

CHAPTER III

METHODOLOGY

This chapter attempts to present the design of the study, participants and context of the study, instrument of the study, data collection and data analysis of the study.

3.1 Research design

This study applies qualitative research which is used for presenting the data, interpreting, validating, and indicating the potential outcomes of the study. This qualitative research will use reflexivity as inquirers reflect about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data (Creswell & Creswell, 2018). To gain the reflexivity data, this study uses narrative study, particularly which refers to relatively as a new branch within the qualitative or interpretative research tradition. The concept of narrative is used in connection with how to represent a qualitative research study (Sandelowski, 1991).

Narrative study becomes a crucial area in this qualitative study to elicit students' perceptions by using the Memrise application in vocabulary learning or the student's lexical learning process by utilizing that application. Using such narrative models, the researcher can gain insight into the way students understand and enact their learning process through stories. In this case, I am as the researcher will interpret the participants' evaluations of the events in terms of

their cognitive language learning process facilitated by Memrise application as the media in the vocabulary learning process. Therefore, this narrative study framework offered a satisfactory solution to the analytical problem.

3.2 Participants and context of the study

The number of participants of this current study is twenty university students with non-English major students at IAIN Kendari (ESY = 7, PGMI=6, FISIKA = 7 participants) with ($N= 15$ females and 5 males) who are voluntarily involved in this study. The recruitment is based on inclusion criteria (Lin & Lin, 2019) such as the participants intend to be involved in this study, and in this study, students should be first-year students or they have been listed in the Bahasa Inggris 1 or Bahasa Inggris 2 classrooms. They must also be participating until this study is accomplished, obey all of the research rules including downloading the Memrise application on their smartphone, and desire to allocate their time to fill the reflections sheet regarding their learning process of using the Memrise application and be prepared to be interviewed later. All participants are non-English majors at IAIN Kendari and their names or profiles are disguised and addressed as follows:

Table 3.1 Participants' Profile

| Name of participants | Gender | Age | Semester | Majors |
|----------------------|--------|-----|----------|--------|
| P1 | Female | 18 | 1 | ESY |
| P2 | Female | 19 | 1 | ESY |
| P3 | Female | 19 | 1 | ESY |

| | | | | |
|-----|--------|----|---|--------|
| P4 | Female | 18 | 1 | ESY |
| P5 | Female | 17 | 1 | ESY |
| P6 | Male | 18 | 1 | ESY |
| P7 | Male | 18 | 1 | ESY |
| P8 | Female | 19 | 1 | PGMI |
| P9 | Female | 18 | 1 | PGMI |
| P10 | Female | 17 | 1 | PGMI |
| P11 | Female | 18 | 1 | PGMI |
| P12 | Female | 17 | 1 | PGMI |
| P13 | Male | 18 | 1 | PGMI |
| P14 | Female | 18 | 1 | Fisika |
| P15 | Female | 17 | 1 | Fisika |
| P16 | Female | 17 | 1 | Fisika |
| P17 | Female | 18 | 1 | Fisika |
| P18 | Female | 18 | 1 | Fisika |
| P19 | Male | 17 | 1 | Fisika |
| P20 | Male | 18 | 1 | Fisika |

3.3 Instrument of the study

This study applies written reflections using Google Form that shall be distributed online via Whatsapp groups to elicit the students' perceptions of using the Memrise application in learning vocabulary. Written reflection refers to a written story template that entails a series of questions and blank spaces where participants drop their answers and responses such as google Forms (Barkhuizen, 2014). The instruments were applied in an online way using the WhatsApp platform. The main reason is that the participants do not hesitate to fill and answer the questions and also facilitate the researcher in finding and coding the data.

The spreading of these instruments will be conducted for a myriad of procedures; firstly, the reflection sheet in Google form will spread through WhatsApp groups. This kind of instrument enables the researchers to collect rich in-depth descriptions of the data due to the participants freely expressing their ideas and thoughts on the written reflection sheet. This way also serves the accurate, enormous, and wide range of obtaining data since they have more time and chances to voice their notion (Hollweck, 2015).

The written reflection questions will comprise a series of questions that are concerning; 1). The students' perceived usefulness of learning vocabulary using the Memrise application. 2). Students' entertainment. 3). Language skills. 4.) The students' satisfaction with Memrise mobile application for vocabulary learning. 5) The students' behavioral intentions to Memrise mobile applications in learning vocabulary.

3.4. Data Collection

The data will be gathered by using several procedures, firstly, the reflective questions are designed in Google form that enables the participants to drop their responses, then, spread through WhatsApp group along with a set of questions, second after several days the participants' answers and responses will be collected, third, checking and collecting the participants' responses clearly if be found unclearly data, then the participants will follow up interview as the triangulation data to elicit more detail and accurate information (Xiao & Yang, 2019), the fourth stage is that coding the data based on students written reflection. The data were collected using Microsoft Excel for an easier way that will arrange per-question (Q1-Q5) that contains (P1-P20) participants' responses. The last stage is to categorize the data after finding the emerging themes as the result that will be revealed in finding and discussion of this study.

3.5. Data Analysis

This study applies thematic analysis by using Michelle and Lara (2020) as an appropriate method of analysis for seeking to understand experiences, thoughts, or behaviors across the data set. This study analyzes the data of students' perception from themes emerging in their answers and responses in reflection that has been filled out through Google form. Thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, and account of data. Hence, thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in rich detail.

Applying thematic analysis enables active choices about the particular form of analysis the researchers are engaged in. Michelle and Lara (2020) also stated that the most widely-accepted framework for conducting thematic analysis involves a six-step process: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

There are some main focus themes that are targeted in this study; firstly, students' perceived usefulness that comprises: perceived usefulness, fun or entertainment, language skill, students' satisfaction with Memrise application, and the last students' behavioral intentions of using Memrise application in learning vocabulary. Students' reflections will be categorized and identified using a variety of colors and labels/codes.

The **green color** code is a mark of learnability category in terms of Perceived usefulness, the **brown color** code is a mark of students have fun or entertainment category, the **yellow color** code is a mark for language skill implementation on Memrise app, the **red color** code is a mark of satisfaction category, and the **blue color** code is a mark of students behavioral intention. Saldana, (2016) concluded that a code is a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. An example of data coding is as follows:

Table 3.2. The Example of Data Coding

| Name | Raw Data | Coding | Category: Stage 1 | Category : Stage 2 | Themes & Interpretation | Themes |
|-----------------|---|---|---|--|--|-----------------------------|
| P1 of Q1 | In my opinion, Memrise application serves a lot of vocabulary; it increases my new vocabulary through constructing sentence with those words in the application exercise. | In my opinion, Memrise application serves a lot of vocabulary; it increases my new vocabulary through constructing sentence with those words in the application exercise. | Increasing Reason : Preferred to learning vocabulary by constructing sentence | Increasing Constructing sentence | Increasing P1 Acknowledgement Memrise application can increase students' vocabulary because of constructing sentence exercise. | Perceived usefulness |
| P2 of Q2 | Iya, karena saya dapat bermain sambil belajar kosa kata bahasa Inggris menggunakan aplikasi Memrise app. | Iya, karena saya dapat bermain sambil belajar kosa kata bahasa Inggris menggunakan aplikasi Memrise app. | Happy Reason : Preferred to learning vocabulary such gaming. | Happy Gamification | Happy P2, acknowledgement, partisipan merasa senang menggunakan aplikasi ini menerapkan metode bermain sambil belajar. | Fun or Entertainment |
| P3 of Q3 | Iya, yakni praktek berbicara bahasa Inggris sedikit demi sedikit saya dapat memahami dan berucap dalam bahasa Inggris dalam kehidupan sehari-hari. | Iya, yakni praktek berbicara bahasa Inggris sedikit demi sedikit saya dapat memahami dan berucap dalam bahasa Inggris dalam kehidupan sehari-hari. | Speaking Reason : Preferred to imitating | Speaking Imitating | Speaking P3 acknowledgement belajar skill berbicara karena di dalam aplikasi memrise terdapat latihan mengucapkan kata dan kalimat | Language Skill |

| | | | | | | |
|------------------------|--|--|--|---|--|------------------------------------|
| <p>P4 of Q4</p> | <p>Kelebihannya memrise ini banyak fitur menarik yang terdapat didalam materi memrise, seperti percakapan dalam bahasa Inggris, menuliskan kosa kata dengan bahasa Inggris dan masih banyak lagi kelebihan dari aplikasi ini</p> | <p>Kelebihannya memrise ini banyak fitur menarik yang terdapat didalam materi memrise, seperti percakapan dalam bahasa Inggris, menuliskan kosa kata dengan bahasa Inggris dan masih banyak lagi kelebihan dari aplikasi ini</p> | <p>Advantage</p> <p>Reason : Perefered to features</p> | <p>Advantage</p> <p>Features</p> | <p>Advantage</p> <p>P9 acknowledgement, partisipan merasa bahwa aplikasi ini mempunyai satu kelebihan yakni mempunyai fitur-fitur yang menarik sehingga memudahkan dalam belajar kosa kata bahasa Inggris</p> | <p>Satisfaction</p> |
| <p>P5 of Q5</p> | <p>Saya melakukan biasanya pada sore hari, selama 2 jam karena lebih nyaman sambil bersantai. Saya tidak suka untuk mengakses aplikasi ini di malam atau siang hari karena banyak aktivitas.</p> | <p>Saya melakukan biasanya pada sore hari, selama 2 jam karena lebih nyaman sambil bersantai. Saya tidak suka untuk mengakses aplikasi ini di malam atau siang hari karena banyak aktivitas.</p> | <p>Afternoon</p> <p>Reason : Preferred to learning in the afternoon because of convenient situation and while relaxing.</p> | <p>Afternoon</p> <p>Reason : Preferred to while relaxing</p> | <p>Afternoon</p> <p>P1 acknowledgement, partisipan lebih memilih belajar kosa kata bahasa Inggris menggunakan aplikasi memrise pada sore hari sambil bersantai.</p> | <p>Behavioral Intention</p> |

(Adapted from Saldana, 2016).

