# CHAPTER III
# RESEARCH METHODOLOGY

## A. Research Design

Research methodology is an important part of conducting research. In conducting this research, the researcher used a case study research design using a qualitative approach to achieve the research objectives: to find out how to apply translated traditional song to students in English village, Nyayum, Landak, West Kalimantan. Qualitative methods are used to understand the context or setting in which research participants discuss a problem. According to Malik & Hamied (2014, p. 172), qualitative research is multi-method in focus, which involves an interpretive naturalistic approach to the subject matter, the hallmark of qualitative research is that it allows researchers to identify problems from the perspective of participants and understand their meanings and interpretations. assign to behaviour, events or objects.

This study focuses on one case. The hallmark of this case study is that it begins by using 1 case involving students from English Village, Nyayum, Landak, West Kalimantan. 1 Case is sufficient because the participants are in a particular context and can contribute to building theory (Rowley, 2002; Scholz & Tietje, 2002) on the use of traditional song translated into the context of the English village of Nyayum. A second characteristic of case studies is that they are more than one source of evidence (Swanborn, 2010; Yin, 2011). Then the third characteristic is using text analysis techniques to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). So, this study uses a qualitative approach in data collection involving field notes, and student text.

## B. Subject of Research

The participants in this study were students from the English village of Nyayum, where the number of participants was 24 students from various classes. It consists of 5 fourth grade students, 9 fifth grade students, and 10 sixth grade students. In this study, the sampling technique used was purposeful

sampling. Purposeful Sampling is a non-random sampling technique (Palinkas et al., 2013). Purposeful sampling technique is a technique that involves identifying and selecting individuals or groups of individuals who specifically know or have experience with the phenomenon of interest This technique is used to select subjects based on certain criteria.

The researcher selects the sample based on the character needed by the researcher. So, the sample character needed is class VI students, namely 10 students, because the population of class VI students is more than class IV and class V and also has better abilities. Researcher chose a large sample because it can help compare the abilities of one child with another. Given the context of the study, targeted sampling was carried out, and participants were expected to provide relevant data (Benoot et al., 2016). In this study, student text was selected for analysis based on three criteria such as, high, medium, and low. Here are the standards:

1. A Student is classified as a high achiever if the participant can answer more than half of all the questions.

2. If the participant can only answer half of the questions, the student is classified as a middle-achiever student.

3. If the participant can only answer less than half of or even cannot answer questions that have been given, then the student is classified as a low achiever.

Participants do not only work on worksheets in the form of written text but also on activities in oral form. The exercises in spoken form were recorded and then transcribed to see the students' ability in English.

## C. Research Procedures

Research procedures are the steps that used as a tool to collect data and answer research question.

The four stages in the research according to Moleong (cited in Junaedi et al., 2020; 14-26) are as follows:

a. The Pre-Field Stage

The researcher conducted a preliminary survey by looking for subjects as sources. During the survey process, the researcher conducts a field study of the research background, looking for data and information on the implementation of this learning. The researcher also takes scientific confirmation efforts through literature searches and research supporting references. While the activities and considerations are described as follows: Compiling research designs, handling research permits, exploring and assessing research locations, selecting and utilizing informants, preparing the research equipment, and the research ethics issues.

b. Stage of Fieldwork

1) The researcher opens and introduces himself to the students.
2) The researcher explains the material to the students.
3) The researcher asks them to practice and answer the worksheets.
4) The researcher collects the data of document from students.
5) Compile researcher report based on the results obtained.

c. Data Analysis Stage

The researcher in this stage carries out a series of thematic analysis processes to interpret the data that has been previously obtained.

d. Evaluation and Reporting Stage

At this stage, researcher tries to carry out consultation and guidance with predetermined supervisors. The researcher classifies answers based on questions. The researcher works on the data and concludes.

(Cited in Junaedi et al., 2020; 14-26)

## D. Technique and Tools of Collecting Data

1. Technique of Collecting Data

In collecting research data, researcher used observation participants and document. Observation was the first technique to collect data in research where researchers examine and observe an event either directly or indirectly. In this study, the researcher directly observes the state of an

object in the field, which is called participant observation. Participant observation is conducting research by being directly involved in interaction with the research object. The participant observation technique is recording teaching and learning activities in the classroom (Aunnurahman et al., 2020). The main or the first researcher acted as an English teacher. The co-researcher or the second and third researchers acted as collaborator.

The collaborators in this study were IKIP PGRI Pontianak students who conducted the same research on teaching English to English Village students in Nyayum Village but had a different theme. According to Fraenkel et al., 2011) (In Journal Aunurrahman, 2020), the function of collaborators is to provide reflection and feedback to ensure better performance of teaching and learning activities and also to reduce bias in participant observation results.

The second technique was document. Documents in this study were in the form of student texts written during teaching and learning activities and even when students practiced them orally and in writing. The selection of the text will be successful because of aspects of originality, credibility, representativeness, and meaning. Aspects of originality, credibility, representativeness will be made based on the researcher assessment. The text will be provided by the researcher.

2. Tools of Collecting Data

The research data were collected through several instruments. Based on the explanation above, the researcher used participant observation techniques, and documents. So that the researcher used field notes, and student text as tools in collecting data.

a. Field Notes

Researcher used field notes as a tool to collect data. Field notes are an important component of rigorous qualitative research (Phillippi and Lauderdale, 2017). The collection of field notes is considered important in research so that the standard criterion in reporting qualitative research is to include a written statement about the

collection of field notes. To achieve the research objectives, the main researcher acted as an English teacher. Research partners or second and third researchers act as collaborators. The main researcher prepared field notes to be written after the learning activities were completed in each session. Due to the large number of participants, the second, third and third researchers were involved to assist in teaching and guiding the students, which was followed by writing field notes. This learning activity was also recorded by the fourth researcher using a video recorder to help the researcher write field notes and also provide important data related to teaching, guidance, as well as students' spoken texts.

b. Students Texts

Researcher used students' worksheets to collect data. worksheets in this study are in the form of student texts written during teaching activities and also when students practice them orally. The worksheets include questions or activities for students or trainees to do (Ajoke, 2017). Student worksheets contain assignments that must be done by students. In this study, the researcher gave LKS in the form of traditional song lyrics that were still missing and vocabulary which students were asked to do.

**E. Validity**

The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are:

a. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

b. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analysing data. From some researcher's view

in interpreting information and collecting the data, the validity of data can be increased.

c.  Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different methods to get validity of data.

d.  Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulations, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

(Cited in Maskhurin, Handayani, 2014)

In this study, researcher used source triangulation to check the validity of the data. Triangulation is usually associated with research methods and designs (Heale and Forbes, 2013). Source triangulation means re-checking information obtained from various sources. Data source triangulation means collecting data from different data sources using the same method (Sugiyono, 2018;327).

**F.  Technique of Data Analysis**

The data analysis technique that will be carried out is text analysis using a functional grammar framework and thematic analysis. Text analysis using a functional grammar framework will be carried out to analyze students' written and oral documents or texts (Aunurrahman et al., 2017b, 2017c; Emilia, 2005). Analyzing the students' texts using this framework allowed the main

researcher to see the extent of the student's English proficiency. Here, students' texts are analyzed using the FG framework. This text analysis allowed the main researcher to see the extent of the student's English skills. The results of the student's work that were analyzed were students' texts at the independent construction stage. In this study, three student texts were taken for analysis. The text here is not only in the form of written text but also in the form of speaking activities carried out by the participants and recorded and then transcribed to see the students' ability in English. There are three criteria taken for analysis. They are high, medium, and low.

Thematic analysis was carried out to analyze the field notes. Thematic analysis is the process of identifying patterns or themes in qualitative data (Maguire and Delahunt, 2017). The purpose of thematic analysis is to identify themes, patterns in the data that are important or interesting, and use these themes to discuss research or say something about a problem. Thematic analysis allows researchers to code field notes and interviews inductively by considering frequent and significant themes from textual data (Thomas, 2006). The results of the two analyzes were triangulated to validate the accuracy of each analysis result (Creswell, 2012).

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

1. Become Familiar with the Data

   The first step is to know the data. Before starting to analyzed each item, it is very important to get a comprehensive picture of all the data that has been collected.  This includes transcribing the video, reading the text, making the first note, and generally viewing and getting used to the data. At this stage, the researcher searches the whole picture of all the data obtained, sees the video results obtained, reads the results of the student worksheets obtained, and is the first necessary to move on to the next stage.

2. Generate Initial Code

   Next, encode the data. Coding means emphasizing a portion of the text (usually a phrase or sentence) and displaying it with an abbreviated label or

"code" to describe the content. At this stage, the researchers used the research results to write the code used to describe the data they 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

Make sure that the theme is useful here and presents an accurate representation of the data. Now the researcher returns to the dataset and compares the existing subjects. When a researcher encounters a problem with a theme, the researcher splits, combines, discards, or creates a new theme. In this phase, researchers ensure that the required themes are derived from accurate data, and researchers share, combine, and create new themes that make the themes 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.