CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a case study research design with a qualitative approach to achieve the research objectives, namely to find out how the implementation of used local song translations in English learning for students in English Village, Nyayum Village, Landak, West Kalimantan. A case study is part of an in-depth study of a case, event, or something different or unique that exists within a particular group, institution, or individual (Hidayat, 2019).

The distinctive feature of this case study is that it begins with a case involving students from the English Village in Nyayum Village, Landak, West Kalimantan. This 1 case is sufficient because the participants are in a specific context and can contribute to theory building (Rowley, 2002; Scholz & Tietje, 2002) on a genre-based approach in the context of Nyayum Village English Village.

The second feature of case studies is the use of multiple sources of evidence (Swanborn, 2010; Yin, 2011). The third feature is the use of text analysis techniques to analyze the obtained text data (Guest, 2011; Travers, 2001). In this study, researcher used a qualitative approach to explore the phenomenon of a system that includes a case through in-depth data collection involving field notes, and student worksheets.

B. Subject of Research

The participants in this study were 31 students from the English village, Nyayum Village, Landak, West Kalimantan. Participants who took part in the local song material meeting were 19 students, namely 3 students from class IV, 9 students from class V, and 7 students from class VI. In this study, researchers used purposive sampling in selecting samples, this technique was used to select samples based on certain criteria. Purposeful sampling can be done by looking at the research context, and the participants involved are

expected to provide relevant data (Benoot et al., 2016). The sample in this study   was   represented

by several English Village participants from Nyayum Village, Landak, West Kalimantan. Researchers have selected samples based on the characters needed by researchers. So the sample character needed is class V students because class V has more participants than primary students. The need for a more useful sample to compare the abilities of one student to another, therefore class V was chosen as the sample. In addition, the selection of samples based on the required characters makes it easier for researcher to implement the use of local song translations as teaching materials.

In this study, 3 student worksheets from class V were selected for analysis. Each text is analyzed according to predetermined criteria. Here are the criteria:

1. If the participant can answer more than half or even all the questions, then the student is classified as a high achiever.

2. If the participant can only answer half of the questions, then the student is included in the mid-achiever category.

3. If the participant can only answer less than half or even cannot answer the questions that have been given, then the student is a low achiever.

The results of the analysis show that the Modeling and Joint Construction stages help in the initial introduction of students vocabulary and pronunciation before they can work on worksheets and practice singing independently at the independent construction stage which represents the high, medium, and low ability categories of students. This activity was recorded and transcribed to see the students ability in English.

C. Research Procedures

The research was conducted in four stages of activity. According to Moleong (Junaedi et al., 2020; 14-26), there are four stages in the research, namely the pre-field stage, field work stage, data analysis stage, evaluation, and reporting stage which are explained 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 conducts a field study of the research background, looking for data and information on the implementation of this learning. The researcher also takes 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

   a) The researcher opened and introduced himself to the students.

   b) The researcher explained the material to the students.

   c) The researcher asks them to practice and answer the worksheets.

   d) The researcher collects the data of document from students.

   e) Compile research reports based on the results obtained.

3. Data analysis stage

   The researcher in this stage carries 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 do consultation and guidance with a predetermined supervisor. Researchers classify answers based on questions. The researcher concludes the data that has been analyzed. (Cited in Junaedi et al., 2020; 14-26).

   (Junaedi et al., 2020; 14-26)

D. Technique of Collecting Data

In collecting data, the researcher used observation and document techniques. Observation is the first data collection technique where researchers must observe a phenomenon and research subject directly or indirectly. In this study, the researcher observes directly the state of an object being studied in the field, which is called participant observation. Participant observation is conducting research by connecting researchers to be directly involved in interacting with the research object. The participant observation technique is recording teaching and learning activities in the classroom (Aunnurahman et al., 2020). The main researcher acts as an English teacher, and Fellow researchers or second and third researchers act as collaborators.

The collaborators in this study were IKIP PGRI Pontianak students, conducting the same research on teaching English in Nyayum village but having a different theme. According to Fraenkel et al., (2011) (In the journal Aunurrahman, 2020), the function of collaborators is to provide reflection and feedback to ensure better performance of teaching and learning activities.

The document is the second technique. Documentation was used to collect data and then analyzed. Documentation according to Sugiyono (2015:329) is a method used to obtain data and information in the form of books, archives, documents, written figures, and pictures in the form of reports and information that can support research. The documents in this study include lesson plans, worksheets, and students' written texts during teaching activities and also when students practice them orally. The selection of the text is done by considering the aspects of originality, credibility, representation, and meaning. Aspects of originality, credibility, and representation are carried out based on the researcher's assessment. Meanwhile, the meaning aspect is considered to use a functional grammatical framework and genre based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014).

E. Tool of Collecting Data

In this study, researcher observe directly the state of an object in the field, which is called partic

a) Field Notes

Field notes are an important component of rigorous qualitative research (Philippi & Lauderdale, 2017). The collection of field notes is widely considered important so research reporting criteria encourage researchers to include the collection of field notes in handwriting. The main researcher prepared field notes to be written after the learning activities were completed in each session. Due to a large number of participants, a second researcher and 3 assistants were involved to help teach and assist students, which would be followed by writing field notes.

b) Worksheets

The worksheet is a type of handout intended to help students learn purposefully. The v students practiced them orally.

F. Validity

Triangulation is a research strategy to test the validity through the convergence of information from various sources. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. These are (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.

1). Source triangulation

In source triangulation, the researcher uses multiple sources or participants to obtain data accuracy.

2). Investigator triangulation

Investigator triangulation is a technique that uses more than one researcher in collecting and analyzing data.

3). Methodological triangulation

Methodological triangulation is making different methods to get data validity, methodological triangulation refers to researchers using more than one method in research.

4). Theoretical triangulation

Theory triangulation means that researcher compare data findings with relevant theoretical perspectives. Here researchers are required to have expert judgment to compare research findings with certain theories.

Researcher used source triangulation in this study. Triangulation is usually associated with research methods and designs (Heale & 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 observation, and documentation. In this study, researchers compared the results of observation, and documentation to see their validity.

G. Technique of Data Analysis

The data analysis technique used is genre analysis and thematic analysis. Genre analysis is a branch of discourse analysis that focuses on analyzing texts based on their structure (Endila, 2021). Genre analysis was used to analyze student texts. The students texts using genre analysis allowed the principal investigator to see how far the students English skills were. In this study, 3 student texts were selected for analysis. There are three criteria taken for analysis, namely: high, medium, and low.

Thematic analysis is the process of identifying patterns or themes in qualitative data (Maguire and Delahunt, 2017). Thematic analysis was used to analyze the field notes. The thematic analysis allows researchers to code field notes inductively by taking into account the frequently occurring and

significant themes of the textual data (Thomas, 2006). The thematic analysis procedure begins with finding important themes in the field notes. These themes are mainly related to teaching and learning activities. Then, the results of the two analyzes were triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).

There are six phases of the framework for conducting thematic analysis According to Braun and Clarke (2013), as follows:

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.