

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problems described above, this study employs a qualitative approach with a descriptive qualitative research design. The qualitative approach was selected because the purpose of this study is to gain an in-depth understanding of the strategies used by teachers to improve students' vocabulary mastery in Grade V at SDN 72 Kaur. Through this approach, the researcher is able to explore comprehensively the teachers' experiences, teaching practices, and the context in which vocabulary instruction is implemented in the classroom. Furthermore, this approach enables the researcher to interpret and describe the data obtained from observations, interviews, and documentation in a natural setting. Descriptive qualitative research aims to describe the actual conditions of vocabulary teaching and learning, identify the factors contributing to students' low vocabulary mastery from the teachers' perspectives, explain the strategies employed by teachers to improve students' vocabulary mastery, and describe the challenges encountered during the implementation of these strategies.

Qualitative research, according to Aspers and Corte (2021), is an iterative and reflective scientific process that aims to improve understanding of social phenomena through continuous interaction between empirical data and theoretical frameworks. This process allows researchers to create distinctions, interpretations, and new insights that enrich academic discourse. Aspers and Corte emphasize that qualitative research is more than just description it serves as a dynamic tool for the creation of meaning that evolves in line with the social context and interpretive experience of the researcher. Therefore, qualitative research plays a role not only as an evaluative benchmark but also as a space for

theoretical innovation, rather than being considered merely a counterpart to quantitative research.

Qualitative research is a type of research that does not involve the use of mathematical models, statistics, or computer technology. The initial step in this research is to establish the basic assumptions and principles of thinking that will be applied. In qualitative research, researchers do not use numbers to collect data or in analyzing the results obtained (Ash-shiddiqi et al., 2025).

Qualitative research aims to gain an in-depth understanding of aspects related to social and human issues, rather than merely describing the surface of reality as quantitative research does with its positivist approach. This is because researchers interpret how subjects give meaning to their surroundings and how that meaning influences their actions. The research is conducted in a natural context, not as a result of treatment or manipulation of the variables involved (Fadli, 2021).

In qualitative studies, researchers serve as the primary tool and data collector. Researchers are directly involved in the field to observe learning activities, conduct interviews with English teachers, and collect relevant documents such as lesson plans and student work. Researchers are proactive without disrupting the teaching and learning process. Researchers also adhere to research ethics by obtaining permission from the school and maintaining the confidentiality of respondents' identities.

B. Researcher Presence

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C. Research location

The research was conducted at SDN 72 Kaur, located in Air Palawan Village, Nasal Subdistrict, Kaur Regency, Bengkulu Province. The research site was selected based on preliminary observations indicating that fifth-grade students had relatively low English vocabulary mastery. In addition, the teachers at the school had implemented various vocabulary teaching strategies to help students improve their vocabulary mastery. These conditions made SDN 72 Kaur an appropriate setting for investigating the strategies employed by teachers, the challenges they encountered during vocabulary instruction, and the factors contributing to students' low vocabulary mastery. Furthermore, the elementary school context provided valuable insights into English vocabulary teaching and learning practices in a local educational setting.

D. Source of Data

1. The data sources used in this Research are:

a. Primary data

Primary data sources are data collected directly by the researcher from individuals or parties who have experienced or are knowledgeable about the phenomenon being analyzed. In other words, this data comes from individuals or objects that have a deep understanding of the conditions or situations that are the focus of the research. Because the data is collected directly from the source, primary data is considered original, accurate, and unaffected by processing or interpretation by other parties (Haifa et al., 2025).

The primary data for this study were obtained directly from field collection, including:

- 1) The results of semi-structured interviews with three teachers at SDN 72 Kaur regarding the strategies they used to improve fifth-grade students' vocabulary mastery, the challenges they

encountered during vocabulary instruction, and their efforts to enhance students' vocabulary learning.

- 2) The results of classroom observations of the English teaching and learning process, focusing on the implementation of vocabulary teaching strategies, teacher–student interactions, the use of instructional media, and students' participation in vocabulary learning activities.
- 3) The researcher's field notes documenting classroom learning activities, the implementation of teachers' vocabulary teaching strategies, students' responses during vocabulary instruction, and factors contributing to students' low vocabulary mastery observed throughout the learning process.

b. Secondary data

Secondary data is data obtained by researchers not directly from the object, but through other sources that already exist, such as documents, books, reports, archives, published data, or other written or oral sources. This data has usually been collected, processed, and stored by other parties for specific purposes and is reused in other studies (KBBI, 2025).

This study uses secondary data that was not obtained directly from interactions between teachers and students, but through school documents and archives, including: Lesson Plans (RPP), student worksheets, student assessment results, attendance lists, and documentation (photos/videos) of teaching activities.

2 . Research Subjects

a. Define the research subject

The research subject is an individual who is the source of data in a study and is directly involved in the phenomenon being studied. In qualitative research, subjects are selected because they have experience and knowledge relevant to the focus of the study. Research subjects

can be individuals or groups who have experience, perceptions, or views related to the research topic so that they are able to provide the information needed to understand the phenomenon being studied in depth (Suyitno, 2018).

The research subjects in this study were three teachers at SDN 72 Kaur who were involved in the English language teaching and learning process. These three teachers represented the total number of teachers responsible for teaching English at SDN 72 Kaur, particularly in Grade V. They were selected using purposive sampling because they met the criteria relevant to the objectives of the study. Specifically, they had experience in teaching English, were actively involved in classroom instruction, and had direct responsibility for helping students develop their English vocabulary. As the main implementers of the teaching and learning process, the teachers were considered the most appropriate participants to provide comprehensive information regarding the strategies they used to improve students' vocabulary mastery. Selecting three teachers also enabled the researcher to obtain data from different teaching experiences and perspectives, allowing for a more comprehensive understanding of vocabulary teaching practices within the school. The inclusion of more than one participant further strengthened the credibility of the findings by allowing the researcher to compare similarities and differences in the strategies implemented by each teacher.

The three teachers were considered appropriate research subjects because they had direct experience in planning, implementing, and evaluating vocabulary learning activities in their classrooms. Their professional experiences enabled them to provide detailed explanations about the instructional strategies they applied, the teaching materials and learning media they selected, the classroom activities they organized, and the assessment methods they used to evaluate students' vocabulary development. Furthermore, the teachers were able to

describe the various challenges they encountered during vocabulary instruction, such as differences in students' learning abilities, limited learning resources, low student motivation, and difficulties in pronunciation and word retention. They also shared the efforts and solutions they implemented to address these challenges and enhance students' vocabulary mastery. Therefore, involving three teachers allowed the researcher to obtain rich, in-depth, and varied data, which contributed to a more comprehensive analysis of teachers' strategies in improving students' vocabulary mastery in Grade V at SDN 72 Kaur.

b. Research Subject Determination Techniques

The selection of research subjects in this study used purposive sampling techniques. Purposive sampling is a technique for selecting participants based on certain considerations or criteria relevant to the research objectives. This technique is often used in qualitative research because it allows researchers to select participants who have specific experience and knowledge related to the phenomenon being studied.

Purposive sampling allows researchers to deliberately select individuals who are considered most capable of providing relevant and in-depth information on the research problem. With this technique, researchers can obtain richer and more in-depth data, which helps them understand the research phenomenon more comprehensively (Tajik et al., 2024).

Based on these considerations, the research subjects in this study consisted of: Three teachers at SDN 72 Kaur, who were selected because they were directly involved in English language learning activities and had experience in applying vocabulary learning strategies in the classroom. These teachers provided information about the learning strategies used, the implementation of learning in the classroom, and the effectiveness of these strategies in improving students' vocabulary mastery.

E. Research Instrument

The research instruments used in this study consisted of an semi-structured interview guide, observation checklist, questionnaires and Documentation. These two instruments were employed to obtain comprehensive data regarding teachers' strategies in improving the vocabulary mastery of fifth-grade students at SDN 72 Kaur.

1. Interview Guide

The semi-structured interview guide was used to obtain more in-depth information from both the teacher and the students. The interview guide was developed based on the research objectives, research questions, and relevant theories concerning teachers' strategies in teaching vocabulary. It consisted of several open-ended questions that allowed the participants to explain their experiences, opinions, and perspectives in detail. The interview questions covered aspects such as teachers' vocabulary teaching strategies, the challenges encountered during the teaching and learning process, and the efforts made to improve students' vocabulary mastery.

Table 3.1 Interview Rubrik

No.	Aspect	Indicator	Question
1.	Planning Vocabulary Instruction	• Learning objectives • Vocabulary selection • Lesson preparation	1. What learning objectives do you usually set before teaching vocabulary? 2. How do you select vocabulary appropriate for Grade V students? 3. How do you prepare vocabulary learning activities before the lesson?
2.	Vocabulary Teaching	• ntroducing new vocabulary	4. How do you introduce new vocabulary to your students?

No.	Aspect	Indicator	Question
	Strategies	- Explaining word meaning - Providing contextual	5. How do you explain the meaning of unfamiliar words? 6. How do you help students understand vocabulary through context or examples? 7. What strategies do you usually use to improve students' vocabulary mastery? 8. How do you encourage students to actively use new vocabulary during classroom activities? 9. How do you use repetition or review activities to help students remember vocabulary? 10. What learning media do you usually use when teaching vocabulary? Why?
3	Vocabulary Practice	- Monitoring vocabulary understanding - Evaluating vocabulary mastery	11. What classroom activities do you use to provide opportunities for students to practice vocabulary? 12. How do you review previously learned vocabulary?
4	Assessment	- Monitoring vocabulary understanding - Evaluating vocabulary mastery	13. How do you know whether students understand the vocabulary taught? 14. How do you assess students' vocabulary mastery?

No.	Aspect	Indicator	Question
5	Challenges and Reflection	Challenges in teaching vocabulary and Solutions and improvement	15. What challenges do you face in teaching vocabulary, and how do you overcome them?

2. Observation checklist

Instructions for Completing the Observation Sheet:

Check the —Yes| box (✓) if the teacher used the strategy during the observation, or —No| if the teacher did not use it. Provide a brief note in the —Comments| column to describe the situation or the students' responses when the strategy was applied.

Table 3.2 Observation Checklist Rubric

No.	Aspect	Indicator
1	Lesson Planning	Teacher prepares vocabulary lesson before teaching
2	Learning Objectives	Teacher explains the objectives of vocabulary learning
3	Vocabulary Presentation	Teacher introduces new vocabulary clearly
4	Teaching Strategy	Teacher applies appropriate vocabulary teaching strategies
5	Student Participation	Students actively participate in vocabulary activities
6	Use of Media	Teacher uses learning media (pictures,

No.	Aspect	Indicator
		flashcards, videos, games, etc.)
7	Vocabulary Review	Students practice using new vocabulary in classroom activities
8	Vocabulary Review	Teacher reviews previously learned vocabulary
9	Assessment	Teacher checks students' vocabulary understanding
10	Classroom Interaction	Teacher provides feedback and encourages students during vocabulary learning.

Meanwhile, the observation checklist was used to observe the English teaching and learning process directly in the classroom. The observation aimed to collect data on the teaching strategies implemented by the teacher, teacher–student interactions, the use of instructional media, students' participation, and the overall classroom learning environment. The observation checklist was developed based on indicators derived from theories of vocabulary teaching strategies to ensure that the data collected were aligned with the objectives of the study.

3. Documentation Checklist

Documentation collected:

- a. Lesson plans or learning modules
- b. Photos of learning activities
- c. Student work
- d. Vocabulary score lists

F. Data collection Technique

were carried out systematically using several techniques as follows:

1. Observation

According to Sugiyono states that observation is a technique for gathering data that entails seeing the subject of the study up close. When a researcher directly observes an object, observation focuses on ongoing occurrences or phenomena ('Aini, 2024). Additionally, Hardani (2020), explains that observation is a method or way to collect information by paying attention to ongoing activities. Types of observation include participant observation, open observation, and unstructured observation.

The researcher conducted direct classroom observations during the English teaching and learning process in the fifth grade at SDN 72 Kaur. The observations aimed to examine how teachers implemented various strategies to improve students' vocabulary mastery, including the teaching techniques used, teacher–student interactions, the use of instructional media, students' participation in vocabulary learning activities, and the challenges encountered during the teaching and learning process. The observations were conducted over several classroom sessions to obtain a comprehensive understanding of the implementation of vocabulary teaching strategies and their role in supporting students' vocabulary mastery.

2. Interview

Interviews are an efficient method for gathering information or data from individuals or groups. However, for the interview process to go smoothly and yield optimal information, good preparation from both parties, the interviewer and the respondent, is crucial. An interview is an activity where one person (called the interviewer) asks questions to another person (called the interviewee) with the intention of gathering data and assessing how suitable someone is for a job position, academic program, or other activity. The purpose of an interview is to delve deeper into someone's information through questions asked by the interviewer (Subakti et al., 2023).

The interviews were conducted with three teachers at SDN 72 Kaur who were involved in teaching English to fifth-grade students. The purpose of the interviews was to explore the strategies used by the teachers to improve students' vocabulary mastery, the reasons for selecting those strategies, the procedures for implementing vocabulary instruction, the challenges encountered during the teaching and learning process, and the teachers' efforts to overcome those challenges. In addition, the interviews explored the teachers' perspectives on the factors contributing to students' low vocabulary mastery and the methods they used to assess students' vocabulary development. The interview questions were developed based on the research objectives, research questions, and relevant theories of vocabulary teaching strategies. During the interview process, the researcher also used probing questions whenever necessary to obtain deeper information regarding the factors contributing to students' low vocabulary mastery and the challenges encountered by teachers in implementing vocabulary teaching strategies. This approach is consistent with the nature of semi-structured interviews, which allow the researcher to ask follow-up questions to clarify and elaborate participants' responses.

3. Documentation

Documentation is a record of events that have occurred in the past. The form of documentation can be documents, writings, illustrations, or works created by others, such as journals, sketches, drawings, biographies, stories, and more. Documentation aims to preserve a moment that can then be used for various purposes. This activity covers personal activities to business matters, making documentation extremely important as evidence or a record of an activity or event. Documentation relates to written materials. This tool allows researchers to collect data thru the study of written materials, including books, magazines, personal journals, artifacts, videos, and more (Subakti et al., 2023).

Here, researchers utilize documentation including information gathering, student worksheets, reading assessment results, student

attendance records, and visual documentation (photos/videos) related to learning activities. This documentation serves as an additional data source and a check against observation and interview findings.

G. Data Analysis

Data analysis was conducted by applying an interactive analysis model. This model consists of three main stages, namely:

1. Data Reduction

Data reduction is the process of combining, selecting the most important information, and discarding unnecessary data. This process includes activities such as selection, focusing, simplification, and processing of raw data obtained from existing field records. This is more than just selecting data; it's a form of analysis that clarifies, groups, directs, removes irrelevant information, and organizes data in such a way that it's easier to draw accountable conclusions (Qomaruddin & Sa'diyah, 2024). In this study, the researcher collected data from the results of interviews conducted with the research sources.

2. Data Presentation

Data presentation is an important step in qualitative data analysis that aims to organize information in a structured and meaningful way. This step allows researchers to present research findings in an easily digestible format, whether thru descriptive narratives, tables, diagrams, or graphs that illustrate the relationships between the phenomena being studied. According to Miles and Huberman, the most commonly used format for presenting data in qualitative research is narrative text (Qomaruddin & Sa'diyah, 2024). In this study, the researcher presents data related to the results of interviews conducted with information sources regarding the issues considered to be the focus of the research.

3. Drawing Conclusions and Verification

This conclusion making process begins when collecting data on-site, which means the researcher needs to strive to understand the meaning of

the data obtained. This action is taken as a reflection of the process that has been undergone. The goal is to establish the next steps. The conclusion must be based on the data obtained during the research, not on the researcher's personal expectations. The process of drawing conclusions must also be reexamined throughout the research, using several methods, such as reflecting on the writing process, reviewing field notes, re-analyzing data, discussing findings with peers to reach a mutual understanding, and earnestly striving to connect the findings with other data sets (Qomaruddin & Sa'diyah, 2024). In this study, the researcher drew conclusions based on data obtained from interviews, observations, and documentation.

H. Data Validity Check

1. Credibility

Criteria for credibility include determining whether the results of qualitative research are considered reliable from the perspective of the participants involved. This is due to the fact that the purpose of qualitative research is to describe or understand phenomena of interest through the participants' viewpoints. Only participants can provide a valid assessment of the credibility of the research findings. To determine whether the data obtained is reliable, there are various techniques that can be used (Husnullail et al., 2024).

As for the strategy to increase data credibility, it is:

b. Extending the Observation

By extending the observation period, the researcher will return to the research site, conduct observations, and conduct follow-up interviews with sources previously encountered as well as new ones. This extended observation shows that the relationship between the researcher and the informants will become increasingly intertwined, more familiar, without distance, and more open and trusting, so no information will be hidden. Once this relationship is established, the

researcher's presence no longer interferes with the behavior being studied (Tami & Yusro, 2023).

c. Increasing Readiness

Readiness in observation is a technique for checking the validity of data based on how strong the researcher's persistence is in conducting observations. "Persistence" is a mental attitude accompanied by thoroughness and determination when conducting observations to obtain research data. Meanwhile, "observation" is a complex process, consisting of biological (senses) and psychological (adaptive abilities supported by critical and meticulous nature) processes. Increasing alertness means observing with more detail and continuously (Tami & Yusro, 2023).

d. Triangulation

In testing credibility, triangulation means examining data from various sources in different ways or at different times, as follows:

1) Source Triangulation

Source triangulation for verifying data credibility is done by examining data obtained from multiple sources. For example, to check the credibility of data regarding a person's leadership style, data collection and verification are carried out from subordinates, superiors, and colleagues within the group. Data from these three sources cannot be averaged as in quantitative research, but must be described and grouped based on similar, different, and specific perspectives from each source. The researched data is then analyzed to draw conclusions, which subsequently require approval from all three sources.

2) Technical Triangulation

Technical triangulation to check data credibility is done by confirming data from the same source using different techniques. For example, if data is obtained thru interviews, it needs to be checked with observation, documentation. If the three techniques produce different data, the researcher will conduct further

discussions with relevant or other sources to determine which data is considered correct. Or perhaps they are all correct, because the perspectives vary.

3) Time Triangulation

Time also often influences data credibility. Data collected thru interviews in the morning when the interviewee is still fresh, before many problems arise, tends to produce more valid and credible data. Therefore, to test data credibility, you can examine interviews, observations, or other techniques at different times or situations. If the test results show varied data, it needs to be repeated until certainty is obtained about the data. Triangulation can also be done by examining the research results from other research teams assigned to collect data (Tami & Yusro, 2023).

e. Peer Discussion

In addition, data verification is carried out thru discussions with colleagues. This method requires the researcher to present preliminary or final results in the form of an analytical discussion with colleagues. The purpose of this method is to validate the data. First, to ensure the researcher remains open and honest. Second, this discussion with peers provides a good initial opportunity to explore and test hypotheses arising from the researcher's thinking (Husnullail et al., 2024).

f. Negative Case Analysis

Negative case analysis is conducted by collecting examples of cases that do not align with the existing patterns and information gathered. These cases serve as a comparison for participants who did not complete the program and dropped out of training prematurely, and they are examined to investigate the weaknesses of the training program. These negative cases explain alternative hypotheses as an effort to strengthen the argument (Husnullail et al., 2024).

g. Member Check

Member check is the process of verifying data obtained by the researcher from information sources. The purpose of this member check is to evaluate the accuracy of the data provided by the informants. If any data is inaccurate, the informants are given the opportunity to make corrections. The corrected data will be used by the researcher in this study (Husnullail et al., 2024).

2. Transferability

Transferability The criterion of transferability indicates the extent to which findings from qualitative research can be applied or adapted to other contexts or situations. From a qualitative perspective, it is the researcher's responsibility to generalize. Researchers in the qualitative field can enhance transferability by providing a clear description of the research context and the main assumptions underlying the study (Husnullail et al., 2024).

3. Dependability

Dependability testing is the reliability testing in qualitative research. Research is considered reliable if others can replicate and reflect on the research process that has been conducted. To achieve this, researchers need to convince others that the research conducted is legitimate and has been carried out according to established procedures, supported by evidence, both during data collection and when the results are discussed with the supervisor. In this study, dependability testing was conducted by the researcher compiling a report on the stages of the field research process, which was approved by the informants. Next, notes on the research process were also submitted to the supervisor and received approval from the supervisor (Husnullail et al., 2024).

4. Confirmability

The confirmability test is the test of objectivity of the research conducted. Research is categorized as objective if its results can be agreed upon by many people. In a study, researchers conduct a confirmability test

by confirming the research findings to several parties related to the study's objectives (Husnullail et al., 2024).

5. Research Stages

a. Preparation (Pre-Fieldwork)

The research stages begin with preparation. First, the researcher designs the study based on a real problem that is relevant to individuals or organizations. Second, they selected locations that would serve as data sources, considering recommendations from relevant parties and the diversity of the community. Next, the researcher obtained the necessary permits for the smooth conduct of the study, considering the importance of acceptance in the field. After that, the researchers explored and assessed the field conditions to adapt to the existing situation. Selecting the right informants is also important, as they must be free from external influence and personal interests. Finally, the researchers prepared the research instruments to collect data, acting as the direct information gatherers from the field. the research instruments to collect data, acting as the direct information gatherers from the field.

c. Field Stage

- 1) Understanding and entering the field Understanding the research context: open context; where interaction between people occurs directly, so the researcher only observes, and closed context where the researcher is directly involved with individuals. Appearance, adapting to the norms, customs, traditions, and culture at the research site. Understanding the researcher's relationship in the field, remaining neutral while participating in activities and building rapport with the subjects. Study duration, the existence of time limits based on the completeness of the required information.
- 2) Actively participate in activities (data collection) by asking descriptive questions thru general observation and recording everything in field notes. " The qualitative approach used stems from the view that the

results achieved can be understood from the overall process. To obtain accurate results, this approach places the researcher as the main instrument in collecting and analyzing the qualitative data obtained.

d. Data Processing

- 1) Data Reduction The data obtained is written in the form of detailed reports or information. Reports compiled based on data collected thru reduction, summarization, selection of important information, and focusing on essential matters. The process of filtering and grouping data based on specific units of concepts, themes, and categories will provide a clearer picture of the observation results and make it easier for researchers to retrieve data as a supplement to existing data if needed.
- 2) Data Presentation The presentation of data is the step of providing information that has been arranged in such a way that the researcher can draw conclusions and take action. The collected data was grouped based on the main issues and presented in matrix form to make it easier for the researcher to see the patterns of relationships between the data.
- 3) Data Analysis Examples of data analysis used include the Content Analysis model, which consists of clarifying the symbols used in communication, applying criteria in the clarification process, and using analysis techniques to make predictions (Ash-shiddiqi et al., 2025).