CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research use a case study research design to achieve the research objective, namely to find out how to implementation the translation of local legends in teaching English to students in Air Putih English Village, Kubu Raya, West Kalimantan, Indonesia. The hallmark of this case study is that it begins by using 1 case involving students from Air Putih Village, Kubu Raya, West Kalimantan, Indonesia. Case 1 is sufficient because the participants are in a particular context and can contribute to building theory (Rowley, 2002; Scholz & Tietje, 2002) regarding a genre-based approach in the context of the English village of Air Putih. The next stage of the case study is the use of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study use a qualitative approach in data collection involving field notes and worksheets. Then, the next step is the use of text analysis techniques to analyze the textual data obtained (Guest et al., 2011; Travers, 2001).

B. Subject of research

The population element is the entire subject to be measured or studied a precise unit (Sugiyono, 2018:126. The population of this study is elementary school students from the Air Putih village . The students who participated in Kampung Inggris Desa Air Putih are local residents, most of them do not understand the English lessons. The sample in this study were 3 student from grade 5 of elementary school.

The sample is part of the number and characteristics of the population (Sugiyono, 2018: 63). Sampling was intentionally carried out by taking into account the context of the study and the participants involved who were expected to be able to provide relevant data (Benoot et al., 2016; Fraenkel et al., 2011). In collecting this sample, the research will use a Non-Probability Sampling Technique, namely Purposeful Sampling. Purposeful sampling is Purposeful sampling is regarded as the technique for choosing the sample

based on particular characteristics of the population (Notoatmodjo, 2010). In this research, the researcher used a characteristic of choosing the sample, which has good motivation to learn English, so the researcher focused this study on 30 students of fourth and fifth class in a elementary School in Air Putih Village

C. Technique of Data Collection

Data collection is an important aspect of research. Data collection techniques allow researchers to collect information systematically, because the main purpose of research is to obtain data (Sugiyono, 2007: 62). This study use a participant observation technique that needs field notes and documents within the style of student texts. Participant observation technique was recorded the teaching and learning activities in the classroom (Aunurrahman et al., 2020). The main or the first researcher acted as an English teacher. The co-researchers or the second and third researchers acted as collaborators. The main researcher prepares field notes to be written when the training activities are completed in every session. The second and third researchers were concerned to help in teaching and mentoring the students, that was followed by writing field notes. Learning activities be recorded victimisation an audio recorder to assist researchers in writing field notes and also offer necessary information relating to teaching and steerage examples, as well as students' spoken texts. The collaborator's function is to provide reflection and feedback to ensure better teaching and learning and also to reduce bias in participants' observations (Fraenkel et al., 2011). The main researcher writes fieldnotes of the observation after discussion with the co-researchers. Discussions take place after class has ended to provide feedback and reflection. The participants' observations were made in 4 meetings over two weeks.

D. Tools of Data Collections

a. Documents

The researcher used document to collect the data. The document in this study are in the form of student texts written during teaching activities

and also when the students practice it orally. In this study, the use of narrative story the legend of "crying stone" of the worksheet aims to measure students' ability to understand text and vocabulary and written text. Participant observation technique was recorded the teaching and learning activities in the classroom (Aunurrahman et al., 2020).

b. Field Notes

In this study, the researcher also use field notes for data collection. Field notes are written observations that are recorded during or shortly after participatory observations in the field and are considered important for understanding the phenomena encountered in the field. Fieldnotes It also provides necessary information about lessons, tutoring examples, and texts spoken by students. In this study, field notes will be filled in by the research assistant during the activity, and after completing the activity the researcher will discuss with the assistant about the activities that have been carried out.

E. Validity

To check the validity of the data, reseacher used data source tringualitation techniques. Tringulation used by reseacher is tringulation of data sources. Data source tringulation means collecting data from different data sources using the same method (Sugiyono,2018:327). The data sources in the study are second head master,teachers,and students. The collaborator's function is to provide reflection and feedback to ensure better teaching and learning and also to reduce bias in participants' observations (Fraenkel et al., 2011).

F. Technique of Data Analysis

The data analysis technique that will be carried out is text analysis using thematic analysis,and genre analysis.

Thematic analysis allows researchers to code field notes inductively by paying attention to frequently occurring and significant themes from textual data (Thomas, 2006). The procedure of the thematic analysis began with finding important themes in the field notes. The themes were mainly related to the teaching and learning activities. The researchers then used of these two

analyzes will later be triangulated to validate the accuracy of each analysis result (Cox & Hassard, 2010; Creswell, 2012).

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.

The analysis of the students' texts used genre analysis is one of the types of discourse analysis. It is employed to analyze the genre of the text both spoken and written. Genre analysis deals with texts that have schematic structure and linguistic features. Analyze the genre, focuses on the idea of texts in genre theorists which will be similar or different and depends on the classification between the genres (Hyland, 2007). This framework allowed the main researcher to see the extent the students' linguistic features were used. It can be inappropriately and ineffectively due to grammatical mistakes, and limited word choices, which might suggest that the students had a limited linguistic capacity. In this study, three student texts were submitted for analysis. The text here is not only in the form of written text, but speaking activities carried out by participants will also be recorded and transcribed to see the students' competence in English.

G. Research Procedure

According to Moleong (cited in Junaedi et al., 2020; 14-26), there are four stages in the research, namely as follows:

1. The pre-field stage

The researcher conducted a preliminary survey by looking for subjects as sources. During the survey process, the researcher conducted a field study of the research background, looking for data and information on the implementation of this learning. The researcher also took scientific confirmation efforts 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 issues.

2. Stage of fieldwork

    a. The researcher opened and introduces himself to the students.

    b. The researcher explained the material to the students.

    c. The researcher asked them to practice and answer the worksheets.

    d. The researcher collected the data of documents from students.

    e. Compile research reports based on the results obtained.

3. Data analysis stage

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

4. Evaluation and reporting stage

    At this stage, the researcher tried to carry out consultation and guidance with predetermined supervisors. The researcher classified answered based on questions. The researcher worked on the data and concluded.

(junaedi et al.,2020;14-26)