

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher adopted qualitative research design. As defined by Creswell (2012), qualitative research entails investigating an issue and gaining a thorough grasp of a phenomenon. In qualitative research, the purpose statement and research question are given so that the researcher can learn from the participants. It is possible to infer that the qualitative technique was suited for this research because it gives the researcher with explanation, argument, and clarification on a specific phenomenon.

In addition, the researcher used a descriptive qualitative method to collect extensive data. To capture the study's purpose, the qualitative approach requires extensive data collection from participants. Descriptive qualitative research generates a wealth of information on a topic of interest to the researcher. It is supported by Fox and Bayat (2007), who argue that descriptive research aims to study existing difficulties or problems by gathering data that allows them to fully expound on the situation. This qualitative study design enabled the researcher to understand the true phenomenon that occurred. As a result, the findings of this study are more detailed, and the data supplied are accurate.

Sukardi (2014) in Rusli (2021) defines descriptive research techniques in a qualitative research methodology as follows:

- a. Identifying important problems to be solved through descriptive qualitative method. The purpose of this study is to find out the implementation of flip chart as a media in learning English vocabulary, as well as to find out the tutors' views of vocabulary learning using flip chart.
- b. Clearly limit and formulate the problem. Two questions were developed in this research by the researcher: 1) The implementation of flip chart as the media in English vocabulary learning. 2) The views of the tutor of learning vocabulary by using flip chart.
- c. Determine the study's aims and advantages. If flip charts are implemented in English vocabulary learning, implementing flip charts in vocabulary lessons makes it easier for students to learn vocabulary. This research will yield important information about the implementation of flip chart as a media in English vocabulary learning.
- d. Conduct a problem-specific literature review. In this research, the researcher found information from other journals regarding the use of flip chart media in English learning.

- e. Determining the framework and research questions. In this research, the researcher has determined the following questions: 1) How does the tutor implement flip charts as media English vocabulary learning? 2) What are the views of the tutor of learning vocabulary by using flip chart?
- f. Developing the research methodology, which includes determining data collection instrument, and data analysis. In this research, researcher used descriptive qualitative method and the instruments used by the researcher, they are: observation sheet and interview guideline.
- g. Collecting, arranging, and interpreting data using appropriate qualitative research methods. In this research, the researcher analyzed the data by using three activities, such as: data reduction, data display, and conclusion drawing/verification.
- h. Create a research report.

The researcher used descriptive qualitative methodology in this research. The researcher used observation sheets and interview guideline as tools.

B. Research Setting

This research was conducted at Campus II of Antasari State Islamic University located at Jl. Pandarapan KM. 1 Banjarbaru. It was conducted in 2024. This research was conducted on April 30, 2024 - May 15, 2024. Researcher conducted this research on tutor who taught in the *UPB (Unit Pengembangan Bahasa)* group 21 (*Twenty-one*) English class.

C. Participant

The participant in this research is the tutor who teach *UPB (Unit Pengembangan Bahasa)* class group 21 (*twenty-one*) English at UIN Antasari Banjarbaru. The researcher chose the participants for the study by conducting a pre-observation to observe the tutor in the *UPB* class who used flip chart media in learning vocabulary. The tutor has been teaching at *UPB* since 2019 until now. The tutor has used flip chart media since she was a student and still using it in *UPB* classes to teach vocabulary.

D. Technique of Data Collection

The next step is to determine which data collection technique will be employed. Data collecting techniques are methods used by researcher to collect data for research purposes. In this study, researcher employed two data collection techniques. Such as, observation and interview.

1. Observation

Observation is a data collection technique which involves social interaction between researcher and participant in a research setting, including observing research objects in the field. Observation is done by observing and recording all events. This method aims to find out the truth or facts in the field (Moleong, 2010).

The researcher observed how the tutor implemented the flip chart media for English vocabulary learning which consist of seven point. To assist the observation, the researcher also used observation sheet, note taking, and documentation.

2. Interview

Interview is one of the techniques used to collect research data. An interview is a two-way communication that seeks information from relevant sources. As defined by Yusuf (2014), an interview is an event or process where the interviewer interacts directly with the source of information or the interviewee relating to an object under research. The researcher conducted interview with tutors' views of learning vocabulary by using flip chart.

Table 3.1 Schedule of Data Collection

No.	Techniques	Day/Date
1.	Observation	a. Tuesday, April 30 th 2024 b. Tuesday, May 14 th 2024 c. Wednesday, May 15 th 2024
2	Interview	a. Wednesday, May 15 th 2024 b. Thursday, May 16 th 2024

E. Data Analysis

The researcher analyzes the data using descriptive qualitative methods. Sugiyono (2008) defines three actions for analyzing data in descriptive qualitative research. These activities include data reduction, data display, and conclusion drawing/verification. Based on these principles, the researcher divides data analysis into three activities: data reduction, data display, and drawing conclusions.

- 1) Data reduction is defined as the process of selecting, focusing, and simplifying data based on the study focus (Miles and Huberman, 2014). Data reduction is critical since there are so many qualitative research data that must be selected, organized, classified, and simplified. Inappropriate data will be eliminated, while appropriate data will be collected to draw verifiable conclusions. In this study, the researcher selected the data from observations and interviews about implementation of flip chart as media in English vocabulary learning and the views of the tutor of learning English vocabulary by using flip chart.

- 2) Data display refers to the process of simplifying data in the form of a sentence, narrative, or table. Data display refers to displaying reduced data in the form of patterns. It is beneficial to help the researcher in understanding the data. When displaying data, the researcher describes sentence-level data. In this study, researchers presented data about implementation of flip chart as media in English vocabulary learning and the views of the tutor of learning English vocabulary by using flip chart in the form of sentences.
- 3) Drawing conclusions and verification can be defined as concluding data and verifying it by analyzing relevant data, comparing it, and relating it to several theories (Miles and Huberman, 2014). In this study, the data that has been presented will be summarized and verified by comparing and relating it to several theories. Then, the data analysis will be presented descriptively. In this study, the researcher draws conclusions by analyzing the data by linking it to the theory then the data is presented descriptively.