

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents procedures used in conducting the research. It covers research method, research design, subject of the research, data collection technique, instruments of the research, and data analysis technique.

#### **A. Research Method**

The researcher use qualitative research method. Qualitative research is described as phenomena in the form of words. According to Moleong (2005: 6), qualitative research method is the research that intends to understand the phenomena experience by research subjects, for example behavior, perception, motivation, action, etc. Sukmadinata (2016: 60) also stated that qualitative research is to describe and to analyze phenomena, events, social activities, attitude, beliefs, perceptions, thoughts of individually or groups. Several descriptions are used to find the principles and explanation that lead to the conclusion.

Based on the description above, it can be concluded that qualitative research is those in which the description of observation is not ordinarily expressed in quantitative term. It is not suggested that numerical measures are never used, but that other means of description are emphasized. Meanwhile, Qualitative research method described in the form of word and language. It can be concluded the qualitative research method is a descriptive research method, uses analysis, refers to data, and utilizes existing theories as supporting material and procedural a theory.

## **B. Research Design**

A research design is a plan or strategy for conducting the research. The function of a research design is to ensure that the evidence obtained enables to answer the initial question as unambiguously as possible. It is required to get dependable and useful information. In this research, the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the object in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. Bogdan and Biklen (1982) cited in Simon (2011) states that qualitative research is descriptive which the data is collected in the form of words or pictures rather than number. Data in the form of quotes from documents, field notes, and interview or excerpts from videotapes, audiotapes, or electronic communication are used to present the finding of the research.

The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation. Descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this research is more flexible (Mack et.al, 2005: 3). In other word, in descriptive research, the information is obtained by in-depth interview.

## **C. Subject of the Research**

Subject in the research are required to get the needed information. The subject of this research was the seventh grade students of SMPN 8 Cimahi in the academic year of 2019/2020, which the total twelve classes consist of VII A until VII L

class. Based on discussion with Curriculum parties and English teacher in the school, the researcher took class VII B that consists 38 students. It was chosen using purposive sampling technique. Purposive sampling is widely used to identify and select issues that are rich in information related to the phenomenon of interest (Palinkas, L.A et al, 2015).

The researcher choose first year students of SMPN 8 Cimahi because the first year students were in basic level of learning English especially vocabulary learning, and students understanding or ability in mastering vocabulary is still poor. Because of that, the students need an appropriate technique to help them influence vocabulary.

#### **D. Instruments of the Research**

In this part, the researcher used the instrument to complete all the data which is needed in this research. The instruments which were used by the researcher are observation, interview, questionnaire, and test.

##### **1. Observation**

Observation is the footage of behavior of the sample. Allowing to Marshall & Rossman (1989: 79) cited in Kawulich (2012) observation is a systematic description of events, behaviors, and artifacts from social setting. In other words, observation is used in social science as a method for collecting data about people, processes and culture. There are two kinds of observation, namely: participant observation and non-participant observation. In the participant observation, the researcher is involved in the object of research action. While non-participant

observation, the researcher is only as an observer, the researcher not involve in the activity (Hadi S, 1991).

In this research, the researcher used participant observation. The researcher not only observes the research participants, but also actively engages in the activities of the research participants. The researcher will provide observation sheet for the observer teacher to find out what is happening during learning and the suitability of the learning scenario.

## 2. Interview

The second instrument in this research was interview. This is the most common instrument in qualitative research. Moleong (2009) states Interview is a conversation conducted by two parties, the interviewer (who asks the questions) and interviewee (who provide answer to the questions). In this stage, the researcher interviewed the teacher and students based on the interview guideline that has made before. The use of this interview is to look for all information about teacher and students respond toward technique that implemented in the classroom, also to find out the difficulties faced in the classroom during teaching and learning process (see on appendix).

The researcher prepared several questions for the interview to get information related to the research problem. The results of the interview are to find out the purpose of vocabulary teaching techniques. The interview was given to approximately nine students and recorded as audio. The results of the interview were transcribed later by the researcher.

### 3. Questionnaire

Questionnaire was used by giving a set of questions and written statements to respondent for answer (Sugiyono: 2015). While, the other opinion says questionnaire are written sets of some questions used to gain responses in non-face-to-face situation; question are usually focused on specific information (Margono, 2007). This questionnaire was useful to know about the teacher and students responses and difficulties toward the implementation of word mapping technique in teaching vocabulary. The researcher used questionnaire to get specific data that cannot be done by interviewing.

Questionnaire form used by researchers is close-ended question. The teacher and the students were given some questions with two alternative answers, which had to be chosen by the teacher and students. The researcher gave the questionnaire to all the students. The questionnaire was about responses toward word mapping technique that implemented in teaching and learning vocabulary. Questions will be made 10 questions including questions to ask students difficulties.

### 4. Test

Test is a series of the questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or group (Arikunto, 2006: 127 cited in Rianggara, 2015). The researcher did the test twice (pretest and posttest). The pretest is done before implementing word mapping technique. It is to measure student's vocabulary mastery at first. Meanwhile, the posttest is done after implementing the word mapping technique.

The test usage to measure student's vocabulary skills is multiple choices. There are two types of multiple choices which will be used namely sentence completion that is provides a short definition in sentence form in the stem and the second type is synonym and antonym matching that is presented a word or phrase in isolation.

### **E. Data Collection Technique**

In this research, the researcher collected the data by using observation sheet, interview guideline, questionnaire, and test.

#### **1. Observation Sheet**

Observation sheet were used to get information about the real activities proceeded in the classroom. The observation sheets were used to observe the researcher implemented technique during the teaching and learning vocabulary. The aspects that would be observed were of teacher performance and students activities. That was drawn of observation sheet when the researcher joined in class. The teacher observer was give sign in yes or no when suitable with observation. There were Pre-activity, Whilst-activity, and Post-activity. When the researcher done the teacher sign in yes, otherwise sign in no when the researcher not done (See appendix).

#### **2. Interview Guideline**

In this research, the researcher interviewed the people that related to this research like the teacher and some of the students. The researcher interviewed the teacher to get some information, such as the difficulties and the teacher responses

toward the researcher during the implementation of word mapping technique in the classroom. Besides that, the researcher also interviewed of nine students that splits into three levels based on the students posttest score. First is low level, second is intermediate and third is high level. It is aim to know more information about the implementation of word mapping technique. The researcher prepares interview guideline were ten question related to vocabulary learning technique. This data were collected in the form of voice recorder.

### 3. Questionnaire

The researcher used questionnaire in multiple choice form which is compose in Indonesian language with two possible answers that can be chosen. It is used in order to obtain valid responses and to record the teacher and students response accurately and completely. The indicator measured and elaborated in the questionnaire were questions number 1, 2, 3 and 4 are expected to the responses during the implementation of word mapping technique in teaching vocabulary. Questions number 5, 6, and 7 are expected to know about the opinion of teaching and learning through word mapping technique. Questions number 8, 9 and 10 are expected the general evaluation of implementing word mapping technique.

From this questionnaire, the researcher knew the students and teacher responses during the implementation of word mapping technique in teaching vocabulary, the opinions of students and teacher about teaching and learning vocabulary through word mapping technique, and the general evaluation of implementing the word mapping technique.

#### 4. Test

In this research, the researcher did test to know the students vocabulary mastery. The form of this test is multiple choices, which are consist 30 questions. All questions are about vocabularies in the adjective category. The students score taken from two stages; before implementing word mapping technique (pretest) and after implementing word mapping technique (posttest). From this test the researcher knew the students score. The scores differences from the test indicate student's vocabulary mastery between implemented and unimplemented word mapping technique. Besides that, this test is also useful to see students responses toward word mapping technique that are seen from the scores obtained.

#### **F. Data Analysis Technique**

According to Sugiyono (2012: 89) data analysis is the process of finding and systematically compile data, obtained from interview, field notes, and documentation, by organizing data into category, break down into units, do synthesis, arrange into patterns, choosing which ones are important which will be learned, and making conclusion to make easily understood by the researcher and others. There are three steps in data analysis, namely data reduction, data display, and data verification (Miles and Huberman cited in Sugiyono, 2011: 91).

##### 1. Data reduction

Reducing data means summarizing, choose the main things, focus on the things that are important, the theme and pattern are searched (Sugiyono, 2012: 92). Data reduction refers to the process of selecting, focusing, simplifying,

abstracting and transforming the data that appear in written-up field notes or transcription. The data reduction will be provide a clearer picture and make it easier for researcher to do further data collection and look for it if is required.

## 2. Data display

After the data has been reduced, the next step in the analysis data is data display or data presentation. Mile and Huberman (Sugiyono, 2012: 95) states that the most frequently used to present data in qualitative research is with narrative. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the process of showing data simply in the form of word, sentence, narrative, and table in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. By displaying data, it will be easier to understand what is happening and next planning based on what is understood.

## 3. Data verification

The third step in qualitative data analysis is with draw a conclusion and verification. Making conclusion was the process of drawing the content of data collected in the form of good statement and having clear data. Verification means testing the provisional conclusions for the validity suggests that after getting the data, it is analyzed continuously and verified about validity. In the process of reducing and displaying the data, it should be based on the formulation of the research problems. After displaying the data, a conclusion was drawn. In this research, the researcher used temporary conclusion and final conclusion drawing to make the data valid. The conclusion drawing was started since the beginning of

the research after the data were collected by making temporary conclusion. Then in the last step the researcher drew the final conclusion. In other word, it could be said that the conclusion was analyzed continuously and verified about the validity to get perfect conclusion.