

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This research used a case study research design to achieve the purpose of this research, namely to find out how to apply translated local song to teach students of the English village of Lubuk Tajau, Sekadau, West Kalimantan, Indonesia.

The characteristic of this case study is that it begins by using 1 case involving students from the English Village of Lubuk Tajau, Sekadau, West Kalimantan, Indonesia. 1 case is sufficient because the participants are in a certain context and can contribute to building theories (Rowley, 2002; Scholz & Tietje, 2002) about the use of local song translated into the context of English Village in Lubuk Tajau.

The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study used a qualitative approach in collecting data that involves field notes and students using Observation, Participant Observation, fieldnotes, Documents, and Students' Texts. Then, the last characteristic of this case study is using analysis Teknik to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). The researcher used a descriptive manner in analyzing the study. According to (Surur, 2017), Descriptive research is scientific research. It describes events, phenomena, or facts systematically dealing with a certain area or population. Data analysis techniques used in this study are functional analysis and thematic analysis.

#### **B. Subject of Research**

The subjects in this study were 33 students from the English Village of Lubuk Tajau, Sekadau, West Kalimantan, Indonesia. From 33 people, 15 students were chosen intentionally for data collection. Sampling was intentionally carried out by taking into account the research context and the

participants involved who were expected to be able to provide relevant data (Benoot et al., 2016; Fraenkel et al., 2011). Data collection is done using a field.

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 regarded as the technique for choosing the sample based on particular characteristics of the population. In this research, the researcher focused this study on 15 students of Primary Students in Lubuk Tajau Village.

In addition to field notes, documents in the form of student texts were also chosen intentionally. In this study, 3 student texts were selected for analysis. The text here is not only in the form of written text but also speaking activities carried out by participants and also recorded and transcribed to see the ability of students in English.

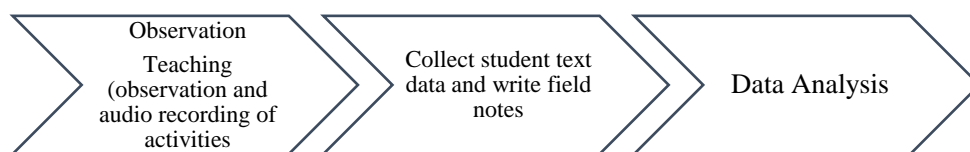
### **C. Research Place**

The location of this research is at the Lubuk Tajau Village Office which is the location of the Lubuk Tajau English Village, Sekadau, West Kalimantan, Indonesia which is a collaboration between Lubuk Tajau Village and IKIP-PGRI Pontianak. Researcher get easy access to do research. Having this access also allows researchers to obtain natural and emic data. (Trowler, 2011). This research was carried out in May 2022 in the academic year 2022.

### **D. The technique of Data Collection**

The data collection technique is a method used by researcher to collect data related to the research problem they take. This procedure is very

important so that the data to be obtained in a study is in the form of complete data so that it can produce valid conclusions. Data collection technique is one of the existing methods in data collection by using techniques or methods used by researchers to collect data (Riduwan, 2010, pp: 51).



**Figure 3.1 The Groove of Collecting and Data Analysis**

Figure 3.1 shows that this study used participant observation techniques that require field notes and documents in the form of student texts. The main researcher prepares field notes for writing after the learning activities are completed in each session. Due to a large number of participants, a second researcher and 2 assistants were involved to assist in teaching and mentoring the students, which was followed by writing field notes. Learning activities are recorded using an audio recorder to assist researcher and assistants in writing field notes and also provide important data regarding teaching and mentoring examples, as well as student oral texts.

The documents in this study were in the form of student texts written during teaching activities and also when students practiced them orally. The selection of the text was carried out by considering the aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representativeness were carried out based on the researcher's assessment. The aspect of meaning is considered by using a functional grammatical framework and genres based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014).

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 field notes 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 5 meetings over one week.

## **E. Tools of Data Collections**

Instruments or tools are tools used to do something (such as tools used by engineering workers, medical equipment, optics, and chemical equipment), research facilities (in the form of a set of tests, and so on) to collect data as processing materials. Data collection instruments are tools that are selected and used by researchers in their data collection activities so that these activities become systematic and facilitated by them.

### **1. Students' Test**

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

### **2. Field Notes**

In addition to using student text, researchers also use field notes for data collection. Field notes are written observations that are recorded during or immediately after participant observations in the field and are considered critical for understanding the phenomena encountered in the field. Field notes and also offer necessary information related to teaching and tutoring examples, as well as student spoken texts.

## **F. Validity**

In this study, to test the validity of data, the researcher used test credibility as a research qualitative method. Seven tools that can use to test the credibility of data in this qualitative research are prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy checks, and member checking (Auliya et al., 2020, p: 202). Because tools of collecting data in this study used more than one data collection technique and also looked at as a data credibility test tool before, the researcher used triangulation as a test tool in this study. Triangulation has concepts that can be seen in some way. It means verification of the validity of the data using various data sources and various data collection methods (Auliya et al., 2020), as this study used some tools of data collection, including Observation, Participant Observation, Field Notes, Documents, Students' Texts.

## **G. The technique of Data Analysis**

There are two kinds of qualitative data analysis used. The first data analysis is thematic analysis to analyze textual data from observation field notes (Aunurrahman et al., 2020a). Functional analysis to analyze students' written and spoken documents or texts (Aunurrahman et al., 2017b) was used to see the extent to which students' English skills were. The thematic analysis allows researchers to inductively code field notes with frequently occurring and significant themes from the data text (Thomas, 2006). The results of these two analyzes were coordinated to validate the accuracy of each analysis (Hafis, 2021).

Thematic analysis is the search and extraction of general patterns found in the data through several readings of the data. Thematic analysis as “a form of pattern recognition in data, in which emerging themes become categories for analysis” (pp. 3-4) (Yukhymenko et al., n.d.). The results of the above analysis will be triangulated to validate the accuracy of each analysis result (Campbell et al., 2020).

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

1. Become Familiar with the Data

The first step is to know the data. Before starting to analyze each item, it is very important to get a comprehensive picture of all the data that has been collected. This includes transcribing the video, reading the text, making the first note, and generally viewing and getting used to the data. At this stage, the researcher searches the whole picture of all the data obtained, sees the video results obtained, reads the results of the student worksheets obtained, and is the first necessary to move on to the next stage.

2. Generate Initial Code

Next, encode the data. Coding means emphasizing a portion of the text (usually a phrase or sentence) and displaying it with an abbreviated label or “code” to describe the content. At this stage, the researchers used the research results to write the code used to describe the data they 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

Make sure that the theme is useful here and presents an accurate representation of the data. Now the researcher returns to the dataset and compares the existing subjects. When a researcher encounters a problem with a theme, the researcher splits, combines, discards, or creates a new theme. In this phase, researchers ensure that the required themes are derived from accurate data, and researchers share, combine, and create new themes that make the themes 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.