CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research is descriptive qualitative research. Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). The word "existing phenomena" makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. The main goal of descriptive research is to describe systematically the existing phenomena under the study.

In this study, The researcher applied a qualitative research. Qualitative research is concerned with developing explanations of social phenomena (Hancock, Ockleford & Windridge, 2009 : 7). Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

Qualitative descriptive research is a research method that utilizes qualitative data and describes a descriptive history. This type of qualitative descriptive research is used to analyze social events, phenomena or circumstances.

B. Subject of Research

The population was the total of items about which information was desired (Kabir, 2016). The number of participants is 12 students from various schools. Consist of 3 students in third-graders, 1 student in fourth-grader, 7 students in fifth graders, and 1 student in sixth-grader.

Sugiyono (2018: 131) states that the sample is part of the number and characteristics of the population. In this study, the researcher used purposeful sampling in choosing the sample. This involved identifying and selecting individuals or groups of individuals that are especially knowledgeable about

or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011). The researcher chose the samples based on the character the researcher needed. So, the character of the sample needed to be fifth-grade students because the population of fifth-grade has more than other grades and fifth grade also has better ability than third grade and fourth grade while the population sixth grade is fewer than other grade. Preferring many samples because it was useful for comparing the abilities of one child with another child which was selected one person who fits the criteria needed by the researcher and chooses a better ability because it makes it easier for researchers to implement the media that used because the understanding of the class was good. The sample in this research was represented by one participant in the English Village of Parit Baru that came from various schools.

C. Research Procedures

According to Moleong (cited in Junaedi et al., 2020; 14-26), there are four stages in the research, namely 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 conducted a field study of the research background, looking for data and information on the implementation of this learning. The researcher also took 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 introduces himself to the students.

    b. The researcher explained the material to the students.

    c. The researcher asked them to practice and answer the worksheets.

d. The researcher collected the data of documents from students.

e. Compile research reports based on the results obtained.

3. Data analysis stage

The researcher in this stage carried 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 carry out consultation and guidance with predetermined supervisors. The researcher classified answered based on questions. The researcher worked on the data and concluded.

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

D. Technique and Tools of Collecting Data

1. Technique of Collecting Data

In collecting the data, the researcher used field note and document. The researcher used 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 notes is so widely regarded as essential that standardized criteria for qualitative research reporting encourage researchers to include a statement of collection of field notes in manuscripts.

The second technique was document. Documentation according to Sugisyono (2015: 329) 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 was used to collect data then analyzed. Documentation used in this study video record.

A collaborator in this study is the students of IKIP PGRI Pontianak. Who conducts the same research about teaching English to students of English village of parit baru but have different themes namely using song and using games. 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. Tools of Collecting Data

The researcher needed tools to collect the data. In line with the explanation above that the researcher used participant observation and student's document technique so that the researcher used field notes and student worksheets as tools in collecting data.

a. Field Notes

The researcher used 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 notes is so widely regarded as essential that standardized criteria for qualitative research reporting encourage researchers to include a statement of collection of field notes in manuscripts.

b. Document

The researcher also used document to collect the data. The data which was meant include text, video and etc. Documentation is a way to collect the data and information such as document, picture,audio,video and information that supported the research (Sugiyono 2015: 329).

E. Validity

Triangulation is usually associated with research methods and designs (Heale and Forbes, 2013). In this study, researchers used source triangulation. Source triangulation means re-checking information obtained from various sources. For example, what was said in general with what was said in private, comparing the results of the interview with the documentation (Prithandari, 2016). In this study, researchers compared the results of field notes with documentation to see the validity of this study.

F. Technique of Data Analysis

The data was analyzed by using thematic analysis. The data from the field note was analyzed using thematic analysis. Thematic analysis was the process of identifying patterns or themes within qualitative data (Maguire and Delahunt, 2017). The goal of thematic analysis was 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 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

   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.