

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study was carried out using a qualitative method or descriptive qualitative research design. Qualitative research or qualitative research is the type of research that procedures statistically or by other quantitative means. This qualitative research can be used to investigate people's lives, history, behaviors, organizational functionalization, social movements, or kinship relationships. Meanwhile, according to Bogdan and Taylor (2015), that qualitative research is a reasearch procedure capable og generating data descriptive people's speech, writing, and behavior patterns were observed. Through inductive reasoning processes, it is possible to get an understanding of reality through this qualitative study. The goal of this qualitative study is to comprehend the state of a context by leading to a detailed and in-depth description of the portait of conditions in a natural context (natural setting), about what actually occurs in the subject of study.

As a result, researcher must conduct research on one or more cases within a certain time frame and collect data from various sources, such as observations and surveys. Because the purpose of this study is to determine how students perceive their teacher's role in their vocabulary learning autonomy, which indicates how independent students are in learning English vocabulary, the researcher employs a qualitative method.

## **B. Research Setting**

The research conduct which takes place at *UIN Antasari Banjarmasin*, South Borneo, Indonesia. This place was chosen because *UIN Antasari Banjarmasin* is a university that has excellent accreditation and also has complete facilities because it is located in the city center. Therefore, this place makes research very feasible and suitable for learning in terms of time, skills and mobility. This very strategic location of the school helps researchers in managing time and costs in carrying out research because it is not far from the researcher's place.

## **C. Participants**

Purposive sampling, a sampling technique, was used to pick participants. Purposive sampling, according to Sugiyono (2008), is a sampling technique based on a set of criteria. According to Maxwell (2008) samples are those who are able to provide important and appropriate information that cannot be provided by others or in short can be considered logically representative of the population.

In addition, in qualitative research, the samples taken are usually purposive, i.e. participants are chosen not by chance, but because of who they are and what they know (Malik & Hamid, 2020). Higher Education Students involved in this study. Students selected because they are the ones who learn independence exercises in vocabulary learning strategies. In this research was at class A in 2022 majoring in English Education only vocabulary courses at the beginning of the semester of *UIN Antasari*

*Banjarmasin* which consisted of 27 students. The reason researcher choose this class was because the students in class A were able to work with me to help in this research. These students consist of one class with an age range of 17 -25 years. This is a basic course when students have received strategic learning in mastering vocabulary from the lecturer.

## **D. Data**

### **1. Data of the Research**

Researchers require all information on how students view the teacher while they are learning vocabulary on their own in the context of teaching English. Data is gathered through observations and interviews.

#### **a. Primary Data**

Primary data comes straight from sources or from experience. Here, primary data are collected through interviews and observations. When information is gathered directly from the main source, such as through interviews and observations, it is referred to as primary data. Since primary data is created specifically for researchers' requirements, it is usually very detailed. With the help of interview guidelines and observation guidelines, researchers conducted interviews and made observations.

#### **b. Secondary Data**

In order to supplement the primary data, secondary data sources of research data were gathered. The researcher obtained the data

indirectly from the subject. Researchers use book sources to gather secondary data. source of books obtained based on library research information.

## **2. Source of the Data**

The study's data sources are an English teacher who teaches *UIN Antasari Banjarmasin* students. In addition, the researcher consults a number of books and journals relevant to this study in order to back it up.

## **E. The Technique of Data Collection**

In this study, the researcher employed three tools to collect data. Observation and interviews were employed as tools.

### **1. Observation**

Observing study objects or events is one method of gathering data. Suharsimi, Arikunto (2006) defines observation as "the practice of paying attention to an item utilizing all of one's senses". So, observing can be done through sight, smell, hearing, touch, and taste can be interpreted as direct observation. Class In this study, observation was used for two goals. First, it is used to investigate various types of independent vocabulary learning that teachers often use in learning English. Second, it is used to see and test how students' perceptions of students' independence in learning vocabulary that has been given by the teacher can affect the improvement of students' spoken English competence. Observation is one of the most important data sources in

qualitative research (Silverman, 2005). This is a fundamental and most significant data collection strategy in qualitative research, including classroom research, according to Marshall & Rossman (2006).

The researcher made three observations on 12th, 19th and 26th December 2022. The observations were made when the lecturer in the vocabulary subject at *UIN Antasari Banjarmasin* was carrying out the teaching and learning process. When making observations, researchers participate in joint learning with lecturers and students in the vocabulary class, which has been determined by the researcher. In this case the researcher has determined which class should be used as a place and which students should be used as research objects. The reason the researcher chose this class was because researchers and students in this class were able to work together. There are no special requirements that the researchers specify except for vocabulary class classes and lecturers in this department. After getting the data, the researcher analyzed it about the students' independence in learning vocabulary that is often used by the teacher in class and how the students' ability after independent learning in the vocabulary skills was. After that, researchers can find out how far the students' abilities after studying vocabulary in English class are. In addition, Researchers can automatically identify some vocabulary learning independence abilities that are lacking, which teachers must address in order to improve vocabulary independence results in English lessons.

This research was carried out in a vocabulary learning class which was held once a week at *UIN Antasari Banjarmasin* until finally getting the results of the research objectives, namely strategies and factors that influence students in vocabulary learning from the beginning to the end of learning. Through various aspects of observation starting from the student aspect, class or department, the learning atmosphere in the vocabulary class, the process of learning activity, who plays a role in the vocabulary learning strategy. It can be concluded that the various data above are used as guidelines for research observations in vocabulary learning classes.

## **2. Interview**

Interviews are another instrument used in this study. According to Ary et al. (2010, p. 438), an interview is a method of gathering information from participants in their own words about their thoughts, feelings, and beliefs about a topic. Qualitative interviews are when researchers conduct face-to-face or telephone interviews with participants or participants, or conduct focus group interviews with six to eight people Creswell (2014). So that this interview to be able to help researchers to conduct research.

Furthermore, this interview aided researchers in obtaining data for the study's second question, namely vocabulary learning strategy used by higher education students and the factors that influence vocabulary learning strategy used higher education students. So, these

findings and results can help researchers answer from researcher interviews by higher education students who are asked to express their opinions about how vocabulary learning strategies make it easier for them to learn independently in vocabulary skills and the factors that influence vocabulary learning strategies that have been given by lecturers during classroom learning. After making observations, the researchers conducted interviews on 12th, 19th, and 26th December 2022 at a different time than observation or to be precise after making observations, to follow up on more in-depth information and things that were still lacking from the observations. The researcher conducted interviews to find out more about the vocabulary learning strategies (vlss) applied by higher education students and the factors that influence differences in personality among students learning English vocabulary by directly interviewing the students concerned. So, this interview helps to answer the questions of this research.

## **F. Data Analysis**

It is required to do data analysis in a specific manner in order for the information gathered to be meaningful. In this analytical method, researchers use tactics from Miles, Huberman, and Saldana's (2014) theory to analyze data, which entails summarizing and assessing descriptively the results of the research to be undertaken.

### **1. Data Condensation**

According to the studies of Miles, Huberman, and Saldana (2014). The process of selecting, concentrating, or modifying data collecting is referred to as condensation. From the data collected, researchers choose the most important information. The researcher next describes them by summarizing them one by one and categorizing them according to the research topic. It is about how self-sufficient pupils are in learning the terminology taught by the lecturer in English classes, as well as how they feel. After selecting important information from the interviewees, the researcher grouped the data from observations and student interviews about the strategies and factors that influence vocabulary learning in this class. After getting all the data, the researcher continued the next step, namely analyzing research data.

## **2. Data Display**

Data views according to Miles, Huberman, and Saldana (2014), are intended to bring structured data together in a lightweight and accessible manner so that analysts can comprehend what's going on and form acceptable conclusions or move on to the next step of study that demonstrates it might be useful. After going through the condensation stage, the researcher displays the data in this step so that he or she can make inferences from it. A data set is organized and condensed by the researcher set containing the outcomes of students' independence in acquiring the vocabulary taught by the teacher in English classes, as well as how students perceive the vocabulary.



### **3. Conclusion Drawing and Verification**

According to Miles, Huberman, and Saldana, the complete results do not appear until the end of data collection, depending on the size of the corpus of field. Notes, but as the analysis progresses and conclusions are verified (2014). Verification might be as simple as recalling the analyst during the authoring process. It may be more complicated, or a full effort to replicate the findings in other data sets, followed by a rapid return to field notes or it could be more involved, or a full effort to replicate the findings in other data sets, followed by a quick return to field notes. The researcher comes at a final conclusion. By contrasting the appearance of the data, data compaction, and the study's difficulty in this step, namely how independent students are in learning vocabulary that is usually used by teachers in teaching English and how the results of students' independence in learning vocabulary have been given by the lecturer. The researcher to a conclusion regarding the data after it has been evaluated and presented. The researcher draws conclusions about each finding in the first stage using information from observations and interviews that are addressed. In order to gain more complete data, researchers follow up on it by employing interviews to gather additional data. The researcher then considers the implications of the findings. The last step is when the researcher comes to a conclusion by applying a qualitative case study approach to address the first and second research questions. However,

only interviews were used to gather this data. The researcher then evaluates the collected data to confirm the findings for the second research question.