

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

This research uses quantitative research with a survey design to investigate vocabulary-learning strategies (VLS). According to Sugiyono (2018), the survey method is a quantitative research method used to obtain data that occurred in the past or currently.

In this context, survey methods used to collect quantitative data about vocabulary learning strategies used by respondents. This research aims to gain a deeper understanding of how students implement certain strategies in their vocabulary learning. Using a survey design, this study was able to collect data from a number of respondents in an efficient and representative manner, allowing researchers to analyze general patterns and trends in vocabulary learning strategies.

3.2 Population and Sample

This study focused on the entire student population at SMAN 9 Banda Aceh, with a sample taken from 53 students in grade XII. The selection of grade XII as a sample was carried out using a purposive technique, for several main reasons. According to Creswell (2015), purposive sampling means that researchers choose individuals and research locations because they can specifically provide an understanding of research problems and phenomena in the study. Grade XII students are expected to have a high level of maturity and understanding in selecting and implementing vocabulary learning strategies. The level of English language

skills developed during high school makes them more capable of using various vocabulary learning strategies.

3.3 Data Collection

The data for this study were obtained through the distribution of structured questionnaires designed to collect information on vocabulary learning strategies used by students. Sugiyono (2017) explains that a questionnaire is a data collection technique carried out by giving respondents a series of written questions or statements to be answered. In this study, the questionnaire consisted of 31 question items arranged based on the vocabulary learning strategy categories explained by Schmitt (Bakti, 2017). These strategies include Determination Strategy, Social Strategy, Memory Strategies, Cognitive Strategies and Metacognitive Strategies

In addition, the questionnaire used a Likert scale with four answer choices, namely never, sometimes, often, and always. This scale is designed to capture the frequency of use of vocabulary learning strategies by students in more detail. The compilation of these questionnaire items was carried out carefully so that they were relevant to the research context and in accordance with the vocabulary learning strategy categories used as a reference for theory.

The questionnaire distribution process was carried out online, carried out by distributing links using Google Form. In this way, researchers hope to collect representative and valid data to analyze the patterns of vocabulary learning strategy use among students. The results of this questionnaire will later be analyzed to determine the frequency of use of each strategy and identify the strategies most frequently used by students in an effort to improve their vocabulary mastery.

3.4 Research Instrument

The main instrument in this study was a structured questionnaire consisting of items related to determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Each category of these strategies reflects a different approach to vocabulary learning, such as how students determine the meaning of new words, interact with others to enrich vocabulary, remember vocabulary through repetition or association, use activity-based learning techniques, to how students plan, monitor, and evaluate their learning process.

By using this structured questionnaire, the study was able to collect quantitative data systematically that allowed for analysis of the extent to which students used and understood various vocabulary learning strategies. This approach provides the advantage of describing the pattern of strategy use in detail and allowing for comparisons between the various types of strategies used by respondents.

The questionnaire was designed to cover various types of strategies in order to provide a comprehensive picture of students' approaches to understanding and remembering vocabulary in English language learning. For example, items related to social strategies include questions about how often students discuss with friends or teachers to understand new words. Meanwhile, items on cognitive strategies may involve questions about students' habits of taking notes or using technological devices such as learning applications to help them learn vocabulary.

In addition, each item in the questionnaire was designed with the students' learning context in mind to ensure the relevance and accuracy of the data obtained.

Data analysis from this questionnaire not only focused on the frequency of strategy use, but also tried to identify patterns and relationships between certain strategies and students' success in mastering vocabulary. Thus, the results of this study are expected to provide valuable insights for educators and curriculum designers in developing more effective vocabulary teaching methods.

3.5 Data Analysis

Quantitative data collected from the questionnaires were analyzed using statistical tools, such as SPSS (Statistical Package for the Social Sciences). Descriptive statistics, in the form of Mean, were used to summarize and present the participants' responses. This analysis focused on identifying the most common vocabulary learning strategies used by students.

The levels of usage for the vocabulary learning strategies used in the present study would follow the mean range determined by Alico and Guimba (2015) as shown in Table 3.1 below:

Table 3.1 Levels of Vocabulary Learning Strategies Usage

Mean Range	Level
1.00 – 1.74	Low
1.75 – 2.49	Moderate Low
2.50 – 3.24	Moderate High
3.25 – 4.00	High

Source: Alico & Guimba (2015)