

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a case study as a design framework, this research concentrating on one thing which is looking at it in detail. A case study find out as a whole and see the phenomenon from various directions. The assumption in a case study is that, with a great deal of intricate study of one case, a case study looking at subject from many and varied angles. Chose the case study approach because it is particularly suitable for studying a phenomenon that cannot be studied separately from the context (Yin, 2011).

The characteristics of this case study began using 1 case, which includes students in English Village at Air Putih village, Kubu Raya, West Kalimantan, Indonesia. This case is sufficient because its participation especially in one context and can contribute to the theoretical development (Rowley, 2002a; Scholz & Tietje, 2002), it is about a genre-based approach in the English village at Air Putih Village.

The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used a qualitative approach in collecting data that involves observation, participant observation, field notes, and interviews. Then, the last characteristic of this case study is using the analysis technique to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). Data analysis techniques used in this study is thematic analysis. Thematic analysis was used to analyze the field notes and interviews. The thematic analysis allows researchers to code the field notes and interviews inductively with frequently occurring and significant themes from the data text (Thomas, 2006). The analysis results above will be triangulated to validate the accuracy of each analysis result (Campbell et al., 2020).

B. Subject of Research

The population element is the entire subject to be measured or studied in a precise unit (Sugiyono, 2020:126). The population of this research was taken from various graders. Consists of 15 students in fourth-graders and 15 students in fifth-graders who took part in the English Village of Air Putih. The students who participated in the English Village of Air Putih are residents, and most of them do not understand the English lessons.

The sample is part of the number and characteristics of the population (Sugiyono, 2018: 63). Sampling was intentionally carried out by taking into account the context of the study and the participants involved who were expected to be able to provide relevant data (Benoot et al., 2016; Fraenkel et al., 2011). In collecting this sample, the researchers used a Non-Probability Sampling Technique, namely Purposeful Sampling. Purposeful sampling is regarded as the technique for choosing the sample based on particular characteristics of the population (Notoatmodjo, 2010). In this research, the researcher used a characteristic of choosing the sample, which has a passion to learn English, so the researcher focused this study on 30 students of a fourth and fifth class in a Primary School in Air Putih Village.

C. Technique of Data Collection

Data collection is an important aspect of research. Data collection techniques allow researchers to collect information systematically because the main purpose of research is to obtain data (Sugiyono, 2007: 62).

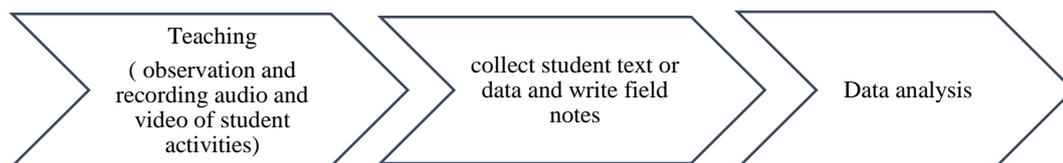


Figure 3.1 Data Collection and Analysis
(Adapted from Aunurrahman, 2021)

Figure 3.1 shows that this study used a participant observation technique that needs field notes and documents within the style of student texts. The participant observation technique recorded the teaching and learning activities in the classroom (Aunurrahman et al., 2020). The main or the first researcher acted as an English teacher. The co-researchers or the second and third researchers acted as collaborators. The main researcher prepares field notes to be written when the training activities are completed in every session. The second and third researchers were concerned to help in teaching and mentoring the students, which was followed by writing field notes. Learning activities will be recorded victimization an audio recorder to assist researchers in writing field notes and also offer necessary information relating to teaching and steerage examples, as well as students' spoken texts. The main researcher writes field notes 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.

D. Tools of Data Collection

a. Field notes

The researcher used field notes as data collection tools to write down all of the activities during observation. Field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena encountered in the field (Allen, 2017). Field notes are arranged after observation.

b. Interview

The interview is a question and answer activity by two or more people to get information. According to Sugiyono (2015:317), an interview is a meeting of two people to exchange information and ideas through questions and answers to build meaning in a particular topic. Interviews were conducted to collect data on the extent to which this

village requires English. This interview was conducted using direct interview techniques. The collaborator in this interview is Annisa, a tutor in the English village, Air Putih.

E. Validity

In this study, to test the validity of data, the researcher used test credibility as a research qualitative method. Seven tools that can use to test the credibility of data in this qualitative research are prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy checks, and member checking (Auliya et al., 2020:202). Because tools of collecting data in this study used more than one data collection technique and also looked at as a data credibility test tool before, the researcher used triangulation as a test tool in this study. Triangulation has concepts that can be seen in some way. It means verification of the validity of the data using various data sources and various data collection methods (Auliya et al., 2020), as this study used some tools of data collection, including Observation, Participant Observation, Field Notes, and interviews.

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 Village, but have different themes namely designing learning material, using translated traditional songs, using translated local legend, and using translated local songs. 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).

F. The technique of Data Analysis

The data of the field notes and the interview which have been amassed utilizing the researcher were analyzed through the usage of the thematic analysis technique.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, conducting syntheses, arranging it into patterns, choosing which ones are important and which ones are studied, and making conclusions so that they are easy to understand by yourself and others (Sugiyono, 2018: 332).

In this research, the data analysis technique used thematic analysis. Thematic analysis is one way to analyze data to identify patterns or find themes through data collected by the researcher (Braun & Clarke, 2006). In this research, data analysis is conducted after the data was successfully collected and organized properly. The researcher conducted a thematic analysis of the data obtained.

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 important 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 that has been 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 that were used to describe the data 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

Now make sure that our theme is useful 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 useful and accurate. At this stage the researcher ensured the necessary themes are obtained from accurate data, the researchers divided, combined, and created new themes that made the theme 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.

G. Research Stages

In the qualitative approach, there were some stages done by the researcher, where the data was collected by using field notes and interviews, so in this research, the researcher used some stages:

1. Preliminary research

In the research, the preliminary researcher formulated the research title, and research question, examined related kinds of literature, chose the research location based on the suitability of the research question, determined the research subject, and chose to collect data instruments.

2. Research design

In the research design, the researcher did some activities. These were written research proposals, decided research instruments, organized preliminary research, contract research instruments, and prepare research activity.

3. Research activity

In this research, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into some parts, there are:

- a. Recognizing research background and self-preparation.
- b. Doing the research
- c. Collecting the data
- d. Analyzing data
- e. Concluding the data and finding

H. Research Procedure

a. Planning

This study prepared to make a research plan. Researchers create instruments to use as data collection tools. The researcher used two instruments: field notes, and interviews.

b. Data collecting

In collecting data, the researcher used field notes first to collect data about what methods were used in the English village practice, in the field notes the researcher wrote in detail all the activities in the learning process in the English village, starting from the opening of the learning process, core activities, to the end of the process. Lessons that will be described in detail. After collecting data using field notes, the researcher then conducted interviews with teachers who teach in the English village, to compare the results of data collection using field notes to obtain further or more detailed information. Finally, the researcher compiled a research report based on the results obtained.

c. Data Processing

After the data have been obtained from data sources, Furthermore, the data is processed through the following steps:

a) Data analysis

In this study, the researcher used thematic analysis to analyze the data. Thematic analysis is used by the researcher for analyzing the result of the field notes and interviews.

b) Interpretation

In the interpretation, the researcher makes a conclusion based on the data analysis.

c) Data reporting

In reporting the data, the researcher describes the data that has been analyzed and concludes in the form of a more detailed explanation.