CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about research methodology. The research methodology includes research design, data sources, data collection, and data analysis.

3.1 Research Design

The focus of this study was investigating students' perception on the use of flashcard in teaching vocabulary in X-APH 2 class of SMKN 3 Malang majoring in hotel accommodation. In order to answer it, the researcher chose descriptive qualitative as the research design. Richard (2003, cited in Pèrez, p.16) says that qualitative research is more agreeable for learning a phenomenon as it focuses on the issues that happen in natural background; in this study it was in a language classroom. According to Hancock et al (2007), a qualitative research focuses on how people can have different ways of looking at phenomenon. The different ways of looking at phenomenon mean different perceptions. So, students may have different perceptions when the teacher uses flashcard as a media to teach vocabulary.

Descriptive qualitative related to longitudinal study. Longitudinal study means experiencing something of a surge of interest in the social sciences for

some periods. The social science here means in the anthropology, oral history, community studies, and in the subfields of sociology, education and criminology (Holland, 2007). In this case, social science is in education. Longitudinal study will often be more time consuming. In the beginning, the researcher had done the preliminary study in SMKN 3 Malang then started to do the research.

The reason of using descriptive qualitative was because it was necessary and suitable to describe the phenomenon related to the students' perception on the use of flashcard in teaching vocabulary. Richard (2003, cited in Pèrez, p.18) states that qualitative research has a variety of tools to collect the data such as questionnaires, observations, interview and recordings. The researcher chose observation, questionnaire and interview for collecting the data.

3.2 Data Sources

The researcher chose class X-APH 2 of SMKN 3 Malang majoring in hotel accommodation as the data because during teaching practice program (PPL) on 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 flashcard, the students showed their happy faces and interest. The students were active and could express their idea and opinion because the teacher just as a facilitator stimulated them with some questions to make them more active. Therefore, the researcher conducted a research about students' perception on the use of flashcard in teaching of vocabulary to ensure about the perception of the

students about teaching vocabulary by using flashcard. The subject of this study was all of students in class X-APH 2 of SMKN 3 Malang majoring in hotel accommodation. The class consists of 8 boys and 24 girls.

3.3 Data Collection

The data were collected through observation, questionnaire, and interview for this research. The following steps were done in collecting the data:

1. Doing some observations. The researcher done the observations in two meetings because the teacher used flashcard as the media in teaching 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 participate in the classroom or will be non-participant observer.

2. 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 of flashcard in field note.

3. Noting the stages in teaching vocabulary done by the teacher based on theory from Cross (1991). The teacher noted the stages in teaching vocabulary in field note as well.

4. Giving questionnaire to the students to investigate students' perception on the use of flashcard in teaching vocabulary. The questionnaires were:

a) First questionnaire used closed questions. For closed questions, the researcher chose agreement scale in order to make the students were easy and quick to answer. It made the researcher easier to analyze the data as well. Agreement scale means the students were given five answers, those were: strongly disagree, disagree, neither disagrees nor agree (neutral), agree and strongly agree. The 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 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' reason about the use of flashcard in teaching vocabulary.

The researcher used students' perception questionnaires by Notebaert (2009). This questionnaire was modified by the researcher because Notebaert conducted a research entitled "Students Perception about Learning Anatomy" while this study entitled "Students Perception on the Use of Flashcard in Teaching

Vocabulary". Both of this study investigated students' perception but the object was different. Therefore, the researcher modified the questionnaire in order to make the questionnaire could be appropriate with this study. Actually, the researcher translated the questionnaire into Bahasa Indonesia to make the students easier to understand the questions.

The researcher chose Bayu Hadi Siswoyo as a peer checker to 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 vocabulary to be interviewed. Interview guide from Notebaert (2009) was chosen by the researcher but it was modified because Notebaert conducted a research entitled "Students Perception about Learning Anatomy" while this study entitled "Students Perception on the Use of Flashcard in Teaching Vocabulary". Both of this study investigated students' perception but the object was different. Therefore, the researcher modified the interview guide in order to make interview guide could be appropriate with this study. Actually, the researcher translated the interview guide into Bahasa Indonesia to make the

students easier to understand the questions. The researcher chose Bayu Hadi Siswoyo as peer checker. In the previous paragraph, the researcher had explained the reason why the researcher chose him as a peer checker.

After collecting data from observation and questionnaire had been done, the researcher interviewed the teacher face-to-face because the researcher wanted to ask her directly to avoid misunderstanding and 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 to crosscheck between the result of students' perception on the use of flashcard in teaching vocabulary from questionnaire and the teacher's answer from interview.

3.4 Data Analysis

The researcher analyzed the data from observation, questionnaire, and interview. The following steps were done in analyzing the data:

1. Analyzing data from observation. The researcher analyzed the data from observation had written them in field note by using theory from Miles and Huberman (1994). There were three main steps of analyzing the data by using Miles and Huberman (1994), those were: data reduction, data display, and drawing conclusion. In this study, there were some steps to analyze data from observation were as follow:

a) Observing the process of teaching vocabulary by using flashcard in two meetings.

b) Noting important information about the flashcard used by teacher based on theory from Edwards (2006), types of flashcard used by the teacher by using theory from Scott (1991) and stages in teaching vocabulary by using theory from Cross (1991).

c) Reducing inappropriate data and only used appropriate data. Appropriate data were data that related to the perception of students about the flashcard that is used by the teacher and the stages in teaching vocabulary.

d) Displaying the data that had been reduced before.

e) Drawing the conclusion about the use of flashcard in teaching vocabulary.

2. Analyzing the data from questionnaire. The researcher used different theory to analyze first and second questionnaire. The first questionnaire was analyzed by using Likert Scale (1932). According to Djaali and 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. At the end, the researcher would transfer the summary of the result into description or qualitative way. The researcher analyzed the first questionnaire by using Likert Scale because Likert Scale was appropriate

to represent the students' perception on the use of flashcard in teaching vocabulary.

The steps for analyzing the first questionnaire were:

a) The students were given five closed questions to indicate their level of agreement in closed questions. Level of agreement meant strongly disagree, disagree, neither disagrees nor agree (neutral), agree, and strongly agree. Every level of agreement had a score. The score were:

Strongly disagree : 1

Disagree : 2

Neutral : 3

Agree : 4

Strongly agree : 5

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.

c) The researcher analyzed the first questionnaire by counting the average of every item based on the total score of every answer from participants. For example, the researcher wanted to analyze question or item number 1. The researcher had known before how many students that chose strongly disagree, disagree, neither disagree nor agree (neutral), agree and strongly agree. Then, the researcher counted the score of every answer. Last, the researcher counted the average of question or item number 1 and transferred it into percentage.

d) The formula to count result of the questionnaire:

$$\frac{\Sigma \text{ score all items}}{\Sigma \text{ score ideal all items}} \times 100\%$$

- Σ = total

- To count Σ score every item is total answer x score. For example, 25 participants chose strongly agree. Then, Σ every item is 25 x 5 = 75. 3 participants chose disagree, Σ every item is 3 x 2 = 6

- Score ideal is expectation score if all the participants choose Strongly Agree. To count Σ score ideal for all item is Σ participant x score of strongly agree. For example, Σ participant is 30. Then, Σ score ideal for all item is 30 x 5 = 150

- 100% = total percentage

e) The result would be:

- If the percentage 1% - 20% the result would be strongly disagree

- If If the percentage 21% - 40% the result would be disagree

- If the percentage 41% - 60% the result would be neutral

- If the percentage 61% - 80% the result would be agree

- If the percentage 81% - 100% the result would be strongly agree

The second questionnaire was analyzed by using Analysis Descriptive from Sugiyono (2004). According to Sugiyono (2004),

analysis descriptive is arranging or analyzing the data that have been collected to describe or drawing about the existing phenomenon. In this case, analysis descriptive was describing the data from participants through table that have gotten from the calculation of percentage. The researcher used formula from Purwanto (1991) to count the percentage of the second questionnaire's result.

The researcher gave the questionnaire for the participants after the observation had done. There were five questions in first questionnaire and ten questions in second questionnaire that could represent the students' 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 in teaching vocabulary.

c) The researcher categorized how many students and the reason why they felt interested, neutral, or bored.

d) The researcher analyzed the result by using analysis descriptive and described the data through table in form of percentage.

e) The researcher used formula from Purwanto (1991) to count the percentage of the data. The formula was:

$$Pr = \frac{F}{N} \times 100\%$$

Pr = Percentage of data

F = Total answer of participants

N = Total participants

100% = Total percentage

f) The researcher drew the result through table in order to make the result is easier to understand in order to make the result were clear and easier to understand.

3. Analyzing the data from interview with the teacher. The researcher interview the teacher after observation and questionnaire had done. The following steps were done in interviewing the teacher:

a) The researcher prepared ten questions that were asked to the teacher.

b) The researcher asked the teacher face-to-face after observation and questionnaire had done. The teacher was asked face to face by the researcher to avoid misunderstanding between the researcher and the teacher also to make the data can be clear and detail.

c) The researcher got the answer from the teacher about those questions that had asked before.

d) The researcher summarized the answer.

e) The researcher validated the result of students' perception on the use of flashcard in teaching vocabulary from questionnaire and the teacher's answer from interview.

f) The researcher made a conclusion.