CHAPTER 3
RESEARCH PROCEDURES

This stage presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, such as; method of the research, focus of the research, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

This present research used a case study. The design is deemed appropriate for this research since it is intended to explain how a phenomenon is affected by the context (Baxter & Jack, 2008), which in this context explained how students' vocabulary was affected by the supporting media, which was electronic flashcards. Specifically, this research used a descriptive case study to obtain the data needed. The use of a descriptive case study is to describe a phenomenon and the real-life context in which it happened (Yin, 2009). A descriptive case study is also usually used to answer such questions as "what". In this context, it uncovered junior high school students' perceptions on the use of electronic flashcards for vocabulary learning.

3.2 Focus of the Research

This research focused on describing junior high school students' perceptions of the use of electronic flashcards for vocabulary learning. The data were taken from the result of the interviews with the students who were learning English vocabulary by using electronic flashcards.

3.3 Setting and Participants

This research involved six students as the main participants. It consists of six students from seventh grade who were learning English vocabulary by using electronic flashcards at one of the junior high schools in Tasikmalaya.

The participants were in the 13-14 age range and they came from the same class since the teacher taught only one class in seventh grade. The students were selected based on the teacher's evaluation of students' English language learning and the selected students represent low, medium, and high achievers. According to Walgito (2010), the results of perceptions between individuals are different because individuals have different feelings, thinking abilities, and experiences. Therefore, each participant selected according to their English proficiency is expected to provide more comprehensive data which covers students with different learning achievements. The selected students were given the pseudonyms P1, P2, P3, P4, P5, and P6. P1 and P2 represented high achievers, P3 and P4 represented medium achievers, and P5 and P6 represented low achievers.

In English language learning, the students were taught English vocabulary before studying the material to familiarize them with English words. The words are often nouns because students were having trouble knowing the name of objects and remembering English words. As a result, the teacher took the initiative to use learning media to help students learn English words. The teacher usually uses several learning media to teach English to the students, such as Electronic Flashcards, Quizlet, YouTube videos, and Canva.

In this research, the researcher focused on the perceptions of students on the use of electronic flashcards for vocabulary learning because the most serious issue occurred was that students experience problems in mastering vocabulary although it can affect their other language skills such as reading, writing, listening, and speaking. In addition, the reason for choosing electronic flashcards is because it specifically aims to build students' English vocabulary mastery.

3.4 Technique of Collecting the Data

In collecting the data, the researcher administered semi-structured interviews. A semi-structured interview is considered an effective way for collecting data. It is usually used to collect qualitative and open-ended data, to

explore participant thoughts, feeling, and beliefs about a particular topic, and to delve deeply into personal or even sensitive issues (DeJonckheere & Vaughn, 2019). Adams (2015) points out four steps to conducting a semi-structured interview, which are; 1) selecting the participants; 2) drafting the questions and interview guide; 3) polishing the interview techniques; 4) analyzing and reporting the interview gathered.

In this study, the participants were asked several questions about their perceptions or experiences of the use of electronic flashcards as a learning medium to learn English vocabulary. The questions of this study were based on 2 factors of perceptions by Walgito (2010) namely internal and external factors. Internal factors involve individual thoughts, motivation, and feelings. While external factors involve stimuli, culture, belief, and environment.

Furthermore, the participants' consent was given first, and continued by starting the interview with the students. Interviews were conducted based on the day's agreement with the participants, as well as based on permission from the English teacher. The interviews were conducted face to face in one of the junior high schools in Tasikmalaya. In addition, the interviews were conducted on different days. The first and second participants were interviewed on May, 22nd, 2023, and the rest were interviewed on May, 25th, 2023.

During the interview, the participants were asked in Indonesian so that participants were comfortable expressing their perceptions. In the interview, the students were asked about their thoughts or opinion towards electronic flashcards. The students were also asked about their motivation and feelings during the learning process. Then, the students were asked about their understanding of learning materials by using electronic flashcards, as well as students' choices of whether they prefer learning English vocabulary by using electronic flashcards or without electronic flashcards. In addition, the students were asked about their beliefs in the use of electronic flashcards, whether this media can help their vocabulary learning and affect the classroom atmosphere, and what obstacles students encounter during the learning process.

3.5 Technique of Analysing the Data

In analyzing the data, the researcher administered thematic analysis. The researcher utilized this technique because it is one method of analyzing data that identifies the following patterns or themes in data obtained by researchers (Braun & Clarke, 2006). Therefore, by using this technique, the researcher found the answers to the research question based on the theme of the transcriptions of the interview results. Furthermore, there were six stages in conducting a thematic analysis, which are:

1) Familiarizing the data

In this stage, the researcher familiarized the data by reading through the interview transcripts related to the students' perceptions of the use of electronic flashcards for learning English vocabulary. The data was presented in the form of an interview audio recording. Then, the researcher read repeatedly the results of the interview transcript to familiarize with the collected data.

2) Making codes

In this stage, the codes have been generated, as shown in the table. The codes here are still random and contain various pieces of information, and need to be simplified to find the themes. The researcher related the data based on the aim of the research and then classified it using the initial codes (e.g., student's familiarity of electronic flashcards, giving new experience in learning, motivating in learning, building an enjoyable learning environment, effective, etc.) that area coloured (e.g., green, emerald, grey, purple, blue, etc.) to highlight the students' perceptions towards the learning media used in the classroom.

Table 3.1 Making codes

Electronic flashcards ya, kayak sebuah gambar atau kartu gitu namun berbentuk elektronik, jadi eee lewat alat-alat elektronik kayak laptop gitu jadi si kartu itu tuh berbentuk gambar ditayangkan lewat laptop.	Familiarity of electronic flashcards

Electronic flashcards are like an image or a card but in electronic form, so eee through electronic devices like a laptop, so the cards are in the form of images displayed through a laptop.	
Menyenangkan, engga membosankan juga gitu, kalo misalkan eee dibuku atau dikertas gitu mungkin kan kayak udah boring banget nih kayak baca buku terus lah, baca kertas terus lah, ini kan di elektronik jadi hal baru aja sih buat aku. It's fun, it's not boring either, for example, eee, in a book or paper, maybe it's already really boring, it's like reading a book all the time, reading the paper all the time, while this media is in electronics form, so it's become something new for me.	New experience in learning
Memotivasi, mmm, semakin semangat belajar mungkin ya soalnya kan beda juga dari eee mata pelajaran-mata pelajaran lainnya yang pake buku atau kertas gitu sebagai media pembelajarannya. Kalo ini pake electronic flashcards jadi ya menambah semangat buat belajar gitu. Motivating, mmm, getting more enthusiastic about learning maybe? Because it's different from eee other subjects that use books or paper as a learning medium. If this uses electronic flashcards, it will add enthusiasm to learning.	Motivating in learning
Enjoy banget pake electronic flashcards itu tuh, soalnya kalo misalkan berbentuk apa ya kayak yang sebelum-sebelumnya itu susah banget buat pahamnya terus banyak yang nanya-nanya, nanya ini, nanya itu, jadi gak fokus ke materinya gitu. Dengan electronic flashcards ini eee bisa lebih fokus ke materinya juga sih. I enjoy using electronic flashcards, because for example, like before, it's really hard to understand since lots of people ask questions, ask about this, and ask about that, so I cannot focus on the material. With the use of electronic flashcards, eee I can focus more on the material.	Build an enjoyable learning environment
Menurut aku, cukup efektif sih dalam pembelajaran bahasa inggris ini, terlebih lagi kan biasanya gitu ada beberapa orang yang engga ngerti tulisan tapi bisa ngerti dalam ngeliat gambar gitu kan, suka ada yang kayak gitu. Jadi, cukup efektif lah buat pembelajaran bahasa inggris.	Effective

In my opinion, it's quite effective for English learning activities, moreover, usually, some people don't understand writing but can understand when looking at pictures, right? So, it is quite effective for learning English.	

14 initial codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

Table 3.2 List of initial codes and their frequency

No	Initial Codes	Total
1	Familiarity of electronic flashcards	16
2	New experience in learning	3
3	Motivating in learning	7
4	Build an enjoyable learning environment	25
5	Effective	8
6	Helpful visual exposure	6
7	Helping to understand	24
8	Interesting	4
9	Vocabulary enrichment	8
10	Technical problem	7
11	Provide new insight	6
12	Continuous use	2
13	Learning process	12
14	Pronunciation	2

3) Looking for themes

After generating codes, in this step, the researcher combined the codes into a potential theme that followed the research question while eliminating codes that were irrelevant to the themes and research questions.

Table 3.3 Looking for themes

No	Initial Codes	Potential Themes
1	Interesting visual	Increasing
2	Motivates students to learn	Students'
3	Build an enjoyable learning environment	Motivation in
4	New experience in learning	Learning English Vocabulary

5	Helpful visual exposure	
6	Helping to understand English material	Improving students' vocabulary mastery
7	Pronunciation	
8	Vocabulary enrichment	
9	The effectiveness of electronic flashcards used in the classroom	
10	Technical problem in using electronic flashcards	Barriers of the learning media used in the classroom
11	Continues use of learning media	

4) Evaluating themes

In this stage, the researcher considered the preceding themes, which were completed in the third stage. The researcher evaluated the themes again to see if they were appropriate for the study. If not, the researcher then refused or changed the themes until the most suitable themes were found.

Table 3.4 Evaluating themes

Potential themes	Themes
Increasing Students' Motivation in Learning English Vocabulary Improving students' vocabulary mastery	Positive perceptions of the use of electronic flashcards for vocabulary learning
Barriers of the learning media used in the classroom	Negative perceptions of the use of electronic flashcards for vocabulary learning

5) Defining themes

In this stage, the researcher interprets each theme to be identified as the answer to the research question.

Table 3.5 Defining themes

Themes	Sub-Themes	Definition
Positive perceptions of the use of electronic flashcards for vocabulary learning	Increasing Students' Motivation in Learning English Vocabulary	The students' perceptions that electronic flashcards increase their motivation in learning English vocabulary
	Improving students' vocabulary mastery	The students' perceptions that electronic flashcards improve their vocabulary mastery
Negative perceptions of the use of electronic flashcards for vocabulary learning	Barriers of the learning media used in the classroom	The students' perceptions that electronic flashcards have drawbacks

6) Generating a report or manuscript

In the last stage, the researcher got the central theme and created a report on the research finding.

3.6 Steps of the Research

Table 6 Steps of the research

Steps	Descriptions
1	Identifying current issues
2	Searching and deepening the contents of journals or books that were relevant to the topic to be researched
3	Determine the research topic to be researched
4	Continued to compile the research thesis started by developing the background of the study, literature review, and research procedures
5	Collected data using semi-structured interviews with the selected participants
6	Transcribed the results of the interview into written form
7	Analyzed the data using thematic analysis by Braun and Clarke (2006)
8	Complete the research thesis

3.7 Time and Place of the Research

This research was conducted at one junior high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2023 to August 2023.

Table 7 Research schedule

Activities	Month											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	2023											
Research Proposal Writing												
Research Proposal Examination												
Data Collection												
Data Analysis												
Comprehensive Review												
Final Thesis Examination												