

CHAPTER III

RESEARCH METHOD

A. Research Design

A qualitative approach was utilized in this study's research design to produce the desired results. According to Creswell & Creswell, n.d. (2018), the researcher should evaluate the data in qualitative ways in relation to the required text and image. Additionally, each step of the data analysis process needs to be distinct and have a design. The purpose of qualitative research, according to Mohajan (2018), is to study, comprehend, and explain the realities of life for both individuals and groups. In qualitative research, individuals are investigated, interviews are conducted, and observations are made in order to gather information that is subsequently processed into written and visual formats. Because the researcher is curious to learn more about the answers to the research question, qualitative research is appropriate for this study. Using the descriptive method aids the researcher in finding and analyzing the data. However, because the researcher can utilize a variety of media or methods to collect the data, the descriptive technique is a great way to gather information.

To describe and evaluate the usage of a Padlet Wall in teaching vocabulary, the researcher employs a qualitative method with a case study.

Thus, using the qualitative approach, it is possible to summarize the expectations that learners at SMP Negeri 2 Kuripan expressed to observers. Because it explains the usage of a technical tool called Padlet and the advantages of using Padlet Wall in vocabulary instruction, this research falls under the descriptive-qualitative category.

A case study is an in-depth investigation on a person, a group of individuals, or a unit with the intention of generalizing over several units. A case study is often referred to as an intensive, systematic investigation of a single person, group, community, or other unit in which the researcher looks at in-depth data pertaining to a number of factors (Heale & Twycross, 2018). Researchers discovered distinctiveness in the Padlet application that supports this theory. The Padlet application's features and formats can help teachers with their lesson plans. In addition, the layout of this application is really intriguing because it offers a variety of wallpaper options and useable formats. Nevertheless, the majority of studies mainly focus at using the Padlet application to teach writing. Researchers are interested in finding out more about the usage of the Padlet Wall, one of the application's format options, to teach vocabulary.

B. Research Setting

This research was conducted at SMP Negeri 2 Kuripan, South Kalimantan, Indonesia. This school was chosen because the teacher and the students have facilitated with technological tools such as smartphones

or tablets. In addition, the teacher and the students are used to using technological tools in the teaching and learning process during the pandemic COVID-19. Finally, the researchers believe that the use of Padlet Wall would help the teacher and students in the teaching and learning process.

However, the researcher obtained permission from the institution and the teacher who teaches an English class by giving a research letter. Then, the researcher conducted the research with the participants at that school. So, the researcher discussed with the teacher the use of Padlet in the teaching and learning process.

C. Participants

The participants are the english teacher and students from SMP Negeri 2 Kuripan in 9th grade. The researcher observe the teaching activity and interview the teacher. In the end, the researcher chose ten students as participants in interview section in order to collect more data.

D. Data and Source of Data

1. Data of the Research

The researchers required all information related to the teaching situation and student feedback following the use of Padlet. In this study, it is crucial to consider the teacher's suggestion in determining

if Padlet Wall should be used to teach vocabulary. However, the researcher gathered information in the classroom through observation and interviews.

2. Source of Data

The data for this study collected from the classroom activities of the teacher and students from SMP Negeri 2 Kuripan, particularly those in the ninth grade. Additionally, the researcher used a number of relevant books, journals, and references to further the study.

E. Technique of Data Collection

In order to collect the data, the researcher used two instruments. The instruments used in this study are observation and interviews.

1. Observation

By focusing on details related to the contexts and circumstances the researcher is observing, they can gather data through observation (Cohen et al., 2018). This means that the researcher must observe individuals, their actions, their environment, and other factors in order to gather data. Because the researcher obtained accurate and authentic data from the participants, observation is a crucial data collection technique.

The researcher would study the circumstances surrounding the learning process after observing the class and gathering data. In this study, the researcher examined the assignments and outcomes

of the students. But by observing the situation as it evolves, the researcher collected more precise data.

2. Interviews

A strategy for gathering crucial data and details about the participants' personalities, beliefs, and attitudes is conducting an interview (Slade & Sergent, 2021). Additionally, Hawkins (2018) presupposes that an interview is a method for gathering information from participants in qualitative research, whether it be through a face-to-face interview or the use of media technologies.

Following the observation, the researcher interviewed the students to get the data and information necessary to obtain a brief answer from participants. To discover more about the specific advantages of using Padlet Wall in vocabulary teaching and learning, the researcher interviewed the participants. However, the interview may help the researcher learn more about the issues in this study.

After using a technological tool called Padlet to teach and learn language, the participants were asked to share their comments in the interview segment. After using Padlet Wall, the researcher also conducted an interview with the teacher to collect additional data and information.

F. Data Analysis

The researcher who has been doing descriptive qualitative research has been guided to collect the data, analyze it, arrange it, and present it by outlining the results. In qualitative research, the information acquired is described and examined by the researcher.

The researcher used data analysis for this qualitative study that is based on Miles and Huberman's (1994) theoretical framework. There are three parts to a data analysis: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is the process of choosing, focusing, simplifying, abstracting, and converting the information that has been gathered and recorded in the notes (Miles and Huberman, 1994). In order to establish the purpose of the data, the researcher should be aware when choosing the crucial information from the study's findings that came through interviews and observations.

First, the data condensed from observation so that the researcher can determine how employing the Padlet Wall might help students learn vocabulary. After obtaining the chosen data, the researcher expanded it with other data and information from the interview in order to obtain more precise and understandable information regarding the study issue. Data display for a study

analysis was the next step in this method of theory after the researcher had reduced all the data from the interview and observation.

2. Data Display

Data display is classified as connected to data reduction and is arranged information (Miles and Huberman, 1994). This helps the researcher reach a conclusion and validate the research. Additionally, data display is a crucial research phase because it is part of qualitative data analysis. Information collected during data collection that has been categorized and managed for the purpose of data display is included. However, the majority of qualitative data is presented as narrative text, which captures the thoughts, feelings, and perceptions of participants. The researcher advised interpreting necessary and significant data with regard to the research and knowledge. The researcher then presented the interview's condensed data. The researcher presents the interview data as narrative data that has been condensed while displaying it. Thus, the goal of this data display is to facilitate the researcher's analysis of previously gathered data. The data has been examined, and the data display is expected to reflect the analysis's conclusion and verification.

3. Conclusion Drawing and Verification

A conclusion is drawn as a step in ending the research and using the data that has been gathered to evaluate the participants'

intentions for the research topic (Miles and Huberman, 1994). The third kind of data analysis activity is conclusion drawing and verification. Verification in this study also entails the collected data again and confirming it by learning new details from other data in order to make the data more precise and complete. The researcher came to a conclusion regarding all of the data after the data collection method has been revealed. First, the researcher drew conclusions from every piece of information related to the research's questions that was gathered through observation and interview. In order to respond to the research questions, the researcher then drew a conclusion based on all of the data. The finding was then confirmed by the researcher going back to the data that had been gathered. In the end, the descriptive qualitative method was used to develop a conclusion that addressed all the study questions.