CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Descriptive qualitative research is the method used for this research. The main goal of descriptive research is to fully characterize the phenomenon under investigation. Descriptive research is defined as a research strategy that presents existing phenomena as accurately as possible (Atmowardoyo, 2018). In this study, researchers used qualitative research. Because qualitative research is more culturally specific and this research is also carried out to be able to examine phenomena that are around, starting from an object, a condition and other phenomena that are around.

Qualitative descriptive research is research that is real or not planned in advance. Qualitative descriptive research is research whose results are thoroughly described based on the research results obtained by the researcher. Qualitative descriptive research is research that utilizes qualitative data and describes history descriptively. This type of qualitative descriptive research is used to analyze events, phenomena, or social conditions.

B. Subject of Research

The research subject is very important in a research content. Data sources at the initial stage of entering the field are chosen by people who have power and authority in the social situation or object under study (Sugiyono 2017: 293). And the research subjects in this study were elementary school beginners with a total of 30 students. In this class there are more students in other classes, and also the abilities of students in this class are not the same as students in other classes who have better abilities.

Researchers choose research subjects based on certain considerations. This is used to make it easier for researchers to read the social situation on the object to be studied.

C. Research Procedures

The research procedure is a series of activities arranged by researchers to carry out research according to strauss, and corbin (2003:16) There are three stages in conducting qualitative research including:

1. Pre-introduction.

At this stage the researcher conducted a preliminary survey by surveying the problems and what unique things existed at the research site. In addition, while carrying out the research process, researchers also conducted field studies to find out about the background of this research, looking for data information and the implementation of learning and learning methods used in this research location. Researchers also make efforts scientifically by searching literature and references to support research. As for the consideration of the activities to be carried out, they are described as follows: Preparing research design, research handling, research permits, assessment of research locations, selection and use of informants, preparation of equipment to be used for research and research ethics when carrying out research at research locations.

2. Field

In activities in the field the first step the researcher took was the researcher entered the class and then opened the conversation by introducing himself to the students. Researchers are again looking for a place to be able to observe the student learning process before learning begins. Researchers collect all the results of notes and observations as well as documentation that is done and found by researchers. Prepare a research report based on the results obtained during the research.

3. Data processing.

At this stage the researcher carried out several series of thematic analysis processes to interpret the data that had been obtained from the research results that were found previously.

4. Evaluation and reporting stage.

At this stage the researcher tries to consult the administrators who have been shown before by asking a number of questions to be able to get answers according to the questions the researchers asked the administrators. And after completion the researcher will process the data and collect the data results that have been found by the researcher.

D. Technique and Tools of Data Collection

1. Technique of Data Collection

In collecting the data, the researcher used observation and documentation as a tool for collecting data. Observational data collection techniques are used when the research is related to human behavior, work processes, and natural phenomena, and the number of respondents observed is not too large (Sugiyono, 2017:145). The collection of observations is considered so important that the standard criteria for reporting qualitative research encourage researchers to include statements from a collection of field notes in the manuscript.

The second technique was documentation. Documentation According to Sugiyono (2017:240), a document is a record of events that have passed. While the object documents studied can be in the form of pictures, writings, and monumental in the form of reports and information which can support research. Documentation was used to collect data and then analyzed it. Documentation used in this study video record.

2. Tools of Data Collection

Systematically collects and analyzes specific information to offer solutions to relevant questions and evaluate the results. Data collection can be carried out in various settings, sources, and ways (Sugiyono, 2017: 224). This section discusses how the research will collect data from participants the tools used in this study are:

a. Field notes

In this study, field notes were used as a data collection tool. Field notes are an important component of rigorous qualitative research (Phillippi and Lauderdale, 2018). At the time of the study, field notes were considered important for reporting on ongoing research when it was carried out in the field to record all student activities that would be studied in Sungai Deras English Course and Training Center to be included in a collection of notes in the form of a manuscript.

b. Documentation

In this study, researchers used documents as a tool to strengthen evidence from data generated in the field using video recordings

E. The Technique of Data Analysis

Data analysis is data information that has been collected with a data collection tool which is then processed to get answers to the problems examined in this study. According to Sugiyono (2017: 244), the process of searching and systematically compiling the data obtained from the results. interview, field notes, and documentation, organizing data into categories, describing it into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and then making conclusions so that it is easy for oneself to understand. myself and others.

The data will be analyzed using thematic analysis and a functional grammar framework. 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, and 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. The thematic analysis allows researchers to code field notes

inductively by paying attention to themes that are often emerging and significant from textual data.

According to Braun and Clarke (2006), there is a six-phase framework for doing a thematic analysis as follows:

1. Become Familiar with Data

   The first step is getting to know the data. It is important to get an overall picture of all the data that has been collected before starting to analyze each item. This involves transcribing videos, reading text and taking initial notes, and generally looking through the data to get used to it. At this stage the researcher looks for an overall picture of all the data that has been obtained, the researcher watches the video of the results obtained, reads the results of the student worksheets obtained and makes the initial notes needed to go to the next stage.

2. Generate Scratch Code

   Next, encode the data. Coding means highlighting a section of your text - usually a phrase or sentence - and coming up with an abbreviated label or "code" to describe the content. At this stage the researcher coded the research results to be used to describe the data obtained.

3. Find Themes

   Next, examine the generated code, identify patterns in it between, and start creating themes from the code data. At this stage the researcher examines each code that has been generated and identifies each code and creates a theme from the coded data.

4. Review the theme

   Now make sure our theme is useful and has an accurate representation of the data. Here, the researcher returns to the data set and compares the themes. If the researcher encounters a problem with a 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 ensures that the required themes are obtained from accurate

data, the researcher divides, combines and creates new themes that make the themes more useful and accurate.

5. Decide on a theme

Now that you have your final list of themes, it's time to name and define each one. Defining themes involves formulating exactly what each theme means and figuring out how that helps make sense of the data. At this stage the researcher gives a name to each theme and defines each theme. The theme obtained is formulated precisely by giving the right meaning so that the theme can be understood correctly.

6. Writing

Finally, the researcher wrote an analysis of the data obtained and explained how the researcher carried out the thematic analysis. At this stage the researcher wrote an analysis of the data that had been obtained and explained the thematic analysis process.