**Chapter Three**

**Research Methodology**

In this chapter, the researcher discusses the research methodology used in this research. This chapter consists of research design, research setting, population and sample, data collection, and data analysis. In the research design, this research discusses the design used in this research. The research setting consists of two setting: setting of place and setting of time. The last of this chapter is data collection and data analysis that explains how the researcher collected the data and how the data was analyzed.

**Research Design**

This research used descriptive qualitative as the research design. The reason for using this descriptive qualitative was caused by the aim of the research was to explore the role and the problem of the program. This design gave deeper information about the data. Lois, Manion and Marison (2011) defined descriptive qualitative design as qualitative data analysis which is divided into organizing, accounting, and exploring the data.

The aim of this research was to know the role of the vocabulary enrichment program at an Islamic Boarding School at Yogyakarta in developing students' speaking skill. This research investigated the challenges faced in the program and the effort done to overcome the challenges. Based on these aims, the researcher used qualitative method in doing this research, because this research focused in investigating problem which was cannot be defined by using numbers and the qualitative method was seen as a suitable method in doing it. As stated by Cohen, Manion, and Morrison (2011) one of the characteristics of qualitative research is to explore the problem

and develop the problem with depth understanding in a central phenomenon. This research was seen that it had those characteristics.

**Research Setting**

This research investigated the vocabulary enrichment program. The consideration of why this program used as the study is this vocabulary program was different from other programs that purposes on students' reading skill. This vocabulary program was set to help students in their speaking and writing and it rarely found the study that takes this program as their issue.

The reasons why the researcher chooses this school as the setting of the research were: as one of Islamic boarding school in Indonesia, this school has some programs in improving students' speaking school outside their classroom and one of them, they applied for the vocabulary enrichment program. The second reason was in this school, this program has a clear aim in helping students to gain in the bilingual program, which means the students and researcher can see and feel the use of the program clearly. The third reason was as the new school that was establish in 2008, this school has many students around 2000 students. It shows that the school was trusted by people to bring the students to reach their success in many parts of education including language education. In addition, the researcher has easy access to finding and investigating the problem in this school. This research was conducted from November 2018-February 2019.

**Research participants**

The participants of this research were taken from the students and teacher. As stated previously in the limitation, this study focused on the role of VEP in improving student's speaking skill, and the problem of the program, because there is much research that explore

challenges strategies in teaching vocabulary, but it is rarely found the research about the role of VEP, the problem of the program and strategies in facing the problem.

The researcher took four students and one teacher as the participant in this research. In the qualitative method, there is no limitation of the participant. Cohen, Marion and Marrison (2011) declared that there is no rules and the current size of the participants in qualitative research. The other reason why the researcher took five participants is to have an efficient time. These four students were taken from male and female class from each grade of the students, because the students in predicted having different learning experience in vocabulary enrichment program. One teacher was taken to see the other perception of the students. The researcher considered that the teacher saw the program differently from the students.

The method that was used in choosing the participant was purposive sample. Cohen, Marion and Marrison (2011) stated that purposive sample has been chosen for specific purposes. The criteria that was used to reach the purpose are students sat at tenth grade. The participant took three female and one male student. The students were taken from 10th class in consideration on how long the student has joined the program and the students' English proficiency. The students should have joined the program with the longest experience and the students who just joined the program around a year, because this research want to explore problems from the students that faced by all students either the new students and the old one, and hopefully it can help other students in preparing their selves in facing the problem. The researcher asked the teacher to choose the participant based on the criteria to ensure that the data could answer the research question.

Researcher changed the name of the participant to keep the personal privacy of the participants. The participant name was changed into flower name as *Flamboyan*, *Krisan*, *Melati*,

*Kumbang*, and *Kak Anggrek*. It is done to make the participant feel secure to share all the experience they have in the vocabulary enrichment program. The first participant was *Flamboyan. Flamboyan* is female students from class 10 MIPA 4, she joined the program around four years. This student has good interesting in English and she has a good grade in English. *Kumbang* was a male student from 10 MIPA 1 who had joined the program for around 4 years, but he does not have good English proficiency.

The next participants were students who just join the program. *Kirsan* was a female student from 10 IIS 4, *Krisan* has joined the program around two years, because she was from other junior high school and just study in this Islamic boarding school as a senior high school student. She was seventeen years old. She has good English. The other student who just joined the program was *Melati* from 10 IIS 3. She has good English and she joined the program around a year.

The last participant was *Kak Anggrek* as the teacher of the program. This teacher was students from 11 IPA 3. She was students from the Language Improvement Department that has the responsibility of this program. She is seventeen years old. She has good English and a good grade in English. She teaches the program around 6 months, because the responsibility of this program will be changed in every year.

**Data Collection Method**

This section explained how this research got the data. This research used interview in collecting the data. Cohen et al (2011) said that interview is a flexible tool for collecting data in research, because it enables communication verbal and non-verbal. This method used to know the role and the problem of the program in improving students speaking skill. By using this

method, the researcher explored deeply and got wide information about the topic. This method was also suitable for this research as qualitative research which explored some problems. The data was collected by exploring students' and teacher's opinion about the problem.

The researcher used an interview guideline. The researcher prepared the question that will be asked in the interview before doing the interview. The question in this interview was an open-ended question. This question was used to get wide information from the participants. The interview took the time for approximately 15 minutes for each interviewee. The questions were delivered to the interviewee or participant by using *Bahasa Indonesia* in order to get clearer information.

**Data Collection Procedure**

The research followed these steps in collecting the data. The first step was the researcher met the English teacher from the school to decide the participant by students' English proficiency. The participant of the research was chosen by the researcher and teacher with the current criteria made in this research. The researcher followed the arranged schedule made by the researcher and the participants to conduct the interview. The interview used prepared open-ended questions. The question was delivered in *Bahasa Indonesia* to avoid misunderstanding in receiving the information between researcher and the interviewee and make the participant feel comfortable in informing data. Each student and the teacher got the same question. The participants were interviewed one by one. Each of the students spent approximately 15 minutes. The researcher used a recorder as the tool in the interview.

**Data Analysis**

After gathering all the data needed for this research, the researcher transcribed the data to be text data. After getting the text data researcher checked the validity of the data by doing member checking. Member checking is one of the ways to validate the data in a qualitative method. According to Creswell (2002) *"*member checking is used to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants that they are accurate (p.196). It means this method keeps the data and it makes the researcher cannot manipulate the data. The researcher gave the transcription of the data to the participants, in order to make all the participants can check the data was written based on what the participants said in the interview.

The researcher met the participants face to face to do the member checking. Then the researcher gave the transcription of the interview to the participant to see whether the transcription transcibed based on their opinion in the interview. All the participant agreed on the transcription and there is no any changed data on the transcription. Hopefully, it showed that the data was valid from the participant.

The last step was analyzing the data by coding the data. After getting all the data, the last step before writing the report of the research the researcher analyze all the data from the participant. Coding data was used as the method of the analysis.

Coding has been defined by Cohen, Manion, and Morrison (2011) a label or name given to some text that contains some ideas or information. Not all of the participants have important ideas and information. Then, the researcher needs to find out the information given by the participants in their interview. It also helps the researcher in finding similar information from the

participants. This research coded the information in four steps: open coding, analytical coding, axial coding, and selective coding.

The first step of coding was open coding. Cohen, Manion, and Morrison (2011) defined the open coding as "simply a new label that the researcher attaches to a piece of text to describe and categorize that piece of text. (p.561)." In this step, the researcher categorized the transcription using three words: the roles of VEP in improving students' speaking skill, problems of the program, and strategies used by students in gaining faced problem. These words were used to give label or codes that describe the meaning of the text. These words were taken based on the research question of the data.

The second step was analytical coding. In this step, the researcher gave theme in the categorized text. Cohen, Manion, and Morrison (2011) said in this step the code should be interpretative and not only be descriptive. It means the theme that you give to the text should be explained clearly about the text. In this research, the researcher gave the specific theme from the common label from the open coding. Researcher wrote four themes for the role: Improving students' English vocabulary, improving students' grammatical mastery, helping students to practice their vocabulary in communicative skill, and giving feedback toward students' performance.

The next step of coding was axial coding. Cohen, Manion, and Morrison (2011) defined this coding as "A category label ascribed to a group of open codes whose referents are similar in meaning. (p.561). The researcher used a tally mark to show how many times the idea appears in the research. The idea was taken from the theme in analytical coding.

The final step of coding was selective coding. As this coding namely, in this coding researcher preferred the category that is found more selectively. The researcher selected the core category of the data and made the data into a theory form. Researcher reviewed the data found with the research question.

These all are four steps in coding to get the informative data. The informative data was written as the result of this research with the related theory. The result was written based on the research question of this research. From these data, the researcher discussed the finding of the research.