

CHAPTER III

METHODOLOGY

This chapter present methodology such as; research design of the study, setting, participant of the study, techniques of data collection, and also followed by techniques of data analysis.

3.1 Research Design

This study uses a qualitative research design as a data collection method. Qualitative design is intended to understand and interpret the experience of human behavior interaction in a particular situation. Heighham & Croker (2009) stated that qualitative research is focused on finding out how the participants' experiences were in a certain time and context. This research design was adopted to gain or add deeper knowledge of students' belief in vocabulary skills by using a reflective journal to determine beliefs of each participant. This study focuses on to investigate students' belief in vocabulary learning of English department at the one of University in Kendari.

3.2 Setting and Context

This research was conducted at the one of University of Kendari, focused on EFL students of English Department, especially students in second semester of 2019/2020 who had studied vocabulary. Vocabulary learning in class, the teacher gave several activities to students to improve their vocabulary. First, students are assigned to look for synonyms and antonyms of words. Next, the students also learn about voiced and voiceless. Then, the students watched some videos with

English subtitles and they would write new words based on the videos they watched. In the learning process, the teacher uses several media to support vocabulary learning such as LCD, power point, and whiteboard.

Based on the learning process has been carried out in the student class. This research was conducted to see how learners' belief in students in the vocabulary class. The students in the vocabulary class really like vocabulary learning and they are always active and participate in class activities. This means that students have belief in vocabulary and that belief can give students success or achievement in vocabulary learning.

3.3 Participant of the Study

The participants of this study were 20 students of the English department from class B of the second semester at the one of University of Kendari at the 2019/2020 academic year, where they had completed the Vocabulary course for second semester. They are between 18 and 19 years of age and each student has different beliefs about learning vocabulary. The researcher chose the students in this class as participants because it was based on their experience in learning vocabulary. Most of the students in this class have a lot of vocabulary and they always apply it in their daily communication, so the researcher sees that the students have good belief in vocabulary.

3.4 Data Collection

In conducting research, data collection is an important part that must be done to collect all the information needed in research. Well-chosen and well implemented methods for data collection analysis are essential for any type of

evaluation in research. Researcher used reflection to obtain data related to student beliefs in vocabulary learning and this was done twice in one weeks.

There are several steps taken by the researcher to get the data from this research. The first is researcher needed to prepare a reflection. This reflection is related to the research title. Then the researcher gave it to the respondent and ask the respondent to provide an answer. Then the researcher collected data and analyzed the answers of participants. However, the researcher first explained what was meant by reflection and gave an example of how to answer the reflection so that participants would not experience difficulties. After that, participants gave their reflective answers to the researcher. After all the required data had been collected, the researcher was analyzed all students' answers regarding their beliefs in vocabulary learning.

To collect data in this study, the researcher prepared a test sheet (Google form). Not only that, the researcher confirmed to participants that they would be participants of this research and the researcher also explained the aims and objectives of giving reflection to the participants. After the participants agreed to this, the researcher was able to collect all the necessary data.

3.5 Instrument

This proposed study uses reflective journal to collect the data that could answer the question from the research question.

3.5.1 Reflection

Reflection is instrument used in this study. Guidelines for reflective journaling adapted from (Kulikova, 2015). Reflection is one of the instruments

used in qualitative research methods, where reflection can describe students' experiences, ideas, or feelings about what they have done in vocabulary learning. Reflection can express an idea, thoughts and feelings of the participants. The researcher would give reflection to participant, where reflection containing questions related to belief of students in vocabulary learning (Davut Göker, 2016). Participants would fill in their reflections related to their experiences and what they felt in vocabulary learning. The purpose of using instrument reflection in this study is to find out or recall the extent of students' beliefs after learning vocabulary.

3.6 The technique of Data Analysis

Data analysis had done in writing and answering the questions provided by the researcher. Data collection had done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, the researcher used data analysis by Ary, Jacobs, Razavieh, and Sorensen (2010). This qualitative research analyzes through several steps which are: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, and (5) concluding or interpreting the data.

First, the researcher collected data and prepared the data that had been obtained from the participants to analysis. Second, the researcher reads the data and tabulated the reflection data using Microsoft Excel. Third, the researcher analysed the data by coding. The researcher coded the reflection data by looking at the students' answers based on the theme of the reflection questions. Coding is

done to organize the data and conclusions to be clearer to be a complete study. Then, the researcher concluded or interpreted the results of the data that had been analysed in the form of a written in paragraph.

In coding, the researcher used thematic coding (thematic analysis). Thematic coding is a way of analysing data to identify patterns or find themes through data that has been collected by researchers. (Braun & Clarke, 2006). The themes used are; learners' feeling in vocabulary learning, learners' belief about difficulties in vocabulary learning, learners' belief on proficiency in vocabulary learning, learners' belief on the benefits in vocabulary learning, learners' belief on strategy used in vocabulary learning, and the confidence of using English vocabulary in daily conversation. Examples of data codes such as table 3.1 below:

Table 3.1 Example of Recapitulated Data

Theme and Code	Students' reflection	Code
Learners' feeling in vocabulary learning (Q1)	Student1: Yes, I like learning vocabulary and I think it is fun because from learning vocabulary can increase my vocabulary. (P.14)	Q1
	Student2: Yes, I like it and its fun because I think by learning vocabulary, we can know new vocabulary which can make it easier for us to speak in English. (P.4)	
	Student3: It's fun because I can know a lot of vocabulary so I can understand when reading English writing and the way the lecturer is very good at explaining it. (P.7)	
	Student4: Yes. This learning is quite fun for me because it can increase	

Theme and Code	Students' reflection	Code
	<p>the number of vocabs that I know. (P.13)</p> <p>Student5: Yes, I really like vocabulary learning because it can increase my vocabulary knowledge. (P.18)</p> <p>Student6: I like learning vocabulary and learning it is fun because by learning vocabulary it will be easier for us to translate English, English-Indonesian and Indonesian-English vocabulary. It's fun learning vocabulary because I feel very proud when I can translate English text from the vocabulary knowledge I have.</p>	
Learners' belief about difficulties in vocabulary learning (Q2)	<p>Student1: I think it's quite difficult to learn English vocabulary because there are so many vocabulary words in English and it's hard for me to remember all these words when I rarely use them in my daily life. (P.4)</p> <p>Student2: I think learning English vocabulary is quite difficult because when I don't use the vocabulary in my daily life, I would forget the vocabulary that I have learned. As a result, my vocabulary does not increase. (P.14)</p> <p>Student3: Difficulty in understanding the use of vocabulary in sentences. (P.17)</p> <p>Student4: It is difficult because they are still not used to using English vocabulary. (P.2)</p> <p>Student5: It's not very difficult. Maybe there are several words that have the same usage/meaning which sometimes makes me confused</p>	Q2

Theme and Code	Students' reflection	Code
	<p>which one to use. (P.9)</p> <p>Student6: If learning academic vocabulary is rather difficult for me, because I rarely heard academy vocabulary before and even I almost never heard some of these vocabulary.</p>	
Learners' belief on proficiency in vocabulary learning (Q3)	<p>Student1: In my opinion my proficiency in vocabulary is still lacking because when I read an article or other reading, I still find it difficult to understand it. (P.4)</p> <p>Student2: For now, my vocabulary mastery is still very lacking because when I read a novel, article, journal, etc. I'm still having trouble understanding the contents. (P.14)</p> <p>Student3: Currently my vocabulary has not improved well sometimes I also forget the vocabulary that I already understand/memorize. (P.11)</p> <p>Student4: So far there is still a lot of vocabulary that I don't know, because I can't remember all the words. (P.10)</p> <p>Student5: I think I mastered vocabulary in English; I can always understand the meaning of a text or novel in English without looking at a dictionary. (P.9)</p> <p>Student6: So far, I am good and mastered at using vocabulary for everyday conversation and more for informal vocabulary. Meanwhile, for formal vocabulary and academic words, I haven't mastered many vocabulary from that category.</p>	Q3
Learners' belief on the	Student1: Yes. By mastering English	Q4,

Theme and Code	Students' reflection	Code
benefits in vocabulary learning (Q4)	vocabulary, we can speak English, understand people when they speak English, and teach it to people who want to learn English. (P.1)	
	Student2: Yes. Because English is an international language and with English, we can communicate with foreigners	
	Student3: Yes. The more vocabularies I know, it easier for me to speak and understand conversations in English. For me, this is very helpful when I communicate with friends from outside Indonesia. (P.5)	
	Student4: Yes, of course. Because I God woulding would become a teacher in the future, of course I have to have a lot of vocabulary so that I can talk/communicate with my students or other people who are proficient in English. (P.11)	
	Student5: Very useful, especially for us as teachers, we must master English vocabulary. (P6)	
	Student6: Very useful, because in this era English is an international language. So, to be able to communicate with the outside world we must be able to speak English. And nowadays, companies prefer people who are fluent in English and can communicate well.	
Learners' belief on strategy used in vocabulary learning (Q5)	Student1: By reading articles in English, watching movies/videos like Ted talk on the YouTube app and writing every new vocabulary that I don't know the meaning of on paper and making each example sentence	Q5

Theme and Code	Students' reflection	Code
	<p>on each vocabulary. (P.1)</p> <p>Student2: Watch movies/YouTube and take notes on new words from the movie/YouTube. (P.16)</p> <p>Student3: I read more often. While reading, I can see firsthand how the words are written and can see the changes. (P.5)</p> <p>Student4: Especially listening to songs in English if there is a new word then we open the dictionary to find out. (P.6)</p> <p>Student5: Repeating words or practicing what you see either on YouTube or TV. (P.2)</p> <p>Student5: I read more. When reading, I can see directly how the word is written and can see the changes.</p>	
The confidence of using English vocabulary in daily conversation (Q6)	<p>Student1: Honestly, I am not confident enough, because there are still many shortcomings. (P.13)</p> <p>Student2: Yes. I don't felt too nervous when conversing everyday with used vocabulary because I felt quite familiar with the vocabulary. (P.5)</p> <p>Student3: Yes, because the vocabulary used is non-academic vocabulary. (P.16)</p> <p>Student4: For now, I am confident when using English vocabulary in daily conversation compared to previous years. (P.4)</p> <p>Student5: Yes, because I felt I can use English well because I have a</p>	

Theme and Code	Students' reflection	Code
	good vocabulary. (P.18)	
	Student6: Yes I don't feel too nervous when conversing with everyday vocabulary because I feel quite familiar with these vocabulary.	

Notes:

CODE THEME

Blue (Q1) = Reaction

Green (Q2) = Difficulty

Grey (Q3) = Proficiency vocabulary

Yellow (Q4) = Benefit of vocabulary

Purple (Q5) = Strategy used in vocabulary learning

Bolds (Q6) = Confidence used vocabulary

(Adapted from Ary, Jacobs, Razavieh, and Sorensen 2010)

