

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

In this study, the researcher used the descriptive qualitative method. The researcher chose the qualitative method because the researcher wanted to investigate the practices of the English teaching. In this study, the researcher did not only want to know about the practices of the English teaching but also to explore the practices of the English practice that include using a method and approach to teaching and learning activities. Qualitative research is concerned with developing explanations of social phenomena (Hancock, Ockleford, and Windridge, 2009:07). Hence, Creswel (2016) also mentions that qualitative research explores the problems or issues of participants and researches to obtain information about the problem.

The researcher employed a phenomenology which constitutes a form of qualitative research. The goal of phenomenology, a qualitative research methodology, is to comprehend the substance and significance of human experiences. This method, which has philosophical roots, aims to investigate and explain how people's perceptions, ideas, and emotions are subjective. This essay explores the phenomenological research methodology, highlighting its philosophical underpinnings, salient traits, and the procedure for carrying out phenomenological research.

#### **B. Research Variable and Operational**

##### **1. Research Variable**

A variable is all of the forms that have some characteristics that we want to measure in some way, it is used to get results from the problem

that we want to research (Fraenkel, Wallen, & Hyun, 2012). Variable is a concept and also the characteristic that is controlled, observed by the researcher. Based on the title, the researcher only used one variable to be explored, which is how to teach English using a genre-based approach in informal education by English Village at Dusun Tauk.

## 2. Research Operational

Operational definition from this English Teaching is learning English language skills using a method or approach. Subsequently, the genre-based approach used in English teaching focuses on schematic structures and linguistic features or types of text. The teachers have a role to guide students explicitly until they can understand English independently.

## C. Subject of Research

### 1. Population

A population In (Kothari) was defining the population research as all items in any field of a research study (p. 55). From the opinion, it can be concluded that population is all of several individuals that include a member or unit that can be used to obtain data sources based on the research characteristics or Population is the whole object to be studied. The characteristics population of this research is the student's age of the English Village of Dusun Tauk. The population of this study were students aged 6-12 years, totaling 68 people from Dusun Tauk.

### 2. Sample

A sample is part of the number and characteristics of the population. In this study, the researcher using Purposeful Sampling to choose the sample. Purposeful Sampling is a non-random sampling technique (Palinkas et al., 2013). Sampling is intentional with regards to the research context and the participants involved are thought to be able to provide relevant data (Benoot et al., 2016b; Fraenkel et al., 2011). Data were collected using field notes, including video recordings. In this study, the sample is students from were students aged 6-12 years, totaling 68 peoples from Dusun Tauk that

want to learn English in this program. Based on the selection of 3 students from the student in Tauk village who will be studied and analyzed related to the text that has been given so that researchers can review from the three predetermined levels. Through English learning activities that aim to improve and assess students' English skills. In essence, through learning activities in the Tauk English village. the English learning process is not only presented in the form of text, students' speaking actions are also recorded and transcribed to review the development of their English skills.

Moreover, using field notes, the documents in the form of student texts will also be chosen intentionally. In this research, 3 students' texts will be chosen for analysis. The researcher aims to specifically analyze the learning strategies used by students of low-achiever, middle-achiever, and high-achiever to improve and assess students' English skills. The texts used here are not only written texts but also speech activities carried out by participants will also be recorded and transcribed to see the learner's ability in English.

In this research, 3 students' texts Chose for analysis by using their levels of knowledge of English. From this stage chose 3 students that presented the high achiever, mid achiever, and low achiever. Students' texts chose for analysis from the procedure of teaching practice by building knowledge, modeling, joint construction, and independent construction to achieve communicative competence. The text here is not only a form of written text but also speaking activities that students did also it has been recorded and transcribed to see the ability of students in English.

- a. High achievers are Students who 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.
- b. Mid achievers are students who can construct and communicate the requested independently by attention to the organizational structure and language features requested but have faults that need attention.

- c. Low achievers here are students who 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.

#### **D. Research Site**

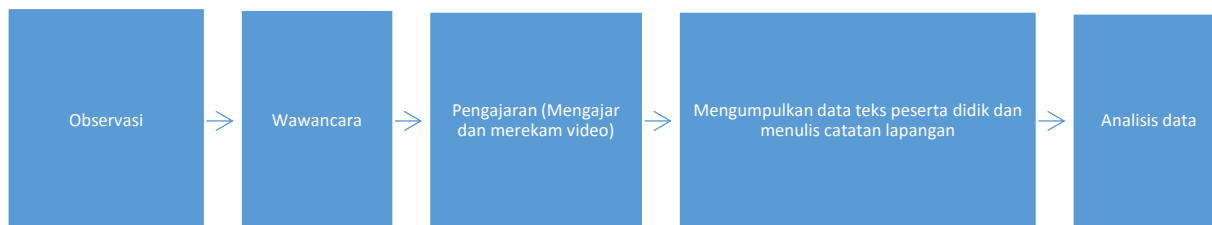
The village of Dusun Tauk is included in one villages in a sub-district in the Landak Regency, namely the Air Besar District, and is located in a Landak Regency, West Kalimantan Province, Indonesian Countries. The research location was chosen because there are several things, namely the first location is often visited by foreign tourists from abroad so it is very unfortunate if the local children can not speak English, then the next reason is because there is very much knowledge of English which is because the English subject at school is not so good and the last reason is because the main researcher is the community in the village. So that researchers get convenience in conducting research. Having this access also allows researchers to obtain natural and emic data (Trowler, 2011).

#### **E. Technique and Tools of Data Collection**

##### **1. Tools of Data Collection**

One of the characteristics of qualitatif research is that researchers act as instrumen as well as data collectors, namely observation, interview, video record, collect the documents, write field notes and analysis .The documents in this research 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, representation, and meaning. Aspects of originality, assessment, and representation will be carried out based on the researcher's assessment. Meanwhile, the meaning aspect is using a functional and genre grammatical framework based on systemic systemic linguistics (Eggin, 2004; Emilia, 2014; Martin, 2014).

**Figur 3.1 Alur Pengumpulan Dan Analisis Data**



## 2. Technique of Data collection

Figure 3.1 shows this research using the participants observation technique, which needs the field notes and the document from the student texts. The researcher will prepare the field notes, written after the learning activities are completed in each session. In addition to the main researcher, the second and 3 assistants were involved to help in teaching and guiding the students, which was followed by writing the field notes. In learning activities, the researcher will also record the activities when teaching and learning using video recorders. It is not only used to assist researchers and assistants in writing notes but also provide important data for example regarding teaching, mentoring, and students' oral texts.

The researcher needed tools to collect the data. In line with the explanation above that the researcher used participant observation and student document techniques, so the researcher used field notes, audio recording, and texts as tools in collecting data.

### a. Field Notes

Field Notes is a tool that is more important in research qualitative. According to (Yin, 2018: 202) for case studies, these notes take a variety of forms. These notes are the results of interviews, observation, or document analysis. It included handwritten, audio or videotaped, or in word processing or other electronic files. In (Yin, 2011: 159) explained *“Besides observing and interviewing, a third common source of field notes comes from written materials”*. While on the field, the researcher would have been making notes, after returning

home then compiling the field notes. According to (Meleong, 2014: 208) the note made in the field of the research is the difference from the field notes. The notes include the form of scribbles that are greatly shortened. It contains keywords, phrases, main points of discussion or observations, perhaps drawings, sketches, sociograms, diagrams, and others. However, the field notes are more specific from the notes. It is written detail, carefully, broadly, and deeply from the results of interviews and observations made by researchers about actors, activities, or places the activity takes place. Then, according to Bogdan dan Biklen (2007:72) put forward:

After returning from each observation, interview, or other research sessions, the researcher typically writes out, preferably on a word processor or computer, what happened. He or she renders a description of people, objects, places, events, activities, and conversations. In addition, as part of such notes, the researcher will record ideas, strategies, reflections, and fieldnotes: the written account of what the researcher hears, sees, experiences, and think in the course of collecting and reflecting on the data in a qualitative study.

Cited in Bogdan dan Biklen (2007:72)

When the researcher took the field notes, the researcher must listen, watch and assimilate the activities at the same time. Field notes have various forms, there can be a form of cards, notebooks, a looseleaf, small notes, or regular size bok. Yin (2011: 161) suggests *“resemble your classroom (lecture) notes, so everyone already has some formatting style that also will work in taking field notes”*. The fill of the field notes is commonly divided into two parts, namely the descriptive part and the reflective part. The first is a descriptive-the concern is to provide a word picture of the setting, people, actions, and conversations as observed. The other is reflective which contains a framework of thought and the researcher's opinion, ideas, and concerns (Bogdan dan Biklen, 2007: 120).

The activity after taking field notes is doing a transcript. Transcript Field notes that include interviews and observations are

made clear and simple, so that easy to understand. The steps for completing a transcript of the results of observations and interviews in this research included collecting data, searching the keywords, then determining themes that are categorized into sub-themes and use patterns, and after that carrying out the theory development.

#### 1) Field Note of Interview

The interview is the process of asking one more participant general, open-ended questions and recording their answer (Creswell, 2013). The interview in the research included the part of field notes. The interview was used to gather data on the subject opinion, beliefs, and feeling about the situation in question that the researcher was given. It was also used as a source to gather more information.

In this research, the researcher used a guided interview, where in this research, the interviewer prepare the set of questions before conducting the interview. The answer to participants' interviews and their opinions were recorded with an audio recorder. The results from the interview were transcribed after the researcher listened with an audio recorder.

#### 2) Field Note of Observation

Observation is a variant of field notes that attempts to observe targeted participants in their environment gain insights into behavior, activities, and processes.

#### b. Video-Recording

The researcher also used an video recorder to collect the data. Video recorders are probably most frequently used in the interview or focus group settings, but may also be used to record naturally occurring

data such as professional meetings or perhaps for the researcher to dictate his or her fieldnotes.

c. Students Document Texts

Documentation is one of the ways to collect data in qualitative research. A valuable source of information in qualitative research can be documented. By using this technique, the researcher could be easy to collect the data from participants. Documentation is the combination collection the data. The document in this research included the form of student texts it wrote during teaching activities and also when students practiced orally. The selection of the text would have been carried out by considering aspects of originality, representation, and meaning. The aspect of originality, assessment, and representation would have been carried out based on the researcher's assessment.

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. After the researcher collects all the data, then the researcher takes the value of the data (data here has the teaching and learning activities) by using a rubric assessment of communicative competence. the assessment is carried out in the qualitative form of the student's results in the worksheet. 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	a. Students have learned English in schools and/or courses. These students can



		requested text independently by attention to the organizational structure and language features without or with few errors.	<p>help other students in learning English.</p> <p>b. Praise him for his achievements and remind him to always learn.</p>
4	Good	Students can construct and communicate the requested independently by attention to the organizational structure and language features requested without or with few errors.	Praise him for his achievements and remind him to always learn.
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.	<p>a. Praise him for his achievements and remind him to always learn.</p> <p>b. In addition, provide the necessary guidance to help these students become better.</p> <p>c. Involve the students that have to understand English to help students with sufficient status to be better.</p>
2	Low	Students can construct and communicate the requested independently or there are many mistakes in construction and communication because it	<p>a. Praise him for his achievements and remind him to always learn.</p> <p>b. In addition, provide the necessary guidance to help these students become</p>

		does not refer to the organizational structure and language features requested.	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.

## F. Research Instruments

### 1. Interview

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

### 2. 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 Simpang Kasturi 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

### **G. Technique of Data Analysis**

There are two kinds of qualitative 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” (pp. 3-4) (Yukhymenko ). Analysis results above will be triangulated to validate the accuracy of each analysis result (Campbell et al., 2020).

The data collected from the results of observation sheets, field notes, and interviews were analyzed to draw a conclusion. In addition, data in qualitative research involves a narrative of findings. In other words, qualitatively the data is presented descriptively. The process of data analysis in this study was carried out in stages during the data collection process through observation, making field notes and conducting interviews.

## **H. Research Stages**

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

### **1. 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.

### **2. 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.

### **3. 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:

- a. Recognizing research background and self-preparation.
- b. Doing the research
- c. Collecting the data
- d. Analyzing data
- e. Concluding the data and finding