

CHAPTER III

METHODOLOGY

A. Research Design

This research is a case study research. Case study is an important type of ethnography, although case studies differ from ethnography in several important ways. For methodological purposes, a case study can be defined as an in-depth study of a single unit (a relatively limited phenomenon) in which the researcher's goal is to explain features of a larger class of similar phenomena (work(s):, 2004).

In this study, researchers explore the phenomenon of a system that includes a case/various cases from time to time through in-depth data collection and involves various sources of information in a context that includes a situation and situation that occurs.

This research uses a case study design to achieve the research objectives, namely to find out how to apply a genre-based approach to teaching English to the students of Sungai Deras English Village, Kubu Raya, West Borneo, Indonesia.

The distinctive feature of this case study is that it begins by using 1 case involving students from the English Village of Sungai Deras, Kubu Raya, West Borneo, Indonesia. This 1 case is sufficient because the participants are in a specific context and can contribute to theory building (Rowley, 2002; Scholz & Tietje, 2002) on a genre-based approach in the context of Sungai Deras English Village.

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

B. Subject of Research

The population is the number of items about the desired information (Waks *et al.*, 2016) . The population in this study were 75 students from Sungai Deras English Village in Kubu Raya, West Kalimantan, Indonesia. The number of participants was 10 students from various schools. It consists of 4 students in fourth grade and 6 students in fifth grade.

In this study, 6 student worksheets from fifth grade were selected for analysis. Each of these texts be analyzed according to predetermined criteria. Here are the criteria:

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

In this study, researchers used purposeful sampling in selecting samples. The sample is part of the number and characteristics of the population (Sugiyono, 2018:131). The researcher has selected the sample based on the characters needed by the researcher and the analysis of the students texts. This involves identifying and selecting individuals or groups of individuals who have special knowledge about or are experienced with the phenomenon of interest (Creswell & Plano Clark, 2011). So the sample characters needed are fifth grade students who have more population and have better abilities than fourth graders. The need for a more useful sample to compare the abilities of one student with another, therefore fifth grade was chosen as a sample and also because the understanding of students in grade five is better. In addition, the selection of samples based on the required characters makes it easier for researchers to apply the use of traditional song translations. as teaching materials. The

sample of this research was 6 students which were selected into 3 students that represented the criteria as low, medium, and high achievers.

1. Research Procedures

A procedure is a sequence of activities or activities that involve several people in one or more departments that are carried out repeatedly in the same way (Wijaya & Irawan, 2018). There are four procedures that use in this research as follows:

a. The pre-field stage

The research conduct a preliminary survey by looking for the subject as sources. During the survey process, the researcher conducts a field study of the research background, looking for data and information on the implementation of this learning. The research also takes scientific confirmation effort through literature searches and research supporting references. While the activities and considerations are described as follows: compiling research designs, handling research permits, exploring and assessing research locations, selecting and utilizing informants, preparing the research equipment, and the research ethics.

b. Stage of fieldwork

- 1) The researcher opens and introduces and introduces herself to the student.
- 2) The researcher explains the material to the students.
- 3) The researcher asks them to practice and answer the worksheets.
- 4) The researcher collects the data of documents from students.
- 5) Compile research reports based on the result obtained.

c. Data analysis stage

The researcher in this stage carries out a series of thematic analysis processes to interpret the data that has been previously obtained.

d. Evaluation and reporting stage

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

Cited in Junaedi *et al.*, 2020

C. Technique of Data Collection

1. Indirect Communication

There are various ways to communicate, such as direct and indirect communication (Yule, 2014). Direct communication is used by having direct conversations such as when meeting friends physically and friends replying. meanwhile, indirect communication develops via long-lasting conversations via a medium (digital channel) to convey a message. Indirect communication is communication through intermediaries without a direct relationship between the sender and receiver (Saputra *et al.*, 2016). Researchers conducted indirect communication by using a questionnaire for data collection. In this case, the researcher uses indirect communication as a method in which the tools for use are in the form of a questionnaire, field notes, and worksheets.

2. Documentation

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 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. 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 and document participant to be analyzed.

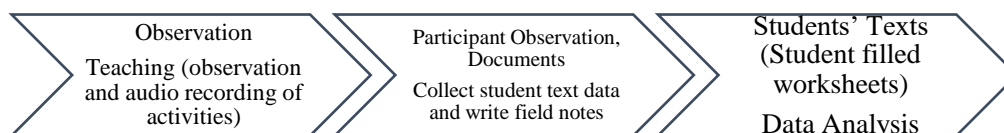


Figure 3.1 The Groove of Collecting and Data Analysis

Figure 3.1 shows that this study use a participant observation technique that requires field notes and documents in the form of student texts.

1. Field Notes

Comprehensive field notes, especially those that include critical reflection, can be useful in guiding future data collection efforts in the current study (Phillippi & Lauderdale, 2018). The main researcher first prepared a field note sheet. Field notes were written by tutors at Sungai Deras English Village in each session after the learning activities where the researcher also asked the tutors to record the learning process using a video recorder to assist in the analysis of the data obtained.

2. Students' Texts

Worksheet as known as students tests in this study are in the form of student texts written during teaching activities and also when students practice it orally. The selection of the text be carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness be carried out based on the researcher's assessment. Meanwhile, the meaning aspect is considered by using a functional grammar framework and genre based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014).

3. Open-ended Questionnaire

Open-ended questions are questions that have many correct answer and also have many ways to solve it. This study focuses on narrative open-ended questions that are specifically used to elicit detailed spontaneous responses and to explore new topics for which category-complete answers cannot be provided (Emde & Fuchs, n.d.).

E. Validity

Triangulation is usually associated with research methods and design. Triangulation in research is the use of more than one approach to examine a question (Heale & Forbes, 2013). In this study, researcher used source triangulation. Triangulation of these sources to correct the information contained in several sources. The interview process starts with the identification of research question(s) (Young *et al.*, 2018). In this study, the researcher compares the results from field notes with documents that can be seen in the validity of this study.

F. Technique of Data Analysis

The data analysis technique used is text analysis using genre analysis and thematic analysis. Genre analysis is a branch of discourse analysis that focuses on analyzing texts based on the structure (Endila, 2021). Genre analysis is used to analyze students' texts.

Thematic analysis was the process of identifying patterns or themes within qualitative data (Maguire & Delahunt, 2017). Thematic analysis be carried out to analyze the field notes. The thematic analysis allows researchers to code field notes inductively by paying attention to frequently occurring and significant themes from textual data (Thomas, 2006). The results of the two analyzes later be triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).

According to Braun and Clarke (2013), there is a six-phase framework for doing a thematic analysis as follow:

1. Become Familiar with The Data

The first step is getting to know the data. It is important to get a through picture of all the data that has been collected before starting to analyze each item. This involves transcribing the video, reading the text and taking initial notes, and generally looking through the data to get used to it.

At this stage the researcher looked for a comprehensive picture of all the data that has been obtained, the researcher saw the video results obtained, read the results of the student worksheets obtained and made the initial notes needed to go to the next stage.

2. Generate Initial Codes

Next, encode the data. Encoding means highlighting parts of our text - usually a phrase or sentence - and appearing with an abbreviated label or "code" to describe the content. At this stage the researcher made a code from the research results that was used to describe the data obtained.

3. Search for Themes

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

4. Review themes

Now make sure that our theme is useful and is an accurate representation of data. Here, the researcher returns to the data set and compares existing themes. If the researcher encounters a problem with the 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 ensured the necessary themes are obtained from accurate data, the researchers divided, combined and created new themes that made the theme more useful and accurate.

5. Define themes

Now that you have a final list of themes, it is time to name and define each one. Defining a theme involves formulating exactly what each theme means and figuring out how that helps make sense of the data.

At this stage the researcher gave a name to each theme and defined each theme. The themes obtained are formulated appropriately by giving the right meaning so that they can understand the theme correctly.

6. Writing-up

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