

Chapter Three

Research Methodology

This chapter provides the methodology used in this research. This chapter provides the research design. The next is this chapter provides the research setting and research participants that would be selected in this research. Last, this chapter shows the reader things that the researcher went through in collecting and analyzing the data.

Research Design

This research aimed to find out strategies used in learning vocabulary by ELED students at one of the private universities in Yogyakarta. Besides, this research aimed to know the students' perception about the advantages of using strategies in learning vocabulary at English Language Education Department at one of private universities in Yogyakarta. The participants in this research explained their perception about the advantages of vocabulary learning strategies. Based on the objectives above, the research design that was appropriate for this research was qualitative research. It was in line with Creswell (2012) who states that qualitative research is an explorative research which is useful to know the problems and the phenomenon. From the researcher's experience, the researcher found that there was phenomenon at ELED at one of private of universities in Yogyakarta students which was the students only used one learning strategy to learn vocabulary and the problem

was there were many students with limited vocabulary size. Besides, qualitative research relies more on the views of participants in the study, and it explores and finds a lot of findings (Sargeant, 2011). It showed that qualitative research was suitable to reveal participants' perception, opinion, reasons, and strategy.

Based on the elaborations above, qualitative method was suitable for this research to reveal strategies used by English Language Education Department (ELED) at one of the private universities in Yogyakarta in learning vocabulary. Implementing this method, the researcher aimed to explore ELED students' perception at one of private universities in Yogyakarta. The first was about the learning strategies that are used by the student to learn vocabulary. Besides, this research also wanted to know the advantages of using strategies in learning vocabulary.

The researcher used descriptive qualitative because this research aimed to find out students' perception and students' strategies. According to Creswell (2012), descriptive is designed to provide a picture of the situation as it happens naturally. Besides, Kothari (2004) also contends that the descriptive qualitative is to describe systematically a problem which emerges along with the issue, trend, or phenomenon and the individuals' behaviors toward that issue, trend, or phenomenon. Furthermore, descriptive qualitative was suitable with this research because the researcher described and explained deeply about the result of this research. By this case, the researcher chose descriptive qualitative as the research design.

Research Setting and Participant

Research setting. The researcher chose English Language Education Department as a setting place of this research. There were two reasons why this research was conducted at the department mentioned above. The first reason was because the researcher studied at the Department. The second reason was because the researcher saw that there was problem which happened at this place. The researcher saw that the students knew so many learning strategies to learn vocabulary, yet the problem was there were still many students with limited vocabulary. It means that this case made this research become appropriate to be conducted in this place. It means that it would ease the researcher in collecting the data from the participants. Based on the reason above, choosing the department as the setting place of this research was suitable. Last, this research was conducted on February 27, 2018.

Research participants. The researcher selected the students at the department mentioned above. The researcher collected data from some students at this department batch 2015. The researcher selected students batch 2015 not batch 2016 or 2017 because the researcher thought that students batch 2015 were more experienced than batch 2016 or 2017. The researcher also thought that the longer the experience is, the more various vocabulary learning strategies that students knew. Before choosing the students as participants, the researcher asked four teachers who had taught the students batch 2015 and each teacher recommended four students from batch 2015. By asking the teachers, the researcher aimed to know the students who were active in the class. Then, the researcher selected the students who were mostly

recommended by the teachers. It means that the participants were depending on teachers' recommendation. In addition, the researcher chose the active students because the researcher believed that by selecting the active students, the researcher found various findings especially about the strategies. It showed that the researcher chose active students in order to make the findings of this research become rich.

Data Collection Method

There were some steps to collect the data. First, the researcher chose the data collection method for this research. Then, the researchers also had to prepare the tools that were used for interview. The explanation related to data collection method was clearly explained below!

According to Alshenqeeti (2014), "interview is a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee with respect to interpretation of the meanings of the described phenomena" (p. 40). The researcher used interview because this research could get clear information. Besides, Alshenqeeti (2014) states that interview enable interviewees to speak in their own voice and express their own thoughts and feelings. It showed that interview provided the researcher to ask further questions to gain more in-depth information, and interview allowed researcher to collect people's ideas, opinions, values and beliefs about a certain topic. It showed that interview was the right choice to be used for this research.

The researcher used an open-ended interview for this research. According to Cohen, Manion, and Morrison (2011), open-ended makes the interviewer to give structural questions, and main strength of using open-ended is there is no limitation in terms of the interviewee's answers. Structural questions means the questions which are given or asked systematically. Besides that, Cohen et al. (2011) state that, "open-ended interview is one of interview types that every interviewee should understand the interview question in the same way, rather than replicating the exact wording, as some respondents might have difficulty with, or interpret very differently, and perhaps irrelevantly, particular questions" (p. 412) so the researcher would not limit participants' answers. Due to this point, it means that the participants of this research answered the questions deeply.

The interview was done using *Bahasa Indonesia*. The researcher used *Bahasa Indonesia* because *Bahasa Indonesia* is participants' and researcher's mother tongue. The researcher used *Bahasa Indonesia* because the researcher wanted the participants understand the interview questions. It means that when the participants understood the questions, it would make the participants answer the questions correctly or not out of the context. Last, using *Bahasa Indonesia* was easier for the participants because it made the participants comprehend every question. By this point, all participants answered the questions easily. Using *Bahasa Indonesia* also helped the research not out from the context of the next questions when previous question was not answered clearly yet.

Research Instrument

There were several things as instruments in interview. These were interview guideline, cell phone, and pen and paper. The researcher needed interview guideline because the interview guideline became a guidance for the researcher to ask the participants. The interview guideline was important for the researcher in order to ask the participants structurally. Furthermore, the researcher would not be out of contexts in asking the participants.

Next is cell phone. In this case, cell phone was also a helpful thing. The researcher used cell phone to record the data or the answers from participants during the interview. The researcher recorded the participants' answers because the researcher did not want to miss some points of participants' answers. Last, pen and paper were also urgent. The researcher used pen and paper to write and highlight some important information in interview in order to help the researcher to ask deeply.

Data Analysis

Before analyzing the data, the researcher transcribed the data recorded. This was written in verbatim because it helped the researcher to not miss the participants' answers. Besides, the data was written in verbatim in order to not add the participants' point of view. It showed that this thing was meaningful for the researcher in analyzing the data.

Coding is the process of breaking down segments of text data into smaller units (based on whatever criteria area relevant), and then examining, comparing,

conceptualizing and categorizing the data. According to Cohen, Manion, Morrison (2011) “open coding is usually the earliest, initial form of coding undertaken by the researchers” (p. 561). Open Coding includes labeling concepts, defining and developing categories based on their properties and dimensions. So in open coding, the researcher identified and categorized the data. According to Bohm (2004) stated that “Open coding is an expanding procedure in the sense that considerable quantities of interpretative text can be added to a small segment of an original text. To retain an overview, the investigator should continually write memos, and sort and weigh up the results of the work” (p. 271).

Next, Cohen et al. (2011) argues that analytical coding is more than a descriptive code. In analytic coding, the researcher read the data transcribed and analyze the participants’ answers which can answer the research questions. Then, third coding is axial coding. According to Cohen et al. (2011) argues “an axial code is a category label ascribed to group of open codes whose referents (the phenomena being described) are similar in meaning (e.g. concern the same concept)” (p. 561). In this part the researcher shorten the data into textual fragment in detail analysis but in extract the whole text. Last is selective coding. According to Cohen et al. (2011), selective coding is the coding that requires researcher to select the participants’ answers which answer research questions. In this part, the researcher only selected the the main category and the categories that need explanation were attached in the descriptive detailed and must answered the research question.