

CHAPTER III

RESEARCH METHOD

Chapter III presents the phases of carrying out the study. This chapter also describes the methodology used in the investigation, the presence and role of the investigator, and the location and timing of the investigation. The data, data sources, data collection techniques and data processing are explained in detail.

Research Design

This research used a qualitative descriptive method. Several study design ideas can be considered to conduct a qualitative descriptive research study on the factors underlying difficulties in vocabulary acquisition. Qualitative descriptive research is an appropriate approach for this study. It allows for a comprehensive investigation of the phenomenon in everyday language while remaining close to participants' data and the surface of words and events (Magilvy & Thomas, 2009; Vaismoradi et al., 2013). This method is beneficial for clearly describing a specific phenomenon or experience from the perspective of people with difficulty acquiring vocabulary (Magilvy & Thomas, 2009).

Participants in this study may be chosen from a pool of people who have struggled to acquire vocabulary, such as students with language difficulties (Lowe et al., 2022). In order to obtain detailed, comprehensive descriptions of the elements causing vocabulary issues, data-gathering techniques may include focus groups, interviews, and observations (Moser & Korstjens, 2017).

Accordingly, thematic analysis can be used to find and examine patterns in the data, offering fundamental abilities for carrying out qualitative descriptive research (Vaismoradi et al., 2013).

Retaining credibility and ensuring the results truthfully reflect the participants' experience are crucial for improving the rigor of the research (Milne & Oberle, 2005). To do this and validate the interpretations, member verification, peer debriefing, and extended interaction with the data are recommended (Milne & Oberle, 2005).

Furthermore, the study can explore various factors influencing vocabulary acquisition, such as frequency of exposure, word difficulty, and cognitive, emotional, and behavioral aspects (Goodman et al., 2008; Hashimoto & Egbert, 2019; Pan et al., 2021). The research can also investigate the impact of language activities at home and in educational settings on vocabulary development, particularly among children from low socioeconomic status and immigrant families (Florit et al., 2021).

This research design aims to ensure that researchers obtain detailed data regarding the factors that cause students' difficulties in learning English vocabulary based on the experiences of grade 5 students at SDN Kepel Pasuruan. This research focuses on the analysis or interpretation of written content in its context, so researchers use qualitative descriptive methods, namely research that aims to describe and interpret things according to reality.

In conclusion, a qualitative descriptive research design offers a robust

framework for investigating the factors contributing to difficulties in vocabulary acquisition. By employing appropriate sampling, data collection, and analysis methods, this study can provide valuable insights into the experiences of individuals facing challenges in vocabulary acquisition.

Research Subject

This research was conducted at SDN Kepel Pasuruan. This investigation was conducted in June 2023. The subjects of this study were fifth-grade students at SDN Kepel Pasuruan, with a total of 26 students, 12 male students, and 14 female students. Most fifth-grade students at SDN Kepel Pasuruan are less interested in English subjects and need more motivation to learn English. Therefore, it is assumed that there needs to be more understanding and mastery of the English vocabulary.

This resulted in students needing help completing study activities and the English questions posed to them.

It depends on the type of research researchers conduct to obtain as much detailed data as possible in qualitative research field activities. The presence of researchers and researchers who play an active role in the research process is imperative to be on site. Researchers in this field act as observers, analyzers, teachers, and implementers, collecting data and reporting the results of learning research. In conducting research, the researcher was assisted by an English teacher and colleagues who helped record what happened during the research observation process.

Researchers are the primary tool to obtain data on preparation, implementation, obstacles, and strategies to deal with obstacles in line with the realities of the field so that the information collected is genuinely relevant and its validity is guaranteed.

Data Collection

The data collection techniques for the qualitative research design on factors causing difficulties in vocabulary acquisition can be comprehensive and multifaceted, incorporating observation and interviews. These methods are essential for understanding the experiences and perspectives of individuals facing challenges in vocabulary acquisition.

Research Techniques and Instrument

Research instruments are often the equipment used to gather information or data that can be applied to solve research challenges. The researcher is the primary data collection tool in this study. Researchers choose several tools to gather data with, including:

a) Vocabulary comprehension Test

For the questions consist of 20 questions. Two kinds of vocabulary test that researcher give to the students are:

1. Multiple Choice: consist of 15 questions
2. Fill The Blank: consist of 5 questions

Table 1. Qualification Categories of Student's Ability in Mastering Vocabulary.

NO	Range	Category
1.	81 – 100	Very Good
2.	70 – 79	Good
3.	56 – 69	Fair
4.	46 – 55	Poor
5.	0 – 45	Very Poor

Buku Model Penilaian Kelas KBK (BNSP) 2007

b) Observation

Observation can be interpreted as a research instrument where researchers write down or record certain behaviors of the sample being studied while they observe and listen. On the other hand, by observing language learning activities in an educational setting or at home, researchers can gain a nuanced understanding of the environmental and social factors influencing vocabulary development (Iqbal, 2022).

The instrument used in his research is fieldnotes. Observations are made during the learning process. In this case, the researcher observed all learning activities in the classroom. On the other hand, the researcher also writes notes about difficulties that happened during the learning process.

c) Interviews

Interviews are crucial in qualitative research, enabling researchers to explore individuals' subjective experiences, perceptions, and emotions regarding vocabulary acquisition difficulties (DiCicco-Bloom & Crabtree,

2006; DURSUN, 2023).

Interviews were conducted after making observations. Therefore, it aims to clarify and emphasize the results of observation. In this case, to find out more information about the difficulties faced by students in learning vocabulary in English and the factors that influence these difficulties. In the interview, the researcher used interview guideline. Then the students' answers were conducted using a voice recorder.

d) **Tringulation**

Tringulation, or the combined use of multiple data collection methods, can enhance the credibility and comprehensiveness of the study (Lestari et al., 2020). By employing a combination of vocabulary comprehension test, observation and interviews, researchers can corroborate and validate their findings, ensuring a more robust and holistic understanding of the factors influencing vocabulary acquisition difficulties.

In summary, the data collection techniques of vocabulary comprehension test, observation, and interviews are essential components of the qualitative research design aimed at describing the factors causing difficulties in vocabulary acquisition. These methods provide a comprehensive and in-depth exploration of the experiences related to vocabulary learning challenges.

Data Analysis

Data analysis is one of the processes of processing data through grouping, observing relationships, comparisons, and similarities so that the properties of the data can be understood to find helpful information for making decisions about data,

research problems, questions studied, etc. Meanings. for example, in data analysis to convert research data into information used in decision-making.

Moleong (2008) says that qualitative research focuses on propositional confrontation so that complex human psychological states (influenced by many facts) can be better understood, which is not enough if only based on one scale is measured. This is based on the assumption that humans are symbolic animals (symbolic beings) looking for meaning in their lives. Therefore, this research requires a qualitative role to see the human being.

Data analysis in research occurs parallel to the data collection process. This includes three qualitative data techniques, namely data reduction, data display, and drawing inferences. This process occurs directly and continuously throughout the investigation, even before data collection. Qualitative data analysis techniques are as follows:

1. Data reduction

Data reduction is one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens or classifies, directs, and discards unnecessary data and organizes it so definitive conclusions can be drawn.

2. Data Display

After data reduction, the researcher drew the data in the data display. The data display was shown based on the research focus. The research

focus refers to finding the difficulty faced by the students in learning vocabulary and the factors that affect the difficulty.

3. Draw conclusion

Conclusions are the results of analysis that can be used to act.

From these explanations, one can understand that some express sentences and focus on them, and some explain the meaning of variables in something.

