CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used qualitative method including a case study research design to achieve the research objectives, namely to find out how to apply translated traditional songs in teaching English to the students of English Village Air Putih, Kubu Raya, West Kalimantan, Indonesia.

A case study is little different from the experimental study in some ways. The difference is that the experimental study usually include comparison of two or more groups, whereas a case study involves a single individual or group, and not attempt to set up experimental and control groups. This is supported by Emilia (2005) who states that a case study design is empoyed in "a small scale, a single scale". Focus on one particular instance of educational experience instance of educational experience or practice. A case study is a model that focuses on exploring the "bounded system" of a particular case in detail by extracting detailed data.

The first characteristic of this case study is that it begins by using 1 case involving students from Kampung Inggris Air Putih, Kubu Raya, West Kalimantan, 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) regarding a genre-based approach in the context of English village Air Putih.

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. Then, the third characteristic 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). The population of this research was taken from various graders. Consist of 15 students in fourth-graders, 15 student in fifth graders who took part in English village Desa Air Putih. The students who participated in English village Desa Air Putih are local residents, most of them do not understand the English lessons.

The sample is part of the number and characteristics of the population (Sugiyono, 2018: 63). The number of sample in this study were 3 from 5 grades students of elementary school. 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 used 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 (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 Primary School in Air Putih Village

C. 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

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

  c. The researcher explained the material to the students.

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

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

  f. 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.

D. 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).

Teaching (observation and recording audio and video of student activities) → collect student text or data and write field notes → Data analysis
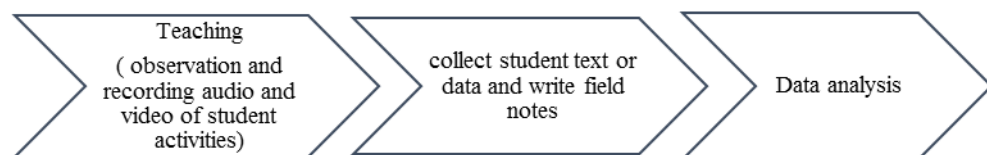
Figure 3.1 Data Collection Techniques and Tools

  Figure 3.1 shows that this study used 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 will 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 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.

E. Tools of Data Collections

1. Documents

Documents 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 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. Student texts is a printed teaching material in the form sheets paper containing material, and some task that must be done by students.

2. Field Notes

In addition to using student text, researchers also used field notes for data collection. Collecting data used field note is indeed widely assumed the means of thestandard criteria for qualitative research reporting urged researcher to include the fieldnotes collection statement in the manuscript. 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

Reseacher used data source tringualitation techniques to validity of the data. 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 field note and document. In this study, researchers compared the results of field notes with documentation to see the validity of this study.

Researchers also collaborate with other researchers who are tasked with being research assistants or collaborators. A collaborator in this study is the students of IKIP PGRI Pontianak. Who conducts the same research about teaching English to students of English village of Air Putih Village, but have different themes namely designing learning material, exploring the practice of English Village, using translated local legend, and using translated local song. 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).

G. Technique of Data Analysis

Thematic analysis have been carried out to analyze the field notes. 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.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Finding

1. Overview

In this preparatory activity, first, the researcher visited the village to meet with the village chief named Acim on December 7, 2021, to ask for permission to hold an English village program for 4 meetings and for village profile data from the village. The data can be seen in the following table:

Table 4.1 Village Profile

Village Name	Air Putih
Village Head	Acim
Total Land Area	2.291,000000 (Ha)
Number Of Villagers	3.205 orang
Number Of Elementary School Students	393
Number Of Junior High School Students	240
Number Of High School Students	170

Source: Profil Desa Air Putih

Table shows that the level of education in Air Putih Village is still relatively low, it can be seen from the total population who graduated from school is decreasing and it can prove that there are problems that must be addressed immediately with innovation to raise awareness of the village community about the importance of education for the their children.

The researcher got permission from the village chief to hold the English village program in Air Putih village. Moreover, the researcher asked the village chief to facilitate the English village program, in the form of a place and coordinate the participants who will participate in the activities.

Afterwards discussing the facilities needed during research activities, the village recommends activities in the nearest school building in the village, because the village does not have adequate facilities this indicates that the program for the English Village Air Putih activity can be held using a

school model where the village chief is willing to help researchers to communicate with the school.

2. **Implementation and Evaluation**

The implementation and evaluation stages were carried out in 4 meetings using the translation of traditional songs to teach English, namely the text of the traditional song "Aek Kapuas" which was translated into English text. Teaching is carried out using a genre-based approach consisting of 4 stages, namely building field knowledge, modeling, joint construction, and independent construction. Data presentation is based on data from field notes, recordings, and student texts.

At each meeting, tutor and student always started learning with a prayer led by a student. Students also learned basic expressions such as greetings to help them communicate in English before entering the core material. Since the beginning, students have been directed to be independent and to get used to the researchers and lecturers who teach them.

The percentage started with the teaching procedure stage. The first stage is to build students' knowledge, the researcher introduced the first theme. This stage is carried out at the first meeting where the researcher acted as a tutor. At the first meeting, the activity started with reading a prayer led by one of the participants. Before the learning activities started, researcher started by checking their attendance. In the learning activities, the researcher acted as a tutor first asked some questions. It is in the following table 4.2:

Table 4.2 Building Knowledge of The Field Theme 1(A1)

Tutor	: apakah kalian suka mendengar lagu?	Students	: ya, saya suka mendengarkan lagu
Tutor	: apakah kalian mau belajar bahasa Inggris menggunakan lagu?	Students	: ya. Saya mau belajar bahasa Inggris menggunakan lagu
Tutor	: apakah kalian pernah mendengar musik seperti berikut? (sambil memutar lagu tradisional)	Students	: saya belum pernah dengar

The dialogue above shows that the students, showed their positive responses in the first meeting, where they were enthusiastic and showed interest in learning English using songs, but because the songs used were traditional songs and most of the students admitted that they were not familiar with the songs. As a result, the main researcher with the help of the co-researcher explained further the song explicitly. The main researcher provided an explanation to help the students to understand better the song. Therefore, the researcher distributed the original version of the song lyrics and the translation on a piece of paper. In this step, students see the lyrics that they will sing later. The lyric helps them to observe the new words that will be discussed.

In the second meeting, the students entered the modeling stage theme 1 (A1), To make the lesson interesting, the researcher used audio that was taken from channels from a popular audio sharing website (e.g. https://youtu.be/3nsK4HwFoQw that shows how to sing a traditional song entitled "Aek Kapuas "). The main researcher provided and played audio in an offline mode to avoid unnecessary technical and network issues. After the students listened to the traditional song in the original version, the researcher directed the students to listen to the song "Aek Kapuas" which had been translated into English, where the research assistant has helped prepare sound recordings of songs that have been translated into English.

Thereafter the students get the lyrics, the teacher sing a song without music. Here, they can see the lyrics and just listen while the teacher is singing a song. It helps them to absorb the vocabulary of the lyric of song. Students also listen carefully to how the tutors give examples in front of the class. After that, the tutor gave directions to the students so that they try to sing together, even though they can't pronounce the song lyrics in English properly at this stage, they still sing loudly and have fun singing the song. At the end of the meeting, the researcher asked the students to find out any difficulties they had during the teaching and learning activities. The students

did not mention anything about difficulties. But, it does not mean that the students had no difficulties earlier.

In the third meeting, the students entered the joint construction stage. The co-researcher began the class by giving questions about what they had learned in the first meeting to help recall the students' knowledge. Then students are invited to sing according to what has been taught in the modeling stage. It can be seen in the following table:

Table 4.3 Joint Construction Theme 2 A2

In Traditional Song Version	In English Version
"Aek Kapuas"	"Kapuas River"
Hei sampan laju	Hi-speed canoe
Sampan laju dari ilir sampai ke ulu	Speed canoe from downstream to upstream
Sungai Kapuas	Kapuas river
Sunggoh panjang dari dolo' membelah kote	It's been a long time to split the city
Hei tak disangke	Hi unexpected
Tak disangke dolo' utan menjadi kote	Unexpectedly the forest became a city
Ramai pendudoknye	The population is crowded
Pontianak name kotenye	The name of the city is Pontianak
Sungai Kapuas punye cerite	The Kapuas River has a story
Bile kite minom ae'nye	When we drink the water
Biar pon pegi jauh ke mane	Even if you go far away
Sunggoh susah na' ngelupakannye	It's really hard to forget
Hei Kapuas 3x	Hi Kapuas 3x

Students with tutor guidance sing traditional songs in original version first to remind them. After that, tutor and students sing a song together that have been translated with the music. This activity can improve their speaking skills and participate actively and also give them a chance in the learning process. Research assistants also sometimes approach students one by one to guide each student during their singing practice and help them

pronounce the correct words. The researcher and the co-researcher collaborated to sing the translated traditional song and tell them how to pronounce a word that the students did not know how to pronounce over and over again until they could say the correct word. At this stage, the tutor hears some students who can correctly pronounce the lyrics or vocabulary in English, and the cheerful atmosphere of the class when singing makes the tutor and students excited in the learning process. Finished with the joint construction, the researcher evaluates by asking for feedback regarding the activities that have been carried out. After finished with the evaluation, the researcher asked one student to close with a prayer and the student was allowed to go home.

In the fourth meeting, the students entered the independent construction stage. The co-researcher began the class by giving questions about what they had learned in the third meeting to help recall the students'knowledge of the text. Afterward, the main researcher instructed the students to work on a task in the worksheet individually. The teachers give the children worksheet which is indicated by vocabularies. In this case, they should completed word in the blank space after listened the song once more time to remind the lyric of translated traditional song.

Before working on the task, the main researcher explicitly provided an example of how to work on the task. Also, the main researcher monitored and guided the students while working in task. After that, students start do the task. But it turns out that there are some students who still don't understand how to do their assignments so researchers need to repeat instructions and guide students until they understand. When they were doing the assignments given, there was one student who did it quietly, some were noisy so that they disturbed their friends. This is where the tutor's job is to continue to direct and guide students to remain them so that the learning process be conducive. Due to limited space, only the texts written by Z (high achiever), A (mid achiever), and B (low achiever) are presented in Table 4.3. It shows that the students were able to complete the lyric

independently even though they mainly read the texts from the joint construction stages provided in the worksheet. The texts in Table 4.4 show the students had used their capacities of the English language.

Table 4.4 Independent Construction Theme 3 (A3)

Low achiever	Mid achiever	High Achiever
Hi-speed canoe Speed canoe from (downstream) to upstream Kapuas river It's been a long time to (split) the city Hi unexpected Unexpectedly the forest became a city The population is crowded The (far) [name] of the city is Pontianak The Kapuas River has a (stori) [story] When we drink the water Even if you go (name) [far] away It's really hard to forget Hi Kapuas...hi Kapuas....	Hi-speed canoe Speed canoe from (downstrem) [downstream] to upstream Kapuas river It's been a long time to (split) the city Hi unexpected Unexpectedly the forest became a city The population is crowded The (name) of the city is Pontianak The Kapuas River has a (story) When we drink the water Even if you go (far) away It's really hard to forget Hi Kapuas...hi Kapuas..	Hi-speed canoe Speed canoe from (downstream) to upstream Kapuas river It's been a long time to (split) the city Hi unexpected Unexpectedly the forest became a city The population is crowded The (name) of the city is Pontianak The Kapuas River has a (story) When we drink the water Even if you go (far) away It's really hard to forget Hi Kapuas...hi Kapuas....

Notes:

a. The underlined word(s) and sentence(s) are the students' answers.

b. Word(s) or expressions in square brackets [] are feedback provided by the main researcher.

Table 4.2 shows that students can follow the instructions by the researcher, at this stage the aspect that is assessed by the researcher is the writing vocabulary of students, namely in terms of word writing vocabulary

errors, and incorrect placement of the right answers. Table 4.2 shows the answers of students in the low achiever category represented by B where student still unable to construct the task given by the researcher properly, which can be seen in the table, there are still many errors in the answers, namely students cannot place the word according to right place, and there are improper spelling words as in the table students write the word "stori" while the correct answer is "story". The mid achiever category represented by A only had improper spelling words, such as in the table the students wrote the word "downstrem" while the correct answer was "downstream". And the high achiever category represented by Z in the student's answer has no errors, it can be said that student can do the task well and correctly.

B. Discussion

Based on research findings, the purpose of this study was to investigate how to apply translated traditional songs to teaching English village of Air Putih. The results of field notes and student documents show that translated traditional songs are good media in teaching and learning English, especially in developing vocabulary achievement for elementary students. Even though there are still doubts and minor mistakes of students in construction text. Using songs can be used to educating students to be confident. The students have been through three basic principles (Emilia & Hamied, 2015; Martin, 2014), there were text, guidance, explicit teaching and scaffolding which were used to help students construct the text and practice to sing a song independently.

Teaching English to students through songs is a great way to bring classroom activities to life and can also encourage students to learn English. It helps them sing, speak and express their thoughts. And when young students sing songs, they become more interesting and active. When they sing a song, it helps them learn new words quickly. Moreover, songs have a positive impact on speaking skills, namely in terms of pronounciation. As part of their teaching and learning activities, researchers use a variety of learning resources as tools,

such as song and speakers. This is a form of digital literacy that helps students learn the language process (Chan et al., 2017; McGuinness & Fulton, 2019).

The results of this study were consistent with several other studies that used songs to teach English for several reasons. Yüksel (2016) when songs were used within the classroom for teaching purposes the participant's attitude was highly positive. Their anxiety levels where down and the participants felt confident when producing the language The use of translated traditional songs in teaching and learning English can increase students' interest in learning, especially in developing their vocabulary (Husein, 2019; Maulina et al.,. 2020). Teaching English to young learners with songs is the best way to enliven classroom activities and can also improve young learners' English learning. It helps them to sing, talk and express their thoughts, to really learn through play and learn by doing. This allows young learners to become more interested and active while singing a song. In addition, the class not only does one million exercises, but also creates intriguing activities for young learners (Fransischa & Syafei, 2016). Pratiwi (2018) learning through song can be recommended for teachers enchance learning English. Because learning through songs makes the classroom atmosphere more comfortable and easier to understand. Students can use songs to understand short and simple phrases.

Furthermore, Ridhayatullah et al. (2020) concluded that using English songs helps students better adapt to pronouns in English words. Most students agree that learning English pronunciation through songs is easier. Students also have fun and enjoy the lesson. Classroom activities significantly increased their motivation to learn English pronunciation. Furthermore, they can apply these knowledge to improve their basic English skills as well as use their skills in real-life situations of everyday life.

Therefore, using translated traditional to teaching English is the right, because it can be an innivation for English Village Desa Air Putih. For this program to be successful, it requires learning innovations. Looking at previous research have applied the use of song in teaching English in formal education.

Therefore, researcher is interested in conducting research on the informal education.

  The results of this study are not without drawbacks. The weakness of this study is that it did not aim to generalize the findings because the approach used is limited to a qualitative approach that used two data collection tools, namely field notes and student documents. However, both data from field notes and student documents were triangulated to validate the findings of this study. In addition, this study also involves peers as collaborators to reduce bias.