

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher conducts outlines about location of the research, research design, subject of the study, technique of data collection, technique of data analysis, and trustworthiness of the study.

#### **3.1 Location of the Research**

The locations of this study were in SDN 005 Muara Jawa, SDN 007 Muara Jawa, SDN 008 Muara Jawa, SDN 011 Muara Jawa, and SDN 018 Muara Jawa during Academic Year 2022/2023. English teachers in these schools were employed to become participants in this study.

#### **3.2 Research Design**

The researcher utilized a qualitative descriptive case study approach in this study to describe the teachers' strategies in teaching English vocabulary for young learners during covid-19 pandemic. Participants who were teachers of English in some elementary schools were involved in an in-depth interview to figure out the strategies they used for their vocabulary instruction during Covid-19 pandemic.

#### **3.3 Subject of the Study**

The subject of this research was English teachers at some elementary schools near Muara Jawa sub-district namely SDN 005 Muara Jawa, SDN 007 Muara Jawa, SDN 008 Muara Jawa, SDN 011 Muara Jawa, and SDN 018 Muara Jawa. All English teachers in those schools were involved in an in-depth interview as participants of this study, one teacher at SDN 005 Muara Jawa, one teacher at SDN 007 Muara Jawa, two teachers at SDN 008 Muara Jawa, one teacher at SDN

011 Muara Jawa, and one Teacher at SDN 018 Muara Jawa. The teachers are selected because they have experienced online learning during the pandemic of Covid-19. In total, six teachers from those five elementary schools were involved in this study.

### **3.4 Technique of Data Collection**

The collect of the data research absolutely employed some strategies to assist the research. The researcher used a semi-structured interview to collect data about teachers' strategies in teaching vocabulary to young learners during Covid-19 pandemic. A list of questions adopted from Rahmadhani (2015) were utilized for the interview. All the interviews were conducted face-to-face with the participants.

### **3.5 Technique of Data Analysis**

The data analysis techniques used in this research is refers to the concept of Mudjia Raharjo (2017) which classifies data analysis, namely:

#### **3.5.1 Data Collection**

The primary investigator served as the principal agent in this study, assuming the responsibility of assessing the precision and sufficiency of data, as well as determining the appropriate termination point for data collection. The researcher successfully identified the appropriate informant for the interview, as well as the specific timing and location of the interview.

#### **3.5.2 Data Enhancement**

The key strategy involved in successfully comprehending the data was to carefully analyze the problem formulation and afterwards read the entirety of the provided information. When the problem formulation is deemed to have been adequately addressed with the existing data, the data is regarded as being flawless.

However, in the event that the data provided does not sufficiently address the problem formulation, it is deemed incomplete. Consequently, the researcher is compelled to revisit the field and gather further data by conducting further interviews with the informants.

### **3.5.3 Data Processing**

Once the data had been deemed satisfactory, the researcher proceeded with data processing activities, which encompassed verifying the accuracy of the data, organizing the data, implementing coding procedures, categorizing the data, and rectifying any ambiguities present in the interview responses. This stage was conducted in order to facilitate the subsequent analytical stage.

### **3.5.4 Analysis Data**

Once the data, in the form of transcripts of interviews, was deemed to be comprehensive and accurate, the researchers proceeded with the process of data analysis. The analysis of case study data and qualitative research in general necessitates the direct involvement of the researchers themselves, as they possess comprehensive knowledge of the issues under investigation, making them the primary tool for conducting such research.

### **3.5.5 Analysis Data Processing**

The process involves the organization, sorting, grouping, coding, marking, and categorization of data into distinct segments according to specific criteria. This enables the acquisition of findings pertaining to the formulation of the stated problem. This series of acts facilitates the simplification of qualitative data, which is typically dispersed and accumulated, hence enhancing its comprehensibility. In qualitative research, it is important to note that there is no universally accepted

standard approach or technique for data analysis. However, the following procedures might serve as a useful guide in doing qualitative data analysis:

- a. Researcher read the entire transcript to obtain general information from each transcript,
- b. These general messages were compiled for specific messages. From these special messages, the general pattern of the data will be known. Furthermore, the data were grouped based on the sequence of events, categories, and typology. As is usual in qualitative research, case study data analysis started from the researcher in the field, when collecting data and when all the data has been collected.