

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research use a descriptive case study research design to achieve the objectives of this research, namely by knowing how to practice a genre-based approach in teaching English to English village students in Nyayum village, Landak, West Kalimantan, Indonesia. Qualitative researchers use the purposive sampling technique to determine the respondents who was be used in the study Descriptive research is used as a method in research that can describe existing phenomena as accurately as possible (Atmowardoyo, 2018).

The characteristics of this case study began by using 1 case involving students of English Village at Nyayum village, Landak, West Kalimantan, Indonesia. This case is sufficient because the participants are in a special context and can contribute to the development of the theory (Rowley, 2002; Scholz & Tietje, 2002) on a Genre-Based Approach in the context of Nyayum Village English Village.

The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study was use a qualitative approach in collecting data that involves field notes and students using Participant Observation, interview sessions, fieldnotes, Documents, worksheet of Students texts and Documentation. Then, the last characteristic of this case study is using analysis Tehniques to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). Data analysis techniques are analytical techniques that focus on qualitative data. In qualitative data analysis techniques, namely analyzing or discussing the concepts of a problem and not accompanied by data in the form of numbers.

B. Population, Sample and Sampling

As for the importance of research quality, there are numbers of consideration to select the population, sample and sampling technique in this research, as follow:

a. Population

In the research population, researchers can determine groups or units to determine the focal point so that research tends to be more effective in obtaining data. (Shukla, 2020) as quoted (Qurniawan, 2020) explains that the population is a group consisting of a set of units that meet the requirements in terms of characteristics and variables so that from these units a study can be applied. The population in this study were students from English Village, Nyayum Village, Landak, West Kalimantan. The number of populations was 18 students from various classes. Consisting of 5 fourth grade students, 7 fifth grade students, and 6 sixth grade students

b. Sample

Sample is a part of the populations that is taken representatively relevant and a small part is observed. the sample is elementary school students who was study English in this program. according to (Arikunto, 2006). The sample in this study was represented by several English Village population from Nyayum Village, Landak, West Kalimantan. Researcher choose samples based on the characteristics that researcher need. So, the sample characters needed are grade V students, because grade V has a larger population than grades IV and VI.

The researcher chose a large sample because it could help compare the abilities of one child to another, the sample was chosen by people who met the criteria desired by the researcher, and better abilities were chosen because it made it easier for researcher in this English village practice. because the understanding of the class is good. This study was use a worksheet to analyze students' abilities. Researcher set three levels of criteria, namely high, medium, and low achievers:

1. If the Student can answer more than half or even all of the questions, then the student is classified as high achiever.
2. If the Student can only answer half of the questions, then the student is classified as having moderate achievement.
3. If the Student can only answer less than half or even cannot answer the questions that have been given, then the student has low achievement.

c. Sampling

The sampling technique itself uses purposeful sampling, this technique is used to select samples based on certain criteria. Purposeful Sampling is a non-random sampling technique (Palinkas et al., 2013) can be done by looking at the research context, and the population involved is expected to provide relevant data (Benoot et al., 2016; Fraenkel et al., 2011). Data was collected using field notes, including audio recordings. In addition to field notes, documents in the form of student text was also be chosen intentionally.

C. Techniques and Data Collection Tools

a. Technique of Collection Data

Techniques Data collection is an important stage in conducting research, research must be supported by data needed in research. Research data must be adapted to the approach and method used. this research uses a qualitative approach and descriptive methods. The data collection techniques that was be used in this research are through participant observation, interview sessions, and documents.

1) Partisipant observation

Observation is technique of collecting data in which the researcher must observe a phenomenon and research subject directly or indirectly. In this study, the researcher directly observes the state of an object without participating directly. Non-participant observation means that the observer just looking at the participant and not playing an active role.

(Cited in Urquhart, 2015)

A collaborator in this study is a Lecturer of IKIP PGRI Pontianak. According to Fraenkel et al., 2011) (In jurnal Aunurrahman, 2020), 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.

2) Interview sessions

Interview sessions is a data collection technique that is carried out through face-to-face and direct question and answer between data collector and researcher to informants or data sources. in this interview session can be applied as a data collection technique. An interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

(Cited in Sugiyono, 2015: 72)

3) Documents

The documents in this study use text that student text was write on teaching activities and student can practice them orally. The selection of the text was be done taking into account aspects of originality, credibility, representation, and meaning. Through aspects of originality, credibility, and representation was be carried out for the assessment of researcher. Meanwhile, aspects of meaning are considered using functional grammatical frameworks and genres based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014). shows that the study was use participant observation techniques that require interview sesions and documents in the form of worksheet from students

b. Tools of Data Clection

Data collection is a process that collects data, gathers information and then someone answers relevant questions and evaluates the results. The purpose of data collection is to obtain quality evidence by recognizing the formulation of convincing and credible answers to the questions asked, and collecting accurate data is very important in the integrity of research. that

data collection was obtained from audio recording, fieldnotes, worksheet, and documentation.

(Cited in Sugiyono, 2018)

1) Audio Recording

Audio recording from a smartphone to record all exposures or information obtained when researchers are conducting interviews. this audio is very useful for researcher during the interview session and by using this recording device the results can be stored in a storage media or researcher archive.

2) Fieldnotes

The researcher was use field notes as a tool for collecting data. Field notes are an essential component of rigorous qualitative research (Phillippi and Lauderdale, 2017). Collection of field note is so widely regarded as essential that standardized criteria for qualitative research reporting encourage researcher to include a statement of collection of field notes in manuscripts.

3) Worksheet

A worksheet lists questions or activities for students or trainees to work through (Ajoke, 2017). Student's worksheet is the efforts of teachers to guide students in a structured way, which the activities are giving an incentive for students.

4) Documentation

Documentation is a way used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information which can support research. Documentation is used for collect data then analyzed. Documentation used in this study include fieldnotes, worksheet, students and tutor or teacher.

(Cited in Sugiyono, 2015)

D. Validity

This study researcher used source triangulation. Triangulation is usually associated with research methods and designs (Heale and Forbes, 2013). Source triangulation means re-checking information obtained from various sources. For example, what was said in general with what is said in private, then compare the results of observations, interviews, and documentation. In this study, researcher compared the results of observations, interviews, worksheet and documentation to see their validity.

E. Techniques of Data Analysis

The Data Analysis technique that used to be done is text analysis using thematic analysis. Text analysis using be carried out to analyze the documents or written and oral texts of students (Aunurrahman et al., 2017b, 2017c; Emilia, 2005). Analysis of students texts using this framework allows the principal investigator to see the extent of the styudents English language skills.

The data was be analyzed by using thematic analysis. The data from the field note was be analyzed using thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Maguire and Delahunt, 2017). The goal of thematic analysis is to identify themes, patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. Thematic analysis was be done to analyze field notes and worksheets.

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. In the first step, the researcher reads and re-reads the transcripts.
- 2) Generate initial codes. In this phase, the researcher starts to organize the data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning.
- 3) Search for themes. In this step, the researcher examines the codes and some of them are fitted together into a theme. For example, the researcher has

several codes that related to perceptions of good practice and what students wanted from feedback. The researcher collates these into an initial theme called the purpose of feedback.

- 4) Review themes. During this phase, the researcher reviews modify, and develop the preliminary themes that we identified in 3 step.
- 5) Define themes. This is the final refinement of the themes and the aim is to identify the essence of what each theme is about.
- 6) Writing up. In the last phase, the researcher writes the report.