Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya RESEARCH METHODOLOGY Universitas Brawijaya Universitas Brawija Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University BraThis chapter explains about research methodology. The research_{sitas} Brawijaya methodology includes research design, data sources, data collection, and data RSITAS BRAM Universitas Brawijaya Universitanalysis.wijay **Universitas Brawijaya Universitas Brawijaya** Universi 3.1 Research Design The focus of this study was investigating students' perception on the use of Universi flashcard in teaching vocabulary in X-APH 2 class of SMKN 3 Malang majoringsitas Brawijaya in hotel accommodation. In order to answer it, the researcher chose descriptive University qualitative as the research design. Richard (2003, cited in Pèrez, p.16) says that Sitas Brawijaya Universi qualitative research is more agreeable for learning a phenomenon as it focuses on Universities that happen in natural background; in this study it was in a language Universi classroom. According to Hancock et al (2007), a qualitative research focuses onsitas Brawijaya Universitas Braw how people can have different ways of looking at phenomenon. The different Universitively ways of looking at phenomenon mean different perceptions. So, students may be a student of looking at phenomenon mean different perceptions. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi have different perceptions when the teacher uses flashcard as a media to teach sitas Brawijaya Universitas Brawijaya vocabulary. Universitas Brawijaya Universitas Descriptive qualitative related to longitudinal study. Longitudinal study Brawijaya Universitas Brawijaya Universitas Brawijaya Universi means experiencing something of a surge of interest in the social sciences for Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit some periods. The social science here means in the anthropology, oral history, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi community studies, and in the subfields of sociology, education and criminologysitas (Holland, 2007). In this case, social science is in education. Longitudinal study University will often be more time consuming. In the beginning, the researcher had done the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya preliminary study in SMKN 3 Malang then started to do the research. Universitas The reason of using descriptive qualitative was because it was necessary and sitas Br Universitas Brawijava Universitas suitable to describe the phenomenon related to the students' perception on the use Universit of flashcard in teaching vocabulary. Richard (2003, cited in Pèrez, p.18) states Brawijaya Universithat qualitative research has a variety of tools to collect the data such as questionnaires, observations, interview and recordings. The researcher chose Universit observation, questionnaire and interview for collecting the data. Universit3.2 Data Sources The researcher chose class X-APH 2 of SMKN 3 Malang majoring in hotel University accommodation as the data because during teaching practice program (PPL) on Sitas Universi September until October 2015, the researcher saw that the teacher used flashcard as the media for teaching vocabulary class X-APH 2 as well. When teacher used Universi flashcard, the students showed their happy faces and interest. The students were less Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitative and could express their idea and opinion because the teacher just as a facilitator stimulated them with some questions to make them more active. Universi Therefore, the researcher conducted a research about students' perception on the sitas Brawijaya Universities by use of flashcard in teaching of vocabulary to ensure about the perception of the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit students about teaching vocabulary by using flashcard. The subject of this study Brawijaya Universitas Brawijaya Universitas Brawijaya Universi was all of students in class X-APH 2 of SMKN 3 Malang majoring in hotelsitas Brawijava dersitas Brawijaya Universitas Brawijaya Universitas Brawijaya accommodation. The class consists of 8 boys and 24 girls. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.3 Data Collection Universitas The data were collected through observation, questionnaire, and interview forsitas Brawijaya this research. The following steps were done in collecting the data: Doing some observations. The researcher done the observations in two meetings because the teacher used flashcard as the media in teachingsitas Brawijaya vocabulary in two meetings. The next meeting she used another media. The researcher had completed the data in two meetings as well. In the observation, the researcher makes no special effort to have a particular role in the setting; to be tolerated as an unobtrusive observer is enough (Marshall and Rossman, 2006), meaning that the researcher would not sit as Brawijaya participate in the classroom or will be non-participant observer. Finding the flashcard used by the teacher based on theory from Edwards (2006) and types of flashcard by using theory from Scott (1990). The teacher noted the flashcard used by the teacher and types Universitas Brawijof flashcard in field note. Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br 3. Noting the stages in teaching vocabulary done by the teacher based on sitas Br Universitas Brawijaya from Cross (1991). The teacher noted the stages in teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi vocabulary in field note as well.a Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Bray Giving questionnaire to the students to investigate students' perception Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi on the use of flashcard in teaching vocabulary. The questionnaires it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawia) First questionnaire used closed questions. For closed questions, the sitas Brawijaya Universitas Brawijay were easy and quick to answer. It made the researcher easier to sitas Brawijaya Universitas Brawijay analyze the data as well. Agreement scale means the students were sitas Brawijay analyze the data as well. given five answers, those were: strongly disagree, disagree, neither disagrees nor agree (neutral), agree and strongly agree. The Brawijaya students chose one from that answers that could represent their own perception about teaching vocabulary by using flashcard. b) Second questionnaire used fixed-choice question. For fixed-choice question, the researcher provided some questions with options about students' perception on the use of flashcard in teaching last Brawijaya vocabulary and the students chose the most appropriate answer based on their own perception. The researcher chose fixed-choice question as well because the researcher wanted to find the students's itas reason about the use of flashcard in teaching vocabulary. Universitas Brawijaya Universitas Brawijay Notebaert (2009). This questionnaire awas modified by the sitas Brawijay Universitas Brawijaya Universitas Brawijay "Students Perception about Learning Anatomy" while this study students Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijay entitled "Students Perception on the Use of Flashcard in Teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Vocabulary". Both of this study investigated students' perception Universitas Brawijaya Universitas Brawijaya Universitas Universities Brawijay but the object was different. Therefore, the researcher modified the tras a Universitas Brawijaya Universitas Brawijaya Univers questionnaire in order to make the questionnaire could be a Universitas Brawijaya Universitas Brawijaya Univers Universitas Brawijay appropriate with this study. Actually, the researcher translated thesitas Brawijay Universitas Brawijaya Universitas Brawijayaunderstand the questions. ersitas Brawijaya Universitas Brawijay The researcher chose Bayu Hadi Siswoyo as a peer checker to itas check the questionnaire in English and in Bahasa Indonesia as well. The researcher chose Bayu Hadi Siswoyo as peer checker because he has great knowledge about English. He often joined debate since senior high school. He ever joined National and Asian debate competition. 5) Interviewing the teacher. The researcher chose an English teacher in SMKN 3 Malang who used flashcard as the media in teaching sites. vocabulary to be interviewed. Interview guide from Notebaert (2009) was chosen by the researcher but it was modified because Notebaert W conducted a research entitled "Students Perception about Learningsitas Brawijaya Anatomy" while this study entitled "Students Perception on the Use of Flashcard in Teaching Vocabulary". Both of this study investigated Universitas Brawstudents' reperception but the object was different. Therefore, the sitas Br Universitas Brawijaya guide could be appropriate with this study. Actually, the researcher Universitas Brawijaya Universitas Brawijaya Universitas Braw translated the interview guide into Bahasa Indonesia to make Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Braw students easier to understand the questions. The researcher chose Bayusitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Hadi Siswoyo as peer checker. In the previous paragraph, the researcher sitas Brawijava Universitas Brawijaya Universitas Universitas Brawijaya After collecting data from observation and questionnaire had been Universitas Brawdone, the researcher interviewed the teacher face-to-face because the last Brawijaya s Brawijaya Universitas Brawijaya Universitas Brawresearcher wanted to ask her directly to avoid misunderstanding and sitas Brawijaya also in order to make the data clearer, detail, and complete. There were ten questions asked to her. The purpose of interviewing the teacher was Sitas Brawijaya Universit to crosscheck between the result of students' perception on the use of stas Brawijaya flashcard in teaching vocabulary from questionnaire and the teacher's answer from interview. Universita Universit3.4 Data Analysis The researcher analyzed the data from observation, questionnaire, and Universitinterview. The following steps were done in analyzing the data: Universities 1. Analyzing data from observation. The researcher analyzed the data from wijay Universi observation had written them in field note by using theory from Miles and Universitas Bra Huberman (1994). There were three main steps of analyzing the data by itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brausing Miles and Huberman (1994), those were: data reduction, data Brawijaya Universitas Brawijaya display, and drawing conclusion. In this study, there were some steps to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braanalyze data from observation were as follow: it as Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Bra) Observing the process of teaching vocabulary by using flashcard in Universitas Brawijawa meetingsrsitas Brawijaya Universitas Brawi based on theory from Edwards (2006), types of flashcard used by the sitas Brawijaya Universitas Brawijava by using theory from Cross (1991). Brawijaya Universitas Br c) i Reducing inappropriate data and only used appropriate data.sitas Appropriate data were data that related to the perception of students about the flashcard that is used by the teacher and the stages in Sitas Brawijaya teaching vocabulary. niversitas Brawijaya Displaying the data that had been reduced before. Drawing the conclusion about the use of flashcard in teachingsitas Brawijaya vocabulary. 2. Analyzing the data from questionnaire. The researcher used different sites theory to analyze first and second questionnaire. The first questionnaire was analyzed by using Likert Scale (1932). According to Djaali and Universitas Bra Muljono (2008), Likert Scale is a scale which is used to measure attitudes or perceptions of someone or a group about an education phenomenon. The result of the questionnaire would be formed of number or percentage. Universitas Brawijaya Universitas Brawijaya Universit Universitas BraAt the end, the researcher would transfer the summary of the result into itas Brawijaya Universitas Braquestionnaire by using Likert Scale because Likert Scale was appropriate Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brato represent the students' perception on the use of flashcard in teaching Brawijaya Universitas Bravocabulary niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The steps for analyzing the first questionnaire were: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra) The students were given five closed questions to indicate their level of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya agreement in closed questions. Level of agreement meant strongly Universitas Brawi disagree, disagree, neither disagrees nor agree (neutral), agree, and sitas Brawijaya s Brawijaya Universitas Brawi strongly agree. Every level of agreement had a score. The score were: rsitas Brawijaya Strongly disagree Universitas Brawijaya Disagree Neutral Agree Strongly agree b) The researcher counted and summarized how many students chose strongly disagree, disagree, neither disagree nor agree (neutral), agree and strongly agree from closed questions. The researcher analyzed the first questionnaire by counting the average Universitas Braw of every item based on the total score of every answer from tas Brawijaya Universitas Brawi participants. For example, the researcher wanted to analyze question or Universitas Brawi item number 1. The researcher had known before how many students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawithat chose strongly disagree, disagree, neither disagree nor agrees tas Brawijaya Universitas Brawiscore of every answer. Last, the researcher counted the average of sitas Brawijaya Universitas Brawi question or item number 1 and transferred it into percentage. Universitas Brawijaya Universitas Brawijaya

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	Universit	Strongly Agree. To count Σ score ideal for all item is Σ item Brawija.
rawijaya	Universita	participant x score of strongly agree. For example, Σ participant sitas Brawijay
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rawijaya Irawijaya	Universitas Bray The	result would be:
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Universitas Brawijaya Universitas Branalysis descriptive is arranging or analyzing the data that have been Universitas Brawijaya Universitas Brawijaya Universitas Br collected to describe or drawing about the existing phenomenon. In this it as Universitas Brawijaya Universitas Br through table that have gotten from the calculation of percentage. Thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya researcher used formula from Purwanto (1991) to count the percentage of Universitas Brathe second questionnaire's result. Universitas Brawijay The researcher gave the questionnaire for the participants after the itas observation had done. There were five questions in first questionnaire and ten questions in second questionnaire that could represent the students' states perception on the use of flashcard in teaching vocabulary according to theory from Notebaert (2009). After the participants had answered the questions, the researcher analyzed the data. The steps to analyze the second questionnaire: a) The students were given ten fixed-questions to ask their reason about the use of flashcard in teaching vocabulary. b) After that, the researcher summarized second questionnaire about their perception and their reason on the use of flashcard insitas Brawijaya teaching vocabulary. Universitas Brawijaya Character categorized how many students and the reason Universitas Brawijaya Universitas why they felt interested, neutral, or bored. Brawijaya Universitas Brawijava^{d)} and described the data through table in form of percentage. Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas 3. Analyzing the data from interview	with the teacher.	The rese	earcher	Brawijaya
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Brawijaya 	Universitas Brawijaya Universitas Brawijaya researcher to avoid misunderstandi Universitas Brawijaya Universitas Brawijaya	ng between the re	searcher a	nd the	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brae) The researcher validated the result of students' perception on the use of sitas Brawijaya Universitas Braanswer from interview. Universitas Brawijaya Universitas Braf) The researcher made a conclusion. Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universit Iniversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya