

CHAPTER III

RESEARCH METHOD

The third chapter in this final project discusses the research methodology used. This chapter consists of eight sub-chapters that explain the research design, setting, research subject, the role of the researcher, data sources, data collecting techniques, research instrument and data analysis techniques applied to achieve the research objectives.

3.1 Research Design

In this study, the researcher used qualitative methods. According to Cresswell (2009) explain that qualitative method entails investigating and interpreting how individuals or groups attribute meaning to social or human issues through emergent questioning, data collection in natural settings, inductive analysis from specifics to general themes, and interpretation, with reports having a flexible structure that emphasizes an inductive approach, individual perspectives, and the nuanced portrayal of complex situations.

Qualitative methods employ a lens that is not based on scores, instruments, or research designs, but rather on the perspectives of those who conduct, participate in, or read and review studies (Creswell & Miller, 2000). Qualitative methods include data gathering techniques like participant observation and in-depth interviews, as well as non-quantitative data processing tools (Fidel, 1993).

In the research process using this qualitative method, the researcher analyzes in depth how the role of parents affects the mastery of English

vocabulary in their children. This allows the researcher to explore in more depth and detail the dynamics of interaction between parents and children in the context of developing vocabulary.

3.2 Research Setting

Research setting is an environment, place, or area that a researcher wants to use as a research subject. Research settings in this study are also needed to obtain the necessary data and information in the context of research interests.

3.2.1 Research Location

This research was conducted at SD Negeri Bandungan 01 which is located at Jl. P.Diponegoro No.KM 1, Jetis, Bandungan Sub-district, Semarang Regency, Central Java, 50614.

3.2.2 Research Time

This research was conducted from August to September 2024.

3.3 Research Subject

3.3.1 Populations

In research it is important to understand the concept of population. Population means the total number of units (individuals, organizations, events, objects, or items) from which samples are selected for measurement (Sugiyono, 2017). The population in this study, the researcher determined the parents of students in grades 3A and 3B of SD Negeri Bandungan 01 in the 2024/2025. Based on the available data, the number of students in class 3A is 28, while in class 3B there are 27. Thus,

the total number of parents who are part of the population in this study is 55 parents, each of which corresponds to the number of students in the two classes. This population will be the main focus of this study, where the researcher will explore information and views from parents of students in both classes to obtain relevant data related to the topic under study, namely the role of parents in mastering English vocabulary in young learners.

3.3.2 Sample

In research, the use of samples is an important approach to ensure proper data selection. A sample is a group of individuals or elements taken from a larger population, used to represent the characteristics of that population in research analysis (Sugiyono, 2017). The samples in this study were parents of students in grades 3A and 3B of SD Negeri Bandungan 01 in the 2024/2025 school year with a total of 55 parents according to the number of students, with most of the sample aged between 26 to 54 years old. This sample was selected because parents in this age range tend to have more experience in caring for and educating children, and can provide relevant insights into the factors that influence children's education and development at school age.

3.3.3 Sampling Techniques

Sampling technique is defined as selecting one or more items from the population to represent the population as a whole. In this research, the sampling technique used is total sampling. According to Sugiyono (2017) total sampling is a sampling technique where the number of samples is the

same as the population. The use of total sampling in this study is based on a relatively small population, which is 55 respondents. This is in line with Sugiyono (2017) opinion, which states that if the population is less than 100, the entire population should be used as a research sample. By involving all members of the population, researchers can obtain comprehensive and representative data. Thus, the research results become more valid and reliable.

3.4 The Role of the Researcher

In this study, the researcher actively participated as an observer to understand the English learning process, especially in the acquisition of English vocabulary. The observation was conducted for three meetings in classes 3A and 3B of SD Negeri Bandungan 01. Each session, the researcher was directly involved in learning activities, observing the interaction between teachers and students, as well as observing the techniques used to teach English vocabulary.

3.5 Data Sources

Data sources are sources or ways that researchers can use in collecting relevant information to answer research questions. According to Ajayi (2023) in research methodology, there are two data sources used, namely primary data sources and secondary data, below is an explanation of both data:

3.5.1 Primary data

Primary data is data obtained directly by the researcher for the first time, precisely to solve the current study problem. It is real-time data that

reflects the current condition. Primary data collection is more involved, requiring procedures such as surveys, observations, experiments, questionnaires, and personal interviews. Primary data are data that researchers have acquired firsthand (Ajayi, 2023). Primary data sources used in this research were English teachers, students and parents of students in class 3A at SD Negeri Bandungan 01.

3.5.2 Secondary data

Secondary data is information that has already been acquired by other agencies or organizations for purposes other than the current research challenge. It is historical data that refers to the past. Secondary data is easy to obtain because it comes from a variety of sources, including government publications, websites, books, journal articles, and internal records (Ajayi, 2023). The secondary data sources used in this study were obtained from previous data, such as final projects or theses, journal articles, books and previous research documents related to this research.

3.6 Data Collecting Techniques

Data collection techniques are very important in research in order to obtain data that meets the established standards. According to Sugiyono (2017), this technique is a crucial step in research, because its main purpose is to obtain valid and relevant data for analysis. In this study, there were four techniques used in data collection, namely observation, questionnaires, interview and documentation. The following is a detailed explanation:

3.6.1 Obsevation

One method often used in qualitative research is observation, which allows researchers to observe phenomena directly. According to Sugiyono (2017) states that observation is a data collection method that is carried out by directly observing the object or phenomenon being studied, where through observation, researchers learn about the behavior and meaning attached to that behavior, thus providing deep insight into the context and dynamics being studied. This technique aims to observe the mastery of English vocabulary through interaction with teachers and peers by students in grades 3A and 3B at SD Negeri Bandungan 01 in the 2024/2025 academic year.

In this study, the researcher used non-participant observation technique in order to understand how students use vocabulary in the learning context in the aspects of pronunciation, spelling, meaning, word use and word classes without the influence of the researcher's presence. In addition, it also allows the researcher to get a clearer picture of the overall classroom dynamics, including the teaching strategies applied by the teacher and students' responses to the methods, as well as to evaluate the role of parents in creating a conducive learning environment at home. This is important to identify factors that support or hinder vocabulary acquisition. Thus, the data obtained can provide a more comprehensive insight into students' vocabulary development.

3.6.2 Questionnaire

The data collection instrument applied in this study was a questionnaire. According to Sugiyono (2017) stated that a questionnaire is a data collection tool in the form of a set of questions that are systematically arranged and used to obtain information from respondents. The researcher administered the questionnaire to all parents of students in grades 3A and 3B at SD Negeri Bandungan 01, totaling 55 parents.

In this study, the questionnaire was specifically designed to obtain relevant information. The questionnaire consisted of closed-ended questions that enabled respondents to provide clear and structured answers. To measure responses, a Likert scale was used, which allows the researcher to identify the respondent's level of agreement or disagreement with each statement given. The subjects of this questionnaire are individuals, so the data obtained can reflect the views and experiences of each respondent more accurately. The purpose of using this analytical questionnaire is to analyze the relationship between the role of parents and English vocabulary acquisition, so that the results of the study can provide deeper insights into the factors that influence young learners' vocabulary development.

3.6.3 Interview

Interview is one of the techniques often used in research to collect data directly from respondents. According to Sugiyono (2017) interviews are one of the strategies used to collect research data, and the process

involves two-way contact between the interviewer and the respondent to obtain related information. In addition, interviews allow researchers to explore further information, clarify answers, and gain deeper insights from respondents, which cannot be obtained only through other data collection methods such as surveys or questionnaires. Thus, this technique is very useful for obtaining more personalized and contextual data in the research.

In this study, researcher used a semi-structured interview method to explore more in-depth information related to the topic under study. Semi-structured interviews, according to (Sugiyono, 2017) are an interview method that provides more freedom in the implementation process, where the interviewer can develop questions more flexibly according to the responses of the respondents. The purpose of semi-structured interviews is to uncover problems more openly, and ask for opinions and ideas from the interviewees. In this study, interviews were conducted with five parents of students in grades 3A and 3B at SD Negeri Bandungan 01 who were randomly selected. This method was chosen to obtain more diverse and in-depth data on the role of parents in the acquisition of English vocabulary in early childhood. By using semi-structured interviews, the researcher hoped to explore the parents' views directly, as well as obtain more contextual information on how they support their children's English language development at home.

3.7 Research Instruments

In general, research is a measurement activity, so a quality measuring instrument is needed. In the context of research, these measuring instruments are usually referred to as research instruments. According to Sugiyono (2019) research instruments are tools used to measure and observe various phenomena, both natural and social, so as to facilitate accurate data collection in a study. Therefore, the data collection instrument used in this study was a observation, interview and questionnaire sheet.

3.7.1 Observation Sheet

In this investigation, researchers directly observed the phenomenon. According to Sugiyono (2017), observation is a data collection method that involves directly observing the object or phenomenon being studied. Through observation, researchers learn about the behavior and meaning associated with that behavior, resulting in a thorough understanding of the context and dynamics under study. The researcher used non-participant observation techniques to understand how the English vocabulary of students in class 3A with 28 students and 3B with 27 students at SD Negeri Bandungan 01 in the 2024/2025 school year, which was conducted for 3 times. The following are the criteria in the observation, namely:

3.1 Observation Criteria Sheet

No.	Observation Criterion	Yes	No
1.	Teaching methods and strategies used by the teacher when learning English in class?		
2.	Teacher interaction with students during English learning in class		

3.	Application of English vocabulary use in class activities		
4.	Teacher's role in supporting English teaching at home		
5.	Support and resources used during English learning in the classroom		
6.	English learning atmosphere in the classroom		
7.	Teacher and parent collaboration on English language learning		

3.7.2 Questionnaire Sheet

The questionnaire is an essential tool in the research process to collect data. According to Sugiyono (2019) a questionnaire is a data collection method that is carried out by providing a series of questions or written statements to respondents to be answered in order to obtain information about the variables under study through systematic questions. In this study, the questionnaire used was a closed questionnaire. Sugiyono (2019) explains that a closed questionnaire is a type of questionnaire that provides a series of questions with predetermined answer choices to make it easier for respondents to choose and allows researchers to analyze data in a more structured manner. This questionnaire includes 30 statements specifically designed to be given to all parents of students in grades 3A and 3B as respondents, in order to collect information about the role of parents for young learners English vocabulary mastery for young learners.

In this study, to obtain data on parental involvement, a questionnaire developed based on the theory expressed by Epstein was used. According to Epstein in Fitria, Sepyanda and Permata (2022) parental involvement consists of six indicators, namely: Parenting (*Pengasuhan anak*), Communicating (*Berkomunikasi*), Volunteering (*Sukarelawan*), Learning at Home

(*Pembelajaran di Rumah*), Decision Making (*Pengambilan Keputusan*), Collaborating with the Community (*Bekerjasama dengan Masyarakat*). This questionnaire was adopted from Fitria, Sepyanda and Permata (2022), with the validity test results showing that the instrument is valid for use in this study. Meanwhile, the reliability test results show that the questionnaire has a high consistency in measurement, with a reliability value of 0.957.

This questionnaire contains 30 statements specifically designed to be given to all parents of students in grades 3A and 3B as respondents, to collect information regarding the role of parents on students' English vocabulary acquisition. The following indicators of the role of parents are listed in the table below:

Table 3.2: Questionnaire The Indicators of Parents' Involvement

No.	Pertanyaan	SS (4)	S (3)	TS (2)	STS (1)
Pengasuhan anak					
1.	Saya menemani anak di rumah saat belajar bahasa Inggris.				
2.	Saya mengajak anak untuk belajar bahasa Inggris di rumah.				
3.	Saya memberikan dukungan dan pengertian ketika anak ingin belajar bahasa Inggris di rumah.				
4.	Saya mengingatkan anak untuk belajar bahasa Inggris di rumah.				
5.	Saya memberikan contoh untuk belajar dengan rajin kepada anak.				
Berkomunikasi					
6.	Saya menanyakan perkembangan anak terkait materi pelajaran Bahasa Inggris di sekolah.				
7.	Saya berkomunikasi dengan guru mata pelajaran bahasa Inggris mengenai kemajuan anak di kelas.				
8.	Saya berkomunikasi dengan guru mata pelajaran Bahasa Inggris mengenai				

	kendalamu di kelas.				
9.	Saya mendengarkan keluhan anak dalam pelajaran Bahasa Inggris di sekolah..				
10.	Saya memberi motivasi yang tinggi untuk belajar bahasa Inggris di rumah.				
Sukarelawan					
11.	Saya memberikan dukungan materi jika anak ingin membeli buku-buku tentang bahasa Inggris.				
12.	Saya mendukung anak mengikuti lomba-lomba bahasa Inggris.				
13.	Saya memasukkan anak ke tempat kursus bahasa Inggris/ les privat.				
14.	Saya mendukung anak mengikuti kegiatan ekstrakurikuler yang berbahasa Inggris.				
15.	Saya selalu memantau perkembangan anak dalam belajar bahasa Inggris.				
Belajar di rumah					
16.	Saya membantu anak mengerjakan tugas bahasa Inggris di rumah.				
17.	Saya mengajak anak bercakap dengan memakai bahasa Inggris di rumah.				
18.	Saya mengadakan hari khusus untuk bicara bahasa Inggris di rumah.				
19.	Saya memfasilitasi anak untuk belajar bahasa Inggris.				
20.	Saya mengajak anggota keluarga lainnya seperti kakak atau adik untuk belajar bahasa Inggris bersama.				
Pengambilan keputusan					
21.	Saya memberikan saran dalam kendala belajar bahasa Inggris.				
22.	Saya membebaskan anak untuk memilih lembaga kursus bahasa Inggris yang anak sukai.				
23.	Saya ikut membantu memilihkan buku pedoman belajar bahasa Inggris di rumah.				
24.	Saya membolehkan anak membuat kelompok belajar bahasa Inggris.				
25.	Saya memberikan pemahaman tentang pentingnya belajar bahasa Inggris.				
Berkolaborasi dengan Masyarakat					

26.	Saya berdiskusi dengan orangtua lainnya tentang kemajuan anak dalam pembelajaran bahasa Inggris.				
27.	Saya berkunjung ke sekolah jika ada kegiatan atau acara dalam pelajaran Bahasa Inggris				
28.	Saya ikut serta dalam berbagi informasi atau metode terbaru untuk meningkatkan kemampuan anak dalam pembelajaran Bahasa Inggris.				
29.	Saya ikut serta dalam membangun suasana belajar yang menyenangkan di rumah.				
30.	Saya mengizinkan anak untuk belajar kelompok dalam pembelajaran bahasa Inggris.				

In order to facilitate data analysis and interpretation of the results, this questionnaire was scored using a Likert scale. According to (Sugiyono, 2019) the Likert scale is a measuring tool used to measure respondents' attitudes, opinions, or perceptions of a statement by providing answer choices. In this study, the alternative choices provided by the Likert scale use rating points as follows:

Table 3.3: Score Value of the Questionnaire

No.	Statements	Score Value
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

This questionnaire was translated into Bahasa Indonesia to prevent different perceptions in understanding the statements and to make the respondents understand the questions well. Thus, the use of Bahasa Indonesia in the statements makes it very easy for parents to understand and answer the questionnaire.

3.7.3 Interview Sheet

One method frequently employed in research to get information directly from respondents is the interview. One method of gathering research data is through interviews, which entail two-way communication between the interviewer and the respondent in order to elicit pertinent information (Sugiyono, 2017). Researchers employed a semi-structured interviewing technique in this study to delve deeper into the subject matter. According to Sugiyono (2017), semi-structured interviews offer greater flexibility in the implementation process, allowing the interviewer to craft questions more nimbly based on the respondent's response.

The interview questions consisted of 4 questions that were based on some of the main points of the questionnaire adopted from Fitria, Sepyanda and Permata (2022). In this study, interviews were conducted with five randomly selected parents of students in grades 3A and 3B at SD Negeri Bandungan 01 focusing on understanding parental involvement in children's English learning. The following is a list of interview questions to answer the problem formulation:

3.4 List of Interview Questions Sheet

No.	Interview Questions
1.	Bagaimana peran sebagai orangtua dalam mendampingi anak saat belajar bahasa Inggris dirumah?
2.	Dukungan apa saja yang diberikan orangtua kepada anak dalam belajar bahasa Inggris dirumah?
3.	Bagaimana orang tua menyelesaikan kendala yang mungkin dihadapi anak saat belajar bahasa Inggris dirumah?
4.	Bagaimana upaya orangtua dalam memfasilitasi belajar bahasa Inggris dirumah?

3.8 Data Analysis Techniques

In the data processing stage, the process begins by processing information obtained through the observation, questionnaire, interview and documentation stages. This is line with Sugiyono (2019) stated data analysis is a systematic process for collecting, categorizing, and summarizing information from interviews, field notes, and documentation.

The data that has been collected is analyzed using a descriptive quantitative approach. According to Sugiyono (2017), data analysis in qualitative research refers to the methodical search and organization of information from field notes, interview transcripts, observations, and other materials that we gather in order to arrive at conclusions. Thus, three data analyses are derived from those ideas in this study, specifically:

3.8.1 Data Reduction

Data reduction is a type of analysis that summarizes, selects, and focuses on a key item. Collecting data from the observation sheet and interviews. In order to reduce the data, the researcher transcribed the interview data and summarized everything observed in the field, focusing on the most relevant aspects, before identifying themes and patterns related to factors influencing student speaking skills in English learning.

3.8.2 Data Display

After data reduction, the next step is data display. Data will be displayed based on the reduction result. By displaying data, it is simpler to understand what is going on and plan future work based on what has been learned (Sugiyono, 2019). Furthermore, after the researcher has reduced the data acquired from observations and interviews, it will be exhibited with descriptive text.

3.8.3 Conclusion Drawing or Verification

Drawing conclusions and verification is that the initial conclusions put forward are still temporary, and can change if no strong evidence is found and not supported by previous data. However, if there is strong evidence in previous research then the conclusion can be declared credible. The researcher makes conclusions based on what he has found from the step-by-step analysis. In the end, the data analysis that has been done provides a good and clear explanation of the roles of parents in young learners' English vocabulary mastery.

In addition, to find out the percentage results in this study, data analysis was carried out by calculating using the formula proposed by Riduwan in (Fitria, Sepyanda & Permata, 2022) is as follows:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency

N = The total number of students

After calculating the total percentage to obtain a quantitative description of each type of parental involvement, the questionnaire results were then grouped into the following intervals:

Table 3.5: Classification Level of the Parents' Involvement

No.	Frequency	Classification
1.	81%-100%	Excellent
2.	61%-80%	Very Good
3.	41%-60%	Good
4.	21%-40%	Poor
5.	0%-20%	Very Poor