

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative descriptive research design. Qualitative research is used to describe and understand phenomena experienced by participants in natural settings. According to Creswell (2014), qualitative research focuses on exploring participants' experiences, perceptions, and responses toward a particular phenomenon.

In this study, the researcher focused on exploring students' perceptions, responses, and experiences toward the use of Emoji Contextual Support in vocabulary learning activities. Before conducting the interviews, the researcher implemented Emoji Contextual Support during vocabulary learning in the classroom. After the learning activities were completed, the researcher administered vocabulary tasks only to identify students with different levels of vocabulary understanding and to select participants for the interviews.

Based on the results of the vocabulary tasks, students showed different levels of vocabulary understanding. The researcher then selected ten students to participate in the interviews in order to obtain varied perspectives and experiences. Four students were selected from those who obtained perfect scores, four students were selected from those who obtained scores above 80, and two students were selected from those who obtained lower scores.

Therefore, a qualitative descriptive design was considered appropriate because this study aimed to explore students' perceptions, experiences, and responses toward the use of Emoji Contextual Support in vocabulary learning activities through semi-structured interviews.

B. Research Setting

This research was conducted at MTsN 2 Padang Pariaman. The research was carried out during the even semester of the 2025/2026 academic year.

The researcher conducted vocabulary learning activities using emoji contextual support in one seventh-grade class. The learning activities focused on vocabulary related to public places. During the learning process, emojis were integrated into contextual sentences to help students understand vocabulary meaning through visual and contextual support.

After the teaching activities were completed, the researcher administered vocabulary tasks to identify students with different levels of vocabulary understanding and to select interview participants. Then, semi-structured interviews were conducted with selected students to obtain deeper information about their experiences, responses, and perceptions toward the use of Emoji Contextual Support in vocabulary learning.

C. Source of Data

1. Research Subjects

The subjects of this study were seventh-grade students of MTsN 2 Padang Pariaman who participated in vocabulary learning activities using emoji contextual support.

The students were selected because they were learning basic English vocabulary, especially vocabulary related to public places, which was relevant to the focus of this study.

2. Research Informants

The informants of this study were ten seventh-grade students who had participated in vocabulary learning activities using emoji contextual support.

The students were selected based on their vocabulary scores obtained after the learning activities. The researcher selected the students from different achievement levels in order to obtain varied responses and experiences.

The informants consisted of:

- 1) Four students with higher levels of vocabulary.
- 2) Four students with moderate levels of vocabulary.
- 3) Two students with lower levels of vocabulary.

The interviews were conducted to obtain deeper information about students' experiences, responses, understanding, and perceptions regarding the use of emoji contextual support in vocabulary learning activities.

D. Research Instruments

In qualitative research, the main instrument of the research is the researcher herself. According to Sugiyono (2021), in qualitative research the researcher acts as the key instrument because the researcher directly collects,

analysis, interprets, and concludes the data obtained in the field. Therefore, the researcher played an active role in observing the learning process, conducting interviews, collecting students' vocabulary test results, and interpreting the findings of the study.

In this study, the researcher conducted the research directly in the classroom after teaching vocabulary using emoji contextual support. The researcher interacted with the students during the learning activities, conducted semi-structured interviews, and analyzed the interview data.

To support the data collection process, the researcher used several supporting instruments, namely:

1. Interview

The interview guideline was used to obtain in-depth information about students' experiences, responses, perceptions, and difficulties in learning vocabulary using Emoji Contextual Support. The interviews were conducted individually using semi-structured questions. The researcher used simple and understandable language so that the students could express their experiences comfortably. The interview guideline and the interview transcripts can be seen in Appendix 4 and Appendix 5.

Table 3.1 Supporting Instruments of the Research

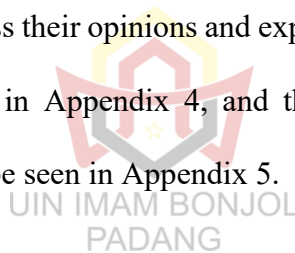
No	Instrument	Function
1.	Interview Guideline	To obtain deeper information about students' experiences and perceptions toward emoji contextual support

E. Technique of Data Collection

The data in this study were collected through interviews. Before conducting the interviews, the researcher implemented vocabulary learning activities using Emoji Contextual Support in one seventh-grade class at MTsN 2 Padang Pariaman.

After the learning activities were completed, the researcher conducted individual interviews with selected students. The interviews used semi-structured questions to explore students' perceptions, experiences, responses, and difficulties in learning vocabulary through Emoji Contextual Support.

The interviews were conducted in a simple and relaxed manner so that the students could express their opinions and experiences freely. The interview transcripts can be seen in Appendix 4, and the thematic categorization of students' responses can be seen in Appendix 5.



F. Technique of Data Trustworthiness

To ensure the trustworthiness of the data, the researcher applied member checking. According to Creswell (2014), Member checking “the informant will serve as a check throughout the analysis process. An ongoing dialogue regarding my interpretations of the informant’s reality and meanings will ensure the truth value of the data”. So member checking is a process in which the researcher returns the data or interpretations to the participants to verify their accuracy and ensure that the findings represent the participants' actual experiences and perceptions.

In this study, after conducting the interviews, the researcher reviewed the interview data and confirmed several responses with the participants to ensure that the information had been understood and interpreted correctly. This process was carried out to increase the credibility of the findings and to ensure that the data accurately reflected students' perceptions and experiences toward the use of Emoji Contextual Support in learning vocabulary.

G. Technique of Data Analysis

The data in this study were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data condensation, data display, and conclusion drawing and verification.

1. Data Condensation

In this stage, the researcher selected and organized the data obtained from vocabulary tests, interviews, and documentation. The vocabulary test was used only as supporting data to identify students with high, medium, and low levels of vocabulary understanding after learning through emoji contextual support. Based on the test results, several students were selected as interview participants.

The interview data was the main subject of the study. Following the interviews, the researcher typed all of the recordings into written form. Then, the transcripts were gone through many times to help one to better grasp the responses of the pupils. Significant remarks about students'

experiences, knowledge, drive, and learning challenges with emoji contextual help were then underlined and coded. Several groups of responses with like meanings were then expanded into more general themes.

2. Data Display

After the data had been condensed, the researcher organized and displayed the findings in a descriptive and narrative form. The interview results were arranged according to the themes that emerged from the analysis, such as students' perceptions of emoji contextual support, the difficulties they experienced, and the strategies they used to overcome those difficulties.

The researcher first categorized the students' responses thematically and then highlighted the key ideas of each topic so that the results would be simpler to grasp. Then, chosen quotes from the interview transcripts were added to support the analysis of the data and offer proof. The researcher also looked at how students with various levels of vocabulary success responded to find patterns and differences in their learning of new words using emoji contextual support.

3. Conclusion Drawing and Verification

In the final stage, the researcher drew conclusions based on the patterns and themes found during the analysis process. The conclusions focused on students' experiences and perceptions of using emoji contextual support in learning vocabulary.

Though under constant evaluation during the research process, the

findings were not first determined right away. The researcher checked the interview data against the vocabulary test results and supporting materials to guarantee the veracity of the results. This approach enabled the researcher to verify whether the results were consistent and fairly represented the experiences of learning vocabulary through emoji contextual support of the pupils.

