

## **CHAPTER 3**

### **RESEARCH PROCEDURE**

This chapter introduces the methodology used in this study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

#### **3.1. Method of the Research**

This research used a descriptive case study as the research design. The researcher used a case study as a research design because the researcher could describe the phenomena based on the facts in the field. According to Yin (2018) a descriptive case study is a research approach designed to describe in detail a particular case or phenomenon.

#### **3.2. Focus of the Research**

The main focus of this study was to investigate the process of using flashcard game as a method for teaching vocabulary to young learners. The researcher explored the stages that teachers used in flashcard games. The researcher believes that the steps used in teaching vocabulary using flashcard game will be very fun and effective for young learners, seeing that the activities in this flashcard game represent the characteristics of young learners.

#### **3.3. Setting and Participant**

The setting of this research was one of the English courses in Tasikmalaya. The English course offers regular classes with 3-4 students and private classes with only one student. Then this English Course for the teaching system is the teacher who comes to the students' houses.

For the researcher to get a lot of information to answer this research question, the researcher chose the owner of an English course in Tasikmalaya to be a participant because the owner has in-depth knowledge and direct experience with the use of flashcards for approximately 3 years, the participant

is a Bachelor of English Education who is also a member of PELTIN (Indonesian Basic English Teachers). So that the participant can provide substantial and important information related to flashcards. The participant teaches vocabulary using this flashcard game to children who are in preschool and elementary school students who are in the age range of 5 to 13 years old. Due to confidentiality issues, the participant's name was changed to the pseudonym "PS" (Participant S).

### **3.4. Technique of Collecting the Data**

The main source applied as the data collection of the study was semi-structured interview because the researcher wanted detailed and in-depth interview with the participant. The semi-structured interview was conducted as they have rich and detailed qualitative data for understanding participants' experiences, and how they described and made the meaning of those experiences (Rubin & Rubin, 2011). Semi-structured interview requires more than one answer because this interview allows for new questions depending on the answers given by the interviewee known as open-ended questions (Rubin & Rubin, 2011). Hence, information digging can be in-depth during the interview session. The semi-structured interview was conducted in Bahasa Indonesia to make it easier for the participant to digest and answer the questions, then translated and transcribed. The researcher used an audio recorder during the interview.

### **3.5. Technique of Analyzing the Data**

This research used a thematic analysis to analyze the data. According to Braun and Clarke (2012), thematic analysis is an analytical process for analyzing, managing, representing, and informing themes included in a data collection. Furthermore, the researcher employed theme analysis since it provided greater freedom in data interpretation and allowed the researcher to get large data sets. In practice, there were several steps in conducting the thematic analysis, including the following.

### 3.5.1. Familiarizing the Data

This procedure entails transcribing data, reviewing and re-reading the data, and taking notes on the interview data transcript. The researcher reads all of the data from the interview findings in an attempt to identify meaning and patterns or themes that emerged from the data in this phase.

### 3.5.2. Generating Initial Codes (Coding)

This second phase includes identifying all relevant pieces of data within the entire dataset to answer the research questions. The researcher highlighted the codes by coloring the data which is identified as the codes related to the purpose of this study. The table below is an example of the categorization of initial codes formed by the researcher based on the aim of this research.

**Table 3. 1** *Generating Initial Codes*

Data Transcriptions	Initial Codes
<p>I introduced "This is a tiger" for example, I gave instructions "Please, repeat after me!", and continued to introduce until the 2 colors of flashcards were used up. after that, I asked the students to write the vocabulary by spelling the vocabulary one by one, so the students were also trained again in the alphabet and I did no translation to introduce the vocabulary, The difference was that in preschools where the students did not even know the Indonesian alphabet, I skipped the spelling and writing part, so let the students know the vocabulary through pictures.</p>	<p>Introduce vocabulary through flashcards Writing the vocabulary spelled by the teacher. Avoiding translation Adapt to the class conditions</p>

Data Transcriptions	Initial Codes
But for drilling, I showed the cards one by one and asked the student to say what is it? And I switched the cards quickly.	Drilling vocabulary
for example, learning vocabulary about animal flashcards, then for example the students had a pet at home, "What pets do you have at home?"	Linking vocabulary to the context of students' lives
including the one where I had a small talk with the students "This is mango, do you know what's the color of the mango?"	Doing small talk to build interactions
If there were two or more students, I as a tutor divided them into two groups.	Dividing students into 2 parts or groups
After that, the two groups played "rock, paper, scissors" first.	Playing rock, paper, scissor
students who lost in the rock-paper-scissor game would ask the winning student "What do you want?" asked so the winner wanted what, then the winning student answered "I want tiger" for example, so the vocabulary mentioned was the vocab that had been introduced at the beginning.	Rock-paper- scissors game interaction
Now, after getting the answer, both students who lost the rock-paper-scissors game and the winner have to take the card in question, according to what was mentioned by the winner earlier	Students take the mentioned card
Oh yes, so after the rock, paper, scissors game, then the loser asked what the winner wanted, and it was repeated until the card ran out	Play several rounds until all cards are taken

Data Transcriptions	Initial Codes
for the flashcards, I put them over there so I put them a little further away from where we sat, so that there was space for students to run.	Place the flashcards in a space some distance away
Well, after the game was over, I checked again whether the student has understood well or not,	Checking students understanding
So, if the student could follow, I used it in the first half hour or the last half hour,	The duration of the flashcard game
I was also a tutor, before I taught the students, I had to make sure the pronunciation was correct or not.	Pay attention to pronunciation

The researcher attached 17 initial codes representing various aspects indicated from the participant interview transcripts. The following table lists the initial codes and their frequencies.

**Table 3. 2** List of Initial Codes and Their Frequencies

No	Initial Codes	Frequency
1	Introducing vocabularies	1
2	Writing the vocabulary spelled by the teacher.	1
3	Avoiding translation	2
4	Adapt to the class conditions	3
5	Drilling vocabulary	4
6	Linking vocabulary to the context of students' lives	2
7	Doing small talk to build interactions	1
8	Building students' interest in learning	1

No	Initial Codes	Frequency
9	Dividing students into 2 parts or groups	1
10	Playing rock, paper, scissors	1
11	Rock-paper-scissors game interaction	1
12	Students take the mentioned card	1
13	Play several rounds until all cards are taken	1
14	Place the flashcards in a space some distance away	1
15	Checking students understanding	1
16	The duration of the flashcard game	1
17	Pay attention to pronunciation	2

### 3.5.3. Searching for Themes

During the third step, the researcher extracts themes from the categorized and highlighted data. This is the process of picking a data transcript and determining what is significant or exciting about it based on research questions. Visual representations, such as mind maps, charts, or writing with brief explanations, might help with this sorting step. After this phase, the themes and sub-themes, as well as their interrelationships, will be revealed.

**Table 3. 3** *Searching for Themes*

No	Initial Codes	Potential Themes
1	Introducing vocabularies	Introducing Vocabularies through Flashcards
2	Writing the vocabulary spelled by the teacher.	
3	Adapt to the class conditions	
4	Linking vocabulary to the context of students' lives	
5	Doing small talk to build interactions	
6	Building students' interest in learning	

No	Initial Codes	Potential Themes
7	Drilling vocabulary	Enhancing
8	Avoiding translation	Vocabulary Retention
9	Dividing students into 2 parts or groups	
10	Playing rock, paper, scissors	
11	Rock-paper-scissors game interaction	
12	Students take the mentioned card	
13	Play several rounds until all cards are taken	Starting Flashcard Game
14	Place the flashcards in a space some distance away	
15	The duration of the flashcard game	
16	Pay attention to pronunciation	
17	Checking students understanding	Evaluating Vocabularies

#### 3.5.4. Reviewing Themes

In the fourth phase, the researcher develops or modifies the themes that have been identified in the previous phase. The researcher reviews the following themes to ensure which are the most appropriate ones. The following table is the final theme identified by the researcher as the findings for this study.

**Table 3. 4** *Reviewing Themes*

No	Potential Themes	Themes
1	Introducing Vocabularies Through Flashcards	Introducing and Strengthening Students' Vocabulary through Flashcards
2	Enhancing Vocabulary Retention	Applying the Flashcard Game

3	Starting Flashcard Game	
4	Evaluating Vocabularies	Evaluating Students' Vocabulary Mastery

### 3.5.5. Defining and Naming Themes

This phase aims to define and further refine the themes formed and reviewed to be presented in data analysis. In addition, this phase also aims to identify the essence of each theme and determine what data aspects each theme captures. Then, start naming each theme it should be short, catchy, and immediately give the reader an idea of the theme.

### 3.5.6. Producing the Report

In the last phase, the researcher creates a written text that is concise, coherent, logical, non-repetitive, and engaging from the data that has been analyzed to convince the reader about the usefulness and validity of the analysis. Reports should provide sufficient evidence about the themes in the data. In the report, the researcher must present an analytical narrative of the arguments related to the research question.

## 3.6. Steps of the Research

**Table 3. 5** *Steps of the Research*

Steps	Description
1	Finding a phenomenon or case
2	Doing preliminary study
3	Checking and exploring the contents of the journals or books relevant to the research topic
4	Choosing a topic of the research and finding a research gap
5	Making research tentative from a predetermined research topic
6	Writing the research proposal, starting with the research background, literature review, and research methodology
7	Doing research proposal examination in front of the examiners



Steps	Description
8	Collecting the data using a semi-structured interview with the participant
9	Transcribing the interview results and analyzing the data using the thematic analysis.
10	Making a report of the findings
11	Doing thesis examination in front of the supervisors and the examiners

### 3.7. Time and Place of the Research

This study was conducted at one of the English Courses in Tasikmalaya, West Java, Indonesia. To conduct this research, the researcher needed details in the following table.

**Table 3. 6** Time and Place of the Research

Description	Oct/ 2023	Nov/ 2023	Des/ 2023	Feb/ 2024	March/ 2024	Apr/ 2024	May/ 2024	Jun/ 2024	Jul/ 2024
Research Proposal writing									
Research Proposal Examination									
Data Collection									
Data Analysis									
Report									

