CHAPTER III
RESEARCH METHODOLOGY

There are seven major sections in this chapter They are research method, research setting, research subject, data source, instrument and data collection technique, research data validity, and data analysis technique.

A. Research Method

The research method utilized to create this thesis is a form of field research. Field research is research in which researchers look for materials that are near to the truth by going directly to the field.[1] This data was collected using a qualitative methodology, which means that no calculations were made.[2] The goal of qualitative research is to describe everything connected to the overall learning at MTs Darul Ulum Kudus.

This type of research is characterized by the condition of the object being natural and as it is.[3] Namely, describing everything about learning innovation using flashcards media to increase seventh-grade vocabulary at MTs Darul Ulum Kudus. Therefore, this research aims to obtain in-depth data by conducting direct investigations into the field to find various problems relevant to research at MTs Darul Ulum Kudus and to find out how students learn vocabulary. With this research, researchers can find the primary data and those discussed in the study following the formulation of the problem to be formulated. Researchers will get accurate data by analyzing phenomena, events, or nature in this qualitative research process.

B. Research Setting

A location utilized for study is known as a research location. The researchers' chosen location for this study is

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[1] Wiranto Surahman, *Skripsi Resetasi* (Bandung: Renika Cipta, 1987), 61.

[2] Hanafi Nawawi, *Metode Penelitian Bidang Sosial* (Yogyakarta: Gadjah Mada University Press, 2000), 31.

[3] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: CV Alfabeta, 2004), 1-3.

MTs Darul Ulum Ngembalrejo, Bae, Kudus. The rationale is that MTs Darul Ulum uses flashcards in its learning materials to improve vocabulary proficiency in seventh-grade students. According to the researchers' study, it is also crucial to take into account the resources' accessibility, which includes the amount of time and distance traveled. Researchers will find it simpler to do study in this location.

C. **Research Subject**

The informants in this research are:

1. Principal of MTs Darul Ulum Kudus is the one who manages, implements, and assesses learning outcomes at MTs Darul Ulum Kudus.
2. English teacher who assist students in their used of flashcards to learn vocabulary.
3. Students act as a benchmark for implementing flashcards media at MTs Darul Ulum and making teachers their role models.

D. **Data Source**

Subjects from which data can be gathered are known as sources of data in research. According to the type of data gathered, this study's data sources can be split into two categories: both primary and secondary data sources.[4]

1. Primary Data

A source of primary data is one that gives data collectors access to the data directly.[5] Primary sources are defined as data sources that are directly gathered from individuals or organizations with the power and obligation to gather or store documents when they take the form of a document. Currently, this data is utilized to interview the data provider for information, which is typically done by phone. The principal of MTs Darul Ulum, English teachers, and students of MTs Darul Ulum Kudus served as the main sources of data for this study. In addition,

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[4] Lexi J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosda Karya, 2001), 3.

[5] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 308.

observations made throughout the learning process can be used to support primary data.

The principal of MTs Darul Ulum, English teachers, and students of MTs Darul Ulum Kudus were the subjects of the researchers' direct observations and interviews, during which they inquired about the use of flashcards media to increase students' vocabulary mastery.

2. Secondary Data

The researchers define secondary data as an additional data source that complements primary data. Researchers can obtain secondary data from various sources of literature, including books, papers, the internet, and other information relevant to the topic of debate. Secondary data can also include information from student worksheet outcomes.[6] This worksheet was produced using educational media. The information, records, and secondary data sources used in this study were from MTs Darul Ulum Kudus.

E. Instrument and Data Collection Technique

Since the goal of data research is to collect data, data collection procedures are the most strategic phase of the research process. Field research is the type of study. The researchers employed the subsequent data gathering techniques:

1. Interview Method

A researcher and his informants engage in a casual social encounter known as an interview.[7] Structured interviews, semi-structured interviews, and unstructured interviews are typically the three types of qualitative research or other interviews.[8]

   a. If the researchers or data collector are already aware of the information they are trying to acquire,

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[6] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 308.

[7] Afrizal, *Metode Penelitian Kualitatif* (Jakarta: Raja Grafindo Persada, 2014), 137.

[8] Haris Hardiansyah, *Wawancara, Observasi, dan Focus Group Discussion (Sebagai Instrumen Penggalian Data Kualitatif)* (Jakarta: PT Raja Grafindo Persada, 2015), 63.

structured interviews are employed as a data collecting strategy.

b. When opposed to a structured interview, a semi-structured interview falls under the depth interview category and is more easily implemented. The researcher must pay close attention during interviewing and take notes on what the informants say.

c. Unstructured interviews are unrestricted interviews in which the researcher does not adhere to predetermined, methodical interview questions. The interview problems are outlined in this handbook.[9]

Researchers conducted the interview for this study using a structured interview technique. Data collectors can utilize equipment like tape recorders and other materials that can help the interview go well in addition to having to bring an instrument to serve as a guide for the discussion.[10] In order to learn more about how flashcards are utilized in seventh grade MTs Darul Ulum Kudus to improve students' vocabulary mastery, an interview method was adopted. In this study, English teachers, students at MTs Darul Ulum Kudus, and the school's principal all participated in interviews.

2. Observation Method

The observation approach involves gathering data as researchers and informants socialize with one another in a research environment. Researchers must describe a research subject's history and traits when gathering data. The researcher will then be able to ask the informants the proper questions in the proper manner.[11] Sugiyono divided observation into three categories: participant, overt or covert, and unstructured.

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[9] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 319.

[10] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 233.

[11] Masrukhin, *Metodologi Penelitian Kualitatif* (Kudus: Media Ilmu Press, 2017), 17.

a. In participant observation, the researcher actively participates in the person being observed or used as a source of study data while they go about their daily business.

b. The researcher collecting data made it clear to the data source that they were doing study, whether through overt or covert observation. Therefore, persons who are the subject of research are informed at every stage of the process.

c. There is no systematic planning of the unstructured observation's subject matter. Researchers do this since they are unsure of what will be observed specifically.[12]

Participant observation is the research method employed in this study. Participation of the researcher in the activities planned by the subject of the study. The research used this strategy to directly observe and document the implementation of English learning activities utilizing flashcard media to improve their vocabulary acquisition. The researcher in this instance also make use of overt or covert observation. As a result, those who are being examined are aware of all the researcher's operations. At this stage, the researcher will observe the steps of using flashcard media from the beginning of learning to the end.

3. Documentation Method

Records of previously occurring events are called documentation. Documents can take the form of writing, images, or the colossal creations of an individual.[13] The documentation method is used to gather documentation regarding the founding of the MTs Darul Ulum Kudus, teachers' and students' data, teaching schedules, student assignment archives, teachers' and students' conditions, facilities, and infrastructure, as well as supporting books used in English language learning.

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[12] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 310.

[13] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 329.

F. Research Data Validity

If there is no discrepancy between what the researcher describes and what occurs in the item under study, qualitative research findings or data may be deemed genuine. Individualism is always varied from persons, from one researcher to the next, in each research report.

Each researcher offers a report in their own words and from their own point of view. A data set contains properties dependent on accuracy and inaccuracy in the provided report. Therefore, it is required to evaluate the validity of the data, including the credibility test, in order to determine the credibility of the data in this research. The triangulation test on the data is the following step after finding out that it is possible to examine the data. These observations and interviews are supposed to be trustworthy.[14]

The triangulation technique, which involves comparing data from different sources in different ways and at various points, was thus applied in this study. The data will be organized systematically once the researcher has obtained it as well as the interview findings. Two types of triangulation are employed by the researchers in this study, namely:

1. Technique triangulation is the simultaneous use of several data collection techniques.[15] The researcher continues to gather material for this study through observation, interviews, and documentation.

2. Source triangulation, or assessing the veracity of the data, involves comparing the information gleaned from several sources.[16] Researchers do this by checking the information or data obtained through interviews with informants. Then the data was asked to other informants who were still related to one another.

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[14] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 401.

[15] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: CV Alfabeta, 2004), 91.

[16] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017), 373.

G. Data Analysis Technique

Data collection and compilation from interviews, field notes, and documented outcomes is the process of data analysis. By categorizing the data, breaking it down into smaller components, synthesizing it, organizing it into patterns, choosing which ones are crucial and will be looked into, and coming to an easily understandable conclusion.[17]

The process of qualitative data analysis is interactive and continues until it is finished, saturating the data. According to Sugiyono, the steps in the analysis are as follows:

1. Data Collection

   There are quite a few data points gathered from the field, thus it is crucial to carefully and thoroughly document them.[18] After data collection is carried out, the researcher may conduct the next stage of analysis.

2. Data Reduction

   Reducing data entails summarizing, selecting the key elements, concentrating on what's important, seeking out themes and patterns, and eliminating extraneous information. As a result, the condensed data will present a better picture and make it simpler for researchers to gather additional data and locate it as needed.[19]

   The research will begin with an analysis of the data gathered during the process. Descriptive findings from the data analysis will be given. The researcher will concentrate on how to help students learn more vocabulary through the usage of flashcards.

3. Data Display

   Data presentation in qualitative research might take the form of concise summaries, infographics, correlations between categories, flowcharts, and other visual representations. Narrative text is the method of presenting data that is most frequently utilized in qualitative research. By displaying data, it will be simpler to

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[17] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2009), 334.

[18] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 247.

[19] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 338.

comprehend what is happening and plan future work based on what has been learned.[20]

At this point, we'll quickly outline the field research's data findings, particularly as they pertain to the vocabulary acquisition process associated with the use of flashcard media.

4. Conclusion Drawing

The examination of qualitative data has concluded at this point. The initial finding is that there is substantial evidence to support the subsequent phase of data collecting. But imagine that when the researcher goes back to the field to gather data, the early conclusions are validated and supported by reliable data. In that situation, the suggested conclusions are reliable.[21]

Conclusions from qualitative research may or may not address the problem as it was initially defined because these problems and issues in qualitative research are still ad hoc and will change once the researcher is on the field. It is believed that future research may reveal fresh information about how flashcards might be used to learn. The researcher's findings may later be useful in the field of education.

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[20] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 341.

[21] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 345.