CHAPTER III
RESEARCH METHODOLOGY

This chapter included the research methodology, research setting, research participant, instrument and data collection, research data validity, and technique data analysis.

A. **Research Method**

This research used qualitative research because it deals with the description and explanation of my experiences in teaching English. Qualitative research is often based on methods of observation and inquiry. By collecting non-standardized data and analyzing texts and images rather than numbers and statistics, qualitative research is concerned with analyzing personal experience or the social context of issues, events, or practices.[1] It is focused on real-life experiences, analyzes the value of human experiences, and creates possibilities.

Narrative inquiry is one of the methods used in qualitative research. A small group or an individual's experiences are documented through narrative inquiry. It can be described as a qualitative method that gives narrative representations of lived experiences with capturing a personal and human aspect.[2]

This research is about the description of English teachers' lived experiences in teaching vocabulary to children. Based on my experience, I attempted to provide some information and knowledge to the readers about my life stories in teaching vocabulary for children as the researcher. Accordingly, I used self-reflection to get the data, and I adopted narrative analysis in the form of an autobiographical case study. My autobiography became the data source. My autobiographical narrative inquiry did not include participants outside of myself but is still felt a methodology suited to my experience needs to deepen my understanding of my lived experiences as a student engaging in learning to become a researcher. The data for the research is from my experience teaching vocabulary and writing narratives.

A challenge of autobiographical narrative inquiry is managing subjectivity in collecting and analyzing data that come

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[1] Rahman MS, "The Advantages and Disadvantages of using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment Research: A Literature Review," *Journal of Education and Learning* 6, No.1 (2017): 103.

[2] Mukhlash, *Re-telling: A Narrative Inquiry*, 590.

from the researcher's memory and interpretation. The multiple sources of data collected for the stimulation of the memory, the critical discussion with third parties, and the ongoing reflective self-dialogue minimized subjectivity as a methodological limitation and increased the rigor of analysis[3]. All these important data to stimulate memory and develop a chronology in this research.

B. Research Setting

The setting of this study is a private library in Jepara. The private library was called *PBP*[4]. This research described more deeply about the influence of flashcards as a media in teaching vocabulary, based on my personal experience in teaching.

C. Instruments and Data Collection Technique

This study data collection is information from subjects who provided data as research material. In the process of obtaining the data, I used some steps as follows:

1. Observing data

    The data was taken from my observations based on my experiences and third persons in the teaching process.

2. Selecting data

    A researcher selected the data that is relevant to the problem. The same as this study is relevant to the problem (using flashcards to teach vocabulary).

3. Writing into narratives

    The final step is to write the data into narratives, but first, the mind map must be created to make writing easier.

D. Research Data Validity

Validity is referring to tests or measurements that aim to produce certainty.[5] A piece of research is worthless if it is invalid. And therefore, both quantitative and qualitative/naturalistic research

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[3] Kevin Wai-Ho Yung, "Learning, Teaching, and Researching in Shadow Education in Hongkong: An Autobiographical Narrative Inquiry," *SAGE Journal 2,* No.1 (2019): 67.

[4] *Perpus Ben Pinter (PBP)* is the name of the library.

[5] Leonard Webster and Patricie Mertova, *Using Narrative Inquiry as a Research Method: An Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching* (Routledge Taylor & Francis Group, 2007), 90.

should meet the requirement of validity.[6] Validity is an important key to effective research.

As a qualitative study, the narrative also has validity and reliability. Validity is referring to tests or measurements that aim to produce certainty. Meanwhile, Reliability refers to the dependability of the data achieved from the trustworthiness of the notes and transcripts, not by the stability of measurement (Polkinghorne) the reliability of narrative research relates to the dependability of the data, while validity refers to the accuracy and accessibility of the data.[7] Narrative validity is in accordance with the study, which is properly grounded and supported by evidence that has been collected. Creswell defined qualitative validity and reliability as the processes used to verify the accuracy of the findings.[8]

Autobiography became the data source for this research. As an autobiographical self-study, it should be honest, allow for connection with others, and promote insight and interpretation. It must engage the story and take an honest stand, the researcher has an ineluctable obligation to seek to improve the learning situation for others as well. An autobiographical self-study must be a sincere and helpful endeavor for others.

In this research used multiple sources of data collected for the stimulation of the memory, the critical discussion with third parties, and the ongoing reflective self-dialogue minimized subjectivity as a methodological limitation and increased the rigor of analysis[9]. So in this research, to accuracy the data I had in depth conversations with the teachers who used same media, it is called critical discussion with third parties. There are 3 teachers as third parties in the data collection process as data accuracy materials, namely SVA 23 years old, RNA 28 years old, and NHF 22 years old, they are teachers at kindergarten school. I also reviewed the learning materials I used as a teacher based on my journal related to course, I also reviewed photos of learning activities that I took in the learning process to stimulate my memory in teaching. All these became

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[6] Louis Cohen, et all, *Research Methods in Education* (London: Routledge Falmer, 2005), 105.

[7] Nila, *The Learning Skills,* 3.

[8] Michelle Butina, "A Narrative Approach to Qualitative Inquiry", *Clinical Laboratory Science* 28, No.3 (2015): 195.

[9] Kevin Wai-Ho Yung, "Learning, Teaching, and Researching in Shadow Education in Hongkong: An Autobiographical Narrative Inquiry," *SAGE Journal 2,* No.1 (2019): 67.

important data to stimulate my memory and develop a chronology in this research.

E. Technique Data Analysis

The arguments for the development and use of narrative inquiry are inspired by a view of human experience in which humans, individually and socially, lead storied lives. [10] The data of narrative inquiry is taken from the experiences of oneself or other people which are written narratively.

The data analysis of this study is performed through mechanisms and techniques which have been proposed by Connely and Clandinin,[11] They suggested that explanations of the negotiations, risks, and presentations of the findings related to the narratives be included in the analysis. The first step is to examine the narrative process by the previously mentioned narrative research technique. Based on Webster and Martova, tools, criteria, and structure are three sub constituents of processes. The tools as instruments that are available for gathering data, the criteria as facilities for the readers to access the results and stories collected, and the structure are images in which the stories took place. Then, in analyzing the narratives, I described the tools that I used in obtaining the stories. Therefore, I described the criteria and structure, such as when, where, and how the stories took place.

Next, after describing the process of narratives, I described the negotiation. As one enters narrative inquiry relationships, one begins the ongoing negotiations that are part of engaging in a narrative inquiry. Based on Webster and Martova,[12] defined negotiation as a relationship in conducting the research, such as collegiality, community, and collaboration. I used negotiation in this research such as the description of who was involved and helped me in this research process. That is considered a third parties in this research. There are three teachers that I used as informants to collect data related to the research, they are teachers in kindergarten school.

After that, the risks might occur in a narrative inquiry of this research. I analyzed the risks that might occur from this narrative inquiry research, after describing of negotiation. The risk in this research is in the process of data collection. I took data from several

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[10] D. Jean Clandinin, "Narrative Inquiry: A Methodology for Studying Lived Experience," *Research Studies in Music Education*, No.27 (2006), 45.

[11] Nila, *The Learning Skills*, 11.

[12] Nila, *The Learning skills,* 11.

28

teachers. In collected of data, I used *WhatsApp* social media as an intermediary. This is because several things do not allow us to meet in person. So I cannot see directly how the learning process is carried out.

After describing the process of analysis, negotiation, and risks that might occur in this research. The last analysis is describing the result of the research. The result of this study was given a conclusion and understanding for the reader about the use of flashcards in teaching vocabulary.