

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on theory of research approach, Qualitative research is a broad category that encompasses many different types of research. The following list of types of research can be used to understand which types are commonly used in qualitative research: case studies, descriptive, class actions, phenomenology, ethnography, grounded theory, grounded history, and hermeneutics (Samsu,.2017)

Researcher employed a case study as a research method in this instance. A case study is an investigation into a limited system or a case or series of cases over an extended period of time using comprehensive data collection and rich sources of contextual information. While the case can be studied from a program, event, activity, or an individual, the bounded system is bounded by time and place. To put it another way, a case study is a research project in which scientists investigate a specific phenomenon (case) within a time and activity (program, event, process, institution, or social group) and gather comprehensive and detailed data over a predetermined duration using a variety of data collection techniques(Dimas asyakorohim,.2023)

The purpose of the case study is to demonstrate the case under investigation's uniqueness or the uniqueness of its features. Since the case is the reason for conducting a case study, the goal and primary subject of the study is the case under investigation. Since the case can be found in almost every field, ever ything that is related to it, including its

nature, activities, functions, history, environmental conditions, and other relevant factors, needs to be thoroughly and comprehensively studied in order to explain and comprehend the case's existence(Syampadzi.,2017).

This research investigates about What strategies can be used to incorporate Papadahan and Balangan folklore into language classes and To what extent does teaching with Papadahan and Balangan folklore promote cross-cultural understanding among students. Students gain a deeper comprehension of the cultural nuances incorporated into language through discussion and reflection on topics like identity, tradition, and social values.

This helps them integrate into a multicultural and global society. (Alaviyya, et al.,2023) investigated how proverbs serve to reinforce cultural values and reverberate social messages. They point out that proverbs frequently function as anaphoric allusions in conversation, tying new information to existing cultural knowledge and strengthening group identity.

Likewise, (Abdilkadimovna,.2021) carried out a linguistic and comparative study of gender concepts in English and Uzbek proverbs, demonstrating how proverbs in various languages encapsulate various cultural viewpoints on gender roles and relationships. This cross-cultural method emphasizes both the cultural quirks and the universality of proverbs.

The clear and thorough steps in carrying out this case study are represented by procedures. The process is then operationalized in the research framework. The following is an explanation of these steps:

Step 1. Identification of Research Problems

Determine the focus of the research, the strategies for integrating folklore into the language classroom and its effect on cross-cultural understanding. Formulate clear and specific research questions.

Step 2. Literature review

The researcher conducted an in-depth literature review on theories related to folklore, language teaching and cross-cultural understanding. This includes a study of the cultural values contained in folktales and how they can be used in an educational context.

Step 3. Data Collection

Interview English teachers in-depth to learn about their experiences incorporating folklore into language instruction and how it affects cultural awareness. observation to see firsthand how using folktales affects learning. The researcher examines how the students engage with the learning materials, how they use the stories, and how they react to them.

Step 4. Data Analysis

Interview English teachers in-depth to learn about their experiences incorporating folklore into language instruction and how it affects cultural awareness. observation to see firsthand how using folktales affects learning. The researcher examines how the students

engage with the learning materials, how they use the stories, and how they react to them.

Step 5. Interpretation of Findings

The researcher interprets the findings in the context of existing theories on language teaching, cross-cultural education and the use of folklore as an educational tool. Here, the researcher connects the results of the analysis with relevant literature to understand the impact of folklore in improving cross-cultural understanding and language skills.

Step 6. Preparation of Research Report

Write a research report that includes all of the steps listed above, with an emphasis on the methodology, findings, and implications of the research, as if you were writing a well-structured report with background, methodology, results, discussion, and conclusion.

Step 7. Validation of Findings

Verify the reliability of findings by employing a variety of complementary data collection methods, as well as cross-checking various data sources.

B. Research Setting

This research was conducted at SMAN 2 Paringin for two months from January 9 to March 9, 2025 with the title Exploring the Integration of Local Wisdom into Language Learning: Papadahan and Balangan Folklore.

C. Participant

The participant in this study was an English teacher at SMA Negeri 2 Paringin in class XII IPS. The research generated information

on how teachers can incorporate Balangan folklore and papadahan into language teaching and its impact on cross-cultural interaction.

D. Data

The data for this study came from observations and interviews with teachers who implemented English language learning using local wisdom papadahan and balangan folklore. as a result of observations made in the classroom. In this study, the researcher used observation sheets to find data on what strategies English teacher can use to incorporate papadahan and balangan folklore into language classes, and see to what extent teaching using Papadahan and Balangan folklore can increase cross-cultural understanding among students. The extent to which teaching using papadahan and Balangan folklore can improve students' cross-cultural understanding is known based on the results of an interview with one of the English teacher at SMAN 2 Paringin. The English teacher at SMAN 2 Paringin who became an active participant in this study.

E. Technique of Data Collection

Techniques for gathering data are one of the most crucial components of a study since they allow for the acquisition of crucial information that can be applied to address issues in the research. Because this qualitative study was carried out using a case study design, interviewing and observational methods were employed as data collection methods.

In this study, the researcher chose to use in-depth interviews. Before conducting the interview, the researcher first prepared carefully

about what questions the researcher would ask the English teacher during the interview process. Researcher also conducted unstructured interviews to find out more deeply by developing questions based on the answers given by English teacher.

researcher also made observations. (Sugiono, 2021) explains, observation is a data collection technique that has specific characteristics when compared to other techniques. Observation in this study is to make direct observations in the field to find out what strategies English teachers can use to incorporate papadahan and balangan folklore into language classes. Researchers observed all activities related to the research interests from January 07, 2025 - January 09, 2025.

Observation data was collected by carefully observing the implementation of English learning activities that took place in class XII IPS.

In addition, Interviews conducted by the researcher took place in stages with two times via whatsapp chat and telephone. The first interview started on January, 12 - 2025, and the second interview on January, 15 - 2025. Photos will be included in the appendix for further understanding and validation of the data presented.

F. Research instrument

To learn more about the practice of incorporating local wisdom into English learning, interviews and observations were conducted with English teacher involved in the English learning process.

1. Observation

Observation was used to see how the teacher integrated folklore from Papadahan and Balangan into the English learning process (Creswell, 2015). Numerous elements are noted, such as:

1. Strategies can be used to incorporate Papadahan and Balangan Folklore into language classroom.
2. To extent does teaching with Papadahan and Balangan Folklore promote Cross-cultural understanding among students.

2. Interviews

Interviews are a crucial step in the data collection process because they involve the interviewer and the subject exchanging questions and answers. Interviews can provide insight into the circumstances surrounding an individual's experience.

The interviewer has the chance to delve further into the subject. Researchers used WhatsApp to conduct online interviews for this study. The purpose of the interview was to learn more about the methods for integrating Papadahan and Balangan folklore into language classes and how much teaching about these subjects fosters students' intercultural understanding. During the interviews, educators were asked to talk about their methods for using folklore in the classroom, their potential for doing so, how much they can help students understand other cultures, and the challenges they face and how they overcome them.

G. Data Analysis

The process of gathering data in an organized way to assist researchers in drawing conclusions is known as data analysis technique.

Based on Bogdan, data analysis in Sugiyono is the process of systematically compiling and arranging information from interviews, field notes, and other sources so that the findings can be shared and understood. The technique used for qualitative data analysis is called inductive analysis, or analysis based on the data collected. Data reduction, data presentation, and conclusion drawing/verification are the three streams of simultaneous activities that make up the analysis, based on (Miles and Huberman 1992:16). Below is a more thorough description of these three flows:

1. The process of choosing, streamlining, abstracting, and altering rough data taken from field notes is known as data reduction. In a qualitative study, data reduction is a continuous process. When the researcher chooses (often without fully understanding it) the conceptual framework of the research area, the research problem, and the data collection method to employ, the anticipation of data reduction is already apparent. One aspect of the analysis is data reduction. The researcher completed a number of crucial research steps during data reduction, including:
 - a. Data selection, researchers at SMAN 2 Paringin chose relevant data and eliminated irrelevant data while conducting their study.
 - b. Simplicity, to make the analysis process easier, the researcher also arranged and streamlined the data.

- c. Classification, during the research process, the researcher also categorized the data into more general groups or themes.
 - d. Summarizing, in addition to reducing the amount of data, the researcher created a summary of the data that had been chosen to emphasize important details.
- 2. Data presentation is the process by which a collection of data is arranged to allow for the potential for inference and action. Qualitative data can be presented as narrative text in the form of charts, graphs, networks, matrices, and field notes. These forms make it simpler to see what is happening, determine whether the conclusions are accurate, or re-analyze by combining information in a coherent and understandable manner. Researchers also use a number of methods when gathering presentation data, including:
 - a. Researchers organize data systematically

After the reduction of the data, the researcher organizes the data based to specific categories, themes, or patterns in order to give it greater structure.
 - b. Using the form of visualization

Tables, graphs, diagrams, concept maps, matrices, and descriptive narratives are some examples of how data can be displayed. At this point, the analysis is presented by the researcher using a descriptive narrative format.
 - c. Showing relationships between data

After organizing the data systematically and using data visualization, the researcher then shows relationships, differences, or trends in the data that has been collected.

d. Inference process

After presenting the data to help researchers to see the general picture or patterns that emerge so that they can be used in the verification or conclusion drawing stage.

3. While in the field, verification research continuously tries to draw conclusions. Qualitative researchers want meaning in everything from the beginning of data collection, observing the regularity of patterns (in theoretical notes), explanations, potential configurations, causal flows, and propositions. Although these conclusions are offered, they are presented in an open, skeptic's, and loose manner. They start off being nebulous before progressively becoming more specific and deeply ingrained. Researchers take a number of crucial actions to guarantee the validity and dependability of the conclusions drawn from the data analysis. The following are a few actions taken:

- a. Review Data, to make sure the conclusions reached are backed up by the evidence, the researcher is over all of the data that has been gathered.
- b. Compare with Theory, the researcher makes a comparison between the study's findings and theory or earlier research. This makes it easier to determine whether the new findings support or contradict those that have already been discovered.

- c. Compare with Theory, the researcher makes a comparison between the study's findings and theory or earlier research. This makes it easier to determine whether the new findings support or contradict those that have already been discovered.
- 4. Create Conclusions The researcher comes to a definitive conclusion after all of the steps have been completed. This covers the findings, their significance, and recommendations for additional study.