

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Research is one of the alternative ways to investigate and improve knowledge. It is done based on reality and it describes and measures the data systematically. Moreover, research insists on objectivity both in process of analyzing and drawing a conclusion.

This research used a case study research design to achieve the research objectives, namely to find out how to apply a genre-based approach to teaching English to students in the English Village of Parit Nanas, Pontianak City, West Kalimantan, Indonesia.

The distinctive feature of this case study is that it begins by using 1 case involving students from the English Village of Parit Nanas, Pontianak City, West Kalimantan, Indonesia. This 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 Kampung Inggris Parit Nanas.

The second characteristic of case studies is the use of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used an approach in data collection involving field notes and students. Then, the third characteristic is the use of text analysis techniques to analyze the textual data obtained (Guest *et al.*, 2011; Travers, 2001).

The greatest advantages of a case study are the possibility of depth; it seeks to understand the whole child or the whole adult in the totality of that individual's environment. Not only the present actions of an individual but his or her past, environment, emotions, and thoughts can be probed.

## **B. Subject of Research**

The population of this study was 22 students from Parit Nanas English Village, Siantan Hulu, West Kalimantan, Indonesia. From 30 people, 27 students were chosen intentionally for data collection. Sampling was intentionally carried out in the context of the research and the participants involved were thought to be able to provide relevant data (Benoot *et al.*, 2016; Fraenkel *et al.*, 2011). Data were collected using field notes, including audio recordings.

In this study, the sampling was based on the considerations of the members of the population who became the sample. In addition, by using field notes, documents in the form of student texts will also be chosen intentionally. In this research, 3 of the participant's worksheets will be selected to be analyzed. Each of these texts will be analyzed according to predetermined criteria. Here are the criteria:

1. Participants can answer more than half or even all of the questions, then students are classified as high achievers.
2. Participants can only answer half of the questions, then the student is a mid-achiever.
3. Participants can only answer less than half or even cannot answer the questions that have been given, then the student is a low achiever.

The text here is not only in the form of written text but also in speaking activities carried out by the participants that will be recorded and transcribed to see the ability of students in English.

## **C. Technique of Data Collection**

The method of collecting data is standard and systematic procedures to get the information needed (Nazir, 1988: 211). Furthermore, the data themselves have a very important role in research, because without data it is impossible to get the result of the research. When the researcher uses the method, he needs an instrument. An instrument is a tool used by the researcher when he used the method. The data collected is recorded in field notes, to obtain accurate data, the data collection techniques used in this study are as follows:

### 1. Observation

Observation there is inside data collection. According to (Kristanto, 2018) observation is a process that is preceded by observation and then systematic recording, logical, objective, and rational view of various phenomena in different situations actual, as well as the artificial situation with involved observation.

### 2. Direct and Indirect communication

Communication is an instrument how to provide information to someone. People need to communicate to connect with other people (Yule, 2014). Yule suggests that communication is recognizing by the hearer and recognizing the meaning of utterance from the speaker. There are numerous ways to communicate, such as direct and indirect communication (Yule, 2014). Direct communication is used by having direct conversations such as when meeting a friend physically and the friend replies. At the same time, indirect communication develops through a long conversation through a medium (virtual channels) to convey a message. The indirect speech act gravitates through various forms of communication in everyday life.

## **D. 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 to be analyzed.

### 1. Field Notes

Making field notes is a method of data collection by making records on whatever happens in the field in this study file note was used to collect the data related to:

- a. The researcher's preparation for EFL instruction at Parit Nanas Pontianak Utara.
- b. The teacher presents the material in the teaching activity.
- c. Kinds of strategy are employed to help the students understand the material such as focus group discussion.

- d. The teacher conducts an evaluation and conclusion at the end of the activity.
2. Interview in-depth

An in-depth interview is a process of getting information for research purposes by way of question and answer while face to face between interviewers with informants or interviewees, with or without the use of guidelines (guide) interview, where the interviewer is involved in the social life of the informant (Iryana 2012).

### **E. Technique of Data Analysis**

The data analysis technique that is carried out is text analysis using thematic analysis. The thematic analysis is carried out to analyze the field notes and interviews. The 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, namely understanding the data, looking for codes, and looking for themes. The three 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, the researcher needs 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 following 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

In 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 were triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).

## **F. Research Stages**

In the qualitative approach, there were some stages done by the researcher, where the data was collected by using field notes and documented students' texts, so in this research, the researcher used some stages:

### 1. Preliminary research

In the research, the preliminary researcher formulated the research title, and research question, examined related kinds of literature, chose the research location based on the suitability of the

research question, determined the research subject, and chose to collect data instruments.

## 2. Research design

In the research design, the researcher did some activities. These were written research proposals, decided research instruments, organized preliminary research, contract research instruments, and prepared research activity.

## 3. Research activity

In this research, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into some parts, there are:

- a. Recognizing research background and self-preparation.
- b. Doing the research
- c. Collecting the data
- d. Analyzing data
- e. Concluding the data and finding

## **G. Trustworthiness of the Study**

In this research, the researcher used triangulation to check the validity of the data. Moleong (2008: 303) explains that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data”. Denzin (in Lexy J. Meleong 2008: 330) revealed that there are four kinds of triangulation techniques: (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation, and (4) theoretical triangulation.

### a. Source Triangulation

Source triangulation uses different sources to obtain the same data. It is used to verify information obtained at different times and using different tools. The focus is on the data source, not the data collection method or whatever.

b. Methodology Triangulation

Researchers can perform this triangulation to collect the same data using different data collection techniques or methods. The point is to use different data collection methods and refer to the same sources to test the validity of the data.

c. Investigator Triangulation

Investigator triangulation means that the validity of the study can be tested by some other investigator. From the viewpoint of some researchers and the interpretation of all the data collected in the study, it is expected that the same interpretation exists that can improve the validity of the study.

d. Theoretical Triangulation

This triangulation means that more than one theoretical perspective is used to discuss the research question.

From those types of triangulation methods, the researcher used methodology triangulation because to check the validity of the data the researcher uses a different method to get the same data. It meant that to get the validity of the data in this research, the researcher not only conduct observation but also did making.