screen was central to this stage. The materials used in each lesson plan varied from genre to genre and they also depended on the purpose and type of each genre. Each material was either preceded or followed by the discussion of current issues in order to provide students with ideational, interpersonal and textual knowledge of the context. Then, students were introduced to a broad range of written texts. Moreover, the teacher identified the move (schematic structure) of each given genre as well as highlighted the text features, specific participants, and processes. The discussion about the text organisation boosted the students' awareness about the formulaic texts was vital in this stage. As a result, the discussion advocated both knowledge and context of writing a text associated with social issues.

2. GBC stage 2 (joint construction of text)

The major focus of this stage was an e-text activity carried out via Internet with both explicit and implicit support from the teacher. The e-text activities were initially aimed at presenting various samples of written genre as well as exercises enhancing the understanding of the students about the schematic structure of each genre. Not only did the teacher provide guidance on content, but he also jointly reshaped and restructured the texts from series of notes roughly prepared by the students. Students would eventually create a similar text type demonstrated in the first stage on their own pace with the appropriateness to the given genre. Also, they were able to redraft and

edit their texts on the courseware designed to serve this stage. Students and teacher shared ideas and helped one another to create their first drafts. Although the students might share their ideas with friends, their texts should convey individuals' self-expression. Students ought to develop their self-expression when writing their own texts. At the end of this stage, students handed in their first drafts.

3. GBC stage 3 (independent construction of text)

Upon completion of the previous stage of the courseware, students were ready to write the text (second drafts) autonomously with their increased knowledge in recognising the features of each text-type through Internet or web connection. Additionally, they ought to be able to gain control of incorporating schematic structure awareness, grammatical patterns, and the appropriateness of the vocabulary used. Students required some further explanation and constructive feedback whenever they had problems in writing. Some students, however, would need further practices in the previous stage if they had trouble writing their own text since there are additional samples of written texts on the courseware and they could consider them as text models as well. The teacher would partly give ideas about the content presented by students when there was any further inquiry. There was no class for this stage so students might consult the teacher when they had problems in writing. Especially, they could come to see their teacher anytime they needed further counsel. The aim of this stage was to develop students' self-monitoring in writing their texts. Self-access to the courseware might prove that they had responsibility for their own learning process and tried to find their own learning technique when they had problems with their writing. Students submitted their second drafts and at this time the teacher gave feedback on grammatical patterns and the teacher gave some guidelines for further correction. The students' writing was not directly corrected by the teacher but the assistance was directly given to the students so that they could find their own ways to correct the mistakes. Students revised their final drafts and submitted to the teacher by email.

At the end of the study (after lesson five), all students answered the 20-question questionnaire items and their judgements reflected how the Genre-Based Courseware had affected their autonomous learning and writing ability.

2. Writing Assessment

Every text written by students was evaluated after each lesson. Students' writing were rated and identified in accordance with their ability in demonstration their texts' organisation, adequate idea, and correct grammar. Each given genre's organisation had its compulsory components and this section provided a sample text of five genres as guidelines for assessing the students' writing.

These are sample texts of each genre: exposition, fiction review, information report, narrative and new items.

1. Genre: Exposition (from *Writing From Within* by Kelly & Gargagliano, 2001)

Have you ever thought that you knew someone very well and then found out that you hardly knew that person at all? This happened to me with my father. I thought I knew him well until one day something happened that changed my attitude toward him. Let me explain how I used to see my father, what happened, and how it changed me.

(Introductory Paragraph and thesis Statement)

As a child, I was always closer to my mother than to my father. As is traditional in Japanese culture, it was my mother's job to take care of me. She fed me and played with me every day. On the other hand, I hardly ever saw my father. He would often work until late at night. And he didn't talk to me much when he came home. He got angry at me much when he come home. He got angry at me sometimes, too. I thought he was a tough, cold man and I was a little afraid of him.

(Developmental Paragraph and Topic Sentence 1)

Then one day, my mother got sick. My father came home from work to take care of her and told me to go to the drugstore to get some medicine to my parents' bedroom. I looked in quietly before entering and saw my mother lying down with her eyes half-closed. My father was kneeling on the floor next to her slowly and patiently feeding her some soup. When she finished, He put the bowl down and softly kissed her forehead. On that day, I realized that my father was really a kind and loving man.

(Developmental Paragraph and Topic Sentence 2)

From then on, I saw only kindness and caring in my father's eyes. As a result, I learned two important things. First, I learned that even though my father seemed rough. He was a kind man. Second, I learned that one must be very careful not to judge people. A person might look hard on the outside, but be quite different on the inside.

(Concluding Paragraph)

2. Genre: Fiction Review

ON THE FACE of it there are many reasons for not reading *the Lord of the Rings, the Fellowship of the Ring*. It's nearly 600 pages long with a plot that is almost difficult to understand about a young Hobbit named Frodo who was given the One Ring and he had to set on a perilous journey to destroy the ring. The language used in this novel contains a lot of invented words by its author, J.R.R. Tolkien. Once I finished reading the first chapter, I knew that this is the book that I'm looking for.

(Introduction)

An ancient Ring thought lost for centuries has been found, and through a strange twist in fate has been given from Old Bilbo Baggins to a small Hobbit named Frodo, his nephew. When Gandalf discovers the Ring is in fact the One Ring of the Dark Lord Sauron, Frodo must make an epic quest to the Cracks of Doom in order to destroy it! However he does not go alone. At the start of the journey, Frodo, Merry, Pippin, and Sam stay at Buckland at the edge of the Shire for a while. The Black Riders trace and try to attack them, then they go through the Old Forest and they are ambushed by the unknown spirit. With the help of Tom Bombadil, they are safe for a while. They meet Strider (Aragorn) at the hotel in Bree. On their way to Rivendel, they are attacked again by the Black Riders. At the council of Elrond, Frodo decides to bear the ring and he is joined by Gandalf, the elf, Gimli the Dwarf, Aragorn, Boromir and his three Hobbit friends Merry, Pippin and Sam. Through mountains, snow, darkness, forests, rivers and plains, facing evil and danger at every corner the Fellowship of the Ring must go. Their quest to destroy the One Ring is the only hope for the end of the Dark Lord's reign. The Fellowship of the Ring stop at the Mines of Moria, there they lose Gandalf. The company come to Lothlorien and they meet Celeborn and Galadriel and Galadriel gives them some gifts, food, and boats. Boromir wanted to go to his hometown, Minas Tirith upon the west, but the company decided to journey by boat to the east of the Great River, Anduin. Upon the lawn of Parth Galen, Boromir is lured by the power of the Ring and he tries to get it from Frodo, at that time they are ambushed by the Orcs. Boromir is later killed and they capture Merry and Pippin to Saruman since the Orcs think they are Frodo and Sam. This is the end of the company. Frodo and Sam continue their journey on boat, but Aragorn, Legolas, and Gimli go on foot to find Merry and Pippin.

(Plot Summary)

The Lord of the Rings, the Fellowship of the Ring is vividly depicted by J.R.R. Tolkien and he created the characters, atmosphere, places, and time like putting small pieces of a jigsaw that can smoothly fit together. This story can also show the inner feeling of human that really happens in the real world e.g. friendship and greed. Perhaps, greed can lead to the end of friendship

(Comment)

The book has been widely read over decades in nearly every country and it is also translated in many languages. This book is still popular since its theme is classic and universal. Children or young adults should have time for themselves to read this book. Maybe reading this book is better than surfing the Internet or playing computer games for younger generation.

(Recommendation)

3. Genre: Information Report

Life Blood of the Motor Car

(Title)

Petroleum is a hydrocarbon, a compound of carbon and hydrogen only. Petroleum can be seen as oily, flammable liquid that occurs naturally in deposits, usually beneath the surface of the earth; it is also called crude oil. It consists principally of a mixture of hydrocarbon, with traces of various nitrogenous and sulfurous compounds. The hydrocarbon components are separated from each other by various refining processes. In a process called fractional distillation petroleum is heated and sent into a tower. The vapors of the different components condense on collectors at different heights in the tower. The separated fractions are then drawn from the collectors and further processed into various petroleum products.

(General Classification)

Gasoline is one of the many products of crude oil that is a light substance with little color. Gasoline or petrol is a mixture of hydrocarbons for use in the internal-combustion engine and as an organic solvent, obtained primarily by fractional distillation and "cracking" of petroleum, but also obtained from natural gas, by destructive distillation of oil shales and coal, and by a process that converts methanol to gasoline using zeolite as a catalyst. Gasoline intended for use in engines is rated by octane number, an index of quality that reflects the ability of the fuel to resist detonation and burn evenly when subjected to high pressures and temperatures inside an engine. Premature detonation produces "knocking" and "pinging"; it wastes fuel and may cause engine damage. The addition of tetramethyl lead and tetraethyl lead to raise the octane number is no longer permitted in the United States because it leads to dangerous emissions containing lead. New formulations of gasoline designed to raise the octane number contain increasing amounts of aromatics and oxygen-containing compounds.

(Description 1)

Another product that is made from petroleum is kerosene. Kerosene is colorless, thin mineral oil whose density is between 0.75 and 0.85 grams per cubic centimeter. A mixture of hydrocarbons, it is commonly obtained in the fractional distillation of petroleum as the portion boiling off between 150°C and 275°C (302°F-527°F). Kerosene has been recovered from other substances, notably coal (hence another name, coal oil), oil shale, and wood. At one time kerosene was the most important refinery product because of its use in lamps. Now it is most noted for its use as a carrier in insecticide sprays and as a fuel in jet engines.

(Description 2)

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4. Genre: Narrative

The Forever Moon *

(Title)

Once, a long time ago, the Moon and the Parrot Fish lived together near the bank of a river. They were good friends but one day they had a big argument.

(Orientation)

Then Parrot Fish said to the Moon, "I'm leaving the river bank. I will go to the sea and live there. I'll hide under the coral and you'll never see me again!"

This made Moon angry, and he answered Parrot Fish, "When you die it will be the end of you. It will be forever. But when I die, it will only be for three days. I will live again after three days."

Then Moon went up into the sky where he stayed forever. Parrot Fish went to the sea where she lived happily, hiding under the coral. After many years she became very colorful, like the coral.

All this time Moon lived up in the sky. He died every month, but after only three days, he lived again, just as he had said he would. He often looked for her but never saw her again because Parrot Fish looked just as bright and colorful as the coral where she hid.

(Complication)

Then one day Parrot Fish died. It was forever, just as Moon had said.

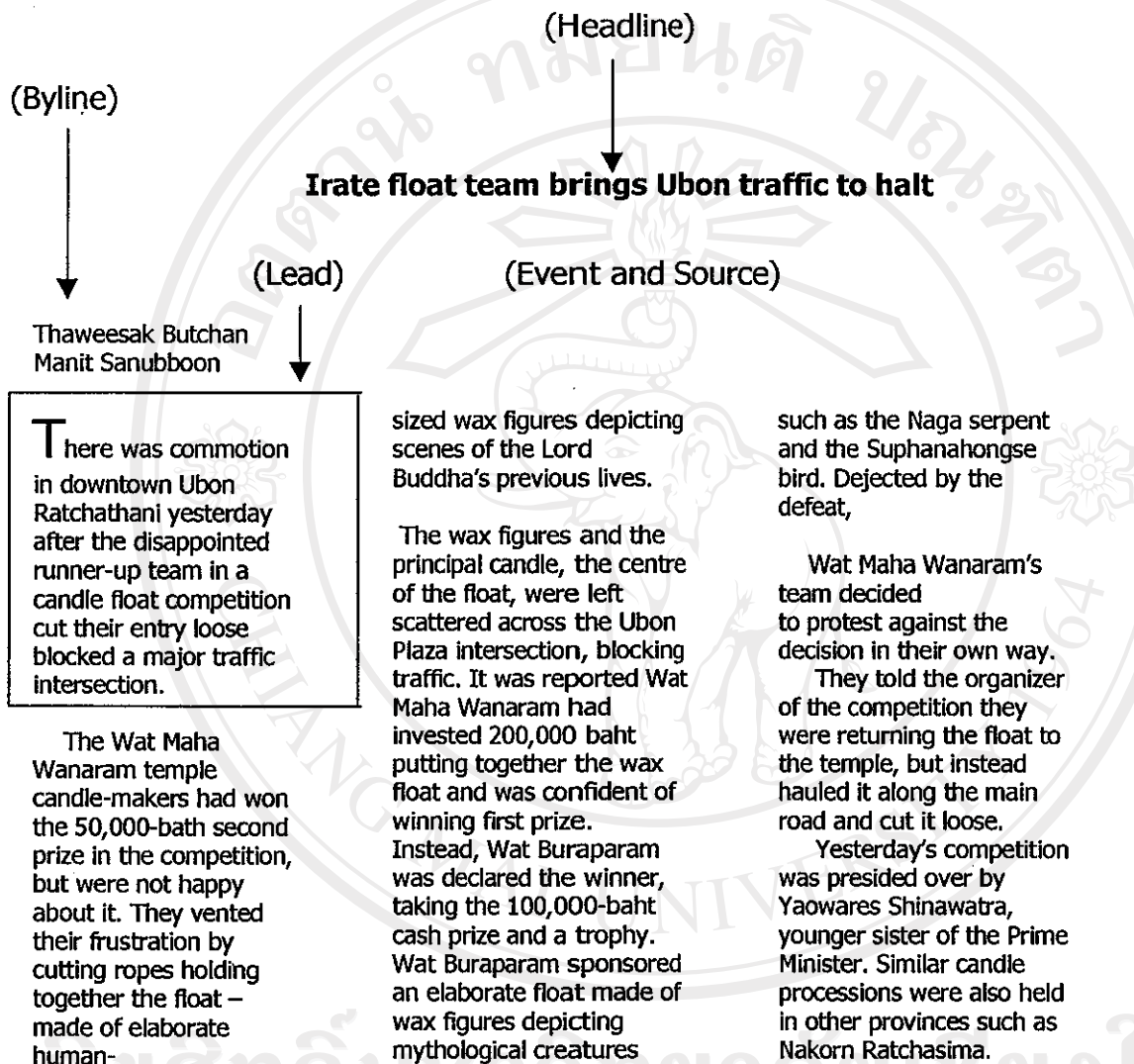
Today other Parrot Fish still live and hide in the bright and colorful coral. But it's still the same Moon that lives the sky above dies for three days and three nights every month.

(Resolution)

(Coda)

*From *The Rainmaker's Dog* by Cynthia Dresser (1998)

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5. Genre: News Item (From *Bangkok Post*, Tuesday, July 15, 2003)

The raters evaluated the texts written by the students in order to see how they had organised their texts. The organisation score, therefore, were employed to quantify how well the students constructed their own texts and the organisation score was adapted from the formula by Henry and Roseberry (1998) for five genres as shown:

Table 1: Formula for Organisation Score

Genre	Organisation Score		Formula
1. Exposition	1. Introductory paragraph and thesis (IT)	3	$\frac{(IT+DT1+DT2+C) \times 5 - (IM+MM)}{OM - 2.5}$
	2. developmental paragraph and topic sentence 1 (DT1)	3	
	3. Developmental paragraph and topic sentence 2 (DT2)	3	
	4. Conclusion (C)	1	
2. Fiction Review	1. Introduction (I)	1	$\frac{(I+P+C+R) \times 5 - (IM+MM)}{OM - 2.5}$
	2. Plot Summary (P)	4	
	3. Comment (C)	2	
	4. Recommendation (R)	2	
3. Information Report	1. Title (T)	1	$\frac{(T+G+D1+D2) \times 5 - (IM+MM)}{OM - 2.5}$
	2. General Classification (G)	3	
	3. Description 1 (D1)	3	
	4. Description 2 (D2)	3	
4. Narrative	1. Title (T)	1	$\frac{(T+O+C+R) \times 5 - (IM+MM)}{OM - 2.5}$
	2. Orientation (O)	2	
	3. Complication (C)	4	
	4. Resolution (R)	3	
5. News Item	1. Headline (H)	2	$\frac{(H+B+L+ES) \times 5 - (IM+MM)}{OM - 2.5}$
	2. Byline (and Dateline) (B)	1	
	3. Lead (L)	3	
	4. Events and Source (ES)	4	

The total score for organisation is 10 and IM is the number of inappropriate moves present (maximum: -5 points); MM is the number of misplaced moves present (maximum: -5 points) and OM is the number of obligatory moves in the given genre.

The rating score for idea and grammar presented in each text adapted from the criteria of Uttangkorn (2003) as follows:

Table 2: Rating Score for Idea and Grammar (10 points)

Idea (7 points)	
7	Excellent, new ideas
6	Very interesting, new ideas
5	Interesting, new ideas
4	Interesting ideas
3	Quite interesting ideas
2	Fairly interesting ideas
1	No new ideas
Grammar (3 points)	
3	Clearly comprehensible, contains no grammatical mistakes
2	Comprehensible and there are minor grammatical mistakes
1	Comprehensible even there are some unclear parts and some grammatical mistakes

Then the raters calculated the final score for each genre in the following formula:

$$\text{Final score for each genre} = \frac{(\text{Idea} + \text{Grammar}) + \text{Organisation Score}}{2}$$

2

The total score for writing each genre was 10 and all levels of students were required to pass at 7.00 according to the first purpose of the research.

3. Questionnaire for Learner Autonomy

The questionnaire adapted from Wenden (1991) and consisting of 20 questions was designed to investigate students' self-monitoring development and opinions on their autonomy of the following topics (aims).

1. Students have responsibility for their own learning process.
2. Students try to find their own way of learning.
3. The Genre-Based Courseware facilitates their learning process.

This study employed Pearson chi-square to evaluate the reliability of each question in each aim shown in Table 3. The level of reliability of the questionnaire was 95 %.

Table 3: Percentage of Reliability of the Questionnaire for Learner Autonomy

Aim	Result
1	0.151 > 0.05
2	0.173 > 0.05
3	0.285 > 0.05

3. Research procedure and data collection

The study utilized single group posttest only design with nine selected subjects from 30 students who enrolled in 1553105 Creative Writing. To attain the data in the study, Genre-Base Courseware, writing assessment for each genre and the questionnaire for learner autonomy were the instruments for data collection.

Table 4: Illustration of the Research Design

S1	X1-5	W1-5	A
S2			
S3			

S1 stands for the students in an upper-intermediate level writing ability.

S2 stands for the students in an intermediate level of writing ability.

S3 stands for the students in a pre-intermediate level of writing ability.

X1-5 stands for the implementation of the five lessons of the Genre-Based Courseware.

W1-5 stands for the writing ability of the students in 3 levels obtained after using the Genre Based-Courseware.

A stands for the autonomy of the students in 3 levels obtained after using the Genre Based-Courseware.

The research procedures and data collecting are conducted during the following times.

1. Thesis proposal was approved by the Faculty of Education during the first semester of 2004 academic year.

2. The courseware was implemented during the first semester of 2004 academic year at Chiang Mai Rajabhat University.

3. At the end of experiment, the students' levels of writing ability and autonomy were statistically analyzed to find mean, standard deviation, One-Way ANOVA and Contingency Coefficient.

4. Statistical Analysis

The data analysis was divided into two categories: the ability in writing each genre and the ability to learn independently. Once again, there were three categories of students' writing ability and learner autonomy: upper-intermediate, intermediate, and pre-intermediate. Thus, the data were analyzed in 3 categories in order to obtain detailed information. The scores of writing ability were statistically analyzed by using mean, standard deviation and One-Way ANOVA.

In order to find the correlation between the levels of English writing ability and autonomy of the students in upper-intermediate, intermediate and pre-intermediate groups, it was required to use the rating scale of questionnaire for learner autonomy (Table 5) and rating scale for quality of writing ability (Table 6) as criteria.

Then Contingency Coefficient formula was employed to find the correlation between levels of writing ability and autonomy by using Davis' descriptors (cited in

Traimongkolkul & Chartraporn, 2002, p.96). In addition, data analysis was done by using SPSS for Windows.

Contingency Coefficient values	Descriptors
0.70-1.00	very high
0.50-0.69	high
0.30-0.49	moderate
0.10-0.29	low
0.01-0.09	very low

Table 5: Rating Scale of Questionnaire for Learner Autonomy

Rating scale	Quality Level
1.0-2.5	very low
2.6-3.0	low
3.1-4.0	moderate
4.1-4.5	high
4.6-5.0	very high

Table 6: Rating Scale for Quality of Writing Ability

Rating Scale	Quality Level
9.6-10	Excellent
8.0-9.5	very good
7.0-7.9	good
5.0-6.9	fair
1.0-4.9	poor