

CHAPTER III

METHODOLOGY

This chapter presents the research approach used in this study by discussing the research design, the context in which study took place, justification for the participants' selection, instruments, the data collection method, and data analysis related the instrument used. Then, this chapter end with concluding remarks.

3.1 Research Design

This study used narrative inquiry to answer the research questions. Narrative inquiry refers to describing the empirical material such as a life story or studying experience (Thomas, 2012). In other words, this study approach tends to investigate something that happened, the meaning of that, and how it could be shared. Narrative inquiry helps the researcher to capture facts, greater insight, and understanding through stories as research data from the experience of students. Based on Elliot (2005), pointed out that utilizing narrative inquiry can convey experience, and personal identities, and tell stories, justifications, and explanations. The narrative also mobilizes people to collective actions. Narrative inquiry engages in some depth with possible narrators to show as characters in their own right.

In line with this, Maynes et.al (2008) shed light on the context of narrative inquiry in stories people tell about their lives, it is not merely simply personal but is told in topically specific times and settings. This shows that stories and narratives are social. And it governs the story is link together. Hence, as a researcher, I used a narrative inquiry framework to explored related students'

experience in utilizing the Memrise app as a tool in terms vocabulary learning process.

3.2 Setting and Context

This study was conducted in the second semester of the academic year 2020/2021 with different disciplines. An application that supports this research is Memrise App which participants utilize in learning vocabulary to enhance the English language from basic in various ways. The setting study is a state university in Southeast Sulawesi, Indonesia.

3.3 Participants of the Study

The participants of this study involve the students at the Islamic State Institute of Kendari in the first semester with different disciplines, except EFL students. They were recruited through registered in Google Forms. The students consist of 87 students. Then, for the criteria inclusion, the participants are students in the first semester (the first-year students) or they have done English 1 and English 2. The first level consists of 12 (twelve) topics with a total vocabulary of 456 in English level 1 and 13 (thirteen) topics with 492 total vocabulary. Then, they feel disposed to fill out questionnaires and reflection questions to scrutinize their experience during learning through the Memrise app.

However, the time out of the instrument was different, where the questionnaire was sent first and then after two days the reflection instrument was sent to the participants. During the process of collecting the data, some of the students who filled out the questionnaire were 87 participants, and the number of students who filled out the reflection was only 20 participants. Consequently, the final participants were 87 for the questionnaire and 20 for reflection. Eventually,

the number of participants of this study is twenty university students by non-English major at IAIN Kendari (PGMI = 13, FISIKA = 7 participants) with 18 female and 2 males.

Table 1.1 Participants' Profile

Name of participant	Gender	Age	Semester	Majors
P1	Female	18	1	PGMI
P2	Female	18	1	PGMI
P3	Female	17	1	PGMI
P4	Female	17	1	PGMI
P5	Female	18	1	PGMI
P6	Female	19	1	PGMI
P7	Female	19	1	PGMI
P8	Female	19	1	PGMI
P9	Female	19	1	PGMI
P10	Female	22	1	PGMI
P11	Female	18	1	Tadris Fisika
P12	Female	19	1	Tadris Fisika
P13	Female	21	1	Tadris Fisika
P14	Male	18	1	Tadris Fisika
P15	Male	18	1	Tadris Fisika
P16	Female	21	1	Tadris Fisika
P17	Female	18	1	Tadris Fisika
P18	Female	18	1	PGMI
P19	Female	19	1	PGMI
P20	Female	19	1	PGMI

3.4 Instrument of the Study

3.4.1 Questionnaire

The first instrument before was reflection and semi-structured interviews. However, the researcher changed it becomes a questionnaire and reflection because the questionnaire is the most instrument that researchers used to

investigate an application. A questionnaire refers to a list of questions that usually use to collect data from respondents. The researcher used google Forms to spread the questionnaire because it was easy to use and evaluate all of the students' answers.

Related to the questions of the questionnaire, the researcher use the User Experience Questionnaire (UEQ) for collecting the data by capturing information is to obtain information through a set of items from Schrepp, Hinderks, and Thomaschewski (2017). The primary purpose of the UEQ is a fast and direct measurement of User Experience (UX). The researcher provided 26 categories to discover students' experience using the Memrise app, which benchmarks every object of the UEQ and includes a pair of terms with opposite meanings. The researcher provided 26 statements covering. Examples:

<i>Creative</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Monitor</i>
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Rating scale questionnaire where the study uses a Likert scale to get the information from the participants. Each item can be rated on a 7-point Likert scale, the answer to an item, therefore, varies from -3 (fully agree with the negative term) to +3 (completely agree with the positive term).

3.4.2 Reflection

This written reflection is used to investigate students' experiences by using the Memrise app in learning vocabulary to get more information about the data. Written reflection (Barkhuizen, 2014) refers to a template that contains some questions that relate to items in the questionnaire, and each of the participants needed to put their answers by using Google Forms. This instrument was carried

out using WhatsApp app because it will make students easier to answer the questions conveniently and more freely express their feelings by utilizing the Memrise app by writing it in more detail on a sheet. These written reflections enable obtaining transformation and clarification of the information from students' responses to the questionnaire to get depth understanding (Watts, 2018).

3.5 Data Collection

The researcher collected data by using a questionnaire and reflection instruments. The questionnaire was distributed to first-semester students of different disciplines through Google Forms to help the researcher to easier classify students' responses more and spread it to each of the students via the WhatsApp application. The researcher allowed the students to fill out the questionnaire for two days. Then the researcher sends reflection questions and allows participants to finish them in three days. Third, the researcher will collect the data and analyze it. The four was coding the data part regarding the result of participants' reflection and interviews utilizing Microsoft Excel to classify it related to the question (Q1-Q4) and the participant's responses (P1-P20). Subsequently, the data will categorize into various themes and systematically disclosed in the finding and discussion of this study.

3.5 Data Analysis

The data will analyze used for thematic analysis to categorize students' experience in vocabulary learning through the Memrise Application. Thematic analysis is a tool used to code and interprets passages (Lawless, 2018). It means that the purpose of thematic analysis is to summarize the data. In the process of

identifying students' questionnaires, participants' responses from Google form were removed into Microsoft Excel adapted from Schrepp et.al (2017).

In this template, the researcher just put all of the student's responses and the result was appearing. Then, for students' reflections, the participants' responses from Google will remove into Microsoft Excel to recapitulate the data, which for the first column will contain raw data and use coloring, underlining, and bolding significant quotes or passages. The next column is for preliminary codes, codes that contain interpretations, reviewing themes, naming themes, and producing the report (Saldana, 2016).

The main focus of the themes is concerned into six categories based on the scale structure of the User Experience Questionnaire (UEQ) namely attractiveness, perspicuity, dependability, stimulation, novelty, and efficiency. Students' reflections were categorized and identified using various colors. The **red color** code is a mark of students' attractiveness and perspicuity categories. The **green color** code is a mark of dependability and stimulation categories. The **purple color** code is a mark of the novelty category. Then, the **blue color** code is a mark of the efficiency category. The example of data coding is as follows:

Table 1.2: Example of Data Coding

	Data	Coding	Category: Stage 1	Category: Stage 2	Theme & Interpretation	Themes
P3	Yes, because of the features and navigation,	Makes it easier for me to learn English vocabulary in the	Easy to learn Make the features and navigation	Easy to learn	Easy to learn The features and navigation of this application are easier to learn	Perspicuity

	it makes it easier for me to learn English vocabulary in the Memrise application	Memrise application	of the Memrise application very easy to understand in the process of learning vocabulary			
P2	No, because in each lesson there are many interesting features in this app	Not, because in each lesson there are many interesting features	Attractive Reason: The features of this application are attractive	Attractive	Attractive This application is not boring because the features are attractive	Attractiveness
P4	Not the same because the Memrise application has features to make it easier for me to learn English vocabulary	Not the same because this Memrise application has features to make it easier for me to learn English vocabulary	Creative Reason: Preferred features	Creative Preferred features	Creative P4 acknowledgment, this application has features that easier to learn vocabulary	Novelty
P3	It's very easy because, in addition to learning vocabulary, we can write and pronounce it correctly	It's very easy because, in learning vocabulary, we can write and pronounce it correctly	1. easy to learn 2. efficient	1. easy to learn 2. efficient	1. easy to learn 2. efficient The features and navigation of this application are easier to learn. In addition, this app is efficient in use	Perspicuity Efficient
P4	Yes, I am very motivated because I learn the Memrise application, its features teach us	I am very motivated because I learn the Memrise application, its features teach us the basics	1. Motivation 2. Supportive Reason: Preferred topic	1. Motivation 2. Supportive	Motivation P18 acknowledgment, the features of this application are motivating because the topic provide is beginning from	Stimulation Dependability

	the basics			basic	
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Notes

P: Participants

Q: Question

N: Number of data

