CHAPTER III RESEARCH METHOD

This chapter explains about research methodology which is used to collect and analyze the data. It involves approach and research design, researcher presence, research location, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

This study used qualitative study. Qualitative study focuses on understanding social phenomena based on participants' perspectives.¹ In addition, the aim of qualitative descriptive is to get a comprehensive summarization from specific events experienced by participants.² Thus, the result of qualitative descriptive study is the description of data from participants' explanation about their opinion or experiences. In addition, the researcher interprets human behaviors in context. Therefore, on this study the researcher made interpretation of student teachers' opinion and about kinds of vocabulary learning strategies that they consider to their students and their practices.

¹ D. Ary, L. C. Jacobs - C. K. Sorensen, *Introduction to Research in Education* (Belmont: Wadsworth, 2006), 22

² Vicki A. Lambert – Clinton E. Lambert, "Editorial: Quaitative Descriptive Research an Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol. 16 No. 4, 2012, 255

This study explained the result of the study in description. Thus, descriptive approach used as the approach on this study. Descriptive approach integrates the description of people and place in narrative.³ It means that the researcher describes the result of data about kinds of vocabulary learning strategies that student teachers consider and used in internship program.

Based on explanation above, this research used qualitative descriptive since the aim of this study is to explain kinds of vocabulary learning strategies that student think as useful strategies and their implementation in internship program. Thereby, qualitative descriptive is appropriate design for this study.

B. Researcher Presence

The role of researcher is as the research instrument. Lincoln and Guba as cited in Peredaryenko and Krauss state that the concept of researcher as the instrument since the researcher's role in the process of scientific analysis.⁴ In addition, researcher role in qualitative research is as the planner and someone who interpret the instruments in order to understand the meaning, increase the critical awareness, emancipation and movement through their qualities of sensitivity, responsiveness and flexibility.⁵ In the other words, researcher role in this research is important on this study since her presence is as the human

³ J.W. Creswell, *Education Research: Planning, Conduction and Evaluating Quantitative and Qualitative Research 4th Ed.* (Boston: Pearson, 2002). 274

⁴ M. S. Peredaryenko - S. E. Krauss, "Calibrating the Human Instrument: Understanding the Interviewing Experience of Novice Qualitative Researchers". *The Qualitative Report*. Vol. 18 No. 85, 2013, 1

⁵ M. S. Peredaryenko - S. E. Krauss, "Calibrating the Human... 1

resource that constructs the research, gathers the data, and makes summarization of understanding from the appropriate instruments.

C. Research Location

This study conducted in Sunan Ampel State Islamic University Surabaya. The location is on Jl. A. Yani 117 Surabaya. Specifically, in English Teacher education Department. The reason of choosing this location as the research location has mentioned before.

D. Data and Source of Data

1. Types of Data

In order to answer research problems, researcher used two kind of questionnaire as primary data. The questionnaire are based on N. Schmitt's taxonomy. These questionnaire is used to know about vocabulary learning strategies that student teachers consider to their learner vocabulary learning strategies that student teachers used in classroom.

2. Source of Data

The source of data came from student teachers. The population of this study is 75 student teachers of English Teacher Education Department. They are student teacher who have taken internship program academy year 2015-2016 at Faculty of Education and Teacher Training of Sunan Ampel State Islamic University Surabaya. On this study, research drew a sample in order to gather information. The research uses large group of sample. In determining sample size, researcher needs to consider confidence level and confidence interval. Confidence interval indicates the degree of variations that we want to know whereas confidence level indicates the level of researcher is confident about the result. ⁶ Thus, this study uses 95% confidence level and 3% confidence interval. Based on the table of sample sizes by Cohen, Manion and Morrison, size of sample needed from 75 participant with 95% confidence level and 3% confidence level and 3% confidence interval is 63 participants. Therefore this study used 63 student teachers as sample of this study.

E. Data Collection Technique

Researcher collected the data of the study through distributing questionnaire and collecting document. The process of collecting data is presented on the table below:

Techniques Research Questions	Questionnaire
RQ 1: What kind of vocabulary learning strategies do student teachers consider to their students in internship program?	\checkmark
RQ 2: What vocabulary learning strategies which are frequently used by student teachers in internship program?	\checkmark

 Table 3.1

 Data Collection Technique

⁶ L. Cohen, L. Manion – K. Morrison, Research Methods... 103

1. Questionnaire

Direct administered questionnaire is a data collection technique where the questionnaire is distributed to a group of people in certain place for a specific purpose.⁷ In this study, the questionnaire sheets was given to the student teachers who has taken internship program on academic years 2015-2016. The participants need to give a checklist in scale 1 to 4 on the questionnaire based on their thinking about vocabulary learning strategies and their self-report about their practices in using vocabulary learning strategies.

F. Research Instruments

The instruments which are used to gain the data of this study are:

1. Questionnaire

Questionnaire is "an instrument in which respondents provide written responses to questions or mark items that indicate their responses".⁸ Through participants' responses to the questions on questionnaire, the researcher can draw conclusion related to their thinking about kind of vocabulary that they consider to their learner and what kind of those strategies that they used in classroom. This research uses structured questionnaire that is adapted from Lai Yung-Li's questionnaire. This instrument is used to answer research problems number one and two.

⁷ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 387

⁸ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 648

The questionnaire consists of 30 statements about vocabulary

learning strategies. Those strategies are based on N. Schmitt's taxonomy of

vocabulary learning strategies. Those strategies are presented below:

Table 3.2

List of Vocabulary Learning Strategies based on N. Schmitt's Taxonomy

	Strategies
I. M	emory Strategies
1.	To study a word with a picture of its meaning instead of
	definition.
2.	To create oneself's own mental images of a word's meaning.
3.	To connect a word to a personal experience.
4.	To place the word in a group with other items based on topic,
	theme or function.
5.	To connect a word to its synonyms and antonyms.
6.	To create semantic networks of a word.
7.	To use 'scales' for gradable adjectives.
8.	To use new words in sentences.
	To group words together within a storyline.
	To use Keyword Method.
	To imagine the written form of a word.
	To paraphrase the word's meaning.
13.	To learn the individual words of chunks and then use the whole
	chunk as a memory aid for remembering the individual word
	meanings.
14.	To use physical action when learning a word.
II.Co	ognitive Strategies
1.	To repeat a word aloud to oneself.
	To write a word repeatedly.
	To listen to tapes/CDs of word lists.
	To keep a vocabulary notebook.
III.	Metacognitive Strategies
1.	To test oneself with word tests.
2.	To skip or pass an unknown word.
	Determination Strategies
	To analyse the part of speech of an unknown word.
2.	To look at the clause or sentence containing the unknown word to
	find clues.
3.	To examine how the clause containing the unknown word relates
	to other clauses, sentences, or paragraphs.

4.	To make use of common sense and knowledge of the world.
5.	To make use of knowledge of the topic.
6.	After guessing, check if the part of speech of the guessed meaning
	is the same as the part of speech of the unknown word.
7.	After guessing, replace the unknown word with guessed meaning
	to check if the sentence makes sense.
8.	To analyse affixes and roots of an unknown word in an <i>early</i>
	stage when guessing.
9.	To anylyse affixes and roots of an unknown word in a later stage
	of guessing work.

10. To deliberately learn the meanings of the most common affixes.

In order to measure kinds of vocabulary learning strategy that student teachers consider to students, researcher used rating scale as the technique to measure student teachers' attitudes. Rating scale is kind of scales where the collected raw data is interpreted into qualitative explanation.⁹ Therefore, the quantitative data from the questionnaire would be interpreted into description of qualitative. The scales for student teachers' thinking about vocabulary learning strategies are: (1) very poor, (2) poor, (3) good, (4) very good. Through this instrument, researcher found out about useful vocabulary learning strategies which they considered to be used by their students. The second scale is about the frequency of student teachers including vocabulary learning strategies in their teaching. The scale for student teachers' self-reported of their teaching in using vocabulary learning strategies are: (1) never, (2) rarely, (3) frequently, (4) very frequently. Therefore, there are two kind of

⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendelatan Kuntitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), 141

questionnaire with different scale but they have same statements about vocabulary learning strategies.

After deciding the scale of the instrument, then it is important to construct validity and reliability of the instrument. Firstly, the researcher constructed validity using construct validity approach. The approach of construct validity is having subject matter experts to examine the instrument whether it measures the objectives of the study.¹⁰ Therefore, researcher asked for help from one of English teacher education department lecturer to validate the questionnaire whether it measures what supposed to be measured on this study.

Secondly, the researcher did internal-consistency measures of reliability as the procedure to establish reliability of the instrument. The aim of measuring reliability is to measure the degree of consistency of the instrument and it measures whatever it is measuring.¹¹ One of the ways to establish reliability is measuring coefficient Alpha or Cronbach Alpha. Cronbach's Alpha measures the internal-consistency reliability between individual items with another items.¹² Therefore, Cronbach's Alpha reliability co-efficient is between 0 and 1. Cronbach's Alpha co-efficient that is close to 1,00 indicates the internal consistency of the items is good.

¹⁰ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 235

¹¹ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 236

¹² D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 639

In order to establish reliability, researcher did pilot study on January, 2016. On the pilot study, questionnaire was administrated to 15 people of English teacher education department who have taken internship program academy year 2014-2015. After distributing 15 questionnaire to the respondent, then the data were organized (*see appendix 3*) and calculated using following formula:¹³

$$\alpha = \left(\frac{K}{K-1}\right) \left(\frac{s_x^2 - \Sigma s_i^2}{s_x^2}\right)$$

where

K = number of items on the test $\sum s_i^2 = \text{sum of variances of the item scores}$ $S_x^2 = \text{variance of the test scores (All K items)}$

The calculation of Alpha was done using SPSS Program. On the table 3.3 shows that the alpha of questionnaire I is 0,902 and the alpha of questionnaire II is 0,908. Based on George and Mollory as cited in Anil Matkar, alpha (α) that is > 0,90 is having very good internal consistency between individual items.¹⁴ Therefore, questionnaire items of this study have very good internal consistency reliability between individual items.

Table 3.3			
strument Reliability	,		

Instruments	Number of Questions	Pilot Study (α)
Questionnaire I	30	0,902
Questionnaire II	30	0,908

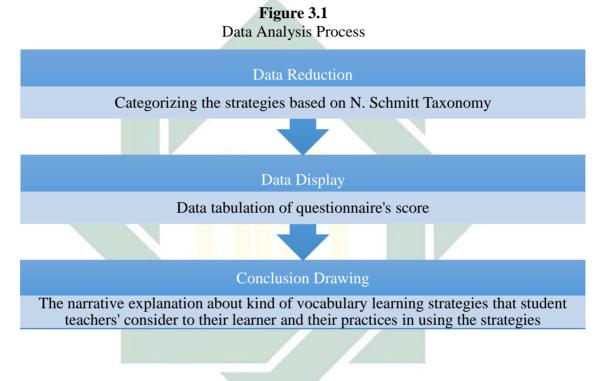
¹³ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 246

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¹⁴ A. Matkar, "Cronbach's Alpha Reliability Co-efficient for standard of customer services in Maharashtra State Co-operative Bank". *Abhinav Journal*. Vol. 1 No. 3, Merch 2012, 74

G. Data Analysis Technique

The final task of researcher after collecting the data is analyzing the data. The steps of data analysis are data reduction, data display, and conclusion drawing. The process of data analysis is specified on the chart below:



Based on the chart 4.1, the first step after obtaining the data is reducing the data. The data was categorized based on N. Schmitt's taxonomy (*see table 3.2*). Then, after categorizing the data based on the themes, researcher display the quantitative data on the table below:

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ent	Number of items																													
Respondent	1	2	3	4	5	6	7	8	6	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1												2	6																	
2												1	1																	
3											. /			1																

Table 3.4Data Tabulation of Questionnaire

In the next step, researcher calculated the percentage of student teachers who consider the specific strategy to their students (*questionnaire 1*) and using the strategies to familiarize it to their students in their teaching practice (*questionnaire 2*). The calculation of the percentage used formula below:

Questionnaire 1:

$$Percentage = \frac{\sum ST \text{ who consider the specific strategy to their students}}{\text{total of respondents}} x 100\%$$

Questionnaire 2:

$$percentage = \frac{\sum ST \text{ who ever used the strategy}}{\text{total of respondents}} \times 100\%$$

The percentage only calculates frequency of student teachers who consider the strategy. In the other words, the percentage only calculates frequency of student teachers who think that one specific strategy is good (G) or very good (VG). In addition, student teachers also used that strategy in their teaching or choose whether rarely (R), frequently (F), or very frequently (VF) on the questionnaire.

Secondly, the data were processed using "measures of central tendency". There are three major of "measures of central tendency", they are *mean, mode,* and *median.* This study used *mean* or averages as the way of summarizing the data. "The term average means the sum of the scores divided by the number of scores".¹⁵ In this step, researcher summarized each items of questionnaire through measuring sum of the scores and dividing it with the number of student teachers. The formula for measuring *mean* is below:

$$mean = \frac{\sum score \ each \ items}{number \ of participants}$$

After measuring *mean*, researcher calculated the interval score of *mean*. The scale was divided into four categories, they are: very good, good, poor, and very poor. Moreover, for the research question 2, the categories are: very frequently, frequently, rarely, and never. The scale is used to describe *mean* of each categories. The formula of calculation is:

$$Interval = \frac{range}{number of categories} = \frac{highest point - lowest point}{4}$$

After calculating the *mean* of each strategies, researcher categorized each strategies based on interval score. Then, interpret the quantitative data into qualitative. The scale description for each categories are:

¹⁵ D. Ary, L. C. Jacobs - C. K. Sorensen, Introduction to Research ... 108

- a. Kinds of vocabulary learning strategies that student teachers consider to students
 - Very good strategies : the strategy is very useful and suitable for the students and student teachers will definitely consider this strategy to be used in class.
 - 2) *Good strategies* : the strategy is useful and suitable for the students and you consider this strategy to be used in class.
 - 3) *Poor strategies* : the strategy is not very useful for your students but teachers may consider this strategy to be used by your students at some points.
 - 4) *Very poor strategies* : the strategy is not useful at all and very unsuitable for the students to learn vocabulary.
- b. Kinds of vocabulary learning strategies that student teachers used to students
 - Very frequently : If student teachers used the strategy more than 6 times when taught vocabulary in classroom
 - Frequently : If student teachers used the strategy 4-6 times when taught vocabulary in classroom
 - 3) *Rarely* : If student teachers used the strategy 1-3 times when taught vocabulary in classroom
 - 4) Never : If student teachers never used the strategy

The last step were collusion drawing. On this step, researcher explained about kinds of vocabulary learning strategies that student teachers consider to their learner and what strategies that student teachers use those strategies in classroom.

H. Checking Validity of Findings

After analyzing the data and interpreting the findings, research checked the accuracy of the findings. Researcher checked the accuracy of findings in the form of member checking. Member checking is the way of checking the accuracy of the findings through asking the participants of the study.¹⁶ Therefore, researcher asked some participants of this study whether the findings of this study is fair and representative.

I. Research Stages

This study is conducted into two stages, those are:

1. Preliminary Research

In order to clarify the research problems of this study, researcher conducted preliminary research on October 19th 2015 with student teachers of English Teacher Education Department. This preliminary research gave information to the researcher related with student teachers who may not really understand about vocabulary learning strategies.

2. Designing Investigation

In this stage, researcher designed the questionnaire in order to identify kind of vocabulary learning strategies that student teachers consider as useful and

¹⁶.W. Creswell, Education Research: Planning, Conduction... 259

used it in classroom. In the term of getting validity, researcher asked one of lecturer to validate the questionnaire. After validate the questionnaire, researcher conducted pilot study in order to test reliability of the instrument. The questionnaire consists of 30 vocabulary learning strategies that is adapted from Lai Yung-Li's questionnaire.

3. Implementing Investigation

In order to answer research problems about vocabulary learning strategies, researcher began the investigation with distributing two kind of questionnaires to 63 student teachers of English Teacher Education Department.

4. Analyzing Data

After collecting the data, researcher analyzed the data in order to answer the research questions. The steps of analyzing data was described on data analysis technique before.

5. Concluding Data

The last step is concluding data. This is the final report of this study where researcher concluded the findings of the study.