

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a descriptive qualitative research. Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). The word “existing phenomena” makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. The main goal of descriptive research is to describe systematically the existing phenomena under the study.

In this study, the researcher will apply a qualitative research. Qualitative research is concerned with developing explanations of social phenomena (Hancock, Ockleford & Windridge, 2009 : 7). Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations.

B. Subject of Research

The population is all the students that would be the field of investigation. Population is all the individuals or units of interest (Bret Hanlon & Bret Larget, 2011: 7). It means that a “population” consists of all the subjects which want to be study. The number of population was 17 students from various schools. Consist of 3 students in third-graders, 1 student in fourth-grader, 7 students in fifth graders, 1 student in sixth-graders, 2 students in second-graders, 2 students in first-graders and 1 student from kindergarten .

Sample is piece of a population which has the same characteristics and can be used to draw to conclusion of the research. Sample is a subset of the individual in a population there is typically data available for individuals in samples. (Bret Hanlon & Bret Larget, 2011: 7). In this research, the sample will be represented by one participant of English Village of Parit Baru.

Technique of Sampling In selecting the sample of the study, sampling technique was needed to take a representative sample of the whole population. In this research, the research use is purposeful sampling. Purposeful sampling Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas, 2015). The researcher chose the samples based on the character the researcher needed. So, the character of the sample needed to be fifth-grade students because the population of fifth-grade has more than other grades and fifth grade also has better ability than third grade and fourth grade while the population sixth grade is fewer than other grade. Preferring many samples because it was useful for comparing the abilities of one child with another child which was selected one person who fits the criteria needed by the researcher and chooses a better ability because it makes it easier for researchers to implement the media that used because the understanding of the class was good.

C. Research Procedures

Research procedures are the stages that must be taken in carrying out research. 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 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.

2. Stage of fieldwork

- a. The researcher opens and introduces himself to the students.
- b. The researcher explains the material to the students.
- c. The researcher asks them to practice and answer the worksheets.
- d. The researcher collects the data of documents from students.
- e. Compile research reports based on the results obtained.

3. 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.

4. Evaluation and reporting stage

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

D. Technique and Tools Data Collection

1. Technique of Collecting Data

In collecting data in this the research, the researcher used participant observation and document. Participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspective held by study populations (Laurier, 2010). Participant observation is used across the social sciences, as well as in various forms of commercial, public policy, and nonprofit research. Anthropology and sociology, in particular, have relied on participant observation for many of their seminal insights, and for most anthropologists and many sociologists, doing a participant observation study at a field site is an important rite of passage into the discipline.

The second technique is document. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2011). In this research, the researcher collected the text that had been done during the teaching and learning

activities. The text contain important data that described the results of the teaching and learning activities. The text was be provided by the reseacher.

The collaborators in this study were the students of IKIP PGRI Pontianak who conduct the same research about teaching English to students of English village of parit baru but have different themes namely using worksheets and using games. According to Fraenkel et al., 2011 (in Aunurrahman, 2020), the function of the collaborators was to provide reflections and feedback to ensure better performance of the teaching and learning activities and also to reduce the bias of the results of the participant observation.

2. Tools of Collecting Data

The data for this research was gathered through several instruments such as : field notes, and student worksheet. In this research, the researcher will use field notes, and student work sheet.

a. Field Notes

The collection of field notes is indeed widely assumed the means of the standard criteria for qualitative research reporting urged researchers to include the field notes collection statements in the manuscript (O'Brien, Harris, Beckman, Reed, & Cook, 2014; Tong, Sainsbury, & Craig, 2007). Field notes have many uses. Most importantly, they help in building a thick and rich description of the context of research, meetings, interviews, focus groups, and valuable contextual information about the document.

b. Student worksheet

Studentworksheet is a printed teaching material in the form of sheetspaper containing material, summaries, and pointersimplementation of learning tasks that must bedone by students, which refers tobasic competencies that must be achieved Andi Prastowo (2011: 204).

E. Validity

Triangulation is typically associated with research methods and designs (Heale and Forbes, 2013). In this research, the researcher used source triangulation. Triangulation source means re-check information that is got by different sources. For example, interview what is said generally with what is said personally, comparing the result of an interview with documentation (Prithandari, 2016). In this study, researcher compared the result of field notes and worksheet to see the validity of this study.

F. Technique of Data Analysis

The data was analyzed by using thematic analysis. The data from the field note will be analyzed using thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Maguire and Delahunt, 2017). The goal of thematic analysis is to identify themes, patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. Thematic analysis will be done to analyze field notes and worksheets.

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

1. Become familiar with the data

The first step is getting to know the data. It is important to get a through 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 was 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.