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 translated local legend can be used to teach students of Sungai Deras English Village, Kubu Raya, West Borneo, Indonesia, through a genre-based approach. A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context (Crowe et al., 2011).

The distinctive feature of this case study is that it begins by using 1 case involving students from 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 used a qualitative approach in data collection involving field notes and student documents in the form of worksheet. Then, the third characteristic is the use of text analysis techniques to analyse the textual data obtained (Guest, et al., 2011; Travers, 2001).

B. Subject of Research

The population for this study was 75 students of Sungai Deras English Village in Kuburaya, West Borneo, which is divided into several groups. The location of this research was chosen because one of the research team is a citizen in this village who is also a tutor in English Village. So, researchers get easy access to do research. Having this access also allows researchers to obtain natural and emic data (Trowler, 2011).

In this study, 3 students from 5, and 6 grades of elementary school were selected as samples which are represented of high, middle, and low. In this research, 3 of students' texts were selected to be analysed. Each of these texts

analysed 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 has given, then the student is a low achiever.

Based on the criteria above, the researcher has determined the sample that is considered to meet the criteria as mentioned. The technique of this sampling used in this research is purposeful sampling. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally (Rahmah, 2020). The sample was selected carried out to find out how the used of translated local legend to teach students in Sungai Deras English Village. The students who were taken as a sample were 3 such as 2 students of 5th grade and 1 student of 6th grade which represented low, middle, and high achiever. The selection of the sample was carried out with several considerations such as how well they understood learning English and how often they were present in English Village.

C. **Research Procedure**

According to Moleong (cited in Junaedi et al., 2020, 14-26), there are four procedures that will use in this research are:

a. The pre-field stage

The research will conduct a preliminary survey by looking for subject as sources. During the survey process, the research 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 ask them to practice and answer the worksheets.

4) The researcher collects the data 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 will classify answers based on questions. The researcher works in the data and conclude (Junaedi et al., 2020).

D. Technique of Data Collection

The data collection techniques used in this research as follow:

1. Indirect Communication

There are several ways of communication such as direct and indirect communication. Direct communication is used by having direct conversations such as when met friend physically and the friend reply to it. At the same time, indirect communication develops by 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 (Alfarisi, 2020)

In this research, the researcher conducted an indirect communication through questionnaire for collecting the data. The researcher used indirect communication as a method in which the tools in the form of a questionnaires, field notes, and students' test.
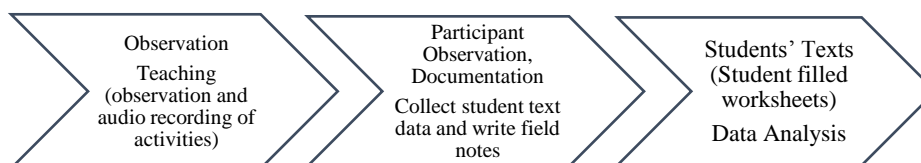
2. Documentation

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). Therefore the documents that have been obtained such as questionnaires and video recordings of learning activities will be analyzed according to what is needed

So, the documentary study is a data collection technique by collecting and analyzing documents, both written, graphic and electronic documents. The documents are sorted according 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).

E. **Tools of Data Collection**

In this research, the researcher using the tools of field notes and documentation to be analyzed. These tools are the instruments that commonly used in the process of collecting the data to fulfil the various data of this research.

Picture 3.1 The Groove of Collecting the Data

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

a) Field Notes

Field notes written after the learning activities were completed in each session prepared by the main researcher. Tutors as collaborators who help researcher writing the field notes while accompanying researchers who are teaching students and also the learning process

activities are recorded using a video recorder to help researchers analyze the results of the data obtained.

b) Students' Text

In this study, students' text is in the form of worksheets or students' test for teaching activities and also for students practice it orally. The selection of the text carried out by considering aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness 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.

(Cited in Eggins, 2004; Emilia, 2014; Martin, 2014).

c) Open-ended Questionnaire

An open-ended question (sometimes called open question) in a survey or public opinion poll is a question in which possible answers are not suggested, and the respondent answers in his or her own words. These questions allow a spontaneous response. The answers to open-ended questions are statements. These are linguistic interactions, often framed by a sequence of questions (open and closed). This point has a significant impact on the shaping of data, analysis and software use strategies. The open-ended questions must be closed in the analysis process, this is the informational paradigm. To do this some action is required (Popping, 2015).

F. 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, researchers 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.

G. Technique of Data Analysis

The technique of data analysis that are genre analysis and thematic analysis. Genre analysis is the study of how language is used within a particular setting (Cao & Guo, 2015). . Genre analysis is a branch of discourse analysis that focuses on analyzing texts based on the structure (Sari, 2021) where the students' texts are analyzed through genre analysis.

Thematic analysis carried out to analyse 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 analyses 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 wad 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.

(Cited in Braun & Clarke, 2013)