

## CHAPTER III

### METHODS AND PROCEDURES

This chapter presents (1) research design, (2) operational definition,(3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

#### 3.1. Research Design

In this study, a qualitative with case study method was used as a research design. Creswell (2012) defines that a case study is a problem to be studied, which will reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals.

The data for this research obtained by having both observations and interviews. The observation and interview conducted to know how students of Raden Fatah State Islamic University use the dictionary in their process of learning and what problems faced by the students in using the dictionary in the process of learning.

#### 3.2. Operational Definitions

To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions were provided.

**English Foreign Learners (EFL)** refers to the students who study the English language at Islamic State University of Raden Fatah Palembang.

**Dictionary** is a group of words that provides meaning for the learner to help them in studying English.

**Using dictionary** refers to the types of dictionary that the students mostly use in the process of learning, the skills in using the dictionary faced by

the students in order to use the dictionary effectively, the frequency when the students use the dictionary, types of information they gathered from the dictionary, the student's training in use the dictionary, and problems in the dictionary

### **3.3. Participants**

The participants of this study were chosen by using purposeful sampling method. According to Patton (2002), purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. To ensure this sample was credible, the convenience case strategy used in this research. Creswell (2007) states that a convenience case strategy is a way that researchers use to select participants where researchers can choose people who are easily accessible for them to get data. The fourth-semester students were chosen because in this semester they were learning about critical reading and they already passed literal reading and interpreted reading subject. The reason why only one class chosen as the participant is due to the availability of the students who have time to observe. It is supported by Cresswell (2014) and Abrar, Mukminin, Habibi, Asyrafı, Makmur, & Marzulina (2018) who state that qualitative research does not necessarily have a large number of participants. Thus, the fourth-semester students especially for one class consisted of 10 students were the participants of the study.

### **3.4. Data Collection**

In collecting the data, observation and interviews were chosen in this study.

### **3.4.1. Observation**

The observation conducted in the fourth-semester students of the English Education Study Program at Islamic State University of Raden Fatah Palembang. The observation was used to know students' behavior when using dictionaries in the classroom. The observation was used in the English reading classroom to assess the situation and condition of using the dictionaries activities of each meeting. In this process, I did classroom observation with a role as a non-participant observer. Then, the checklist observation used in this study. The observation checklist consisted of 18 items (appendix A). The length of observation depends on the research problems and researcher role assumes. The observation was done when the information is fulfilled.

### **3.4.2. Interview**

The interview was used as an instrument to know how the students use the dictionary and the student's problems on the use of dictionaries in reading comprehension which has 7 questions in the interview. It is also supported by Creswell (2012) who states that the qualitative interview is conducted to obtain in-depth information. The interview was run in a semi-formal situation. The questions were asked at the end of the process in collecting data to elicit extra information from the students about the use of dictionary and the problems of dictionaries in reading comprehension they had during the activity.

A semi-structured interview was used in this research. In the process of the interview, I asked the question of unplanned questions to get deeper information. In this interview, I used Indonesian language or Palembang language to get more information. Then, I recorded the interview answer from

the participants. Next, I transcribed and translate the data interview from the students. Last, I made the report form the data interview.

### **3.5. Data Analysis**

In analyzing the data, thematic analysis was used in this study. According To Alhojailan (2012), thematic analysis is a qualitative analysis that is used to analyze classifications and present themes that relate to the data. There were 6 procedures in analyzing the data of how the students use the dictionaries in the process of learning and the problems faced by the students when they used the dictionaries in the process of learning. They were as follow:

In analyzing how the students use the dictionary and problems faced by the students when they were using the dictionaries, the data were obtained through observation checklist and interview. After the data was collected, I prepared and organized the data from the instruments and then read all the data. Next, I started coding all of the data. It is used to know how the students use the dictionary and problems faced by the students when they were using the dictionaries in reading comprehension. After that, I represented the description and themes in the qualitative narrative. Last, I made interpretations of the result about how the student used and problems faced by the students when they were using the dictionaries dictionary encountered by the fourth semester of the English education study program at UIN Raden Fatah Palembang.

### **3.6. Establishment of Trustworthiness**

In this study, I used triangulation to enhance the accuracy of the study. According to Creswell (2012), triangulation is a corroborated evidence process by different individuals explains. Subsequently, there are six techniques of

triangulation such as Investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen, Manion, & Morisson, 2007, p. 156 ). I used a methodological triangulation technique that used a different method on the same object study (Cohen, Manion, & Morisson, 2007, p. 156 ). So, the data from observation was checked by interview data. Finally, this data was combined to corroborate each other.