

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem, the research design used in this study is qualitative research with a descriptive approach. This method was chosen by the researcher to collect data that cannot be measured in numbers. Descriptive methods are used to obtain more detailed and comprehensive information about the implementation of the game, opinions, reasons, and perceptions of an activity or problem.

This research is very suitable for qualitative descriptive methods. Busetto et al. (2020) state that this method is able to answer questions and describe individual research results that cannot be adequately explained using quantitative designs. This qualitative research focuses on the implementation of English webtoon comics in teaching English vocabulary and teachers' perceptions of using webtoon comics in teaching English vocabulary to students.

To collect data, the researcher formulated research questions and used data analysis techniques involving observation as an instrument to clearly explain the implementation of English webtoon comics in teaching English vocabulary to students. In addition, the researcher also conducted interviews with English teachers to get a clear description of their perceptions of the use of webtoon comics in teaching English vocabulary to students. The researcher also used journals and books as supporting sources for the primary data that had been collected.

B. Research Setting

This research was conducted at Madrasah Aliyah Negeri 3 Banjar which is located at Jalan A. Yani Km 15.200, Gambut Sub-district, Banjar, South Kalimantan 70652. There are several reasons for conducting this research in this school. One of them is because the school is one of the primary schools that implements English language learning in its curriculum. In addition, the teachers who teach English in class X of Madrasah Aliyah Negeri 3 Banjar have used the English webtoon comic several times before. Therefore, the researcher is interested in conducting research at Madrasah Aliyah Negeri 3 Banjar.

C. Participants/Subject

The participants in this study consisted of thirty-four individuals, namely an English teacher and thirty-three students from grade tenth of Madrasah Aliyah Negeri 3 Banjar. The criteria for the participants in this study included two things. First, the English teacher must have experience implementing this English webtoon comic before, at least once. Second, the students must have participated in a lesson using the English webtoon comic and have knowledge of the application

D. Data

1. Data of Research

In this study, the researcher aims to obtain information on the application of English webtoon comics in teaching English vocabulary as well as teachers' views on their use in teaching vocabulary for young learners. The necessary

data were collected through observations and interviews conducted by the researcher. The data were divided into two types, namely primary data and secondary data.

a. Primary Data

In this primary data, the researcher collected information about the application of English webtoon comics in teaching English vocabulary and teachers' views regarding the use of this webtoon comic application in teaching English vocabulary. This data is primary data obtained directly by the researcher. The data will be collected in this study through two observations and interviews conducted by the researcher at each meeting.

b. Secondary data

Secondary data is information that is used as support to complement primary data. This secondary data is obtained from sources such as electronic journals, books, and libraries.

2. Source of Data

The data in this study were obtained through direct observation and interaction with the teacher. Researchers conducted observations and interactions every week to obtain specific information needed in this study. Observations and interactions were conducted weekly during the learning process.

E. Technique of Data Collection

1. Observation

The data obtained from the observations were used to answer the first research question regarding the implementation of teaching using English webtoon comic applications. This study observed the vocabulary learning process through webtoon comics for two meetings.

The observation was conducted in tenth grade on March 7th and 14th, 2023. In addition, the researcher continued to monitor the teacher in implementing English vocabulary teaching using English webtoon comics.

The researcher acted as a passive participant, which means that the researcher was not directly involved in the classroom activities. The researcher only made field notes and used the observation checklist during the learning process.

Observations were made by supervising vocabulary teaching activities using webtoon comics. The observation checklist covers the pre-teaching, during teaching, and post-teaching stages. The observation results will be related to the theory proposed by Marzano (2004) and Maldonado & Yuan (2011).

2. Interview

Through the interview process, the researcher obtained data related to the implementation of Webtoon comic in learning and the teacher's perception of its use. The interview was conducted directly with the tenth grade English teacher in two sessions on March 8th and 15th, 2023. Before conducting the interviews, the researcher took some preparatory steps. First, the researcher compiled questions related to teachers' perceptions regarding the application of English Webtoon comics in learning. However, sometimes the researcher also asked questions to teachers regarding the implementation of English Webtoon comics in learning to strengthen data related to the first research question.

The researcher asked questions to English teachers to obtain more information about their perceptions. The researcher used a cell phone as a tool to record the interview process. In this interview, the researcher wanted to dig deeper into the implementation of English Webtoon comics in teaching vocabulary and teachers' views on learning using English webtoon comics.

F. Data Analysis

In the data analysis process, researchers use a descriptive qualitative research approach and provide instructions for researchers to collect, analyze, and compile data and present research findings. In this qualitative method, researchers do not use statistical procedures. Researchers only describe the data obtained qualitatively in descriptive form. In the context of this qualitative research,

researchers use data analysis techniques. Data analysis consists of three activities, which are as follows:

1. Data Reduction

The researcher simplified the data that had been obtained by summarizing and selecting specific and relevant information. In this initial stage, the researcher summarizes the findings from the data and then eliminates irrelevant data. Data obtained through observations and interviews will be grouped to distinguish data that is the main focus, important data, and irrelevant data.

2. Data Display

Data display is a visual way to describe data using text, images, tables, and so on. Researchers will display the results of data reduction from observations and interviews in a form that is easier to understand, such as pictures, tables, or graphs. By using data display, information will be well organized and easier to understand. Researchers will use tables and descriptive text as a form of data display in this study.

3. Conclusion Drawing/Verification.

Conclusions in qualitative research are the findings found based on the data that has been investigated. Therefore, the researcher will conclude the data as research findings by explaining them descriptively. The researcher will provide a description of the results of the implementation of English webtoon comics in teaching vocabulary as the conclusion of this study.