CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study used a case study research design to achieve the research objectives, namely to find out how to use translated Local Legend to teach students of English Village of Lubuk Tajau, Sekadau, West Kalimantan, Indonesia.

The distinctive feature of this case study is that it begins by using 1 case involving students from the English Village of Lubuk Tajau, Sekadau, and West Kalimantan, Indonesia. One case is sufficient because the participants are in a specific context and can contribute to theory building (Rowley, 2002; Scholz & Tietje, 2002) regarding the use of translated Local Legend in the English Village of Lubuk Tajau.

The second characteristic of case studies is using more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used a qualitative approach in data collection involving field notes and student documents. Then the third characteristic is using text analysis techniques to analyze the textual data obtained (Guest *et al.,* 2011; Travers, 2001).

B. Subject of The Research

The population is all the students in the field of investigation. Harlon & Larget (2011: 7) state that a population is all the individuals or units of interest; typically, there is no available data for almost all individuals in a population. Trianto (2010:255) states, "Population is the whole subject of research ."Meanwhile, according to Asmara (2011: 56), "Population is the object or subject of research which is the source of data ."Based on the theory, it can conclude that the population consists of the entire subject which wants to be studied. The population was 42 students. It consists of 4 students in sixth-graders, 13 in fifth-graders, seven in fourth-graders, two in third-

graders, eight in second-graders, and five in first-graders. For more details about the population in question, it can be seen in Table 3.1 as follows:

Table 3.1

Source: data Students

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
5 Students	8 Students	2 Students	7 Students	13 Students	7 Students

Source: data Students

From 42 people, three students were deliberately selected for data collection. Sampling considers the research context and participants expected to provide relevant data (Benoot *et al*., 2016; Womack *et al*., 2011). Collect data using field notes, including audio recordings. Sugiyono (2014:118) states, "The sample is part of the number and characteristics possessed by the population."

Meanwhile, Margono (2005:121) said, "The sample is part of the population ."Meanwhile, according to Darmadi (2011: 46), "Sample is the process of selecting several individuals in the study so that these individuals are representatives of a larger group to the name of the chosen person ."Based on this opinion, it can be concluded that the sample is part of the number owned by the population. Sampling considers the research context and participants expected to provide relevant data (Benoot *et al*., 2016; Womack *et al*., 2011). Collect data using field notes, including audio recordings.

In addition to field notes, documents in student text form were intentionally selected. In this research, the sample is represented by one participant of English Village Lubuk Tajau for analysis. The text here is not only in the form of written words, but also the oral activities performed by the participants be recorded and transcribed to see students' ability in English.

C. Research Location

The location of this research was carried out in the SDN 05 Lubuk Tajau building. Which one has obtained approval from the village head of Lubuk Tajau and the head of SD N 05 Lubuk Tajau. This location is used as an area of Lubuk Tajau English Village. It is a collaboration between Lubuk Tajau Village and IKIP-PGRI Pontianak. This research area was determined due to several considerations. First, SDN 05 Lubuk Tajau is very strategic for researchers who conduct coaching in the English village of Lubuk Tajau because its location is right in the middle of the village. Besides that, it can make it easier for English village students to study because there are facilities available such as blackboards, tables, and chairs. Having this right of entry also permits researchers to reap herbal and emic data. (Trowler, 2011).

D. Technique and Tools of Data Collection

Data analysis is one of the essential processes in research. The process of data analysis is the process of finding data from various ways and analyzing them to find answers to existing problems. Data collection techniques allow researchers to collect information systematically because the primary purpose of research is to obtain data (Sugiyono, 2007: 62).
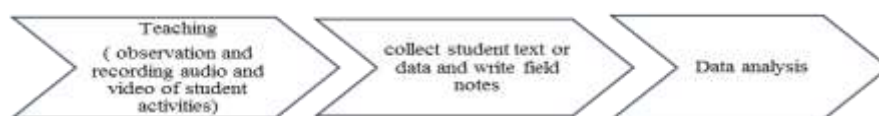

Figure 3.2 The Groove of Collecting and Data Center

Figure 3.2 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 written after the learning activities are completed in each session. Learning activities also be recorded using an audio recorder to assist researchers in writing field notes and provide essential data regarding teaching and guidance examples and students' spoken texts.

The documents in this study are in the form of student texts written during teaching activities and when students practice it orally. The text selection is carried out by considering aspects of originality, credibility, representation, and meaning.   Aspects of originality, credibility, and representativeness are based on the researcher's assessment.

E.   Tools of Data Collections

1. Students' Text

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

2. Field Notes

In addition to student text, researchers also use field notes for data collection. Field notes are written observations recorded during or immediately after participant observations in the field and are considered critical for understanding the phenomena encountered in the field (Allen, 2017). Field notes also offer necessary information related to teaching and tutoring examples and student spoken texts.

F. Validity

In this study, to test the validity of data, the researcher used test credibility as a research qualitative method. This study used some tools of data collection, including Observation, Participant Observation, Field notes, Documents, Students' Texts.

G. The Technique of Data Analysis

The data analysis technique used is text analysis using a functional grammar framework and thematic analysis. Text analysis using a functional grammar framework will analyze students' written and spoken documents or texts (Aunurrahman *et al*., 2017b, 2017c; Emilia, 2005). Using this framework, analysis of students' texts allowed the principal investigator to see the extent of students' English proficiency.

Thematic analysis was carried out to analyze the field notes. The thematic analysis allows researchers to code field notes inductively by paying attention to frequently occurring and significant themes from textual data (Thomas, 2006). The results of the two analyses will later validate each analysis result's accuracy (Creswell, 2012; Mathison, 1988).

The data collected is recorded in field notes in order to obtain accurate data; according to Braun and Clarke (2013), there is a six-phase framework for doing a thematic analysis as follows:

1. Become Familiar with The Data

The first step is getting to know the data. It is essential to get a thorough 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 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 used to describe the data obtained.

3. Search for Themes

Next, examine the code generated, identify patterns, and create themes from the coded data. At this stage, the researcher examined each code generated, identified each code, and created a theme from the coded data.

4. Review themes

Now make sure that our theme is functional 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 valuable and accurate. At this stage, the researcher ensured the necessary themes from accurate data; the researchers divided, combined, and created new themes that made the theme more valuable and accurate.

5. Define themes

Now that you have a final list of themes, it is time to name and define each. Defining a theme involves formulating 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 correct meaning so they can understand the theme correctly.

6. Writing-up

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