

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher uses a qualitative research design with a descriptive approach. According to Creswell (2018), qualitative research is a type of inquiry that aims to understand and interpret the meaning of experiences, events, or situations from the perspective of the participants. It focuses on exploring phenomena in depth by collecting data in the form of words, descriptions, observations, and explanations, rather than numerical data.

This design is chosen because the main purpose of this study is to analyze students' vocabulary mastery in understanding English reading texts, especially descriptive texts. The researcher wants to gain a deep understanding of how students master vocabulary, how they use their vocabulary knowledge to understand reading texts, and what factors influence their ability to learn and apply vocabulary in reading activities. Through qualitative approach, the researcher can obtain detailed, rich, and meaningful information that cannot be captured only by numbers or statistics.

The descriptive approach used in this study serves to present the data accurately and systematically. It describes the actual condition of students' vocabulary mastery and their reading ability based on the information collected directly from the participants and the learning context. This approach helps the researcher to explain

clearly what exists in the field, how the process works, and how the variables are related to each other.

By using this research design, the study is able to provide a complete picture of the research subject. The findings of this study will not only describe the level of students' vocabulary mastery but also explain the process, the experiences, and the factors that affect students' ability to understand English reading texts. The results are expected to be useful as valid and reliable information for teachers, school management, and other related parties to develop better learning strategies and improve the quality of English language teaching and learning at An-Nikmah Al-Islamiyah Phnom Penh.

B. Research Subject

The subjects of this study consist of Grade X students at An-Nikmah Al-Islamiyah Phnom Penh, Cambodia, during the academic year 2025/2026. The selection of Grade X students is based on the consideration that they have completed the lower secondary level and are currently following the English curriculum implemented at the senior high school level, which requires students to demonstrate higher reading comprehension skills, including the ability to master and understand vocabulary used in various English texts.

The participants include all Grade X students, consisting of 32 students, with 18 male students and 14 female students. These students are selected because they are learning English reading texts as part of the formal curriculum and display varying levels of vocabulary mastery and reading comprehension ability. The study focuses

specifically on analyzing students' ability to master vocabulary and use it to understand English reading texts, especially descriptive texts which are the main material in this research.

In addition to student participants, the researcher also involves four English teachers at An-Nikmah Al-Islamiyah Phnom Penh as supporting participants. The teachers that teach at Grade X are **Earosat Slamiyah**, and **El Hava**. These teachers are selected based on their experience in teaching English vocabulary and reading skills to Grade X students and their direct involvement in the implementation of the English curriculum at the school. Their participation aims to provide deeper insight into classroom practices, students' vocabulary learning process, and instructional strategies used in teaching vocabulary and reading comprehension.

The inclusion of both students and teachers as research participants enables the researcher to obtain comprehensive data and conduct an in-depth qualitative analysis of students' vocabulary mastery and their ability to understand English reading texts.

C. Instrument and Data Collecting Technique

1. Research Instrument

In qualitative research, the primary instrument is the researcher themselves.

The researcher plays a central role in collecting, interpreting, and analyzing the data in a natural setting. However, to support the process of data collection, the researcher also uses several research tools as follows:

- a. Interview Guide: A semi-structured interview guide is developed to explore students' vocabulary mastery and their ability to understand English reading

texts, particularly descriptive texts. It consists of open-ended questions related to students' learning habits, perceived difficulties in learning and using vocabulary, understanding of word meanings, word forms, and sentence structures, as well as strategies used when reading and comprehending English texts.

- b. Documentation: The researcher collects relevant documents such as students' English test results, reading worksheets, vocabulary exercises, textbooks, lesson plans, and teaching materials. These documents are used to triangulate the data and identify patterns in students' vocabulary mastery level and their performance in understanding English reading texts.

D. Data Collecting Techniques

In this study, the data will be collected using several techniques in order to obtain comprehensive and valid information related to students' vocabulary mastery and their ability to understand English reading texts.

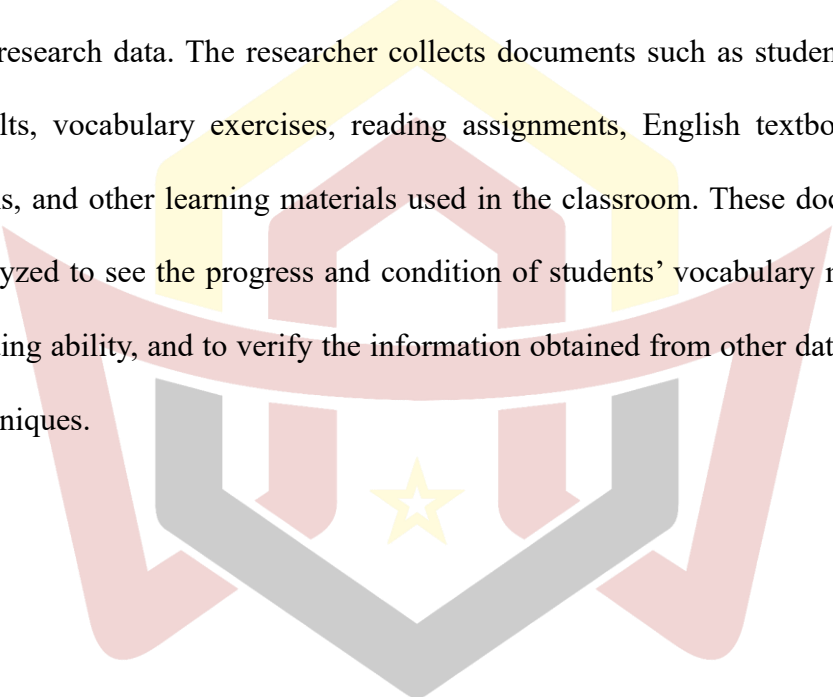
1. Interview

Interview is one of the main techniques used in this research. The researcher conducts interviews with two groups of participants: Grade X students and English teachers. The purpose of the interview is to gain deep and detailed information about students' experiences in learning vocabulary, how they apply their vocabulary knowledge in understanding reading texts, the problems they face, and the strategies they use to improve their ability. For teachers, the interview aims to get information about how they teach vocabulary and reading,

and their observations on students' ability. The interview is conducted based on the prepared guide, and the questions are adjusted according to the responses given by the participants to get more relevant information.

2. Documentation

Documentation technique is used to collect various documents that support the research data. The researcher collects documents such as students' learning results, vocabulary exercises, reading assignments, English textbooks, lesson plans, and other learning materials used in the classroom. These documents are analyzed to see the progress and condition of students' vocabulary mastery and reading ability, and to verify the information obtained from other data collection techniques.



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