

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

This chapter discusses research methodology, research method, research setting, research instrument, data and source data, technique for data collection, technique for data processing, and technique for data analysis.

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

This study, which focuses on teacher's strategies in teaching vocabulary for young learners in a rural areas, researcher uses a qualitative descriptive study. Qualitative research examines the richness, depth, and complexity of phenomena, claims (McMillan, 2001, p. 395). According to Creswell (2014) on page 254, qualitative research is a method for discovering and comprehending the significance that individuals or groups attribute to social or human problems. Emerging issues and techniques are part of the research process. According to (Mackey, 2005), research that is based solely on descriptive data and excludes the use of statistical techniques is considered to be qualitative. This is how the researcher defines qualitative research.

#### **B. Setting of Place**

This study was conducted at Rural area Kec. Bajuin. Kab. Tanah Laut. The Prov. South Kalimantan. The researcher did study in December, 2<sup>nd</sup> 2022-February, 1<sup>st</sup> 2023 and took this place because it was far from the urban area and the road to enter the school which was rocky road, if the road rained muddy and if it was not raining dusty. Even teachers rarely wanted to work at such place and

also internet access does not exist. The researcher wanted to know that there were many schools in rural areas that we needed to help, so that we could increase education in the country.

### **C. Participants**

The study's participant was an English teacher at rural area. The subjects in the context of this study were picked consciously. The researcher analysis of the teacher's strategies in teaching vocabulary the choice of the teachers in this example. The goal of this study is to determine how English teachers at rural area increase vocabulary among young students.

### **D. Technique of Collecting Data**

A procedure that aids the researcher is a must in order to acquire the data. In this study, the researcher is thinking about using documentation, interviews, and observation.

#### **1. Observation**

The process of observation involves watching people at a site or other study places in order to acquire frank, first-hand information. This tool's purpose was to collect information during the teaching-learning process.

Data was gathered by observation utilizing an observation checklist. In order to gather information about instructors' tactics used during the teaching and learning process, observers must first identify the most common types of teachers' tactics.

- a. The researcher did classroom observations, recorded the learning and learning process in the classes for each location, and asked the teacher for permission to observe. The purpose of this was to categorize the many and prevalent teaching methods. Data gathering on teachers' teaching practices is beneficial.
- b. The researcher employed observation logs from the teaching and learning process to gather data. The researcher made the observation sheet while they were being observed. The observation sheet allows for an evaluation of the teaching methods.

The teacher chose language concerning adjectives for the first observation.

This observation conducted on Wednesday in February, 1<sup>st</sup> 2023 on 09.00-09.40 pm in teaching process.

## 2. Interview

An interview is a conversation between the interviewer and the respondent during which the interviewer asks the respondent a series of questions that they must then respond to. When the researcher asks one or more respondents generic, open-ended questions and notes their answers, they are conducting a qualitative interview. The purpose of frank conversations is not to learn what someone is thinking, but rather to understand their point of view.

The teacher's approach to teaching English at rural area was discovered by the researcher through interviews with him. The author conducted one-on-one interviews with English teachers and created a list of questions for them. Interviews were held on Monday, February 8th, 2023, interview was conducted in English teacher and Indonesian with all participants

## **E. Data Analysis Methods**

The researcher takes data analysis according Creswell (2014):

### 1. Data Gathering

The researcher began by gathering information. Documentary observation, documentation, and interviews were used by the researcher to collect data for this study.

### 2. Data Reduction

The data is continuously shrunk. In order to reduce data, one must summarize, choose out and concentrate on what is crucial, and identify themes and shapes. The researcher receives data from observation, interview, and documentation during this phase.

### 3. Data Display

Visualizing the reduced data is the next stage in the analysis process. It is now easier to grasp how to provide data in the form of a table or essay. According to Miles and Huberman, viewing displays enables us to comprehend what is happening and to proceed with caution or additional analysis based on that understanding.

### 4. Concluding

The final stage of data analysis is now complete. The data started to appear to the researcher. The researcher uses the same code to examine each segment,

then merges the categories to discover a connection between them. The research outcome and conclusion are now finally available to the researcher.