

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

Research design is defined as a strategy or plan made by the researcher to obtain valid data, analyze it and come to the answers of the research problems.¹ According to the data source, this research is a field research. Field research is a type of research by collecting data to answer the issues that occur in the field, so the data that must be collected is data from the field.

The type of this research is qualitative research design. According to Cresswell, qualitative research is research that produces data in the form of words, paragraphs, or picture rather than numbers.² Yin states that there are five features of qualitative research, as follows:

1. Studying the meaning of people's lives, under real-world conditions.
2. Representing the views and perspectives of the people (participation) in a study.
3. Covering the contextual conditions in which people life.
4. Contributing the insights into existing or emerging concepts that can help to explain human social behavior.
5. Trying to use various sources of evidence rather than relying on a single source.³

Considering the features above, the researcher has an opinion that this research possesses the features as, like the second feature, it is representing the perspective of people in study. In this research a direct analysis was carried out regarding the problems experienced by students in mastering vocabulary.

B. Research Setting

This study was taken place in an Islamic private school in Kudus. The researcher chose this place because the problem to be studied is in that location, and the researcher also came from the area and knew

¹ Suharmisi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 90.

² John W. Cresswell, *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2012), 162.

³ Robert K Yin, *Qualitative Research from Start to Finish* (New York: The Guildford Press, 2011), 7.

enough about the conditions of educational development in the area that would be the purpose of the research.

C. Research Participants / Subjects

The participants or subjects in this research are English teacher and students at seventh grade of Islamic private school in Kudus. The researcher took one class from four classes as sample. The researcher also adds the data through interview with English teacher and 3 students taken by randomly to make sure that the data obtained are valid.

D. Instruments and Data Collection Technique

Data collection techniques are the most strategic step in a study because the main purpose of research is to obtain data.⁴ In this research, the researcher make observations with field notes and interviews participants to get some useful information that are needed for this research. The researcher proposes some questions related to the research title. Therefore, to conduct this research, the data collection techniques that the researcher uses are:

1. Observation

Observation seeks to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation is to determine certain behaviors that exist. Observations are usually carried out by identifying one of the behaviors of interest and designing a systematic procedure to identify the categorization and recording behavior in natural or contrived situations.⁵

The research observation is divided into three types. They are non-participant observation, participant observation, and ethnography. The first is non-participant observation, where the observer does not interact directly with the object of observation. In other words, the observer is not directly involved in the situation to be studied. The second is participant observation, where the observer follows as a participant in the situation to be observed. The last one is ethnography, that collects data on many variables over an extended period in a naturalistic setting.⁶

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 62.

⁵ Donald Ary, et al, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010), 233.

⁶ L. R. Gay, *Educational Research (third edition)* (New York: Macmillan Publishing, 1990), 206.

In this research, the researcher uses 2 types of observations, namely non-participants observation and participant observation. In the first observation, the researcher studied without participating or taking an active part in the situation. In this case, the researcher sat on the corner of the class and observed the activities in the classroom. The researcher supported the observation using field note. Furthermore, in the second observation, the researcher participated in the observed situation.

2. Interview

Interview is a data collection technique in which the questions asked orally and recorded the subject's responses, either verbatim or summarized.⁷ According to Ary, there are three kinds of interview, namely:

a. Unstructured Interview

Unstructured interview is a type of conversation interview in which the questions arise from the situations. The interview is not planned in detail in a head.

b. Structured Interview

Structured interview is a type of interview that use a specific schedule with the aim of obtaining certain information from the subject. The questions are structured.

c. Semi Structured Interview

Semi structured interview is a type of interview where the area of interest is selected and questions formulated, but the interviewer can modify the formal questions during the interview process.⁸

In this research, the researcher conducted a semi structured interview with participant to obtain some information needed to this research. The participants are teacher and students. Interview had only once. The data taken by using an interview sheet. The interview conducted with the English teacher and 3 students taken by randomly to support the results of the interviews.

For collecting the data from interview, the researcher used procedure as follows:

- a. The researcher prepared the concept of questions that would be asked to the English teacher. The researcher also prepared a recorder to record the informant's answers.

⁷ James H. Mc Millan and Sally Schumacer, *Research in Education* (New Jersey: Pearson Education, 2012), 167.

⁸ Ary, et al, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010), 438.

- b. The researcher asked and spoke in a friendly manner according to the concept questions that have been prepared based on interview guide.
 - c. The researcher recorded the answers of the interviewees.
 - d. The researcher wrote interview transcripts based on the results of recording.
3. Documentation

Documents refer to materials such as photographs, videos, films, memos, letters, diaries, clinical case notes, and brief memorabilia that can be used as additional information as part of a study whose main data source is participant observation or interviews.⁹

In this research, the document that used was the teacher's condition when giving material for teaching vocabulary, the researcher collects the data on teacher strategies in teaching vocabulary.

E. Research Data Validity

In qualitative research, there are general techniques that are usually used to increase the validity of the research data. This technique is called Triangulation. The term 'triangulation' is used to refer to research observation problems from (at least) two different points.¹⁰ The purpose of triangulation is to increase understanding of whatever is being investigated. The triangulation that the researcher did is as follows:

1. Source Triangulation

Triangulation of sources to test credibility data is carried out by checking the data that has been obtained through several sources.¹¹ The sources of this research were the students at seventh grade Islamic private school in Kudus.

2. Triangulation Technique/Way

Technical triangulation is a way to test credibility data by examining data from the same source but using different

⁹ Robert C. Bogdan dan S. K. Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon, Inc., 1998), 57.

¹⁰ Uwe Flick, *A Companion to Qualitative Research* (London: Sage Publications, 2004), 178.

¹¹ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014), 274

techniques.¹² The researcher in conducting this research using various techniques, namely observation, interviews, and documentation.

F. Data Analysis Technique

Data analysis is a process of searching and compiling systematically interview transcripts, field notes, and other materials that have been collected to increase your understanding of them and to enable you to present what you have discovered to others.¹³ According to Miles and Huberman, data analysis consists of three concurrent flows of activities, those are:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplify, abstract and transform data that appears in written form field notes and transcriptions. In this case, the researcher reduces the data that taken from the field so that provide a clearer picture and make it easier for the researcher to conduct further data collection.

2. Data Display

Data display is a form of analysis that describes what is happening in the natural settings so that it finally can help the researcher to draw a conclusion. The data that the researcher has summarized presented in the form of an explanation with a narrative text and connects the findings with the theory that the researcher has presented regarding the analysis of students' problems in mastering vocabulary.

3. Conclusion Drawing and Verification

The last step is a drawing conclusion. In this step, the conclusion will be drawn step by step. The first, draw up a temporary conclusion or tentative. Second, draw a conclusion by comparing the suitability between the subject's statements with the researcher's questions. The form of this data is descriptive data that expresses the meaning of the data.¹⁴

Based on the procedures above, the steps in analyzing the data in this research are: First, the researcher collects data through

¹² Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014), 274

¹³ Robert C. Bogdan dan S. K. Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Aliyn and Bacon, Inc., 1998), 157.

¹⁴ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publications, 1984), 10-11.

observation, interviews, and documentation. Then, the researcher selects, transcribes, and focuses on data that refers to the formulation of the research problem being investigated. In other words, the irrelevant data will be discarded while the relevant data should be included. Furthermore, after collecting and reduce the data, the researcher displays the transcribed data in the narrative form.

In the process of reducing and displaying data, it must be based on the formulation of the research issues. After displaying the data, a conclusion was drawn. In this research, the researcher conducted drawing temporary conclusion and drawing final conclusion to make the data valid. Drawing conclusion has been started since the beginning of the research after the data were collected by making temporary conclusion. In the last step, the researcher drew the final conclusion. In other words, it could be said that these conclusions were analyzed continuously, and the validity is verified to get the perfect conclusion.

The researcher draws the conclusion from the results of the research that has been researched, namely the analysis of students' issue in mastering vocabulary and how the students overcome problems in mastering vocabulary.

G. Research Ethical Considerations

This research was conducted after obtaining approval and research permission from school. The researcher also pay attention to several things which are the most principles related to research ethical considerations.¹⁵

1. Exploiting research participant in any way.
2. Respecting to the research participants.
3. Obtaining consent from research participants before the study.
4. Guarantying the privacy of the research participant.
5. Avoiding anything superfluous about the aims and objectives of the research.
6. Conducting communications related to the research must be honestly and transparency.

¹⁵ Alan Bryman and Emma Bell, *Business Research Method* (USA, Oxford University Press, 2007).