

Chapter Three

Research Methodology

This chapter explains the methodology of this research. It consists of some parts, namely research design, setting and participants, data collection method and also data analysis.

Research Design

The researcher used the qualitative research design method. The purpose is to explore the teacher's strategies and problems in improving student's vocabulary at SMA Muhammadiyah 3 Yogyakarta. According to Creswell (2012) qualitative research conducted from small number of individuals in order to gain in depth information. Qualitative research method is a method used to gain in depth understanding toward certain accident like a feeling, through processes, and emotion, which is difficult to learn throughout another research method (Corbin, 1998). Teacher's strategy in improving student's vocabulary was a problem which needs to be explained in detail and clearly.

A qualitative research was done in depth and detail to gather a complete data and produce an information which show the quality of a certain thing. The case in this research was single case. A case study research was done by conducting an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence. As Stated by Yin (2009, p.18) "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life

context, especially when the boundaries between phenomenon and context are not clearly evident.” In this research, the researcher investigate the teachers’ strategies in improving students’ vocabulary at SMA Muhammadiyah 3 Yogyakarta.

Research Setting and Participant

Research Setting. This study was conducted at SMA Muhammadiyah 3 Yogyakarta. The reason why SMA Muhammadiyah 3 Yogyakarta was selected as the research setting in this study was that the researcher had teaching experience there when doing his teaching practice. So, the researcher was familiar with the student’s situation and condition when the teacher delivered the material in the class. Based on the researcher’s observation, the some students’ vocabulary mastery at SMA Muhammadiyah 3 Yogyakarta was still limited. Therefore, the researcher interested in conducting a research on the teacher’s strategies and problems in improving student’s vocabulary SMA Muhammadiyah 3 Yogyakarta. The researcher held interview in May morning in school office. The researcher expected that the result of this study can be used an evaluation to improve student’s vocabulary at SMA Muhammadiyah 3 Yogyakarta.

Participant. The participants of this study were three teachers of English at SMA Muhammadiyah 3 Yogyakarta. All participants were female in this research. They had same teaching hours about 24 hours every week on English learning process in the class. The researcher used the convenience sampling method to select the participants due to the participants’ availability and limitation of time. The

convenience sampling method is one of the most effective sampling when one needs to study a certain phenomenon. According to Creswell (2012, p.619) the convenience sampling is a sampling procedure in which the researcher selects participants because they are willing and available to be studied. So, the researcher chose the teachers who was available and willing to participate in this research.

Data Collection Method

This research used interview to gather the data. The researcher prepared questions to interview the teachers in SMA 3 Muhammadiyah Yogyakarta. The researcher interviewed the participant using the same question and the interview needed around 30 minutes. The researcher interviewed them about their strategies and problems in improving student's vocabulary. The researcher interviewed the participants one by one using *Bahasa Indonesia* in order to get in depth and clear information. The interview recorded using the hand phone voice recording application. According to Creswell (2012) one-on-one interview is a data collection process in which the researcher asks questions and records answers from the participant individually. The interview questions were semi-structured to anticipate more possible questions during the interview. The interview questions were developed by the researcher based on the theories in order to gain in-depth result in order to explore the answer for the research question.

Data Analysis

After the researcher finished the interview, the next step was transcribing. Transcribing was repeatedly writing what the respondent has told. The result of transcript had the same with as record of the interview. Member checking used to ensure the validity of the data. The result of the member checking had done to be checked by the participants and there is no addition and deletion of the information. Next step the researcher chose the data and categorized the data by the coding. The data analyzed used several coding including were open coding, axial coding and selective coding. Coding is to take or write the main point from the respondent about what the interviewer asks. Coding divided into three categories. The first was open coding, in open coding the researcher made some categories and the name of categories with criteria decided in the interview. The researcher had three participants, so the researcher used name such as P1 for participant 1, P2 for participant 2, and P3 for participant 3. The second was axial coding which divided the codes into strategies in improving students' vocabulary and problems faced by the teacher in improving students' vocabulary that related to the research question. The classification used excel program. The last step was selective coding. In selective coding the researcher identified and integrated other categories to be well structured, systematic and correlated to the core category. After finishing the selective coding, the researcher reported the data coding by describing it in the form word, sentences, and paragraphs, in order to answer the researcher's question of this study.