

Chapter Three

Methodology

In this chapter, the researcher discusses the methodology used in this research, the research design, and the research setting. The research design describes the methodology justified with the expert statement. Then, the research setting explains the participants, place, and also the time of this research. The researcher also discusses the research participant, data collection, and data analysis.

Research Design

This research aims to find out the strategies in learning vocabulary for the first year students in an English Language Education at one of the private university in Yogyakarta. It scrutinizes how the first year students are mastering vocabulary by using their strategies and investigate effective strategies. According to the aim of this research, the researcher chose a qualitative design. It was because the qualitative method could give detail, depth, and rich information about the finding of the research. It was suitable for the aims of this research. Gonzales (2008) argued qualitative research provides an in-depth, intricate and detailed understanding of meanings, action, non-observable, as well as observable phenomena, attitudes, intentions, and behaviors, and there are well served by naturalistic inquiry” (p. 3).

In this study, the researcher used descriptive qualitative research design. Merriam (2002) argued that descriptive qualitative research design can show how the participants make the meaning of a situation or phenomenon which can be

delivered through an instrument of the research and the outcome is descriptive. By using descriptive design, the researcher found a detail and depth data based on the results of the interview which contains the information. Based on the findings of this research, the researcher found rich and details information as presented in the results of this research.

Research Setting

This research took place at the English Language Education Department in one of the private universities in Yogyakarta. The research was conducted in the academic year of 2017/2018. It was in line with the aims of the research which was to find out strategies in learning vocabulary used by first-year students.

The research was conducted at an English Language Education Department in one of the private universities in Yogyakarta. The accreditation that the department received in the recent year makes the department demand a higher passing grade for the new students. Therefore, the first-year students who already passed the test will have relatively good English proficiency based on the standard criteria that the department made. It made the researcher want to investigate the way the students mastering vocabulary by knowing the strategies that they use. Moreover, the researcher wants to provide a list of effective strategies for all of the students at the English Language Education Department in one of the private universities in Yogyakarta. Also, to find out the most effective strategies that may be useful for students to improve their vocabulary. Besides, the researcher was also a student of an English Language Education Department. By then, it makes

all of the research process easier because the researcher and the participants are in the same location.

Research Participants

The participants of this research were first-year students of the English Language Education Department at one of the private universities in Yogyakarta. The aims of this research were to find out the strategies in learning vocabulary used by first-year students. Regarding the aim of this research, the first-year students were the most suitable participants for this research. It is because the first-year students in the English Department start to use English as the medium of the instruction in the learning process. Therefore, the researcher scrutinized what were the strategies in learning vocabulary that the students used to increase their level in learning English.

The sampling technique applied in this research was purposive sampling. Purposive sampling technique was suitable for this research because this technique was based on someone's judgment. Ball (as cited in Cohen et al, 2011) argued that purposive sampling used to access knowledgeable people who have in-depth knowledge about particular issues (p. 159). This technique was suitable for this research because the participants were the students with outstanding performances. There are six first-year students with outstanding performances. Those six students were chosen based on teachers' recommendation because they have good strategies in learning vocabulary and it works for them. The researcher chose the participants based on the teachers' recommendation which taught the participants at several subjects. The subjects

were Interpretive Reading and Argumentative Writing and Listening and Speaking for career development.

The researcher conducted a preliminary interview which described the background of all participants in this research and discussed students' experience in learning English and vocabulary. The preliminary interview consisted of introductory questions that given before the main questions.

The findings of the preliminary interview found that all of the participants were starting learning English formally since they were in Elementary School. All of the participants had been learning English for approximately nine years. Therefore, the participants had many experiences in learning English because they were learning English for a long time. Thus, the participants were suitable for this research. Hence, they were also performing outstanding performances during their first year in college.

There are two participants expressed the same feeling when they learned English. Patrice and Jammy stated that they enjoy the learning process whenever they were learning English. On the other hand, two other participants mentioned that they were happy when they were learning English because they like it. In another opinion, one participant says that he is always curious when he learning English. The result shows that participants were having a good feeling whenever learned English.

In the preliminary interview, the participants share things that they like in learning English. Some of the participants have more than a thing that they like in learning English. Jammy said that "I like so many things such as movies", "and

accents”. Evelin also says “I personally like the accents”. Three participants share the same thing that they like, Patrice says that she likes reading because she was so happy when she gets a new vocabulary, and when she can understand some words whenever she reads a novel. Janet added that she likes reading and love to read a novel and Helena said that she likes reading. Helena also said that she likes writing too. One participant Harison said that he likes the way of English Languages used as a tool to communicate.

The findings of the preliminary interview revealed that all of the participants agreed that vocabulary roles in learning English were important. It shows that students were having a big concern in vocabulary. The results from the interview question about the role of vocabulary were in accordance with literature from Cameron (2011) who argued that vocabulary is important knowledge in language learning and it has a big impact towards the language learning acquisition. In another opinion, Linse (2005) stated that students’ vocabulary development is important for their language development. Thus, it can be concluded that vocabulary plays an important role in learning English.

Data Collection Method

This research used the interview as a data instrument for collecting data. The type of interview used in this research was a standardized open-ended interview. Patton (1980) stated that participants will answer the same questions, therefore, it can increasing the comparability of responses (as cited in Cohen et al, 2011, p. 413). This type was more organized, which the researcher can get deep information in one question and move to another question if the answer from

participants was enough. It also helped the researcher in interviewing the participants because the question was already listed. Therefore, the researcher can follow the sequences. Patton (1980) said that standardized open-ended interviews are reduced interviewer effects and bias result. Also, facilitate organization and ease the researcher to analyze the data (as cited in Cohen et al, 2011, p. 413).

The interview in this research was standardized open-ended items. Kerlinger (1970) stated that standardized open-ended interviews were “those that supply a frame of reference for respondents’ answers, but put a minimum of restraint on the answers and their expression”. Open-ended items were more flexible and suitable for this research, in which the researcher wanted to get rich and deep information from participants. By using this interview, participants can go depth in giving information and it can minimize misunderstandings.

The questions format used in this research were indirect and specific questions. It was suitable for the aims of this research that required depth and detail information from participants. Tuckman (1972) stated that by using indirect questions format, the results will be a more frank and open response. Tuckman (1972) also stated that specific questions will make respondents be more cautious, guarded and give less-than-honest answers (as cited in Cohen et al, 2011, p. 417). The example of interview questions are “Darimana biasanya anda belajar vocabulary?”, “Apakah ada strategi tertentu dalam mempelajari vocabulary? Strategi apa saja?”.

The response mode of this research was an unstructured response. By using unstructured response, participants can answer all questions with open and

no limit. The more they give information, the more depth and detail the results are. Tuckman (1972) said unstructured response allows participants to give their answer in whatever the way they choose it (as cited in Cohen et al, 2011, p. 419). The responses from participants were recorded using mobile phone and participants used Bahasa Indonesia in giving the responses.

Data Analysis

The results of this research were transcribed. Then, the researcher focused on all of the ideas, themes, all words, and every piece of data. The researcher used a pseudonym to name the participants. They were Patrice as participant 1, Janet as participant 2, Evelin as participant 3, Jammy as participant 4, Harison as participant 5 and Helena as participant 6. The pseudonym was a process in giving a false name instead of giving a real name. To ensure the validity, the researcher conducted a member checking.

In this research, member checking was chosen as the techniques to check the validity of the result. Member checking conducted after the researcher transcribed the data from the recorder and it is before the researcher conducted a coding. Andre (2004) stated that member checking conducted to asked the participants to read the transcript of the data result. In member checking, the researcher shows the interview transcript to the participants. From the member checking, all of the participants confirmed that the interview transcript was valid based on what they said in the interview process.

To analyze the data, the researcher conducted the coding process. It started from open coding. In the open coding, the researcher created a category in

the sentences of the interview transcript given a label and categorize the transcript text that contains information in the interview result. According to Staruss and Corbin (1990) as cited in Cohen et. al (2011) an open coding means by giving a label to a piece of text that contains information and categorize it. Then, the next process was analytical coding where the researcher interprets the statement from the participants. Cohen et. al (2011) stated that analytical coding is the group of codes or labels and it contains an analytical meaning. The researcher took a point based on the information that students gave. Then summarize it into a short sentence and give a number to the sentences.

After giving a label or a code to a piece of the word that contains an idea and information. The researcher conducted an axial coding. In this process, the researcher put all the label or data into a smaller unit and made a group for categorizing the data. Cohen et. al (2011) mentioned that axial coding is the process of integrating a whole text that contains information into small units. The last process was selective coding. In this process, the researcher found the core point of the short sentences that have been summarized in analytical coding. Cohen et. al (2011) stated that selective coding is the process of identifying the core point. The main point of the short sentences became the finding of this category.