

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study use case study, the definition of a case study is a knowledge process to find and examine phenomena that occur in real life. Case studies can be used when phenomena and real-life have vague or blurred boundaries (Yin, 2021). Thus, case study is an exploratory study of a particular phenomenon within a period of time and activities and collects detailed and in-depth information using various data collection procedures over a certain period.

The characteristics of this case study begin by using one case involving students from the English village of Parit Baru Village, West Kalimantan, Indonesia. One case is sufficient because the participants are in a certain context and can contribute to building theory (Hancock & Algozzine, 2017). The second characteristic of case studies is the use of more than one source (Swarnborn, 2010). The last characteristic is the use of text analysis techniques to test the textual data received (Guest et al., 2014).

Researchers examine and investigate research phenomena in actual conditions, which are related to how to apply a genre-based approach in using folk songs and how students respond after using folk songs as learning media in English Village, Parit Baru. Therefore, the use of case studies should be able to reveal new phenomena related to social contexts that are often encountered and can answer existing questions, and can reveal things that have been obtained specifically.

B. Subject of Research

The population is an object or subject as a whole that exists in a place that has a certain quality and character. It can be defined as a group of individuals who share the same characteristics that distinguish them from other groups. The population is defined as a generalization area consisting of subjects/objects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. (Sugiyono,

2013, p. 80). In this study, the population was 30 students from different elementary schools. 30 students consist of 2 students from kindergartens ,3 students from first grade, 7 students from second grade, 8 students from third grade, 5 students from fourth grade, 4 people from fifth grade, and 1 person from 6th grade from the English village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia. The sample is part of the number and characteristics possessed by the population. A sample size is always smaller than the total population size. The sample is part or representative of the population under study (Arikunto, 2013). In this study, the sample is 3 students from fourth grade of elementary school in the English village of Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia.

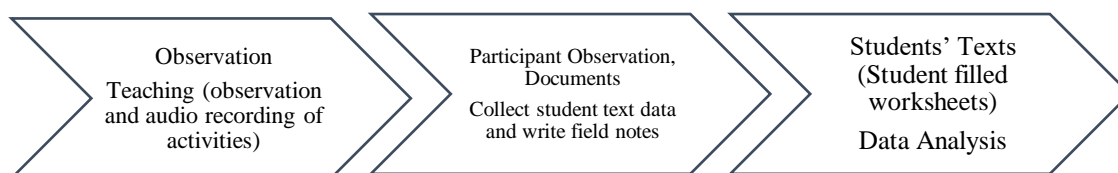
The sampling technique in this study used purposeful sampling. Purposeful sampling refers to non-random sampling techniques used to choose instances that are rich in information to answer the research question using define criteria (Flick, 2018). Based on the selection of 3 students from the fourth grade of elementary school who will be studied and analyzed related to the text that has been given so that researchers can review from the three predetermined levels. Through English learning activities that aim to improve and assess students' English skills. In essence, through learning activities in the English village of Parit Baru., the English learning process is not only presented in the form of text, students' speaking actions are also recorded and transcribed to review the development of their English skills.

In addition to field notes, documents in the form of student texts will also be chosen intentionally. The researcher aims to specifically analyze the learning strategies used by students of low-achiever, middle-achiever, and high-achiever to improve and assess students' English skills. The texts used here are not only written texts but also speech activities carried out by participants will also be recorded and transcribed to see the learner's ability in English.

C. Technique of Data Collection

Data collection techniques allow us to systematically collect information about the objects of our study (people, objects, phenomena) and about the settings in which they occur.

Figure 3.1 Data Collection and Analysis Flow



Based on Figure 1.1, it can be seen that there are activities in this study, which used a participant observation methodology. Participant observation is an observation activity in research where researchers participate in various activities that have been observed by people who are used as research data sources. In this study, the researcher refers to the participant observation process where the researcher makes observations and directly comes to the research location in Parit Baru village to see events or activities, observe objects, and take documentation from the research. Locations related to the activities of the English Village, which are located in the village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia.

The main researcher acted as tutor. Research colleagues, namely the second and third researchers, acted as collaborators. The second and third researchers were interested in assisting in teaching and mentoring students, which was followed by writing field notes. Due to the large number of participants, all researchers were involved in teaching and mentoring students, including writing field notes. Learning activities also be recorded using an audio recorder to assist researchers and assistants in writing field notes and provide important data related to teaching and mentoring examples and texts from students.

The function of the collaborator is to provide reflection and feedback to ensure better performance of teaching and learning activities and also for

reduce participant observation bias (Fraenkel et al., 2012). Observation field notes were written by the main researcher after discussing with research colleagues. The discussion took place after class ends to provide feedback and reflection. This observation activity was carried out for 1 month with 4 meetings where in one week 1 meeting was held on Saturday at 10.00 – 11.30 WIB at the village office of English Village Parit Baru, West Kalimantan, Indonesia. The results of the data analysis will be discussed to provide reflection and feedback conducted by the main researcher with fellow researchers. This session was conducted to ensure that this research can provide valid textual data from student texts.

D. Tools of Data Collection

The following are data collection techniques used in this study, including:

1. Students' Text

Student texts written during teaching activities and also when students practice it orally. The selection of the text is done by considering the aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness will be 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 (Emilia, 2014)

2. Field Notes

Field notes are written observations that are recorded during or immediately after participant observations in the field and are considered critical for understanding the phenomena encountered in the field (Allen, 2017). Field notes also offer necessary information related to teaching and tutoring examples, as well as student spoken texts.

E. Validity

The researcher used the triangulation technique to check the validation in this study. The triangulation technique in testing credibility is defined as checking data from various sources in various ways, and at various times. In this study, researcher used source triangulation to check the validity of the

data. Source triangulation is comparing or re-checking the degree of confidence in information obtained from several different 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). In this study, researcher used field notes, including audio recordings to obtain data from various respondents such as sources of data from students in the English village of Parit Baru.

F. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, and choosing what is important and what is not learned, and make conclusions that are easily accessible to themselves and others (Sugiyono, 2013, p. 244). The data analysis technique carried out is text analysis using thematic analysis.

Thematic analysis is a method for identifying, analyzing, and interpreting the form of the meaning of the theme with qualitative data (Braun & Clarke, 2012; Clarke et al., 2016). The researcher used thematic analysis to analyze the field notes. The use of thematic analysis allows researchers to code field notes inductively with frequently occurring and significant themes from the data text (Thomas, 2006).

The following is a six-phase framework for conducting the thematic analysis as follows:

1. Become Familiar with the Data

The researcher should be familiar with and immerse himself in reading the data, rereading the data, and listening to the recorded data contained in the audio recording at least once, if relevant to the recording that secures the initial analysis contained in the qualitative analysis.

2. Coding

The researcher codes each data item and concludes this phase by compiling all the codes and extracting the relevant data. This coding also

involves generating pithy labels for the important features of the relevant data with broad research questions that guide the analysis. Coding is not only a data reduction method, but also an analytical process so that the code captures the reading of both semantic and conceptual data.

3. Searching for themes

Themes are coherent and meaningful patterns in the data that are relevant to the research question. Searching for a theme is similar to coding a code that is used to identify similarities in data. This 'search' is an active process; themes are not hidden in data waiting to be discovered by intrepid researchers, but rather researchers construct themes. The researcher concludes this phase by collecting all the data codes relevant to each theme.

4. Reviewing themes

The researcher should ponder whether the themes tell a compelling and compelling story about the data, and begin to define the nature of each theme, and the relationships between themes. In this case the involvement of checking that the theme 'works' in relation to code extracts and complete data sets is necessary. It may be necessary to unify two themes or split one theme into two or more themes, or discard candidate themes altogether and start the theme development process again.

5. Defining and naming themes

The researcher is required to conduct and write a detailed analysis of each theme the researcher must ask 'what story does this theme tell and' how does this theme fit into the overall story about the data identify the 'essence' of each theme and construct a summary, catchy and informative name for each theme.

6. Writing up

Writing is an integral element of the analytical process in thematic analysis and most qualitative research. Writing aims to tell the reader a coherent and persuasive story about the data, and contextualize it in relation to the existing literature by involving analytical narratives and

data extracts.
2012)

(Cited in Braun & Clarke,