CHAPTER III

RESEARCH METHOD

In this chapter, this study presents the research method. The research method contains the type of research, the object of research, the subject of research, the data and data source, the technique of collecting data, data validity and the technique of collecting data. Research method was explained as the guideline to find out the result of research questions.

A. Research Type

The method of this study is qualitative design which will give detail and in depth information about certain phenomenon. Thus, qualitative method was selected as the method of this study. Cresswell (2007) identified qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problem. In addition, the researcher is the main instrument of analyzing the data. Qualitative designs were divided into some types, but the writer used one of them named case study.

Case study approach was applied in this study. This approach explored the phenomenon of how the students applied the vocabulary learning strategy in relation to their vocabulary mastery. Fauziati (2009:256) stated that a case study is a kind of ethnographic research or it is a limited type of ethnography. Gall et al cited in Duff (2008:21) described a case study as "the in-depth study of instances of a

phenomenon". As stated Cresswell (2007), the data can be obtained from multiple sources.

> A case study is qualitative approach in which the investigator explores a bounded system pr a case or multiple bounded system or case over time, through in-depth data collection involving multiple sources of information (e.g.., observation, interviews audio visual material, and documents and reports), and report a case description and case-based themes. For example, several programs (a multiple-site study) or a single program (within-site study) may be selected for study." (Cresswell, 2007:73)

In this case study, what individual, group, organization, program or social interaction meant here is the vocabulary learning strategy used by students in bilingual programs in AzZahrah boarding school MTsN 1 Pati. Based on the preliminary observation, it was found that 1). Some of students of AzZahrah boarding school MTsN 1 were not acknowledged enough about the vocabulary learning strategy (VLS). 2). Few of students were enthusiastic enough to learn English vocabulary through delivering vocabulary in every morning. 3). Most of the students faced difficulties in learning English vocabulary and improving their vocabulary knowledge. 4). Students tended to the teaching and learning process in learning vocabulary. 5). They often mixed their speaking with Indonesian vocabulary. That was why this study conducted which related to the students' strategy in learning vocabulary based gender differences and some factors contribute to the choice of vocabulary learning strategy.

B. **Setting of the Research**

This study consisted of two parts. The first part described the time of research, and the second provided information about the place where the research was carried out.

1. **Time**

The research was conducted in January 2020 until March 2020 in the first semester year of 2019/2020. It involves spreading questionnaire, observation, and interview process. Below is the time schedule of the research.

Table 3.1. Research Schedule

No	Time of Research	Research activity
1	Fisrt January 2020	Pre-observation
2	January 2020	Guidelining chapter 1,2,3
3	February 2020	Observation and spreading the questionnaire
4	March 2020	Interview and processing that data result
5	March 2020	Consulting the result of study

2. **Place**

This study was taken in AzZahrah Boarding School of MTsN 1 Pati which is focused on two language learning program (English and Arabic) and *tahfidz* program. The purpose of the program is facilitating the students in their daily communication with English and Arabic vocabulary. The vocabulary which is delivered in the language program related to the daily activities and the English subject in their formal academic in order to help students in their study.

The reasons in deciding AzZahrah Boarding School of MTsN 1 Pati to be the place of the investigation were: 1) boarding school which facilitating their students with language program in Pati. 2) MTsN 1 Pati was changed their name become MTsN 1 Pati which has the name MTsN Winong in previous time. 3). MTsN 1 Pati followed science competition among *Madrasah* in central of Java every year. 4). Most of the students faced difficulties in learning vocabulary, especially when they were trying to speak.

C. Data and Data Source

According to the form of study, the data of this study were taken from the field of qualitative design. The data of the research were qualitative. The data of the research will be the information about vocabulary learning strategy applied by male and female of eight grade students of MTsN 1 Pati. There are two classifications of data, they were the primary data and the secondary data. The primary data were verbal data or attitudes that were done by participants observed and the secondary data where the data resulted from documents (Arikunto, 2006). Whereas the data sources of this study included the events, informants and documents.

1. Data of the Research

The data of this study are: a) Vocabulary Learning Strategies implemented by students, and b) Gender differences in using vocabulary learning strategies. c) Factors influencing students' strategies.

a) **The Data of Vocabulary Learning Strategies**

The researcher decided an approach to investigate vocabulary learning strategies based on Schmitt (2000) taxonomy, which was appropriate to with the research questions. The framework of the questionnaire for this study grouped into five categories: social, cognitive, meta-cognitive, memory and determination categories.

The students' vocabulary learning strategies were explored by conducting the information and elicitation technique. The questionnaire distribution, observation, and interview executed to figure out the students' vocabulary learning strategies. The researcher formulates the items of the questionnaire and the interview items presented in the following table. The first part of the questionnaire aimed to obtain personal information of the participants regarding gender, their English grade. Information about these variables was important for analysis to answer the research questions. The second part of the questionnaire aimed to elicit their responses with regard to their strategy in learning vocabulary.

3.1. Instrument questionnaire of Vocabulary Learning Strategy

Strategies classification	Items
Cognitive Strategy (COG)	21,22,23,24,25,26,27
Memory Strategy (MEM)	11,12,13,14,15,16,17,18,19,20
Meta-Cognitive Strategies (MET)	28,29,30,31

Determination Strategies (DET)	1,2,3,4,5,6
Social Strategies (SOC)	7,8,9,10

3.2. Interview of Vocabulary Learning Strategy

Strategies classification	Number items in interview guideline
Cognitive Strategy (COG)	21,22,23,24,25,26,27
Memory Strategy (MEM)	11,12,13,14,15,16,17,18,19,20
Meta-Cognitive Strategies (MET)	28,29,30,31
Determination Strategies (DET)	1,2,3,4,5,6
Social Strategies (SOC)	7,8,9,10

b) Factors influencing students' strategies.

To obtain the data of the factors, the researcher used interview steps. The researcher used the theory of Schmitt (2000) which makes a distinction between the following categories. There are individual learner differences (age, learning style, motivation, personality type) and situational and social factors (learning setting, the type of task, and sex).

2. Data Source

The data source of this study was taken from the field of qualitative design. The data of the research are qualitative. The data of the research will be the information about vocabulary learning strategy applied by eight grade students of MTsN 1 Pati. They were taken from informants, events, and documentation.

a. Informant

   The informants were people who can give information about the character and the situation of the object study. The informants were selected by considering the sample purposively. In a purposively sampling, researcher selected individuals based on their knowledge of the population in order to elicit the data in which they were interested (Mackey and Gass, 2005:122). The informant of the research is low male and femaleof eight grade students of MTsN 1 Pati in academic year 2019/2020. The researcher distributes questionnaire. The researcher also will do interview for some students both male and femalestudents as the representative. The purpose of this interview is in order to obtain more information about their vocabulary learning strategies and the factors contribute in the choice of VLS. The researcher distributes open-ended questionnaire that related to vocabulary learning strategy.

b. Event

   The event is all activities happen in the classroom during English teaching, learning process and their daily activity. The researcher observed the learning process in one class of eight grade students in MTsN 1 Pati from January 2020 till March 2020. English classroom and boarding school activities are the main event this this study.

c. Documentation

The documentation is form of the researcher field note during the observation activities. The aim the activity is to complete the information which was obtained from an interview and questionnaire.

Hornby (1995) stated that data are information of fact to be analyzed, while source means a place where something causes.

D. Technique of Collecting Data

The techniques of collecting data used by researcher are questionnaire, interview, observation and documentation.

a. Questionnaire

In this research, the researcher used Schmitt (2000) taxonomy. The questionnaire was translated into *Bahasa Indonesia* in order to make students easier to understand the questionnaire. The questionnaire consists of questions, which the answer of them will be used to obtain the information about their vocabulary learning strategies applied by low and high of eight grade students.

b. Interview

The interview is a technique for collecting some information about the common vocabulary learning strategies and factors contribute the choice of vocabulary learning strategies. The interview consists of 31 questions dealing with vocabulary learning strategies used by male and femalestudents. The researcher makes a guideline interview based on Schmitt (2000) theory. The

interview, conducted in *Bahasa Indonesia* in order to avoid misunderstanding due to different interpretation.

c. Observation

The aims of the observation are to obtain the data of the vocabulary learning strategies used by low and proficiency of eight grade students in MTsN 1 Pati. In doing the observation, the researcher makes the field notes. The researcher takes the document during observation. The researcher observes the activities through English teaching and learning process at eight grade students.

d. Documentation

The written document is used in this research. All the documentations which are related to the research must be written down as the source of information. Document can be formed such as note, images or picture people's monumental creation. This document is to complete the information that obtained through questionnaire, observation and interview.

E. Validity of The Research

In this research, the researcher used triangulation to validate the data. To certify the data validity, the researcher used two kinds of triangulation, namely triangulation of data source and triangulation of data collection. The triangulation of data source meant that the researcher used the data source from document, events and informant. While the triangulation of collecting data means that the data are

collected by questionnaire, interview and observation. These methods of collecting data aimed to make the study more valid and clearer. Data triangulation allowed participants in a research to assist the researcher in the research questions as well as with the data collection engaging multiple methods, such as observation, interview and recordings will lead to more valid, reliable and diverse construction of realities.

The researcher also did the member checking. In member checking, the researcher solicited participants' views of the credibility of the finding interpretation (Cresswell, 2007:208). The researcher took data and the ensured interpretation by questioning back to informant to check if the result is believable. The member check was conducted after an interview and observation in which the interview had been recorded and transcribed and field notes also had been typed. The informants were asked to check the result and ask for their approval of this result or to check whether further clarification is needed or not.

F. Technique of Analyzing the Data

The data are analyzed by using a descriptive qualitative method. The activities on the data analysis are: data reduction, data display, and conclusion drawing/verification. Miles and Huberman (1994:12) stated that the activity data in qualitative data analysis performed interactively and continues over time until the data completely. Therefore, the data is saturated. The activities on the data analysis were: data reduction, data

display, and conclusion drawing/verification. The three research questions are analyzed descriptively by employing an interaction analysis model. Three analysis components (data reduction, data presentation, and conclusion) are interacted after all necessary data were collected.

a. **Technique for analyzing the Vocabulary Learning Strategy**

To answer the question of: *What vocabulary learning strategies are used by male and female of eight grade students of MTsN 1 Pati?*, the researcher implemented the data analysis as described in the following figure of Miles and Huberman (1994). The figure showed that the data reduction (simplifying the result of observation and interview), data display (frequency table and checklist matrix) and conclusion (verifying the vocabulary learning strategies combining with the gender differences to know the differences of students in using the strategies) were interacted after the data were collected through distributing questionnaire, and interview steps.

b. **Technique for Analyzing the Gender Differencesof Vocabulary Learning Strategy Used by Male and Female Students**

The data of vocabulary mastery were collected through vocabulary test. Therefore, to answer question number 2: *What are the gender differences used by male and female of eight grade students MTsN 1 Pati?* The researcher applied the data analysis of the interview and questionnaire result. The researcher displays the data based on the questionnaire and the interview result, then reducing the result the

simplifying the data after that, making conclusion about the gender differences used by male and female students of eight grade students in using vocabulary learning strategies.

c. **Technique for Analyzing the Factors Influencing the Students' Choice.**

To analyze the factors contribute in choosing the strategy, the researcher collected the data from the interview. The researcher selected the data which appropriate with the factors contribute in choosing the strategy. The researcher made the code for interview. The researcher presents the result of the interview used by male and female students. The student was selected based on the result of the test to obtain the data of the factors influencing the students' choice in vocabulary learning strategies. The factors that contribute to the choice of vocabulary learning strategy analyzed based on a vocabulary learning strategy which is frequently used. After the researcher determines the vocabulary learning strategies which are frequently used by the students, the researcher analyzes that strategy based on the result of interview, then determines the factors that contribute to the choice of vocabulary learning strategy based on the Schmitt (2000) theory.