CHAPTER III
RESEARCH METHODOLOGY

A.   Research Design

This research used a case study research design to achieve the research objectives, namely to find out how to apply translated local songs in teaching English to the students of Air Putih English Village, Kubu Raya, West Borneo, Indonesia. A case study is a little different from the expremintal study in some ways. The difference is that the experimental study usually include comparison of two or more groups whereas a case study involves a single individual or group, and not attempt to set up experimental and controls group. This is supported by Emilia (2005) who states that a case study design is empoyed in "a small scale, a single scale". Focus on one particular instance of educational experience instance of educational experience or practice. A case study is a model that focuses on exploring the "bounded system" of a particular case in detail by extracting detailed data.

The first characteristic of this case study is that it begins by using 1 case involving students from the English Village of Air Putih, Kubu Raya, West Borneo, Indonesia. This 1 case is sufficient because the participants are in a specific context and can contribute to theory building (Rowley, 2002; Scholz & Tietje, 2002) on a genre-based approach in the context of Air Putih English Village.

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

B.   **Research Subject**

The population was the total of items about which information was desired (Kabir, 2016). The number of participant is 30 students from various grades which consist of 15 students in fourth-grades and 15 students in fifth-grades who took part in English village program. The students who participated in English village are local residents and most of the students did not know about English lesson.

Subject is the whole participants to be studied. The sample of this research are 3 (three) students from English Village of Air Putih Village, Kubu Raya, West Kalimantan, Indonesia which will be selected by using purposeful sampling. Purposeful sampling is regarded as the technique for choosing the sample based on particular characteristics of the population (Notoatmodjo, 2010).

Specific criteria used to determine the research's result (Rufaida, 2015). Deliberate sampling will be carried out, taking into consideration the research context and the participants who are expected to provide relevant data (Benoot dkk., 2016; Fraenkel dkk., 2011). In this research, the researcher used a characteristic of choosing the sample, which has good motivation to learn english, so the researcher focused this study on 30 students of fourth and fifth-grades in a Primary School in Air Putih Village.

C.   **Research Procedure**

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

1.   The pre-field stage

The researcher conducted a preliminary survey by looking for subjects as sources. During the survey process, the researcher conducted a field study of the research background, looking for data and information on the implementation of this learning. The researcher also took 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.

2. Stage of fieldwork

   a. The researcher opened and introduces himself to the students.

   b. The researcher explained the material to the students.

   c. The researcher asked them to practice and answer the worksheets.

   d. The researcher collected the data of documents from students.

   e. Compile research reports based on the results obtained.

3. Data analysis stage

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

4. Evaluation and reporting stage

      At this stage, the researcher tried to carry out consultation and guidance with predetermined supervisors. The researcher classified answered based on questions. The researcher worked on the data and concluded.

D. Technique of Data Collection

      Data collection technique is a method used to find a solution or analyzee a problem. The researcher did this on the data collection technique used. This is done in order to meet the researcher needs in order to continue further research.
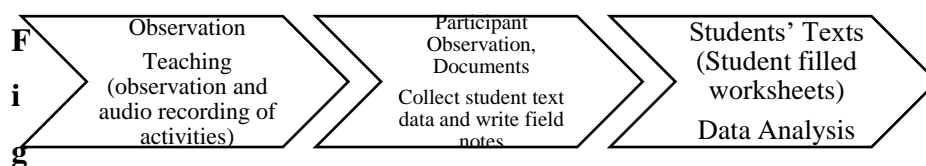
F i gure 3.1 Data Collection Technique and Tools

Figure 1.1 depicts that this study will use a participant observation technique that requires field notes and documents in the form of student texts. Participant observation technique was recorded the teaching and learning activities in the classroom (Aunurrahman et al., 2020). The main researcher prepares field notes that will be written after the learning activities are completed in each session. The co-researchers or the second and third researchers acted as collaborators. Due to a 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 will also be recorded using an audio recorder to assist researchers and assistants to write field notes and also provide important data regarding teaching and guidance examples, as well as students' spoken texts. The main researcher writes fieldnotes of the observation after discussion with the co-researchers. Discussions take place after class has ended to provide feedback and reflection. The participants' observations were made in 4 meetings over two weeks.

E. Tools of Data Collections

1. Documents

   Dokuments 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 will be carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness will be carried out based on the researcher's assessment. Meanwhile, the meaning aspect is considered by using a functional grammar framework and genre based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014 a).

2. Field Notes

   The researcher used field notes as a tool for collecting data. Field notes are an essential component or rigorous qualitative research (Phillippi

and Launderdale, 2017). Collection of field notes is so widely regarded as essential that standardized criteria for qualitative research reporting encourage researcher to include a statement of collection of fieldd notes in manuscripts. Field notes are written observations that are recorded during or immediately after participant observations in the field and are considered critical for understanding the phenomena encountered in the field. Field notes and also offer necessary information related to teaching and tutoring examples, as well as student spoken texts.

F. Validity

In this study to check the validity of the data, reseacher used data source tringualitation method. The triangulation technique collects data using many approaches to obtain data from the same source. The aim of triangulation is to improve qualitative research's theoretical, methodological, and interpretative strength. (Mekarisce, 2020). Data source triangulation means collecting data from different data sources using the sama method (Sugiyono, 2018;327). The data sources in the study are field notes, worksheet, and document. In this study, researchers compared the results of field notes with documentation to see the validity of this study.

Researchers also collaborate with other researchers who are tasked with being research assistants or collaborators. A collaborator in this study is the students of IKIP PGRI Pontianak who conducts the same research about teaching English to students of English village of Air Putih, but have different themes namely designing learning material, exploring the practice of English Village, using translated local legend, and using translated local song. The collaborator's function is to provide reflection and feedback to ensure better teaching and learning and also to reduce bias in participants' observations (Fraenkel et al., 2011).

G.   Technique of Data Analysis

The data analysis technique that would be carried out is text analysis using a thematic analysis. Thematic analysis will be 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 procedur of thematic analysis began with finding important themes in the field notes. The themes were mainly related to the teaching and learning activities. Then, the results of the two analyzes will later be triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).

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 analyze 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.

The analysis of the students' texts used genre analysis is one of the types of discourse analysis. It is employed to analyze the genre of the text both spoken and written. Genre analysis deals with texts that have schematic structure and linguistic features. Analyze the genre, focuses on the idea of texts in genre theorists which will be similar or different and depends on the classification between the genres (Hyland, 2007). This framework allowed the main researcher to see the extent the students' linguistic features were used. It can be inappropriately and ineffectively due

to grammatical mistakes, and limited word choices, which might suggest that the students had a limited linguistic capacity. In this study, 3 (three) student texts were submitted for analysis. The text here is not only in the form of written text, but speaking activities carried out by participants will also be recorded and transcribed to see the students' competence in English.