CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative research design with a case study approach. This design is considered appropriate because the study aims to explore in depth the use of multimodal resources in supporting vocabulary retention among elementary-level EFL learners. A case study approach is used because it enables the researcher to investigate a phenomenon within its real-life context, particularly the use of multimodal resources in English vocabulary teaching in selected elementary school classrooms. A qualitative approach is also relevant because the study focuses on understanding teachers' practices, learners' responses, and the classroom processes involved in the use of multimodal resources, which cannot be fully explained through numerical data alone. As Yin, (2018) states, case study research is particularly useful for examining contemporary phenomena in real-world settings and for capturing the complexity of the context in which the phenomenon occurs. Therefore, this design allows the researcher to gain a rich and detailed understanding of how multimodal resources are used and how they support vocabulary retention in elementary EFL classrooms.

1. Identifying the Research Problem

The first stage of the study is identifying the research problem. At this stage, the researcher determines the main focus of the study, which is the role of multimodal resources in supporting vocabulary retention among elementary-level EFL learners. This stage also involves an initial exploration of the issue and a review of relevant literature related to multimodal learning, vocabulary acquisition, and vocabulary retention in the EFL context. Through this process, the researcher formulates the research questions that guide the entire study. The main questions of this study concern the types of multimodal resources used by English teachers and the ways these resources support vocabulary retention among EFL learners.

2. Setting the Research Context

The second stage is setting the research context. This study will be conducted at SD Muhammadiyah 8 Banjarmasin. The research context is important because it provides the real classroom setting in which multimodal resources are used in English vocabulary instruction. By focusing on this natural setting, the researcher can examine how teaching and learning practices take place in everyday classroom situations. The participants of this study consist of English teachers who use

multimodal resources in their teaching and elementary-level EFL learners who take part in vocabulary learning activities in those classrooms. This context is expected to provide relevant and meaningful data for understanding the phenomenon under investigation.

3. Selecting the Case

The third stage is selecting the case to be studied. In this research, the case is bounded to selected English classes at SD Muhammadiyah 8 Banjarmasin in which multimodal resources are used in vocabulary teaching. The case study approach is chosen because it allows the researcher to examine the phenomenon closely and intensively within a specific educational context. As Yin, (2018) explains, case study research is suitable when the researcher intends to understand the dynamics of a phenomenon in its real-life setting. By focusing on selected classes, the researcher can investigate how multimodal resources are implemented, what kinds of resources are used, and how these resources are perceived to support students' vocabulary retention.

4. Data Collection Techniques

The fourth stage is data collection. In this study, the data will be collected through observation, interviews, and documentation in order to obtain a comprehensive understanding of the case. The use of multiple data

sources is intended to enhance the credibility and trustworthiness of the findings.

a. First, classroom observation will be conducted to examine how multimodal resources are used during English vocabulary instruction. The observation will focus on the types of multimodal resources used by the teacher, the ways in which those resources are integrated into teaching activities, students' engagement during the learning process, and the interaction between students, teachers, and learning materials.
b. Second, interviews will be carried out to gain deeper insights into the participants' perspectives and experiences. Interviews with English teachers will be conducted to explore their views on the use of multimodal resources, the reasons for selecting certain resources, and their perceptions of how those resources support vocabulary retention. Interviews with students will also be conducted to understand their learning experiences, their responses to multimodal activities, and their perceptions of how such resources help them understand and remember vocabulary.
c. Third, documentation will be collected to support the data obtained from observation and interviews. The documents may include teaching materials, visual media, worksheets, and students' classroom work. These documents will help the researcher identify the kinds of

multimodal resources used in the classroom and provide additional evidence related to instructional practices.

5. Data analysis

The fifth stage is data analysis. In this study, the analysis will begin by organizing all collected data, including observation notes, interview transcripts, and relevant documents. After the data are organized, the researcher will read and review them carefully in order to become familiar with the overall content.

Next, the data will be coded to identify important ideas, recurring patterns, and categories related to the use of multimodal resources and vocabulary retention. After the coding process, the data will be analyzed using thematic analysis proposed by Braun & Clarke, (2006). Through thematic analysis, the researcher will identify, classify, and interpret themes that emerge from the data. These themes may include the types of multimodal resources used by teachers, the ways these resources support comprehension and memory, students' engagement in vocabulary learning, and classroom factors that influence the implementation of multimodal teaching.

6. Reporting the Findings

The sixth stage is reporting the findings. In this stage, the researcher will present the results of the analysis in a systematic and coherent manner. The

findings will be organized based on the research questions of the study. The first part of the findings will describe the types of multimodal resources used by English teachers in vocabulary teaching. The second part will explain how those multimodal resources support vocabulary retention among EFL learners. The report will also include interpretations of the findings in relation to the theoretical framework and previous studies. In this way, the discussion will not only describe what happens in the classroom, but also explain the meaning and significance of those findings.

7. Drawing Conclusions and Implications

The final stage is drawing conclusions and implications. In this stage, the researcher will summarize the main findings of the study and present conclusions based on the analysis. The study is expected to provide a clearer understanding of the role of multimodal resources in elementary EFL vocabulary teaching, particularly in relation to vocabulary retention. In addition, the study will offer practical implications for English teachers, schools, and other educational stakeholders regarding the use of multimodal resources in classroom instruction. The conclusions of this study are also expected to contribute to the broader discussion of English language teaching at the elementary level.

B. Research Setting

This research was conducted at SD Muhammadiyah 8 & 10 Banjarmasin, located on Jalan Cempaka 2, Banjarmasin. The school was chosen as the research site due to its excellence in foreign language education, which is highly relevant to the focus of this study. SD Muhammadiyah 8 & 10 is known for its innovative language programs aimed at equipping students with advanced proficiency in various languages. Although the institution is officially known as SD Muhammadiyah 8 & 10 Banjarmasin, this study was conducted exclusively in the SD Muhammadiyah 8 unit, specifically in Class V-B 8 . Therefore, all participants and data analyzed in this study were obtained solely from SD Muhammadiyah 8. This setting makes it an ideal location to explore effective teaching strategies and language learning outcomes.

The organizational structure of the school strongly supports its academic excellence. The school is led by a principal who oversees overall management, supported by coordinators for academic and extracurricular programs, as well as a dedicated team of teachers with expertise in various fields, including foreign languages. The language programs at this school are enriched by facilities such as language laboratories and other modern resources that foster active learning. Additionally, the school frequently collaborates with external language institutions to enhance its curriculum, providing students with immersive language learning experiences.

The research was conducted over a period of two weeks, allowing sufficient time to observe classroom activities, interact with the teaching staff, and collect relevant data. This duration ensured a thorough understanding of the academic environment and the effectiveness of the school's foreign language programs.

The unique environment of SD Muhammadiyah 8 & 10, combined with its focus on language education, provides a rich context for achieving the research objectives. The selection of this site was entirely based on its suitability for the research topic and its relevance, without considering personal connections or prior work experience.

C. Participants

The participants involved in this study were the students and teachers at SD Muhammadiyah 8 Banjarmasin, specifically those engaged in the school's foreign language programs. The students were selected from 5th grade as they were actively participating in foreign language learning activities and were at an intermediate level of language acquisition. These students were chosen because they represent a crucial developmental stage for language learning, allowing the researcher to observe teaching strategies and their impact effectively.

The teachers involved in this study were those directly responsible for the foreign language programs. They selected based on their expertise, years of experience, and active roles in designing and implementing innovative language

teaching methods. This group provided valuable insights into teaching practices and curriculum design.

D. Data

In this study, data refer to all information collected by the researcher during the research process that is relevant to answering the two research questions. The data in this study are qualitative in nature, meaning they are presented in the form of descriptions, explanations, and non-numerical information rather than statistical figures.

The primary sources of data in this study are the English teacher and the fifth-grade students at SD Muhammadiyah 8 Banjarmasin who are directly involved in English vocabulary learning activities. The data obtained from these participants consist of observation records documenting the use of multimodal resources during vocabulary instruction, interview responses from the English teacher regarding the types of multimodal resources used and their perceived roles in supporting vocabulary retention, and interview responses from students regarding their learning experiences and perceptions of how multimodal resources help them understand and remember new vocabulary.

In addition to data from participants, this study also collects secondary data in the form of documentation, which includes teaching materials, visual media used during instruction, student worksheets, and students' vocabulary notebooks. These

documentary data serve as supporting evidence to validate and enrich the primary data obtained through observation and interviews.

The data in this study are organized based on the two research questions. The first set of data addresses the role of multimodal resources in supporting vocabulary retention among EFL learners, while the second set of data addresses the types of multimodal resources used by the English teacher to enhance vocabulary retention. By organizing the data in this way, the researcher ensures that the analysis is focused, systematic, and directly aligned with the research objectives.

E. Technique of Data Collection

This research employed a qualitative approach with a case study design to explore how multimodal resources contribute to vocabulary retention among elementary EFL learners. The following data collection techniques are utilized, each tailored to provide in-depth and context- specific insights:

1. Observation

   Observations were conducted during classroom sessions to see firsthand how multimodal resources are integrated into teaching practices and their impact on student engagement and interaction. This technique aims to capture the real dynamics of learning and provide an in-depth understanding of the learning process.

   The observation guide in this study was developed based on Multimodal Learning Theory, focusing on:

a. Types of multimodal resources used during learning (such as visual, audio, kinesthetic media).
b. Students' responses to these resources, including engagement, participation, and interaction with teaching materials.
c. Teacher facilitation and classroom management strategies in supporting multimodal learning.

This structured approach ensures that the observation data covers a complete picture of the implementation and impact of multimodal resources on vocabulary learning.

2. Interviews

Semi-structured interviews were conducted with teachers and students to gain qualitative insights into their experiences in vocabulary learning using multimodal resources. Teachers provided insights on the implementation strategies, while students shared their experiences in the learning process and vocabulary retention outcomes.

The interview guide was designed to explore:

a. The extent to which multimodal resources support vocabulary learning.
b. Challenges faced by teachers in implementing multimodal strategies.
c. Students' perceptions of motivation, engagement and effectiveness of multimodal learning.
d. of improved vocabulary retention according to teachers' and students' experiences.

e. The semi-structured interview format provided flexibility for participants to express their opinions in depth and richness.

3. Documentary

Documentation collection was conducted by collecting various supporting documents, such as:

a. Teaching materials (pictures, videos, interactive games, and other media).
b. Students' work, such as written assignments, worksheets, or projects related to vocabulary learning.

These documents will be used to strengthen and validate data from observations and interviews, as well as provide concrete evidence related to the application of multimodal strategies and their results on students' vocabulary retention.

F. Data Analysis

This study will use thematic analysis proposed by Braun & Clarke, (2006), a structured approach for identifying, analyzing, and interpreting patterns (themes) within qualitative data. This method ensures that findings align with the study's objectives and are interpreted based on the theoretical framework used in this study. The specific steps in the data analysis process are detailed below:

1. Familiarization with the Data

The first step in data analysis is familiarization with the data that has been collected. At this stage, the researcher reads and reviews all data from interview transcripts, observation notes, and learning documents repeatedly. This process aims to help the researcher fully understand the content of the data and recognize initial patterns related to the use of multimodal resources and students' vocabulary retention. The researcher also makes preliminary notes on important findings related to student engagement, responses to multimodal resources, and classroom challenges.

2. Making Initial Codes

After understanding the data as a whole, the next step is to generate initial codes. Initial codes are labels given to meaningful parts of the data. In this study, coding will include elements such as the use of visual resources, audio-based activities, students' kinesthetic involvement, teacher strategies in facilitating multimodal learning, students' responses during learning, and barriers that arise in the learning process. This coding helps to group the data into categories relevant to the research focus.

3. Identifying Themes

At this stage, the researcher reviews the codes to identify main themes related to the role of multimodal resources in supporting vocabulary retention among elementary EFL learners. The identification process goes beyond listing frequently occurring data and focuses on interpreting the deeper meaning of teachers' and students' experiences. Themes may include how multimodal resources support engagement, meaning comprehension, and memory reinforcement in vocabulary learning, as well as factors that strengthen or hinder vocabulary retention in classroom practice.

4. Reviewing and Refining Themes

The researcher reviews all identified themes to ensure they accurately represent the data. If a theme is too broad, overlaps with another theme, or is not sufficiently supported, it will be revised, merged, or broken down into sub-themes. This step ensures that the analysis is accurate and relevant to the real classroom context.

5. Defining and Naming Themes

Once the themes are refined, the researcher defines the meaning of each theme and gives it a clear descriptive name that reflects the essence of the findings (e.g., "Engagement through Visual and Movement-Based Activities" or "Barriers

to Multimodal Implementation in Elementary EFL Classrooms"). The scope and boundaries of each theme are also clarified to make interpretations more focused.

6. Writing the Results Report

The final stage is compiling the research report based on the themes that have been formulated. Each theme will be explained using evidence from observation data, interview quotes, and documentation. The researcher will relate the findings to the theoretical framework and answer the research questions regarding how multimodal resources support vocabulary retention among elementary EFL learner.