

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter discusses some aspects of methodology used to guide the present study. The discussion includes research design, research site and participants, as well as instruments and data collection procedure. To complete the discussion, this chapter also reviews the technique of data analysis.

#### **3.1 Research Design**

In order to cope with the purposes of this research, this study applied a qualitative research design for some considerations. First of all, this research has the characteristics of qualitative research as stated by Nunan (1992); Kvale (1996); Holliday (2005); Setiyadi (2006); Dornyei (2007); Frankel (2007); and Alwasilah (2009) that signify that the nature of qualitative research is to describe social phenomena as they occur naturally. In this research, the teachers' teaching performance in the classroom is the matter to concern. Besides, still to follow the characteristics of qualitative study noted by the mentioned experts, this research concerns subjective interpretation of the data into the findings. In this case, the research analyzed the data collected and attempted to describe certain phenomena appear from the teachers teaching performance.

Furthermore, this research was also characterized as a case study as it met the following reasons. First, the research was carried out in a limited or small scale single case and not to be generalized as indicated by

Patton (1987); Merriam (1988) as cited in Nunan (1992); Creswell (1994); Setiyadi (2006); Frankel (2007); and Alwasilah (2009). In this study, the research only dealt with analyzing particular teachers' teaching strategies in accommodating students vocabulary learning strategies in Garut Region, West Java. Then the results were not to be generalized as general conditions of the whole teachers in that particular region only.

The second feature that constitutes this study as a case study is that the study was to examine a case mainly to provide insight into an issue (Stake: 1995 and Dornyei: 2007). In this case the study focused on investigating the teachers' efforts in the teaching of vocabulary which can accommodate the students' learning strategies. In addition, Yin (1989) as cited in Creswell (1994) mentioned that case study works with the search for "patterns" by comparing results with patterns predicted from theory or literature. In this case, the patterns of teachers' teaching strategies and compared to the pattern proposed by the experts in the field.

### **3.2 Research Setting and Participants**

The study undertook at a state senior high school (SMAN) located in Garut for it was not too far from the writer's residence. Moreover, the researcher is as one the teachers in that school so that he has been familiar with the teachers as participants and he has known more about the condition of teaching and learning English in the school. The two reasons above made the researcher easier in conducting the research and gaining the data needed.

The participants of this research were four Senior High School English teachers who stated that teaching EFL vocabulary was important to be applied in the school and they were potential to implement the program of teaching and learning EFL vocabulary integrated with other language skills. Moreover, the participants were chosen because of having different experience in teaching and having different ways in teaching EFL vocabulary.

Purposive sampling was used in this research because the feature and individuals where the processes being studied were most likely to occur (Denzin and Lincoln, (2000:370 cited in Silverman, 2005: 129). It allowed the researcher to determine a case to illustrate the feature or process, (Silverman, 2005: 129). Purposive sampling in qualitative research is used in order person, setting, and certain events are enclosed and involved to give important information which is impossible through other ways (Alwasilah, 2009: 146).

In the present research, the researcher interviewed four English teachers because they said explicitly that teaching vocabulary was still important to be applied in SMA classroom and they were ready to provide rich and depth information about phenomenon under investigation so as to maximize what the researcher did in the study. The researcher, in this case, wanted to know the strategies and techniques they used in teaching EFL vocabulary. Qualitative inquiry is not concerned with how representative the respondent sample is but the main goal is to find

individuals who can provide rich and varied insight into phenomenon under investigation (Dornyei: 2007).

The choice of the place of the participants was determined considering accessibility of the researcher to carry out the research and some goals of choosing sample purposively such as representativeness from setting, individual, and population heterogeneity (Maxwell, 1996 cited in Alwasilah 2009: 147). Related to the site choice, Alwasilah (2009) mentions that convenience factor should be taken into consideration to support the researcher to carry out the research.

The teachers were chosen as the participants of this research considering that they were reasonable to be included as the sample of the study. By investigating their strategy in teaching vocabulary, it gave rise to any implication for evaluating their performance in carrying their duty as the professional English teachers. The samples of the participants were taken by considering their typical conditions needed for the research; this type was identified as typical sampling (Frankel, 2007). The samples of the participants was based on their typical characteristics such as teaching experience, their strategies and techniques in teaching EFL vocabulary, and the problems found in the setting of teaching and learning activity with regard to the research focus. The researcher first found the data about the intended participants from the interview with the school administrative. This step was taken in order to get complete information especially about the teachers' identity, experience and level of education. In addition, the researcher worked with some participants representing teachers' strategy

in teaching EFL vocabulary and the problems they found in the teaching learning activity. The two factors were considered the main aspects that made the participants different professionally from the rest of other teachers into the real teaching world (Supriyoko, 2008).

### **3.3 Data Collecting Technique**

The data were collected from several sources including questionnaire, classroom observation and interview.

#### **3.3.1 The Questionnaires**

A close-ended questionnaire was given to all respondents prior to conducting the observation of teaching-learning process. According to Labaw (1980:131), the close-ended questionnaires allow the respondents to choose the alternative answer which best represents their feeling, beliefs, attitudes, opinions, behavior, or knowledge of a situation. The questionnaire was administered mainly to find out their strategies in the teaching-learning practices.

#### **3.3.2 Classroom Observations**

Several classroom observations were conducted by the researcher within two months period comprising nine times of classroom visitations by observing the teachers' activity in the class. The researcher was non-participant observer who carried out the observation during the process the teachers' activity in teaching English in the classroom. To obtain the data, the researcher sat at the back and took notes about what carried out by the teachers in the classroom teaching learning processes, particularly

dealing with the teaching of vocabulary (Alwasilah, 2008 : 220, van Lier : 1998, Allwright, 1988, Frankel & Walker, 1993: 384).

### **3.3.3 Interviews**

Interviews with the teachers were also conducted by the researcher in order to support the data gained from questionnaires and observations. Interview and observation are the important technique for collecting data as in the interview the questions will probably develop (Alwasilah, 2008: 192; Silverman, 2000:51). It is made in order to make the research easy and focused on its topic when doing the interview. The data from interview are to gain more ideas about the teachers' strategies implemented in the classroom activities, and the problems and solutions they gave concerning the problems rose in their teaching processes. The interviews were carried out in two languages; Indonesia and Sudanese based on their mood to use, even though, in this regard, the researcher tends to use Indonesian language because the writer likes to use Indonesian language in term of formal activities. In the interview, teacher's names were replaced with pseudonyms and symbols in the transcription to guarantee the confidentiality (Kvale, 1996).

### **3.4 Data Analysis**

The data for this research were analyzed to answer the research questions through qualitative data analysis. Analyzing data of qualitative study involves coding, categorizing, synthesizing and interpreting data and finally making the conclusion based on the data the researcher obtain from various resources (Fraenkle and Wallen,1988; Mack,2005) in this case

were questionnaires, the interviews and the observation notes. Data analysis in this study was conducted over the research and after the data collection finished, as the data collection and analysis might be a simultaneous activity (Merriam,1991:119). The analysis started with the data gained from the distributed questionnaires, the observations, and finally confirmed through the interviews. This data triangulation was conducted to make a contrast and comparison of all the data obtained from different sources: questionnaires, observations and interviews. So the triangulation used by the researcher was triangulation of qualitative data sources. This technique was used to enhance the validity of the conclusion of the study because this study was derived from different sources by using different instruments

Firstly, the researcher collected data through questionnaires to obtain general ideas of the teaching strategies carried by the teachers. In this case, the teachers' responses were categorized according to the corresponding theories as elaborated in Chapter Two. The classroom observations were conducted nine times which explored the English teachers' performances in the classroom. In analyzing the classroom observation, it was used grid technique in transcribing and coding the teachers' activity representing their strategies of teaching vocabulary, the problems they encountered as well as the solutions they gave for the rising problems. Then the observation data were interpreted and drawn conclusions in order to answer the research questions. The interview data were conducted after the classroom observations to validate the data. It

was transcribed into textual form and it was coded to reduce or simplify while the data go to broader topic (Dorney,2007:246). Next it was categorized and interpreted based on theories on chapter two.

In other words, the triangulation used in this study involved triangulating data sources. This means comparing and cross-checking the consistency of information derived at different times and chances and by different means within qualitative methods. The researcher compares the information gathered through the questionnaires and observation notes with the data from the interviews.

