CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study was a case study designed to achieve the research's purpose of determining how to adopt a genre-based approach to teaching English to new English learners in English Village of Parit Baru Village, West Kalimantan, Indonesia. A Case study is an empirical way of deepening and investigating current phenomena. In real-life situations, especially when the boundary between the phenomenon and the situation is unclear (Yin, 2018).

The characteristic of this case study was that it begins by using one case involving students from English Village of Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. One case is sufficient because the participants are in a particular context and can contribute to theory building (Hancock & Algozzine, 2006; Yin, 2018) In the context of English Village of Parit Baru Village, regarding genre-based strategy.

The researcher investigated the phenomenon of the study in the actual condition of how to implement local legend and how the students respond after the use of local legend in the English village at Parit Baru. Therefore, a case study is the right choice, because a case study can reveal specific things.

The use of more than one source of evidence is the second characteristic of case studies (Swanborn, 2010; Yin, 2011). Field notes and student documents were used to collect data for this research, which used a qualitative approach. The use of text analysis techniques to examine the textual data received was the third characteristic (Guest *et al*., 2011).

B. Subject of Research

The population is the total group of people to whom the survey's findings should be generalized . Furthermore, Population is the whole participants to be studied (Kumar, 2011). A population does not always refer to individuals. It can refer to events or organizations. The populations of this research were students from English Village of Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. The population was 30 students from various schools. Consists of 1 student in sixth-graders. 4 students in fifth-graders, 5 students in fourth-graders, 8 students in third-graders, 7 students in second-graders, 3 students in first-graders, and 2 kindergarten students.

A sample is a specific group from whom a researcher will gather data. The sample size is always smaller than the total population size. A sample can be referred to as the part of the number and characteristics of the population (Kumar, 2011). In this study, the sample was students from English Village of Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. Three students from second grades for each low, mid, and high achievers.

Purposeful sampling was used in this study. Purposeful sampling refers to non-random sampling techniques used to choose instances that are rich in information to answer the research question using defined criteria (Flick, 2018). Specific criteria were used to determine the research's result (Rufaida, 2015). Deliberate sampling will be carried out, taking into consideration the research context and the participants who are expected to provide relevant data (Benoot *et al.*, 2016; Fraenkel *et al.*, 2011). Field notes, including audio recordings, were used to collect data.

Documentation in the form of student writings was carefully selected, aside from field notes. Three students' texts were used to analyze in this study. The researcher's purpose was to analyze the specifics of the learning strategies used by low, mid, and high achiever

students in English to improve and appraise the students' communicative competence. The content was not only in the form of written text but participants' speaking actions were also being recorded and transcribed to assess their English skills.

C. Technique and 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 this research. The technique of data collection is a technique to collect data or information that is useful to support the facts in presenting research results (Phillips & Stawarski, 2008). In this research, the researcher was used the tools of field notes and document participants to be analyzed.
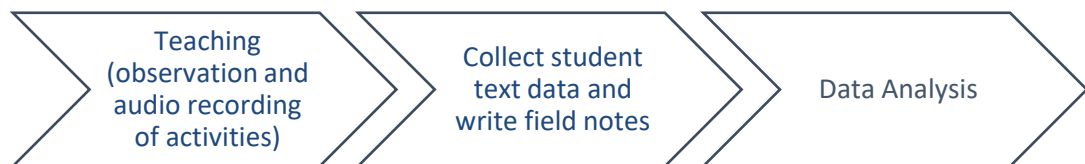
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Teaching                    Collect student
(observation and            text data and          Data Analysis
audio recording             write field notes
of activities)
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Figure 3.1 Data Collection and Analysis Flow

Figure 1.1 shows that participant observation techniques were used in this research, which necessitated field notes and records in the form of student writings. The researcher prepares field notes, which was written once each session's learning activities are finished. The other researchers acted as collaborators. The collaborators' role is to give reflections and feedback in order to improve the performance of teaching and learning activities and to eliminate the bias of participant

observation results (Fraenkel *et al.*, 2011). Following the discussions, the researchers wrote field notes of the observations. After the lesson, the discussions took conducted to share feedback and reflections. The participant observations were carried out over four weeks in four meetings. Because of the huge number of participants, researcher was involved in teaching and directing the students, followed by field notes. Learning activities were also being recorded using an audio recorder to help the researcher write field notes and give important data about teaching and guidance examples, as well as student spoken texts.

The documents are in the form of student texts produced during teaching activities as well as spoken practices by students. Originality, credibility, portrayal, and meaning were taken into account while choosing the text. Based on the researcher's assessment, aspects of originality, credibility, and representativeness will be carried out. Meanwhile, a functional grammar framework and genre based on systemic functional linguistics are used to address the meaning aspect (Emilia, 2014; Martin, 2014a).

The researcher also used interviews as a source to learn more about the village data. The type of interview that was used in this research is the unstructured interview. This interview type employs a few generic questions that might lead to more comprehensive information when important information is revealed (Phillips & Stawarski, 2008). The researcher employed a guided interview in this research, where the researcher prepared a list of questions before completing the interview. An audio recorder was used to record the responses of participants' interviews and thoughts. The interview results were transcribed after the researcher listened using an audio recorder.

D. Validity

The researcher used the data source triangulation method to check the validity of the data. Triangulation is a method for combining various types of data against the background of theoretical viewpoints that are applied to the data (Flick, 2018). The triangulation technique collects data using many approaches to obtain data from the same source. Triangulation aims to improve qualitative research's theoretical, methodological, and interpretative strength (Mekarisce, 2020).

E. Technique of Data Analysis

Text analysis using a functional grammar framework and thematic analysis is the data analytic technique that was used. Text analysis was conducted on students' spoken and written documents or texts using a functional grammar paradigm (Aunurrahman et al., 2017a, 2017c; Batubara, 2013). The principal researcher was able to see the level of the students' English skills by analyzing their papers using this framework.

The field notes was used to analyze using thematic analysis. Thematic analysis is a type of data analysis that aims to identify patterns or themes in data collected by researcher. The researcher used thematic analysis to encode field notes inductively by focusing on frequently recurring and significant themes in textual data (Thomas, 2006). In this analysis technique, the researcher was doing:

1. The researcher observed and recorded the practice of learning English in an English village at Parit Baru.

2. The researcher then wrote notes during the study activity on the field note.

3. The next step was to begin coding data, the code must be written as clearly as possible so that the researcher can subsequently comprehend the meaning of each participant's statements through

this code.

4. The last step was to discover a theme that corresponds to the purpose of the research. This theme explains a key aspect of the data associated with the formula for the research problem.

These two analysis findings were triangulated afterward to ensure that each analysis result is accurate (Cox & Hassard, 2010; Creswell, 2012; Flick, 2018).