CHAPTER III

RESEARCH METHOD

Chapter III consists of research design, setting, respondents, data sources, data collection techniques, instrument, and data analysis techniques.

3.1 Research Design

In this study the researcher used the type of case study research with a qualitative approach. The purpose of descriptive research is also as a systematic, accurate, and fact-based descriptive, which is related to the facts between the phenomena under study. In his book entitled Social Research Methods this type of research is descriptive by using qualitative analysis to assess the facts of its truth (Wekke, 2019). Qualitative research is viewed from the perspective of participants using an interactive and flexible approach. Qualitative methods are also often referred to as naturalistic research methods because the research is carried out with scientific conditions. This qualitative research does not use statistical data, but using analytical data.

According to Sidiq et al., (2019) argues that "qualitative research is a type of research that produces findings that are impossible to achieve through quantitative or statistical techniques". Qualitative research emphasizes the quality or most important aspect of a good or service. Qualitative research can help with practical theory, policy, social issues, and action. In simple terms, the purpose of qualitative research is to find answers to a question or phenomenon by systematically applying scientific procedure

Another similar opinion, according to Denzin and Lincoln (in Sidiq & Choiri, 2019) "qualitative research is a type of research that uses natural backgrounds with the aim of interpreting events. This is also done using the various qualitative research methods available".

3.2 Setting

The research background is the location where researchers will conduct research to obtain data and results. This research took place at MTs Hasyimiyah Kalisidi, West Ungaran District, Semarang Regency. With consideration of the location selection is done because it is considered very supportive of data availability and very relevant to the research topic. The reason the research took this location because, the researchers made observations and found problems that were worthy of research. This research was conducted starting from March 28, 2024 to June 7, 2024.

3.3 Respondents

The respondents in this study were seventh grade students at MTS Hasyimiyah Kalisidi, with the population of 32 from 2 different classes between VII A and VII B. This study used total population sampling. Total population sampling is a technique that includes all populations as research samples (Sugiyono, 2017). The reason for using this technique is because all samples were exposed to similiar treatment of learning English in the clasroom with LKS (student Worksheet) with the teacher

3.3 Role of Researcher

In this study, the role of the researcher was the teacher. The researcher provided teaching and acted as a teacher in the seventh grade at MTS Hasyimiyah Kalisidi. This is done so that the research runs according to the researcher's objectives and gets maximum data information related to English vocabulary learning.

3.4 Data Sources

Data sources are information collected by researchers to answer research questions. In this study the data sources used are primary data sources and secondary data sources.

3.4.1 Primary Data Sources

Primary data sources is data directly obtained by researchers from the first source. The primary data source in this study is the use of flashcards in the classroom and responses of questionnaire the students.

3.5 Data Collection Techniques

Data collection techniques are a way for researchers to collect data with various methods and strategies. Without data collection techniques researchers cannot gather the necessary information and data. The following data collection techniques :

3.5.1 Observation

According to Sidiq et al. (2019) observation methods help to collect data by observing and recording stored phenomena directly and indirectly. This technique is very relevant used in classroom research that includes observation of behavioral conditions and learning iterations. Observation can be free and structured. The observation process begins with determining the location of the study. After the location is determined, mapping is done to get a general idea of the purpose of the study. Next, the researcher determines who will be observed, when, for how long, and in what way.

Researchers directly observed the learning atmosphere in seventh grade at MTS Hasyimiyah Kalisidi with a total of 32 students. This observation was scheduled on March 28, 2024 to June 7, 2024 with a total of 7 sessions of teaching.

3.5.2 Questionnaire

According to Wekke (2019) argues that "the questionnaire is one of the data collection techniques using written questions from researchers to respondents to be answered". The questionnaire is a data collection method or tool used in research as a

data collection process by distributing a list of structured and unstructured written questions related to research responses (Muchlis, 2023). Respondents are expected to answer these questions appropriately, by providing or distributing a structured list of written questions. The questionnaire is divided into 2, namely an open-ended questionnaire, which means that the answer has not been determined by the researcher, or a closed-ended questionnaire, which means that the respondent only needs to choose one of the available answers.

In this study, researchers used an open questionnaire to find out the respondents' responses with an open text format to get detailed and clear answers. in an open questionnaire, researchers did not include answer choices so that respondents could answer freely. because the respondents' answers must vary, the researcher will classify the answers according to the categories made by the researcher into a table.

3.6 Instrument

The instrument used in this study was a questionnaire. Questionnaire is one of the data collection techniques using written questions from researchers to respondents to be answered (Wekke, 2019). In this study, researchers chose to use an open questionnaire in the form of a list of open questions where respondents answered according to their respective opinions. Open-ended questionnaires allow respondents to freely give their responses, opinions, and thoughts. This serves so that researchers get detailed information.

3.6.1   Observation Sheet

The sheet are used to observe the meetings conducted by the teacher. The focus is what students do with the flashcards. There will be 6 meetings observed.

Date	Learning Activity	Note

Table 3.6.1 Observation Sheet

3.6.2   The Questions Item

In this study, there are several questionnaires used to determine students mastery

of English vocabulary in teaching using flashcards.

QUESTIONNAIRE SHEET

THE USE OF FLASHCARDS TO LEARN ENGLISH VOCABULARY

TO SEVENTH GRADE STUDENTS AT MTS HASYIMIYAH KALISIDI

Name   :

Class   :

Day/Date   :

1. What do you think about learning with flashcards ?

    _____

    _____

2. Do you think learning using flashcards is easier or more difficult ?

    _____

    _____

3. Do you prefer learning with flashcards or not ?

_____

_____

4. What do you think about wheter learning using flashcards is interesting or not?

_____

_____

5. Do you think learning with flashcards increases your mastery of English vocabulary ?

_____

_____

6. Do you think learning with flashcards makes you more enthusiastic in learning English vocabulary.

_____

_____

The responses that gathered for the questionnaire has been through triangulation process with the supervisor of this research to test the validity of the responses. The source has been described by the researcher as follows:

a. The question number 1 was adopted from (Jaelani & Sutari., 2021)

"What do you think about learning with flashcards".

b. The question number 2 was adopted from (Harefa et al., 2020)

"Do you think learning using flashcards is easier or more difficult".

c. The question number 3 was adopted from (Jaelani & Sutari., 2021)

"Do you prefer learning with flashcards or not".

d. The question number 4 was adopted from (Harefa et al., 2020)

"What do you think about wheter learning using flashcards is interesting or not".

e. The question number 5 was adopted from (Jaelani & Sutari., 2021)

"Do you think learning with flashcards increases your mastery of English vocabulary".

f. The question number 6 was adopted from (Jaelani & Sutari, 2021)

"Do you think learning with flashcards makes you more enthusiastic in learning English vocabulary".

3.7 Data Analysis Techniques

Data analysis is the process of systematically searching for and compiling data obtained from field notes, interviews, and documentation. This process includes organizing data into categories, describing it into sub-units, synthesizing it, arranging it into patterns, determining what is important and what should be learned, and making conclusions so that they are easily understood by themselves and others (Sugiyono, 2013). There are the steps of data analysis that will be done :

1. Data Reduction

   Reducing data means summarizing, choosing the most important, focusing on the most important, and looking for themes and patterns. Reduced Data will provide a clearer picture and make it easier for researchers to collect additional data. In data reduction, researchers can sort relevant and meaningful data to present by selecting main data with a focus on learning English vocabulary using flashcards to seventh grade students at MTS Hasyimiyah Kalisidi.

2. Presentation Of Data

   After the data is reduced successfully, the next step is to display the data. The presentation of data in qualitative research can be done in the form of charts, brief descriptions, flowcharts, relationships between categories, and so on. However, in

qualitative research, texts of a narrative nature are most often used. Displaying the data will make it easier for researchers to understand what is happening and plan further work based on what they have understood. In displaying data, in addition to narrative text, graphs, matrices, charts, and networks can also be used.

3. Conclusion

This stage gathers conclusions from all the data that the researcher has collected if it is correct and has been thoroughly analyzed. These conclusions are still provisional because they require verification by experts in the field as well as the attached evidence.

3.8.1 *Triangulation*

This is a researcher triangulation that involves sources to increase the credibility of the researcher's findings. According to Akutey & Tiimub years (in Noble and Heale, 2019) argues that "triangulation is a methods to increase the credibility and validity of the research results".