

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research methodology covering research design, setting of research, subject of the research, research instrument, technique of collecting data, data analysis, and triangulation.

A. Research Design

This research used the qualitative research method. According to Creswell, (2014), qualitative research is a method of questioning for understanding based on a culture of different methods of inquiry that investigate social or human problems. The researcher created a complex, comprehensive picture, analyzed the words, tells the detail about the information, and creatively conduct the study. According to Ary, (2010), qualitative research has some approaches, namely Basic interpretive/descriptive qualitative studies, case studies, content analysis, ethnography, grounded theory, historical research, narrative inquiry, and phenomenological studies.

According to those approaches, the research design of this research was case study. According to Ary (2010), a case study is a type of ethnographic research that focuses on a single unit, such as an individual, group, organization, or program. The goal is to achieve a detailed description and understanding of the entity. According to (Gay, et al 2012) a case study is a qualitative research method in which researchers focus on a unit of study called a bounded system for example an individual teacher, a classroom, or a school. Many researchers have focused on defining a case, a concept that is sometimes

difficult to grasp. The type of research was chosen because it depended on the purpose of the research namely to know how was the implementation of the learning for mastery approach to improve students' vocabulary at the beginner level in *Kumon* Private School. Besides that, the researcher also described the case of actual class of the students in detail when they learned using the learning for mastery approach to improve their vocabulary. The researcher also captured the current state of the phenomenon and directly aims to determine the nature of the situation that existed at the time of the study in English *Kumon* Sudirman Pare Kediri.

B. Setting of the Research and the Participant

English learning has been carried out throughout *Kumon* in Indonesia. There are several levels for learning English in *Kumon* private school, including level 7A to level A at beginner level, level B to level G at intermediate level, and level H to level O level at advanced level. At the beginner level in *Kumon*, students learn simple vocabulary and simple sentences that are used every day. At this level, students have not been introduced to grammar at all. The next level was intermediate level, in *Kumon* learning at this level begins to introduce the use of grammar and noun. At this level, more vocabulary is used than at the previous level. At this level, students are given the use of grammar and noun in sentences that are easy for students to understand. The last level called advanced level, at this level students are taught about phrases, clauses, and several readings for students to do find out how much vocabulary they can get during the beginner and intermediate levels. This current research is focused at the beginner level because the researcher

could see how the teacher improve vocabulary to the students who have less vocabulary than the next level.

The research conducted on level A students of *Kumon* Sudirman Pare Kediri on Jl. Pb Sudirman, Pare, Kediri. The subjects of this study are level A students of *Kumon* Sudirman Pare Kediri's English class, with a total of 4 students. All of them are supported by an English teacher who manage the teaching activities of this level. The researcher observed the teaching method and then interviewed Ms. Rs as the English teacher in *Kumon*. Ms. Rs has 7 years of teaching experience in *Kumon*. Previously, the teacher is given training by *Kumon* center to understand the *Kumon* system such as analyzing students abilities and organizing students program. Beside, teacher is also trained on how to apply learning for mastery in *Kumon*. Not only that, teacher is also trained on how to assess students work at every level. So that, it made the researcher interviewed the teacher because the teacher had long experience in teaching using learning for mastery in *Kumon*.

The researcher conducted an observation and interviewed for 1 month with 8 class meeting. The duration of observation was 30 minutes for each students. The researcher chose this level than other beginner levels as the subject because level A is the end of the beginner level, so the researcher could see significantly what material is given at the end of the beginner level. Researchers also looked at student vocabulary mastery through listening, speaking, reading, and writing activities at this level. Besides, at the beginner level before level A the learning method is not as complex as at level A

namely, just listening and memorizing but in level A students have been taught all the skills that will support them to improve their vocabulary.

Kumon's strategy for educational activities is that not all students come to class at the same time. But they come to class one by one and participate in classes according to their individual needs. Learning in Kumon more emphasis on understanding the material based on students abilities through all skills, forming study habits, and training students to manage study time well. Below is a table of students who have been observed :

Table 3.1 Student Data

Object	Age	Time Duration	Level	Topic
Student A	9	28 days	A	Introducing one's self, introducing one's family, taking about one's condition, talking about location, describing people.
Student B	9	23 days	A	Talking about one's condition, talking about location, describing people.
Student C	9	23 days	A	Talking about one's condition, talking about location, describing people.
Student D	8	34 days	A	Talking about one's condition, talking about location, describing people.

C. Research Instruments

Creswell (2014) argued that qualified researchers collect data themselves by reviewing documents, observing practices, or interviewing participants. They may use protocols or tools to collect data, but the information collected by the researcher. They do not want to use or rely on questionnaires or tools developed by other researchers. In this research, the researcher used two tools. In order to, in this study the researcher is the main instrument of observation in appendix 1, interview in appendix 2, and documentation in appendix 5. The worksheet and CD player is used to observe

students' vocabulary using the learning for mastery approach as the secondary instrument.

D. Data Collection Technique

According to Creswell (2014) the data collection process includes defining the study area, gathering information through unstructured or semi-structured observation and interviews, documents and visual materials, and establishing an information logging system. To collect relevant data, the researcher used an observation and interview. The researcher already explained the full explanation below :

1. Observation

Lodico (2010) defined that observation is a data collection technique by means of observing things directly or indirectly observed and recorded it. Rasyid (2015) also defined that observation relies on sight and the researcher hearing about many things and recording these observation, rather than relying the subject's response to question or statements. Therefore, this research uses observation as a data collection technique.

The observation conducted in *Kumon* Sudirman Pare A Level Students. The purposed of this observation are to see how the implementation of learning for mastery approach to improve students vocabulary, to know the problem students face in using learning for mastery approach, and to know how is the result of implementing learning for mastery approach to improve students vocabulary. The researcher conducted classroom learning observations in every Monday and Thursday for 1

month, with a total 8 meetings. For each students, the researcher observed the learning process for 30 minutes.

2. Interview

The interview is a good way to elicit the subject's thoughts and feelings about a topic, event, or behaviour on a personal and detailed level (Brinkmann, 2009). In addition, interviews way as a way of collecting data by delivering some questions to the information directly. The information of this ponder was collected by utilizing the meet strategy and this method used to supplement. The purposed of an interview are to get more information about implementation of learning for mastery approach to improve students vocabulary, and to know what are problems that faced by teacher when using learning for mastery approach. The researcher met the English teacher of *Kumon* EFL Sudirman Pare Kediri. The researcher inquired eleven questions to the teacher to answers the research questions. The researcher conducted interviews outside teaching hours in *Kumon*, namely for 45 minutes.

3. Documentation

Documentation is a process of data collection that helps to obtain information from different sources or to document things. Sugiyono (2015), said that the documentation may take the form of a letter, image, text, script or drawing. The researcher used documentation to know the actual learning process of the students using the learning for mastery approach to improve their vocabulary. The researcher analyzed the documents of students study

record books at that level, this students study record book can be seen in appendix 5.

E. Data Analysis

Based on Creswell (2014), data analysis is a process of systematically searching and arrange in monolog. Field notes and other material gave a better understanding of the introduction of these material to facilitate the preparation of data analysis report. The activities include working with data, organized into manageable units, analyzing what to learn, and deciding what to include in the report.

Creswell (2014), also defined the data analysis process as consisting of 6 steps for qualitative analysis. The first steps are organization and preparation of data for analysis. The second step is to read or view all data. This step gives a general idea of the information and allows thinking about its general meaning. All data transcripts including student transcripts, interview transcripts, and faculty notes, must be read and understood by the researcher. The third step is to begin encoding all data. Formatting is the process of organizing data by grouping pages (or parts of text or images) and writing words that represent one part of the range. The next step is to use coding techniques to create descriptions of settings or people and essays or topics for research. Descriptions include detailed descriptions of people, places or events in the environment. After collecting the data, the researcher wants to organize the structure of the data. The fifth step is to go ahead and explain how to present the details and themes in a qualitative report. The results of the previous step will be organized in a detailed and organized manner according

to the qualitative structure. The last step is to make interpretations in qualitative analysis of findings or results

These lessons can be the interpretation of the researcher, which is based on the understanding the researcher brings to the study from their culture, history and personal experience. From the 6 steps of the data analysis process in qualitative research Creswell (2014), the researcher adopted 5 steps as follows organization and preparation of data for analysis. In this step researcher prepared and collected the data from *Kumon* Private School. Second step researcher read or viewed all data, in this step, the researcher reviewed all the data that have been collected. Third step the researcher started encoding all the data, using encryption techniques to extract details of settings or people and articles or topics for analysis. The last researcher made interpretations in qualitative analysis, in this step, the researcher explained and interpreted the data based on the theory to know the findings or results.

F. Triangulation

Triangulation can be defined as the use of two or more data collection methods in research based on certain aspects of human behaviour (Chohen, 1994). According to Paton (2002), the purpose of the triangulation is to increase the reliability and validity of the results. There are four levels of triangulation namely source, investigator, methodological, and theoretical. In this research, the researcher uses an investigator to determine the validity and reliability of the research instrument. Besides, the researcher also uses theoretical triangulation to compare the results of the study. There are several theories that are used to compare with this research, namely the learning for

mastery approach theory based on Bloom which can be compared with Thorndike's theory which has similarities to improve students vocabulary at the beginner level in *Kumon*. Meanwhile, there is Crow's theory regarding the types of vocabulary that can be compared with the vocabulary taught in *Kumon*. Besides, research results can also be validated by comparing resources, namely between observation and interviews which have the same results in implementing learning for mastery approach.