

CHAPTER III

METHODOLOGY

A. Research Methodology

1. Research Design

This research used a case study as a design framework, this research will be concentrating on one thing which is looking at it in detail. A case study will find out as a whole and see the phenomenon from various directions. the assumption in a case study is that, with a great deal of intricate study of one case, a case study looking at subject from many and varied angles. Chose the case study approach because it is particularly suitable for studying a phenomenon that cannot be studied separately from the context (Yin, 2014).

The characteristics of this case study began using 1 case, which includes students in English Village at Temajuk, Sambas, Kalimantan Barat, Indonesia. This case is sufficient because its participation especially in one context and can contribute to the theoretical development (Rowley, 2002a; Scholz & Tietje, 2002).

The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study will use a qualitative approach in collecting data that involves field notes and, interview. Then, the last characteristic of this case study is using analysis Teknik to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). Data analysis techniques that will be used in this study are functional analysis and thematic analysis. Functional analysis to analyze students' written and oral documents or texts (Aunurrahman et al., 2017b), is used to see how far the students' English proficiency is.

Thematic analysis was used to analyze the field notes. The thematic analysis allows researchers to code the field notes inductively with frequently occurring and significant themes from the data text

(Thomas, 2006). Analysis results above will be triangulated to validate the accuracy of each analysis result (Campbell et al., 2020).

2. Subject of the Research

The subject of this research are students who study in elementary school at Temajuk village, and the teachers of English Village at Temajuk. This research will involve 56 students and 1 teacher of English village.

3. Tolls Data Collection

a. Field notes

Field notes are written observations that are recorded during or immediately after participant observation in the field and are considered important for understanding the phenomena encountered in the field. the researcher should plan an approach to field note collection that is congruent with the theoretical framework and the methodological approach. The theoretical framework and methodological approach help to define the nature of knowledge, which directs the line of inquiry and the value placed on different sources of information (Mulhall, 2003)

b. Interview

Interview is an interview where knowledge is constructed in the interaction between the interviewer and the interviewee. The interview critically follows up on the answers, asks for specifics, and tests the strength of belief through counter-question. According to Moleong (2009), an interview is a conversation that has a specific goal. It can also mean that during an interview, two or more people exchange ideas and information.

In this study the researcher used in-depth interviews. In-depth Interview is the process of obtaining information for research purposes using question and answer while face to face between the interviewer and the respondent or the person being interviewed, with or without using an interview guide in which the interviewer and

informant are involved in a relatively long social life (Sutopo,2006). The special feature of this in-depth research model that interview its involvement in the life of the respondent/informant.

The researcher is not only observing the research but also participating in those activities. Accordingly, the researcher would have been collecting the data from the activities of teaching and learning in the English village. The way the researcher finds the score from observing and participating in the English village is to collect all the activities in the English village class that involved the teacher and students in front of the classroom. The instruments would have been measured in this research as follow:

Table 3.1 The Criterion of Assessment of Communicative Competence

No	Status	Description	Explanation
5	Masterly/high	Students have no difficulty in constructing and communicating the requested text independently by attention to the organizational structure and language features without or with few errors.	a. Students have learned English in schools and/or courses. These students can help other students in learning English. b. Praise him for his achievements and remind him to always learn.
4	Good	Students can construct and communicate the requested independently by attention to the organizational structure	Praise him for his achievements and remind him to always learn.

		and language features requested without or with few errors.	
3	Enough	Students can construct and communicate the requested independently by attention to the organizational structure and language features requested but have faults that need attention.	<ul style="list-style-type: none"> a. Praise him for his achievements and remind him to always learn. b. In addition, provide the necessary guidance to help these students become better. c. Involve the students that have to understand English to help students with sufficient status to be better.
2	Low	Students can construct and communicate the requested independently or there are many mistakes in construction and communication because it does not refer to the organizational structure and language features requested.	<ul style="list-style-type: none"> a. Praise him for his achievements and remind him to always learn. b. In addition, provide the necessary guidance to help these students become better. like these students that have a low understanding of English needs to be added to the priority group to get more support and guidance in learning. c. Involve the students that have to understand

			English to help students with sufficient status to be better.
1	Indifference / shy / lack self-confidence	The learners like this mean the teachers need to build interesting methods or media that are used in teaching and learning activities like using songs or games before learning the main theme.	Tutors/teachers must provide motivational encouragement and reduce threats that can make them dislike/not interesting in English.

4. Research Instruments

a. Interview

Type's interview used in this research is In-depth interviews, where the questions in a structured interview may be phrased in such a way that a limited range of responses is elicited.

b. Observation

Participant observation was used in this research. Participant observation which the researcher visits a site and records notes and becomes involved in the activities. The researcher came to Temajuk village to observe how the activity in practices English village holding. In this case, the researcher only noted, analyzed, and made inferences about the object under study. Nevertheless, before the practice of teaching-learning in an English village begins, the researcher prepared the observation sheet. The observation sheet was an observation checklist. The researcher observed the process of teaching and learning in the implementation of the daily conversation method. The aspects of the teaching-learning process were described as follows:

Tabel 3.2 Observation Ceklist

Time	Activities
Opening	1. The teacher opens the lesson.
	2. The teacher checks the students' attendance.
Main activities	3. Building knowledge
	4. Modeling
	5. Join construction
	6. Independent construction
Close-activity	7. Closing the meeting

5. Source of Data

In this study, the researcher used Triangulation. According to (Sutopo, 2006) The data triangulation directs researchers to collect data must use a variety of different data sources. That means the same or similar data will be more stable if the truth is taken from several different data sources. Therefore, data triangulation is often referred to as data sources Triangulation.

In triangulation techniques, sources can use one of the types of data sources such as an informant, but some of the informants or resources used by that person require the target is from different groups or levels. Source triangulation technique can also be done by mining information from different data sources type, for certain sources, from certain conditions, from activities that describe people's behavior, or from sources in the form of records or archives and documents.

6. The technique of Data Analysis

There is kinds of data analysis used. The first is data analysis is thematic analysis to analyze textual data from the observation field notes (Aunurrahman et al., 2020a). Functional analysis to analyze students' written and oral documents or texts (Aunurrahman et al., 2017b) is used to see how far the students' English proficiency is. The

thematic analysis allows researchers to code the field notes inductively with frequently occurring and significant themes from the data text (Thomas, 2006). Both results of this analysis will be coordinated to validate the accuracy of each analysis (Hafis, 2021). Thematic analysis is the search for and extraction of general patterns found in the data through multiple readings of the data. Fereday and Muir-Cochrane (2006) described the thematic analysis as “a form of pattern recognition within the data, where emerging themes become the categories for analysis” (Yukhymenko et al., n.d.). Analysis results above will be triangulated to validate the accuracy of each analysis result (Campbell et al., 2020).

a. Field notes analysis

- 1) Researchers go directly to the field to get complete data.
- 2) The researcher observed the learning process in English Village from beginning to end, from the opening, core learning to the end of the lesson, then wrote in detail on the field notes.

b. Interview analysis

- 1) Researcher collected interview data from English Teacher of English Village
- 2) After collecting the data, the researcher performs a transcript of the interview by paying attention to the idea or information provided by the informant in accordance with the research topic.
- 3) Transcripts of interview data are conducted by selecting the information provided following the theme of the interview.
- 4) Once the transcript is complete, the researcher interpret the data using tables containing themes, transcripts, and encodings. In the table, researcher enter the results of transcripts one by one according to the theme to be orderly, clear, and smooth data processing. Next the researcher concluded the results of the transcript of the first interview data. After that, the

researcher linked the transcripts of the data obtained with existing theories, and the code provided to facilitate the introduction of 3 theme, namely Approach, Difficulties, and Suggestions. Once everything is complete, the thematic analysis results of the interview transcript are included in the appendix.

7. Research Stages

In the qualitative approach, there were some stages done by the researcher, where the data was collected by using field notes ,so in this research, the researcher used some stages:

a. Preliminary research

In the research, the preliminary researcher formulated the research title, and research question, examined related kinds of literature, chose the research location based on the suitability of the research question, determined the research subject, and chose to collect data instruments.

b. Research design

In the research design, the researcher did some activities. These were written research proposals, decided research instruments, organized preliminary research, contract research instruments, and prepare research activity.

c. Research activity

In this research, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into some parts, there are:

- 1) Recognizing research background and self-preparation.
- 2) Doing the research
- 3) Collecting the data
- 4) Analyzing data
- 5) Concluding the data and finding

8. Research Procedure

a. Planning

In this study prepared to make a research plan. Researcher create instruments to use as data collection tools. Researcher used two instruments: field notes, and interviews.

b. Data collecting

In collecting data, the researcher used field notes first to collect data about what methods were used in the English village practice, in the field notes the researcher wrote in detail all the activities in the learning process in the English village, starting from the opening of the learning process, core activities, to the end of the process. lessons that will be described in detail. After collecting data using field notes, the researcher then conducted interviews with teachers who teach in the English village, to compare the results of data collection using field notes with the aim of obtaining further or more detailed information. Finally, the researcher compiled a research report based on the results obtained.

c. Data Processing

After the data have been obtained from data sources, Furthermore, the data is processed through the following steps:

1) Data analysis

In this study, the researcher used thematic analysis to analyze the data. Thematic analysis used by the researcher for analyzing the result of the questionnaire and interview.

2) Interpretation

In the interpretation, the researcher makes a conclusion based on the data analysis.

3) Data reporting

In reporting the data, the reseacher describtes the data that has been analyzed and concludes in the form of a more detailed explanation.