

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The design of this research is a case study using a qualitative approach. A case study is a model that focuses on exploring a bounded system in one particular case or some cases in detail with in-depth data mining. Various sources of information rich in context were carried out for data mining (Creswell, 2015). The characteristic of this case study is the use of a purposeful sampling technique to determine the cause or causes to be investigated (Palinkas *et al.*, 2015). The next characteristic is that data collection is carried out using more than one data collection technique consisting of observation, interview, and document analysis techniques. The data triangulation process will be carried out to validate the findings from observation, field notes, interview, and document analysis techniques (Fusch *et al.*, 2018). The last characteristic is the use of thematic analysis with an inductive approach in data processing (Maguire & Delahunt, 2017). The data to be processed is the data that will be generated from the technique of observation, interviews, and documents. After processing, the data will be presented as the findings of this study.

#### **B. Population & Sample**

##### **1. Population**

The population is a unit of individuals or subjects in a region and time with certain qualities to be observed or studied. The population of this research is 30 students of the English Village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia from various school. Consist of 1 students in sixth-graders, 4 students in fifth-graders, 5 students in fourth-graders, 8 students in third-graders, 7 students in second-graders, 3 students in first-grades and 2 students in kindergarten.

## 2. Sample

A sample is part of the number and characteristics of the population. In this study, the sample of this research from students of Parit Baru who want to learn English in this program. Three students for each low, mid, and high achievers.

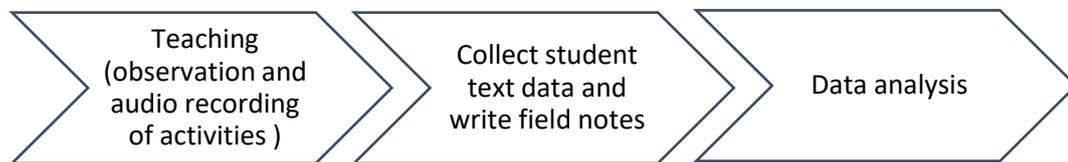
## 3. Sampling

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 this study, the researchers will use Purposeful Sampling. Data were collected using field notes, including audio recordings.

The criteria used in this study are based on the ability level of high, middle and low achiever students in learning English. 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 were collected using field notes, including audio recordings.

In this research, 3 students' texts will be chosen for analysis (this text is used to determine the sample category for each low, mid and high student). In this study, the researcher also analyzed the level of quality of learning in students through several criteria of low, medium, and high achievers to understand students' understanding in achieving good learning outcomes, especially in developing skills in English (reading, listening, speaking and writing). The text here is not only a form of written text but also speaking activities that students do also will be recorded and transcribed to see the ability of students in English.

### C. Technique and Tools of Data Collection



**Figur 3.1 Data Collection and Analysis Flow**

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

The main researcher here is an English teacher (tutor). Research partners, namely the second and third researchers as collaborators. The field notes of the observation were written by the main researcher after discussions with the co-researchers. The discussions took place after the class ended to provide feedback and reflections. The participant observations were conducted in 4 meetings. The main researcher prepares field notes which will later be assisted by the collaborator in writing when the teaching is finished. Where the collaborator plays a role as a student teacher. The function of the collaborators is to provide reflections and feedback to ensure better performance of the teaching and learning activities and also to reduce the bias of the results of the participant observation ( Fraenkel *et al.*, 2011). In addition, this activity is also recorded which is useful for helping researchers and collaborators in compiling field notes. Writing field notes obtained at the end of each learning session, written down by conducting discussions with collaborators to provide feedback and reflection on each learning session. This English village activity takes

place every Saturday for 1 month, the results obtained are feedback and reflection for researchers in ensuring the data used is valid.

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. Meanwhile, the meaning aspect is considered by using a functional and genre grammatical framework based on systemic functional linguistics (Eggs, 2004; Emilia, 2014; Martin, 2014).

#### **D. Validity**

The design of this research is a case study using a qualitative approach. The characteristic of this case study is the use of a purposeful sampling technique to determine the cause or causes to be investigated (Palinkas *et al.*, 2015). In this case, at least 1 village or 1 school or 1 Islamic boarding school in West Kalimantan Province is willing to participate in the English Village program.

The next characteristic is that data collection is carried out using more than one data collection technique consisting of observation, interviews, and document analysis techniques to determine whether the English Village model can build the English communication skills of children in West Kalimantan. The data triangulation process will be carried out to validate the findings from observation, interview, and document analysis techniques (Fusch *et al.*, 2018).

The instruments needed in using the observation technique are field notes, a recorder to record interviews, and documents in the form of student texts that have been produced during the implementation of the English Village program.

## **E. Technique of Data Analysis**

Text analysis using a functional grammar framework and thematic analysis. Text analysis using a functional grammar framework will be carried out to analyze students' written and spoken documents or texts students (Aunurrahman et al., 2017a, 2017b; Emilia, 2005). The analysis of the students' texts using this framework allowed the main researcher to see the extent of the students' English proficiency.

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