

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 implementation a genre-based approach to teaching English in Sungai Deras English Village, Kubu Raya, West Kalimantan, Indonesia. According to Sagadin (cited in Starman, 2013), a case study is used when we analyze and describe, for example, each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail.

There are three characteristics of this case study, the first is starting by using one case involving students from English Village at Sungai Deras Village, Kubu Raya, West Kalimantan, Indonesia. This one case is sufficient because the participants are in a specific context and can contribute to theory building (Rowley, 2002; Scholz & Tietje, 2002) regarding a genre-based approach in the context of English Village Sungai Deras.

The second characteristic of case studies is the use of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used 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 et al., 2012; Travers, 2001).

B. Subject of Study

The subject of this study are students from English Village at Sungai Deras, Kubu Raya, West Kalimantan, Indonesia. Consists of 3 students in second-graders, 5 students in third-graders, 20 students in fourth-graders, 22 students in fifth-graders, 15 students in sixth-graders, 7 students from junior high school, and 3 students from senior high school. From 75 students, 65

students were divided into several groups deliberately selected for data collection. Sampling by taking into account the research context and participants expected to provide relevantly (Benoot et al., 2016; Womack et al., 2011). In this study, the researcher used purposeful sampling. According to Patton (cited in Palinkas et al., 2015), purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of the limited resources. The data collected using field notes, including questionnaire, and students' test.

In this research, 3 students' test are taken to be analyzed. Each of these texts are analyzed according to predetermined criteria. Here are the criteria:

1. Low achiever are students who have difficulty when carrying out construction activities so that there are many mistakes in doing practice or working on worksheets.
2. Mid achiever are students who are able to carry out construction activities but still have difficulty in doing practice or working on worksheets.
3. High achievers are students who are able to carry out construction activities well and have no difficulty in practicing or working on worksheets.

Students not only work on worksheets in the form of written texts but also they do speaking activities to see students' abilities in speaking English.

C. Technique of Data Collection

The data collected is recorded in field notes, in order to obtain accurate data, the data collection techniques used in this study as follow:

a. Participant Observation

Observation is a technique or method of collecting data by observing progress activities. These activities can be related to the way of teaching, student learning, teachers who are providing direction, etc. Direct observation is needed to assist in collecting field data. This observation is expected to be more supportive in providing a detailed description while the researcher is in the field. The researcher makes observations and participates

in all activities that occur, all interactions that occur are recorded using field notes. Thus, the data is expected to be obtained through the following techniques: 1) field notes, namely what the researcher saw, thought, and heard during observation, 2) transcription of observation records (Raudatussaadah, 2013).

In this study, the researcher collaborated with the other researchers from IKIP PGRI Pontianak who also conducted research in the English village of Sungai Deras. The research has a different theme, namely using traditional songs, traditional legend, and local legend. However, the implementation of the research also uses the same approach, namely the genre-based approach. According to (Aunurrahman et al., 2020), the function of the collaborators is 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.

b. Indirect Communication

Communication is the most important part of human life. Through communication, humans interact with each other and establish friendships. According to (Anggraini, 2022), in communication science, in terms of delivery, both the media and the method are divided into two parts, namely direct communication and indirect communication. Direct communication is a communication process that is carried out directly or face to face. While, indirect communication is the process of a communication that is carried out indirectly alias requires the help of a communication tool whose function is as a communication medium. This research used indirect communication to get effective data. Indirect communication is meant by asking relevant parties at the research location to fill out a questionnaire.

c. Documents

The documentary study is a data collection technique by collecting and analyzing documents, both written, graphic and electronic documents. The documents are sorted according to the strength and suitability of their contents for the purpose of the study. The contents are analyzed, compared,

and combined to form one systematic, compact, and complete study result (Raudatussaadah, 2013).

Therefore, the documentation method is a way of finding data that is already available and recorded so that what is needed is only to look at the documents that are already available, this document contains all the things that happened (Warisno, 2017).

D. Validity

According to Zohrabi (cited in Edwin, 2019), validity is trying to explain the truth of research findings. In this study, the researcher used source triangulation. In source triangulation, the researcher uses many sources or participants to get the accuracy of data (Maskhurin, Handayani, 2014). For more explanation, triangulation is usually associated with research methods and design. Triangulation in research is the use of more than one approach to examining a question (Heale & Forbes, 2013). The questionnaire process starts with the identification of the research question(s) (Young et al., 2018). In this study, the researcher compares the results from field notes, questionnaire, and students' test that can be seen in the validity of this study.

E. Research Procedures

To conduct a qualitative research, it is necessary to know the stages that must be passed in the research process. This stage is arranged systematically to obtain the data also systematically. There are four stages that can be done in the search which are:

a. The pre-field stage

This study are conducted a preliminary survey by looking for subjects as resource persons. During the survey process, researchers conducted field studies with a research background, seeking data and information about the implementation of this learning by utilizing informants who were actually involved in learning activities. This research also requires scientific confirmation efforts through literature searches and

references to support research. Meanwhile, the activities and considerations are described as follows: preparing research designs, obtaining research permits, exploring and assessing research sites, selecting and utilizing informants, preparing research equipment, and research ethics.

b. Stage of fieldwork

- 1) The researcher opens and introduces herself to the students.
- 2) The researcher explains the material to the students and asks them to practice it.
- 3) The researcher observes the implementation of the genre-based approach with different themes.
- 4) Compile research reports based on the result obtained.

c. Data analysis stage

The researcher at this stage carried out a series processes of functional grammar framework and thematic analysis to interpret the data that has been obtained previously.

d. Evaluation and reporting stage

At this stage the researcher tries to conduct consultation and guidance with predetermined supervisors. The researcher would classify answers based on questions. The researcher works on the data and concludes.

F. Tools of Data Collection

Tools are the instruments that are commonly used in the process of collecting the data to fulfill the various data in the research. In this research, the researcher uses the tools of field notes, questionnaire, and students' test to be analyzed.

a. Field Notes

This study uses field notes as a data collection tool. In this qualitative study, the researcher prepared field notes to be written after the learning activities were completed in each session. Researchers made short

scribbles while in the field. According to (Noviani, 2018), the field notes are in the form of scribbles as necessary which are greatly shortened, containing key words, phrases, main points of discussion or observations, perhaps pictures, sketches, sociograms, diagrams, and others. The field notes are then described when the observations have been completed.

b. Questionnaire

The next tool of data collection that used by the researcher is a questionnaire. The questionnaire is one of the most important features that the researcher has for communicating with respondents (Reja et al., 2003). There are two characteristics of questionnaire, namely open-ended questions and close-ended questions. In this research, the researcher used open-ended questions to get accurate data.

c. Students' Text

In this study, students' text that have been produced during the implementation of the English village program used as documents for data collection. The selection of the text are carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness are carried out based on the researcher's assessment. Meanwhile, the meaning aspect is considered by using a functional and genre grammatical framework based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014).

G. Technique of Data Analysis

The data analysis technique that are carried out is text analysis using a thematic analysis. The thematic analysis are carried out to analyze the field notes and questionnaire. Thematic analysis allows researchers to code field notes inductively with frequently occurring and significant themes from the data text (Thomas, 2006). There are several stages in thematic analysis, the stages will be explained below:

1. Become familiar with the data

The purpose of using qualitative research is to search in depth about what events occurred through data collection techniques and tools. In this study, researchers need to understand and integrate with the qualitative data that has been obtained. According to (Heriyanto, 2018), the main purpose of this first stage is that the researcher begins to feel that he understands the content of the data he has obtained, and begins to find some things in the data that are related to his research question. Researchers can take notes while reading or copying data. The researcher's notes can be helpful when entering the second stage.

2. Generate initial codes

The second stage in the thematic analysis process is starting to code. Coding or marking is done by researchers on the data that has been transcribed. The coding process is carried out until all the transcribed data has been encoded. According to (Heriyanto, 2018), this stage can only be said to be complete when all the data has been coded and all codes that have the same meaning or meaning are put into one group or groups.

3. Create the initial theme

In the next stage, the researcher began to create several themes. According to (Braun & Clarke, 2006), the third stage in thematic analysis is looking for themes, themes that are in accordance with the research objectives. Researchers at this stage begin to combine the data that has been coded into several themes.

4. Review the initial theme

At this stage, the researcher reviewed the themes that had been grouped. The researcher ensures that these themes have meaningful data aspects without missing the important part.

5. Name and define a theme

After the theme has been determined, the next step is to name and define each theme. This process involves coding that has been made for the theme and describing the relationships or meanings that exist in the theme.

6. Write the final report

The last step, the researcher wrote down the results of the data analysis obtained using thematic analysis. This process presents findings and interpretations through thematic analysis.

The results of the analyses used triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).