

CHAPTER III

RESEARCH METHODOLOGY

This chapter points out the research methodology apply in this study including the research design, research site and participants, data collection, and how the data is analyzed.

3.1 Research Design

The present study employed case study design to gain in-depth understanding of the use of Quizlet as a vocabulary learning tool in EFL classroom. Case study design can establish cause and effect, in which it observes effect in real contexts, recognizing that context is powerful determinant of both causes and effects (Cohen, Manion, & Morrison, 2007). The present study employed case study design because it focused on a particular phenomenon, took place in natural setting, and the data was obtained through multiple methods, thus it provides in-depth description and analysis of the phenomenon.

Case study strives to describe ‘what it is like’ to be in particular situation, to catch the close up reality and thick description (Geertz, 1973, cited in Cohen, Manion, & Morrison, 2007). On this case, it aims to see how students use MALL to assist their vocabulary learning. Therefore, this study is considered as descriptive case study because it is intended to present a detailed, contextualized picture of particular phenomenon.

3.2 Site and Participants

The research was conducted in one public senior high school in Kabupaten Bandung, Indonesia. Thirty five students of 10th grade were involved in the research. It was chosen because the researcher was following PPL program in this school. Besides, this school allows the students to bring their smartphone to the school. Since this study had to use smartphone in the learning process, thus it helps the researcher to conduct the research.

3.3 Research Procedure

The procedures of this study are conducted by several steps that are described as follow:

1. *Selecting vocabulary learning strategy by using technology.* The SAMR model by Puentedura (2006) is chosen because it is considered as an effective stage for vocabulary learning by using technology. The SAMR model refers to substitution, augmentation, modification, and redefinition. The further explanations are stated as follow.
 - a. Substitution substitutes the previous methods with no functional change. Students read the vocabulary using “Flashcard” mode in Quizlet.
 - b. Augmentation implies that some functional advantages are conferred by technology. Students get more exercises using Learn, Write, and Match mode.
 - c. Modification transforms the classroom by using technology by redesigning the test. Students do the test in Quizlet.
 - d. Redefinition refers to redesigning the task in which could not be made without technology. Students involve in Quizlet live in which all the member of the class plays all the Quizlet modes and students can see one another result.
2. *Selecting the text.* This study focused on Recount Text. The texts are adopted from Guided English Skills by J.B. Alter. This book is chosen because it is suitable for senior high school students. Reading a text is used as a follow-up activity after they explore the vocabulary by using Quizlet.
3. *Selecting the words.* The chosen words are basically the keywords from each text. Then, all the words were translated into bahasa Indonesia. These words are explored by the students using Quizlet, thus while they are reading, they could understand the text.
4. *Implementing Quizlet in learning Vocabulary.* The students learned vocabulary through Quizlet on their own smartphone. The schedules are described as follow.

Table 3. 1
The Teaching Schedule

Date	Materials	Objectives	MALL Stages	Activities
Meeting 1: 31 st July 2019	Recount Text “The Helpless Animal”	Students are able to recall the vocabularies that have been learned from Quizlet and students are able to describe the story.	1.Substitution	<ol style="list-style-type: none"> 1) Students explored vocabulary which is taken from the text through Flashcard mode in Quizlet. 2) Students read the text. 3) Students answer questions based on the text and vocabulary knowledge.
Meeting 2: 7 th August 2019	Recount Text “The Hero”	Students are able to explain the vocabularies that have been learned from Quizlet and students are able to identify the story.	<ol style="list-style-type: none"> 1.Substitution 2.Augmentation 	<ol style="list-style-type: none"> 1) Students explored vocabulary which is taken from the text through Flashcard mode in Quizlet. 2) Students played Learn mode. They had to answer questions which had different type of questions. 3) Students practiced writing the vocabulary through Write mode. 4) Students played Match mode. They had to match the English word to the L1 word. 5) Students read the text. 6) Students answer questions based on the text and vocabulary knowledge.
Meeting 3: 14 th August 2019	Recount Text “Thank You, Sergeant Brown”	Students are able to apply the vocabularies that have been learned from Quizlet and students are able to explain the story.	<ol style="list-style-type: none"> 1.Substitution 2.Augmentation 3.Modification 	<ol style="list-style-type: none"> 1) Students explored vocabulary which is taken from the text through Flashcard mode in Quizlet. 2) Students played Learn mode. They had to answer questions which had different type of questions. 3) Students practiced writing the vocabulary through Write mode. 4) Students played Match mode. They had to match the English word to the L1 word. 5) Students took test in Quizlet. 6) Students read the text. 7) Students answer questions based on the text and vocabulary

				knowledge.
Meeting 4: 21 st August 2019	Recount Text “To Scare a Thief”	Students are able to interpret the vocabularies that have been learned from Quizlet and students are able to illustrate the story.	1.Substitution 2.Augmentation 3.Modification 4.Redefinition	1) Students explored vocabulary which is taken from the text through Flashcard mode in Quizlet. 2) Students played Learn mode. They had to answer questions which had different type of questions. 3) Students practiced writing the vocabulary through Write mode. 4) Students played Match mode. They had to match the English word to the L1 word. 5) Students took test in Quizlet. 6) Students played Live mode. They had to collaborate with their friends to answer the questions. 7) Students read the text. 8) Students answer questions based on the text and vocabulary knowledge

5. After all of teaching sessions were done, the selected students are interviewed.
6. The data from observation, interview, and test are analyzed.
7. The result of the finding and discussion are concluded and finished the thesis.

3.4 Data Collection

Collecting the data is the important process of the research. In this present research, the study employed classroom observation, test, and interview that are described as follow.

a. Classroom Observation. Observation is used to discover the information of retrieved behavior from the participants as it occurs in a setting (Cresswell, 2012). He further explains that during the research, subjects' behavior, actions, and communication should be observed and written in more detail. In this study, observation is used to explore how the participants experienced the intervention including the participants' behavior and the learning process by using MALL as a vocabulary learning tool. In this study, a participant observer

is used since it is the best way to truly learn about the situation (Creswell, 2012). The participant observer is an insider to spend time in the field participating and observing during the research (Johnson & Christensen, 2014)

The instrument used is field notes. According to Creswell (2012), field-notes can be used to recording the notes during the observation. The researcher records what they believe is important (Johnson & Christensen, 2014). In this study, field-notes are used to record the behavior of the students during the teaching and learning process occurs. Field notes were taken during the observation and completed shortly after the class.

b. Interview. Another technique that is used to collect the data is interview. An interview is not an ordinary, everyday conversation. Thus, it is constructed conversations which aim to obtain information from the interviewee. It is used to explore the information which cannot be acquired from the other instruments and allow the participants to express their interpretation and how they experience a particular situation from their point of view (Creswell, 2009; Cohen, Manion, & Morrison, 2007).

The interview method is used in order to obtain more information from the participant regarding the vocabulary learning technique in assisting the reading process that might be different from what is found in during the observation. The interview consisted of some questions related to application-based vocabulary learning tool in assisting students reading English text. The interview is delivered in Bahasa Indonesia in order to make it easier for the participant to answer the questions. The interview is recorded to capture data comprehensively.

According to Creswell (2012), there are several steps for interviewing; 1. Select interviewees based on the purposeful sampling; 2. Record the entire interview, containing the questions which are asked by the researcher; 3. Write the main idea of interviewees' responses; 4. Keep the flow of the interview and stick with the questions.

In this study, there were 6 students who were participated in interview. All participants voluntarily agreed to participate in the interview process. The interviews were conducted individually in order to get the detail information

from each participant. The interviews were recorded and then transcribed for analysis.

The questions for interview are formulated as follow.

1. What do you think about Quizlet?
 2. Do you enjoy learning vocabulary through Quizlet? Tell me your reason!
 3. How Quizlet help you to understand the vocabulary?
 4. Did Quizlet help you to understand the text?
 5. How did Quizlet help you to read and understand the text?
 6. In your opinion, what is the strength and weakness of Flashcard mode?
 7. In your opinion, what is the strength and weakness of Learn mode?
 8. In your opinion, what is the strength and weakness of Write mode?
 9. In your opinion, what is the strength and weakness of Match mode?
 10. In your opinion, what is the strength and weakness of Test mode?
 11. In your opinion, what is the strength and weakness of Live mode?
 12. Which mode did you prefer the most? Why?
 13. Do you feel any improvement in your vocabulary mastery by learning through quizlet?
 14. Do you feel any improvement in understanding the text, after using quizlet to learn the vocabulary?
- c. Test.** Test is aimed to assess an individual's ability (Cresswell, 2012). In addition, Brown (2004) states that test is a method of measuring person's ability, knowledge, or performance in a given domain.

This study used formative test which aims to evaluate students' performance in the process of forming their competencies and skills to be developed (Brown, 2004). Therefore, the test is given to assess students' understanding towards particular text and their vocabulary knowledge. The test is taken shortly after the class dismissed in each meeting.

3.5 Data Analysis

In this research, the results of the data are interpreted descriptively. The data analysis techniques are elaborated below.

The Analysis of Observation. The classroom observation was recorded to know students' progress on their activities, actions, and communications during

teaching and learning process. All of the detail activities that happened during the process were recorded as descriptive as possible.

The field notes was used to describe how the students progressed from the first meeting until the last meeting. It is used to shows the perspective of the researchers. Then, the data was analyzed by using descriptive qualitative data analysis in order to describe detail information from the research such as students' behavior, performance, experience, and the other aspects that were observed by the researcher. The results were coded, categorized, and elaborated descriptively supported by some evidence to strengthen the result.

The Analysis of Interview. The interview session were recorded by using audio recorder. All of the questions were delivered using Bahasa Indonesia in order to make the interviewee easier answering the question. The questions were related to their experience in using Quizlet, their opinion about the application, the difference after they utilize Quizlet to learn, their motivation and interest, and the most motivating and enjoyable features.

The first step of analyzing the interview was transcribing the answer and translating it into English. Next, the second step was categorizing the data based on the research questions provided. The identity information was in a confidential and the data from the interview session is attached in research paper. The result was elaborated descriptively based on the result from interview sessions.

The Analysis of Test. In scoring the test, the right answer is marked 1 point whereas the wrong answer is marked 0. Thus, the raw score from the right answer is 20 point. The result of the test is used to describe students' progress on reading comprehension and vocabulary mastery for each meeting. Thus, it is supported by the other data.