

CHAPTER III

RESEARCH METHOD

A. Research Design

Schramm (1971), as cited in Yin (2014), a case study attempted to understand a particular decision or event, i.e., why, how, and with what the results were. That is, the final aim of case studies was to understand completely the process and impact of a particular action or phenomenon.

Otherwise, according to Yin (1981a, 1981b) in Yin (2014), a case study was empirical research (based on reality), investigating current phenomena (those which existed) in depth and a real situation, and was utilised when one did not know how to make distinctions between phenomena and setting. The characteristics of Yin (1981a, 1981b) case study approach in Yin (2014) were: (1) research problems were usually complex with many variables but few data; (2) there needed to be multiple sources of evidence (observations, documents, interviews, etc.) that were drawn upon and results cross-checked from multiple perspectives (triangulation); (3) initial theory needed to guide the data collection and analysis process. Therefore, case studies were an integrated research strategy that involved design, data collection processes, and mixed analytical techniques.

A case study was used as a research method in this research. A case study was a research method that investigated what was being studied in more detail. Case studies were also used in different situations, such as

individuals, groups, and others, depending on what was being studied. The steps were:

1. Analyze the case to investigate

Besides English, local culture is also an important thing that we should teach the children of the nation. Therefore, this is an important case study of how local culture has been used as a lesson in English.

2. Select the research question

There are two research questions to be examined in this thesis, namely, how the teacher implements local culture as English teaching material, and what are the benefits of using local culture in teaching English?

3. Select the precise cases to be used

This research was implemented in SMPN 4 Banjarmasin, whose target was the use of local culture as teaching material in English language lessons.

4. Determine data gathering and analysis techniques

In this study, the researcher used case studies and qualitative methods. The researcher collected data through observations of the learning and teaching process in school and interviewing some selected students and one teacher, which focused on the implementation and benefits of local culture as English teaching material.

5. Prepare to collect the data

To avoid unwanted things like lost data, the researcher utilized voice recorders, books, and pencils to prepare the data so that it could be

repeated back and used as proof of research. The English language was monitored by the researcher using local culture as learning material. An interview was conducted with half of the students and one teacher to explore the benefits of using local culture as learning material.

6. Collect the data

The data was gathered through interviewing, lifting, observing how learning and teaching activities incorporated local culture as material in the learning context of English classes, and material analysis, and the subject taught. The benefits gained from the process of learning English using the local culture as material were examined. That was done systematically and clearly to determine how the data in the research contributed to the purpose of the research.

7. Analysis of the data

The data were investigated using holistic analysis, where the whole case was analyzed. The researcher utilized: (1) Pattern matching as their case study analysis technique. By comparing the predicted patterns with the obtained results, any significant similarities between the two models added value to the case study. If the case was descriptive, it was critical to compare the predicted pattern before data collection. (2) Explanation building was necessary to analyze the data in question. The data were scrutinized, refined for theoretical propositions, and re-examined from multiple perspectives to achieve more accurate results.

8. Prepare the report

The researcher provided the results of their study in the form of stories, anecdotes, quotations, transcripts of interviews, and recordings. Everything that was undertaken afterwards, such as the outcome of observations and interviews, was covered in the study report created by the investigator. The report was created with method and precision. The author prepared a report during this phase describing the advantages of using local culture as teaching material for students of English.

B. Research Setting

The research was carried out at SMPN 4 Teluk Tiram Darat Street Number 01, West Banjarmasin Subdistrict, Banjarmasin, South Kalimantan, Indonesia. The research was conducted from 18 February – 20 March 2025.

SMPN 4 Banjarmasin was selected because there is an English teacher who actively integrates local culture into English teaching, which aligns with the research title “Teacher's Practice on Integrating Local Culture in Teaching EFL.” This school provides an opportunity for the researcher to directly observe how local culture is used as teaching material and to identify its benefits, such as increasing student motivation and improving language understanding. Therefore, this location is relevant for answering both research questions in the study.

C. Participant

The participants of this study were one English teacher who used local culture as English teaching materials in SMPN 4 Banjarmasin. Students who were taught by a teacher who used local culture as English teaching material, there were 30 students who became the participants of this study. The researcher created data related to how the teacher applied and the benefits of local culture as English teaching materials for students of SMPN 4 Banjarmasin.

D. Data

The data was obtained through observation in class and interviews with the teacher and students who have been actively involved in integrating local culture for teaching English as a Foreign Language. Aside from that, the research also discussed the benefits of using local culture as teaching material for English. The researcher's subject, or sources of data, consisted of several ninth-grade students and a teacher of SMPN 4 Banjarmasin who were actively involved in this research.

E. Technique of Data Collection

The researcher used the case study in this research; therefore, the researcher took observations and interviews to collect data.

1. Observation

Direct observations of relevant social or environmental factors are made possible by case studies conducted in real-world settings. These observations might be the result of official or informal data-gathering of

data procedures. Less formal observations can be made during fieldwork, but formal observations can be generated as part of the case study methodology. Additional information concerning the subject under study, such as the real-world applications of technology or the curriculum of schools, neighborhoods, or organizational units, can be obtained through observational evidence. At a fieldwork location, even taking pictures might be helpful (Yin, 2014).

In qualitative research, an observation procedure is employed to capture information as it is being observed. To document observations in a qualitative investigation, an approach must be created and implemented. Researchers often conduct multiple observations throughout a qualitative study and use an observational technique to gather data while observing. This technique may involve using a single page with a line down the center to identify which notes are reflective and which are descriptive. Additionally, this form may include demographic data about the time, place, and date of the field setting in which the observation was made (Creswell, John W; Creswell, 2018).

Thus, in collecting observation data in English classes where local culture is integrated into learning, this study aims to see how students are during the lesson, for example, do the students seem enthusiastic, interested, or ordinary during learning and teaching activities, and understand how the teacher applies local culture in English learning.

Table 3.1 Observation Schedule:

No.	Date	Time	Class
1.	Monday, 24 February 2025	08.20 – 09.40	9D
2.	Tue, 25 February 2025	08.00 – 09.20	9F
3.	Tue, 25 February 2025	10.10 – 11.30	9A
4.	Wed, 26 February 2025	08.00 – 09.20	9E

2. Interview

Research for case studies often involves facilitated discussions with flexible, rather than strict, questions. Focused interviews are conversational and open-ended, lasting around an hour. The interview procedure is consistent with the case study methodology, ensuring a coherent path of inquiry. Interviews are essential sources of information for case studies because they highlight human behavior or events. However, they should still be considered verbal reports because they are susceptible to bias, poor articulation, and poor memory. To avoid these issues, corroborate interview data with other sources. While personal opinions may be more significant than behavioral occurrences in some situations, it is important to remember that comparing personal opinions

with those of others is still a traditional survey technique. While personal opinions may be more significant than behavioral occurrences in some situations, it is important to adhere to survey protocols and safety measures (Yin, 2014).

The interview protocol needs to be no more than two pages. If the audio recorder fails, there should be enough space between the questions for the interviewer to write down quick notes and quotations. The general range of the overall number of questions is five to ten, although a specific figure cannot be provided. It must be ready for application the day before the interview and applied constantly throughout. To avoid coming off as someone who is only reading the interview procedure, it is beneficial for the interviewer to commit the questions to memory. Several significant components make up the interview process (Creswell, John W; Creswell, 2018).

The study will be conducted on the teacher and students to collect interview data. This interview data aims to find out what students feel about local culture being integrated into English learning, and do they think that using local culture as material makes it easier for them to learn English. In addition, English teachers should understand their perspectives on using local culture in teaching English.

Table 3.2 The Interview with The Teacher

No.	Date	Time
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1.	Tuesday, 25 February 2025	10.00 – 10.30
2.	Tuesday, 25 February 2025	12.10 – 12.40

Table 3.3 The Interview with Students

No.	Date	Class
1.	Tue, 25 February 2025	9A & 9F
2.	Wed, 26 February 2025	9A & 9F
3.	Thurs, 27 February 2025	9A & 9F
4.	Fri, 28 February 2025	9A & 9F

F. Research Instrument

This research uses two instruments, observation guidelines and an interview protocol.

Table 3.4 Research Instrument

No of RQ	Point Research Question	Research Instruments
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1.	The Implementation of Local Culture in Teaching EFL	Observation guideline Interview protocol
2.	The Benefits of Using Local Culture as English Teaching Material	Interview protocol

1. Observation

In qualitative research, an observation procedure was employed to capture information as it was being observed. To document observations in a qualitative investigation, an approach had to be created and implemented. Researchers often conducted multiple observations throughout a qualitative study and used an observational technique to gather data while observing. This technique might have involved using a single page with a line down the center to identify which notes were reflective and which were descriptive. Additionally, this form might have included demographic data about the time, place, and date of the field setting in which the observation was made (Creswell, John W; Creswell, 2018). Thus, in collecting observation data in English classes where local culture was integrated into learning, this study aimed to see how the teacher implemented local culture in teaching EFL in the class, and how students were during the lesson, for example, whether the students seemed enthusiastic, interested, or ordinary during learning and

teaching activities, and to understand how the teacher applied local culture in English learning.

2. Observation

The interview protocol needed to be no more than two pages. If the audio recorder failed, there had to be enough space between the questions for the interviewer to write down quick notes and quotations. The general range of the overall number of questions was five to ten, although a specific figure could not be provided. It had to be ready for application the day before the interview and applied consistently throughout. To avoid coming off as someone who was only reading the interview procedure, it was beneficial for the interviewer to commit the questions to memory. Several significant components made up the interview process (Creswell, John W; Creswell, 2018). The study was conducted on the teacher and students to collect interview data. This interview data aimed to find out what students felt about local culture being integrated into English learning, and whether they thought that using local culture as material made it easier for them to learn English. In addition, English teachers were expected to understand their perspectives on using local culture in teaching English.

G. Data Analysis

In an attempt to establish credibility with readers, thematic analysis was used to analyze the data collected from Braun & Clarke (2006). The six steps of thematic analysis included: 1) Familiarizing with the data, 2)

Generating initial codes, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, and 6) Producing the report.

a) Familiarizing yourself with your data

Repeated reading and active analysis of the data were components of immersion. Before coding, it was best to examine the complete dataset at least once. This was because ideas and the ability to see potential patterns developed as the researcher went through the data. The approach to reading depended on whether the goal was to identify latent or semantic themes, conduct an overall or in-depth analysis, or rely on facts or theory. In any case, it was critical to understand every facet of the data.

b) Generating initial codes

After becoming familiar with the data, the researcher created a preliminary inventory of concepts that described what the data included and what made it interesting. The next step in this phase was to create initial codes from the data. Codes were the most basic segment or element of the raw data or information that could be analyzed in a meaningful way regarding the phenomenon (Boyatzis, 1998, p.63 in Clarke & Braun) and highlighted a relevant trait, whether it was semantic content or latent, that was important to the analyst.

c) Searching for themes

When the researcher had a long list of the various codes found across the dataset after all of the data had been coded and collected, sorting the

various codes into prospective themes and collecting all the relevant coded data extracts within the themes refocused the study at the broader level of themes rather than codes. In essence, the researcher began to examine the codes and think about how many codes might come together to create a larger theme. At this stage, using visual aids to help categorize the various codes into themes could be useful. The researcher might have written the name of each code on a separate piece of paper and experimented with grouping them into theme piles, or utilized tables and mind maps.

d) Reviewing themes

There were two stages to this step when examining and refining themes. The first stage involved examining the coded data extracts. This required studying every compiled extract for each theme and evaluating whether they fit together to create a meaningful pattern. If the prospective themes seemed to create a logical pattern, the researcher proceeded to the second stage of this phase. If any of the candidate themes were unsuitable, it was important to consider whether the theme had weaknesses or if some of the data extracts did not belong there. In such cases, the theme was reworked or a new one was created. The extracts that did not fit in an existing theme were given a new home or removed from the analysis. To proceed to level two of this phase, the researcher needed to be confident that the candidate themes accurately represented the coded data or had a candidate thematic map.

e) Defining and naming the theme

To ensure there was not too much overlap across themes, it was crucial not only to identify the “story” that each theme told but also to think about how it fit into the larger overall “story” about the data in connection with the research question. Thus, the researcher thought about the topics themselves as well as how each subject related to the others. It was necessary to determine if a theme had any sub-themes as part of the refining process. In essence, sub-themes were themes inside themes. They helped show the hierarchy of significance within the data and provided structure to a particularly broad and complicated subject.

f) Producing the report

Whether writing a thematic analysis for publication, a research project, or a dissertation, the goal was to persuade the reader of the analysis’s validity and quality by highlighting the complex story of the data. The analysis needed to tell the story, the data conveyed both within and between themes in a clear, cohesive, logical, engaging, and non-repetitive manner. The themes found in the data extracts needed to be sufficiently supported by the write-up to demonstrate their frequency.