CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design has to be the most important aspect of any study. In this research, the researcher used descriptive research. Descriptive research is to describe a phenomenon and its characteristics (Nassaji, H. 2015). Descriptive research is research that aims to systematically and accurately describe facts and characteristics about a particular population or field. This research seeks to describe a situation or event. This research is consider as survey design which aims to describe an analysis the genre base approach toward English learning. Finally, to summarize the explanations and statements above, the researcher conclude that Descriptive qualitative design is used when there is In other word, in descriptive research.

This research, the research applied a qualitative research. Qualitative research is concerned with developing explanations of social phenomena (Hancock, Ockleford & Windridge, 2009). Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations.

B. Population

Population is all the individuals or units of interest (Hanlon and Larget, 2011). The population in this research was taken from forth graders. The number of forth grade participants who took part in the Kampung Inggris Desa Parit Baru is 27 students. The students who participated in Kampung Inggris Desa Parit Baru are local residents, most of them do not understand the English lessons that they get at their schools.

C. Sample

Sample is a subset of the individuals in a population, there is typically data available for individuals in samples (Hanlon & Larget, 2011).

The sample is a part of the population that going to be observed. The sample in this research was represented by one participant. The sample in this research is represented by the forth graders who come from different school.

D.   Tecnique of Sampling

The researcher took forth grade to conduct the research used purposeful sampling. During the activity of Kampung Inggris Parit Baru, the participants who came to each meeting were different people, therefore the researcher took purposful sampling as a sampling technique. Purposeful sampling is sample that selected because Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas, et al, 2013).

E.   Technique and Tools of Collecting Data

1.   Technique of Collecting Data

The collecting the data in this study, the researcher used participant observation and document, Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides (DeWALT, 2002).

Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009). In this study, the researcher collected the texts that had been finished by the participants during the learning process. The text contains data that described the results of teaching and learning activities. The text was provided by the researcher.

2. Tools of Collecting Data

  The data for this research gathered through several instruments such as: field notes, observation, interview etc. In this research, the researcher used field notes, audio recording and text.

  a. Field Notes

    The researcher used field note as a tool of collecting data. Bloor and Wood (2006:28) states that "field notes are used to record observations and fragments of remembered speech" The field notes contained some issues to be observed such as the condition of classroom, the students' performance, and the teacher's performance during teaching learning process.

  b. Audio Recording

    The researcher also used audio recorder to collect the data. Audio-recorders are probably most frequently used in 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 own field notes.

  c. Worksheet

    worksheet is a learning medium and is always used by teachers in learning process. worksheet must be a learning resource for students who can provide learning. sheets used in making initial plans, additional calculations, notes, or comments as a guide in carried out a learning process. Researcher used worksheets to view and guide students' development in the application of the genre pedagogy.

F. Technique of Data Analysis

  The data was analysed used thematic analysis and functional grammar framework. Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun & Clarke (2006) suggest that it is the first qualitative method that should be learned as '..it provides

core skills that will be useful for conducting many other kinds of analysis'. A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology (Clarke & Braun, 2013). The data from fieldnote was analyzed using thematic analysis. This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in learning and teaching. The goal of a 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 done to analyze field notes and audio recording. Thematic analysis allows researchers to code field notes inductively by paying attention to themes that are often emerging and significant from textual data (Thomas, 2006).

According to Braun & Clarke (2006) there are six-phase frameworks for doing a thematic analysis.

1. Become Familiar with The Data.

    The first step is getting to know the data. It is important to get a thorough picture of all the data that has been collected before starting to analyze each item. This involves transcribing the audio, reading the text and taking initial notes, and generally looking through the data to get used to it.

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.

3. Search for Themes.

    Next, examine the code that has been generated, identify patterns in between, and start creating themes 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.

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.

6. Writing-up.

Finally, the researcher wrote an analysis of the data obtained and explant how the researcher conducts a thematic analysis.

Functional grammar framework was also used to analyze the data from students' text that they did in the independent construction stage. Functional Grammar describes grammar in functional terms in which a language is interpreted as a system of meanings (Halliday & Matthiessen, 2014) Text analysis of students using this framework allows researchers to see the extent of students' English proficiency.

Both of the results of this analysis was triangulated to validate the accuracy of each analysis result. According to O'Donoghue and Punch (2003) triangulation is a method of cross-checking data from multiple sources to search forregularities in the research data. Triangulation involves using manifold data sources in an investigation to generate understanding, it can be primary or secondary data sources taken innplace simultaneously. Some consider triangulation as a method to substantiate findings and as a test for validity.