

## **CHAPTER 3**

### **RESEARCH PROCEDURS**

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

This method of research is qualitative research. Qualitative is a research method that is not focused on numbers or statistics. Marshall (1999, p.2) stated:

Qualitative research is an approach to the study of the social phenomenon. Its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are takes place in the natural world and uses multiple methods that are interactive and humanistic (Rahayu, 2015, p. 25).

The reason researcher use this qualitative method is to explain a phenomenon in depth by collecting in-depth data as well. In addition, this study also does not focus on numbers or values in measuring variables or does not rely on numerical measurements.

The researcher employed a descriptive case study approach in this study. Case study is a research method that focuses on intensive study about social or life sciences. Heale & Twycross (2018, p. 7) asserted a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units. The case study in this research is the researcher tries to portraying vocabulary teaching techniques at Islamic boarding school, including the obstacles that faced by the teacher in apply the techniques, and problem solving or solutions.

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

This research focuses on portraying vocabulary teaching techniques in Islamic boarding school, as well as obstacles and solutions. This description was taken from the results of observation and semi-structured interview with vocabulary teacher at one of the Islamic boarding school in Tasikmalaya.

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

This research was carried out in Al Burhan Islamic boarding school Tasikmalaya, which has flagships programs, including English language

proficiency. Participant of the study is one of the vocabulary teachers. The researcher chose a language teacher who was senior in teaching language at the Islamic boarding school.

### **3.4 Data Collection**

Data collection aims to obtain or collect information related to the research. Through collecting data, the researcher will get information accurately for research findings. In this research, the researcher will conduct observation and semi-structured interview as a technique in data collection.

Observation is one of technique in data collection that used frequently by researchers. Based on Oun & Bach (2014, p. 254) the observation process can be set in variable kinds of settings, either it was a closed place, like classrooms, or it can be placed in natural settings. According to Creswell (2012, p. 212), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. This means that the researcher comes to the research location. In this context, the researcher will observe vocabulary teaching techniques that applied by teacher at the boarding school.

Researcher also used interview to determine the subjective responses of the participant regarding the situation that she experienced. Barrett & Twycross (2018, p. 63) stated that interviews offer the most direct and simple approach to carefully gathering and making information related to certain developments. Among the various types of interviews, the researcher chooses semi-structured interview in data collection techniques, where some elements of the phenomenon in the research will be asked explicitly by the interviewer. Barrett & Twycross (2018, p. 63) added a well-designed semi structured interview should ensure data are captured in key areas while still allowing flexibility for participants to bring their own personality and perspective to the discussion. The researcher would list the questions as a guideline connected to the topic research to conduct a semi-structured interview. Since interview are the most important method for gathering information for qualitative analysis, face-to-face interview will be used for each participant to ensure accuracy and check the information (Dahlia & Yesy, 2018, p. 59).

### 3.5 Data Analysis

The researcher used two techniques in analyzing the data. In analyzing observation data, researcher used Miles, Huberman, and Saldana's (2014) theory. This theory are data reduction, data display, and conclusion. After the data was collected, the researcher analyzed the data manually by following steps:

1. Researcher transcribe data in the form of video recordings of classroom observations.

Extract 1

1T001: *Ruzzun, rice, nasi*

1S002 : *Ruzzun, rice, nasi*

The data above is part of the data transcription of the first meeting. The number code in the first digit indicates the meeting, which means the remarks were taken from the first meeting. T means teacher, while S means students, and 001 is the number of utterances at the meeting.

2. The data reduction is applied to the data transcription in order to derive the teacher's teaching activities and utterances which shows techniques in teaching vocabulary that used by the teacher.
3. The result of data reduction is categorized into 11 kinds of vocabulary teaching techniques which have been classified by (Gairns and Redman, 1986; Elyas and Alfaki, 2014; Yu, 2020; and Lelawati *et. al*, 2018). The data categorization is done by giving tick mark (√) in the table which is next to the utterances.

**Table 3. 1 Result of data reduction**

No	Teaching Activities	Teacher's/ Students' Utterances	Vocabulary Teaching Techniques															
			Using Real Objects	Using Pictures	Using Drawing	Using Flashcards	Word' s Definition	Explaining	Translation	Using Games	Repetition Drill	Using Dictionary	Asking for Others					
1	The teacher pronounced the first vocabulary	<i>Ruzzun, rice, nasi.</i>								√		√						
2	The students repeated what the teacher said	<i>Ruzzun, rice, nasi.</i>																√

4. The results of the data categorization are classified into three vocabulary teaching techniques, presentation techniques, practice techniques, and practice techniques.

**Table 3. 2 Result of data categorization**

	<b>Vocabulary Teaching Techniques</b>									
	<b>Techniques of Presentation</b>		<b>Techniques of Practice</b>				<b>Techniques of Training</b>			
	Visual	Verbal	Using Games	Repetition	Drill	Asking for Others	Using Dictionary			
Meeting 1	-	√	-	√	-	-	-	-	-	-
Meeting 2	-	-	-	-	-	-	-	-	-	-

5. The finding of the data analysis is described in the data finding and discussion. The detailed explanation is written in order to get the portrayal of the implementation of the vocabulary teaching techniques.

6. Then the researcher draws the conclusion.

In analyzing the data of interview, the technique that the researcher used is thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting patterns (themes) in data (Braun & Clarke, 2006). Thematic analysis is easy to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Become familiar with the data

In this step, researcher familiarized the data by listening interview recording related to vocabulary teaching techniques, obstacles faced by teacher, and problem solving. Researcher completely transcribed the audio after listening to it. After transcription, the data was also read several times to become more familiar with the data.

2) Generate initial code

Researcher begin to collect data by providing the signs according to the aims of research. The researcher used a coloring method to distinguish each aspect indicated by the participant, which resulted in initial codes. However, these

codes still contain various information so they need to be simplified to find the theme.

Furthermore, the researcher connected the data based on the aims of research and then categorizes them using initial codes (e.g vocabulary teaching technique: presentation technique, vocabulary teaching technique: practice technique, factors in the application of teaching techniques, obstacles in the technique application, resolving obstacles in vocabulary teaching techniques, and support of resolving obstacles) which are colored (e.g blue, bright green, dark yellow, turquoise, red, yellow, and purple) to highlight what techniques the teacher applied in teaching vocabulary, along with obstacles and solutions.

**Table 3. 3 *Generating initial codes***

<p>T: Eeem..baik. Untuk Teknik..eee..yang di gunakan dalam pengajaran vocabulary di pesantren ini dengan cara pertama mungkin saya ya eee menulis kosakata di papan tulis, dan eee santri..ee siswa ya mendengarkan dan mengulangi kosakata yang di berikan, kemudian eee anak tersebut membuat kalimat dari kosakata yang telah diberikan.</p> <p>T: Eeem..baik. Untuk Teknik..eee..yang di gunakan dalam pengajaran vocabulary di pesantren ini dengan cara pertama mungkin saya ya eee menulis kosakata di papan tulis, dan eee santri..ee siswa ya mendengarkan dan mengulangi kosakata yang di berikan, kemudian eee anak tersebut membuat</p>	<p>Presentation technique</p> <p>Practice technique: repetition drill</p>
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kalimat dari kosakata yang telah diberikan.

T: Eeemmh ada. Di malam ahad atau malam minggunya. Kami eeemh **Training technique** mengadakan eeemhh apa Namanya, **pidato Bahasa arab, Bahasa inggris, Bahasa Indonesia, Bahasa sunda. Jadi ada 4 bahasa pada pidato di malam minggu mungkin ya.** Jadi, selain **percakapan di hari minggu,** nah di malam minggu nya pun di asah Kembali gitu ya. Eeeh...dari segi bahasanya, dari segi eeeh materinya, dan lain sebagainya, itu..eeh apa istilahnya..meningkatkan kemampuan anak dalam penguasaan kosakata. Jadi ada..eem..**kalo program mingguan itu ada 2 dalam eeeh pidato Bahasa dan conversation gitu. Kalo program harian ada pemberian kosakata.** Satu...eeh..**satu hari itu 3 kosakata.**

T: Faktornya karena **keinginan** eeeh **Factors in applying the teaching techniques** untuk meningkatkan kemampuan anak dalam penguasaan kosakata, dan **motivasi juga supaya diaplikasikan dalam lingkungan pondok dan keseharian**

T: Sebenarnya ada 2 faktor. **Factor internal dan yang kedua factor eksternal.** Nah kalo **factor internal** itu eeeh **dari siswa itu sendiri yang belum**

terbiasa, dan belum mampu dengan penggunaan kosakata Bahasa Inggris dan Bahasa Arab, eeh sehingga perlu waktu yang lebih..eee.. untuk..eee ketika diminta mengulangi penyebutan dan membuat kalimat. Kalo secara eksternal mungkin eeh lingkungan yang kurang kondusif.

T: Mungkin eeh meningkatkan dua **Resolving obstacles in vocabulary Bahasa itu sendiri dengan teaching techniques.** menggunakan media ataupun lisan.

T: Jadi, eeh biasanya di pondok pesantren ini eeh menggunakan media itu di satu minggu sekali di hari minggu dengan pengadaan eeh apa Namanya...**muhaddatsah atau Support of resolving obstacles percakapan atau conversation itu di...apa.di berikan contoh di...video ataupun secara pendengaran yaa..**

8 Initial codes represented different aspects shown by participant's interview transcriptions. Here is the list of initial codes and their frequency.



**Table 3. 4 List of initial codes and their frequency**

No	Initial Codes	Total
1	Presentation technique	2
2	Practice technique	2
3	Training technique	2
4	Factors in applying the teaching techniques	2
5	Obstacles in the technique application	1
6	Resolving obstacles in vocabulary teaching techniques.	1
7	Support of resolving obstacles	4

### 3) Searching for Themes

In this step, the researcher combined appropriate codes into potential themes that follow the research question while eliminating codes that are not relevant to the theme and research question.

**Table 3. 5 Searching for themes**

No	Initial Codes	Potential Themes
1	Presentation technique Practice technique Training technique Factors in applying the teaching techniques	Various of vocabulary teaching techniques
2	Obstacles in the technique application	Obstacles of Vocabulary Teaching Techniques
3	Resolving obstacles in vocabulary teaching techniques. Support of resolving obstacles	Resolving of the Obstacles

### 4) Reviewing Themes

In this step, the researcher considered previous themes, which are resolved in the third stage. The researcher reviewed the themes to see whether they were appropriate for the research. If not, the researcher then rejects or changes the theme until the most acceptable theme is found.

**Table 3. 6 Reviewing themes**

No	Potential Themes	Themes
1	Various of vocabulary teaching techniques	Vocabulary teaching techniques
2	Obstacles of Vocabulary Teaching Techniques	The Obstacles of Vocabulary Teaching Techniques
3	Resolving of the Obstacles	Problem Solving

#### 5) Defining Themes

The researcher defined and refined the essence of each theme and determined what aspects of the data are captured by each theme. The researcher defined and described the scope and content of each theme. Then, the researcher began to think about the name of each theme. The definition and labeling of these themes are connected to answer the research questions that have been asked previously.

#### 6) Producing The Report

Researcher wrote reports about research findings. The researcher reported the final analysis to describe the data findings, which includes the researcher's analytical narrative and arguments regarding the research questions. Data extracts are also provided as sufficient evidence of the findings.

### 3.6 Research Steps

Research is not necessarily carried out all at once, there are certain steps that must be followed.

**Table 3. 7 Steps of the research**

<b>Step</b>	<b>Description</b>
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using an observation and semi-structured interview with participant
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

### **3.7 Research Schedule**

The research conducted at Al Burhan Islamic Boarding School, Sambong PLN, Tasikmalaya, West Java, Indonesia. The researcher chooses the Al Burhan boarding school as the research setting due to several factors;

1. Al Burhan boarding school has one of the leading programs, using English and Arabic as everyday languages.
2. Al Burhan Islamic boarding School is a new Islamic boarding school that was founded 6 years ago with a limited number of students, so under these conditions, it is possible to excel in language program.

