

CHAPTER III

RESEARCH METHOD

A. Research Design

Since this study involves field research, data was gathered by the research by going into the field; in this instance, data was gathered from *rumahlesbahasainggris* in order to address research issues.

This research uses qualitative-descriptive as a research method. The qualitative-descriptive method is a method used for data at the research location by describing and understanding the phenomena that occur at the research location without manipulating or intervening with the research subjects. Qualitative-descriptive research is a research that attempts to understand situations, events or experiences from the participant's perspective. By using this method, researchers can observe complex and dynamic phenomena that occur in *rumahlesbahasainggris* with the hope that it can be a contribution to various scientific disciplines, especially education. This research is descriptive which is the data will be analyzed qualitatively to show what the use of

flashcards in teaching English vocabulary for the students of rumahlesbahasainggris in Banjarmasin.

B. Research Setting

The research was conducted at rumahlesbahasainggris on Banjarmasin City, South Kalimantan. This place was chosen as a place of research because this place suitable to use flashcards as a teaching media in teaching vocabulary to young learners.

C. Partisipants

The participants in this research were 4 students and a teacher who taught English and used during teaching and learning English to young learners in these classes.

D. Instruments

Researchers utilize instruments, or intermediary media, to gather data from research subject. This is consistent with Arikunto's (1997, p. 225) view that research instruments are equipment used to process data for study purposes. Consequently, interviews and observation were employed as research instruments in this study.

1. Observation

In order to learn more about the phenomenon or event under study, observations are made. Researchers can gather data in real time by directly seeing the subject or phenomenon they are studying. Researchers may get complete and all-encompassing understanding of phenomena through observation, which is an efficient way to gather precise information and insight into behavior and interactions in a natural setting without being controlled. The observation was focused on the development of students vocabulary by using flashcards. A way of reporting observation can be done by keeping field notes.

2. Interview

The interviews in this study aim to research and explore information related to students' and teachers' views on learning using flashcards which aims to develop vocabulary skills and develop learning activities so that they are more interesting for students in achieving learning goals, one of which is developing the ability to remember vocabulary. Interviews were conducted to see the results of applying flashcards in learning, students' mastery of vocabulary and motivation while studying English vocabulary using flashcards.

E. Data

The data in this study are observasi and interview. Then, The researcher describe the data in descriptive terms after conducted the data. There are many sources that have interesting content. But after the researcher compared it, it turned out the content on these objects were the most complete and fulfill the criteria as the data.

F. Technique of Data Collection

As a data collection technique, researcher use observation and interview. Since this study was a field analysis. Documentation in this study taken from the observation untill the last meet of learning process. Interview in this study taken from response or interviewed the students.

G. Data Analysis

Muhajir (1996) as cited in Saleh (2014, p. 74), data analysis is a systematic procedure used to extract and interpret information obtained from observations, interviews, and other sources. Its purpose is to enhance the researcher's understanding of the study and facilitate comprehension by oneself

and others. The researcher did the study at rumahlesbahasainggris in Banjarmasin.

The researcher employed the interactive analysis paradigm established by Miles & Huberman (1992, p. 23) for data analysis, which includes data reduction, data display, and conclusion drawing. Below, each technique of interactive analysis is described.

1. Data Reduction

Data reduction is the procedure of choosing, concentrating, simplifying, summarizing, and converting unprocessed data (Miles & Huberman, 1992, p. 16). Data reduction in this study involved the careful selection of data that was relevant to the research objectives that were created. The data analysis process in this research involved two steps: (a) the researcher gathered data through observation and interviews with the subjects and informants, and (b) the researcher transcribed, selected, and focused the data by specifically identifying sentences that were relevant to the research problem. In this process, irrelevant data were eliminated and only the pertinent data were retained.

2. Data Display

Data presentation is a method of analysis that provides a descriptive account of events occurring in a natural environment, thereby aiding the researcher in reaching a final conclusion. The reduction and display of data were determined by the formulation of the research problems. The study utilized interviews as the method of data display. The presented data pertained to the development of the study topic. For instance, the researcher included field notes in the appendix, which consisted of interviews with students.

3. Conclusion Drawing

The conclusion is the final step in the process of analyzing the research findings. The process of drawing a conclusion can begin once the conclusion itself has been fully achieved. Verification refers to the process of testing the provisional result to determine its validity. The result reached in this research was deemed conclusive due to the ample empirical evidence supporting it. The researcher obtained the teacher's implementation, the students' response, and the teacher's evaluative conclusion as the solutions to the research questions. Upon observation,

the researcher discovered that the students experienced boredom during the vocabulary teaching and learning process. The researcher think the teacher should use another media besides books and whiteboard. The researcher recommended the teacher to use flashcards in classroom to make students more enthusiast and enjoyable. After implementation of the flashcards in teaching vocabulary to young learners the researcher did interview to the students to know how their response after using flashcards and most of them said the learning process more fun, enjoy, and interesting.