

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used the descriptive case study to achieve the purpose of this research, which is to find out how is the implementation of a translated traditional song in teaching English to students in the English Village at Simpang Kasturi Village, Mandor, West Kalimantan, Indonesia. In addition, this study used purposeful sampling, commonly used in qualitative research, to select participants (Benoot *et al.*, 2016a).

The characteristics of this case study began using 1 case, which includes students in English Village at Simpang Kasturi village, Mandor, Kalimantan Barat, Indonesia. This case is sufficient because its participation, especially in one context and can contribute to theoretical development (Rowley, 2002a; Scholz & Tietje, 2002).

The second characteristic of this case study is using more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used a qualitative approach in collecting data that involves field notes and students using Observation, Participant Observation, fieldnotes, Documents, and Students' Texts. Then the last characteristic of this case study is using Technic analysis to analyze the textual data obtained (Guest *et al.*, 2011; Travers, 2001). The researcher used a descriptive manner in interpreting the study. According to (Surur, 2017), Descriptive research is scientific research. It describes events, phenomena, or facts systematically dealing with a certain area or population. Data analysis techniques used in this study are functional analysis and thematic analysis. Available analysis to analyze students' written and oral documents or texts (Aunurrahman *et al.*, 2017b) is used to see how far the students' English proficiency is.

Thematic analysis was used to analyze the field notes. The thematic analysis allows researchers to code the field notes inductively with frequently occurring and significant themes from the data text (Thomas, 2006). Finally,

the analysis results above are triangulated to validate the accuracy of each analysis result (Campbell *et al.*, 2020).

B. Subject of Research

A population In (Kothari, 2014) defined population research as all items in any field of a research study (p. 55). From this opinion, it can be concluded that the population comprises several individuals, including a member or unit, that can be used to obtain data sources based on the research characteristics. The population of this research is 30 students at English Village of Simpang Kasturi village that from four Dusun in Simpang Kasturi Village there are Dusun delan, Dusun Simpang Kasturi, Dusun singkong luar, and Dusun bobor. For example, the place used for teaching and learning is Central Simpang Kasturi Village.

The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. This study's sample is a student from Simpang Kasturi Village, Landak, West Kalimantan, Indonesia.

In this study, the researcher used Purposeful Sampling to choose the sample. Purposeful Sampling is a non-random sampling technique (Palinkas *et al.*, 2013). Sampling is intentional concerning the research context, and the participants involved are thought to be able to provide relevant data (Benoot *et al.*, 2016b; Fraenkel *et al.*, 2011). In this research, the researcher used a characteristic of choosing the sample with good motivation to learn English. The researcher focused this study on fifth-grade students in a Primary School in Simpang Kasturi Village.

In addition to field notes, documents in the form of student texts also are chosen intentionally. This is because the researcher aims to analyze the learning strategies used by low-achiever, middle-achiever, and high-achiever to improve and assess students' English skills. Therefore, the texts used here are written, and participants carry out speech activities and are recorded and transcribed to see the learner's ability in English.

C. The technique of Data Collection.

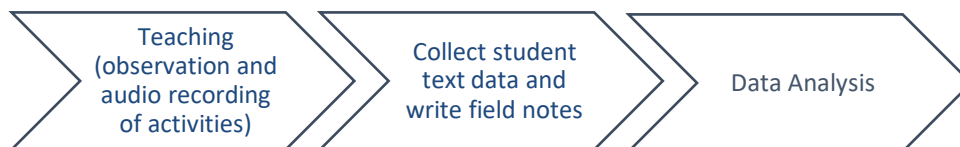


Figure 3.1 Data Collection And Analysis Flow

Figure 1.1 shows that this study used participant observation techniques that require field notes and documents in the form of student texts. The main researcher prepares field notes to be written after the learning activities are completed in each session. Due to a large number of participants, all researchers were involved in assisting in teaching and mentoring students, which was followed by writing field notes. In addition, learning activities are recorded using an audio recorder to help researchers and assistants write field notes and provide important data regarding teaching and guidance examples and student oral texts.

Documents in this study are in the form of student texts written during teaching activities and when students practice it orally. The selection of the text is carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of identity, credibility, and representativeness are 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)

D. Validity

The researcher used the triangulation technique in this study to check the validity. In testing credibility, the triangulation technique is defined as

checking data from various sources in various ways and multiple times. The researcher used source triangulation to validate the data in this study. Source triangulation is comparing or re-checking the degree of confidence in information obtained from several sources (Bachri, 2010). Source triangulation can be used to sharpen reliability if it is done by checking the data obtained during research through several sources or informants (Sugiyono, 2013, p. 274). The researcher used field notes, including audio recordings, in this study to collect data from various respondents, including students in the English village of Simpang Kasturi.

E. The technique of Data Analysis

The data analysis technique that is carried out is text analysis using a functional grammar framework and thematic analysis. Text analysis using a functional grammar framework is carried out to analyze students' written and spoken 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. In this study, three student texts were taken for analysis. The text here is not only in the form of written text, but speaking activities carried out by participants also be recorded and transcribed to see students' ability in English.

Thematic analyses are 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 thematic analysis procedure began with finding important themes in the field notes. The themes were mainly related to the teaching and learning activities. The researchers then used these two analyzes to be triangulated to validate the accuracy of each analysis result (Cox & Hassard, 2010; Creswell, 2012).

According to (Cited in Braun & Clarke, 2012), 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 had been obtained. The researcher saw the video results, read the results of the student worksheets, 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 looked each code generated, identified each code, and made 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 useful and accurate. At this stage, the researcher ensured the necessary themes were obtained 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 precisely 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, the researcher wrote an analysis of the data that had been obtained and explained the thematic analysis process.