

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research methodology, research design, subjects of the research, the instrument of the research, data collection technique, the data analysis procedure and schedule of the research.

A. Research Method

According to Sugiono (2009) in Hidayati (2016) Research method is a scientific way (rational, empiric, and systematic) that has a certain objective. There were two kinds of research; qualitative and quantitative research. In this study, the researcher used the qualitative method. Qualitative research was a research that produced the analysis procedure which does not use statistics. Creswell (2009:183) in Utami (2018) states qualitative research means exploring and understanding the meaning individual or group describes to a social or human problem. In the qualitative method, the researcher was focused on the students' and teacher's behavior and the interaction between them in the teaching-learning process.

B. Research Design

According to Travakoli (2012:546-7) cited in Kaswan & Suprijadi (2016) The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the

collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings.

In this study, the researcher used a descriptive qualitative research design. Bondan and Moeleong (1994:3) in Rosyidah (2017) state that descriptive research is the research that describes data and characteristics about the population and phenomenon being studied and the result of the data by using a description of behavior, human or students being observed and all phenomenon in the natural setting.

The following procedure used in this research was determining the objects of the research, providing the instruments of the data collecting such as document analysis, observation sheets, and questionnaires.

C. Subjects of the Research

Subjects of the research were people who participated in the research, those who support the researcher to conduct research. Arikunto (2017: 152) in Burhanudin (2010) states that the subjects of the research must be arranged before the researcher is ready to collect the data. The subject of the research can be objects, things, or people. In this study, the subjects of the research were students of seventh grade in D class (7D) SMP Pasundan 1 Cimahi, second

semester in the academic year 2019/2020. This class consists of 30 students, including 14 male and 16 female students.

D. The Instruments of the Research

According to Travakoli (2012:277) in Kaswan & Suprijadi (2016) instrument is any device that is used to collect the data. The main instrument of this research was the researcher himself because the research is descriptive qualitative. Sugiono (2009:306) in Mamik (2015:71) states qualitative researchers as human instruments function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on its findings.

Data obtained in this study were in the forms of:

1. Document Analysis

Document analysis was a set document used during the research. Bowen (2009) states document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to an assessment topic. In this study, the researcher used assessments, teaching scenarios, or lesson plans and documentation to know how the implementation of the research.

The ways in doing document analysis, first the researcher used assessment on the first day before and also on the last day after the teaching-

learning process being taught. The aim was to find out the differences in students' knowledge of the vocabulary before and after the implementation of the cooperative learning type Teams Game Tournament method on vocabulary learning. The assessment process was carried out by filling in 20 multiple choice questions, of which 15 questions were focused on descriptive adjectives words, and 5 questions were related to other vocabularies. It means for the results of assessments the researcher only used 15 questions related to the students' difficulties in descriptive adjectives words.

Table III.1
Multiple Choice Questions

Multiple Choice Questions Number		Amount
Synonym/antonym	1,11	2
Spelling tasks	7,9,17	3
Adjectives words (related to the topic)	2,3,4,5,6,8,10,12,13,14,15,16,18,19,20	15
Total of Multiple choice questions		20

The researcher used a rubric scoring to check the result of the assessment of vocabulary. Bereby-Meyer et al (2002); Kurz (1999) in Lesage, Valcke, and Sabbe (2013) state multiple-choice tests have been scored using a conventional number right (NR) scoring method. Correct answers were scored with a positive value, incorrect answers, and absent or omitted answers with a value of zero. The sum of the scores for correct

responses is the test score. Here is the table of scoring multiple-choice assessments:

Table III.2
Rubric Scoring

True	False	Score
15	0	100
14	1	94
13	2	87
12	3	80
11	4	74
10	5	67
9	6	60
8	7	54
7	8	47
6	9	40
5	10	34
4	11	27
3	12	20
2	13	14
1	14	7
0	15	0

The scale for assessing vocabulary:

15 - 13 : <i>Very Good to Excellent</i> 12 - 9 : <i>Average to Good</i> 8 - 6 : <i>Poor to Fair</i> 5 - 0 : <i>Very Poor</i>
--

Figure III.1 Assessing scale

Second, the researcher prepared the concepts of teaching scenarios for three meetings in the teaching process. A teaching scenario is a collection of tasks that will be achieved by the teachers in their classrooms. In this study, the researcher made a scenario according to the teaching and learning method to support the implementation of research. The researcher collected

the data about teachers' strategies in teaching vocabulary by used cooperative learning type teams' game tournaments. Third, the researcher also used documentation as instruments to collect the data.

2. Observation

According to Arikunto (2010) in Asmarita (2019) observation is a technique that covers an activity fully supervising the object. The data can be collected as complete as possible to know the empirical data that will be investigated to get a real fact and phenomena to be analyzed later. This observation is an observation made directly, it contains a list of types of activities that may arise and will be observed.

In this study, the researchers used two kinds of observation sheets:

a) Teacher observation sheets

These observation sheets were made for three meetings, during activities in the class, the teachers would be observers regarding the teaching-learning process to view the implementation of the scenario prepared by the researcher.

Table III.3
Teacher Observation Sheet

No	Aspect	Checklist Options				
		100%	80%	60%	40%	20%
1	Learning plan according to student level					
2	The learning objectives are clear and specific					
3	The selection of media and materials in accordance with the objectives of the					

Notes:

Table III.5
Indicator Responses

Indicator Number		
1	Have a high willingness to learn	Attention
2	Eliminating the wrong concept	
3	Concept can be remembered longer or meaningful	Relevance
4	Understand the material easier	
5	Interesting and not boring	
6	Time needed to master the concept of learning shorter	Confidence
7	Motivated to get achievement	
8	Individual critical thinking is improved	Satisfaction
9	More appreciated in expressing opinions	
10	Dare to deliver opinions	

3. Questionnaire

According to Mamik (2015:92) a number of written questions that are used to obtain information from respondents in the sense of reports about his personality or things that he knows. This research questionnaire was held to given the students the opportunity to know their feeling and opinion toward the implementation of Cooperative learning in the class. The researcher used a questionnaire consist of four indicators, namely: attention, relevance, confidence, and satisfaction adopted from Muhlisin (2018) and two open-ended questions.

Table III.6
Questionnaire

No	Domains	Indicators	Item Numbers	Scale	
				Yes	No
1	Attention	Have a high willingness to learn	1		
		Eliminating the wrong concept	2		

		Concept can be remembered longer or meaningful	3
		Understand the material easier	4
2	Relevance	Interesting and not boring	5
		Time needed to master the concept of learning shorter	6
3	Confidence	Motivated to get achievement	7
		Individual critical thinking is improved	8
4	Satisfaction	More appreciated in expressing opinions	9
		Dare to deliver opinions	10

Students' difficulties are conditions in which the students faced the problem. It will be seen from students' mistakes and errors in learning vocabulary process, According to Thornbury (2002 p.27) in Irvani (2020) there are 6 difficulties in vocabulary mastery namely: pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomatic). Based on the explanation, the researcher also used the difficulties category as a question to knowing deeply about a condition in which the students faced the problem in their learning process.

1. Why do you have difficulty learning English vocabulary by using TGT method?
Give the reason:
.....

2. Sort the difficulty categories in learning English below from the easiest to the most difficult in your opinion :

☐
Spelling &
Writing

☐
Meaning of
Words

☐
Make Sentences

☐
Memorize
Vocabulary

☐
English
Tenses

Figure III.2 Open-Ended Question

E. Data Collections Technique

1. Preparation

In this procedure, the researcher prepared the proposal as a first step to conducting the study. The researcher determined the topic chosen for the research material after that the researcher also formulated the problem and made research instruments.

2. Implementation

In the implementation, data was collected after the research proposal approved by the supervisor. To collect data the researcher created document analysis, observation sheets and questionnaire. First, the researcher prepared research instruments and validated the instruments to the other class. After the instruments valid the researcher doing assessment 1 to the students in the observation class before learning process being taught. Then, the researcher was implemented teaching scenario and observed the students during teaching and learning process for three meetings. The last, researcher also doing assessment 2 after learning process being taught. Then distributing questionnaires provided the opportunities for students to express their opinions about the implementation of the learning method.

3. Evaluation

At the evaluation stage, the data obtained will begin to be compiled by the researcher into the research paper.

F. Data Analysis Procedure

According to Kaswan & Suprijadi (2016:102) data analysis is an integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher-order concepts. In this research, the data will be analyzed based on the Miles and Huberman (1994: 21-23) in Rosyidah (2017) theory framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusion. These components cannot be separated. They bond each other in the data collecting process.

1. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription. In this section, the researcher collected the data from the document analysis, observation, and questionnaire. The important and the significant became the need data uses by researcher will be selected. Then, the unimportant data was reduced.

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this section, the whole information that was appropriate with the statement will be arranged to know learning process of teaching vocabulary.

3. Conclusion Drawing or Verification

The component researcher holds these conclusion lightly, maintaining openness and skepticism, but the conclusion are still there. Conclusions are also verified as the analysis. In this step, the researcher was build the conclusion from the information and the data used.

G. Trustworthiness of Data

In qualitative research, data can be categorized good data if the data are valid. In this study, to get validity of data the researcher used triangulation technique. Denzim & Lincolin (2009) in Isnaini (2018) States triangulation technique means the researcher used two or more technique in collecting data to get validity, the purpose is to increase the credibility and validity of the findings. In this case, the researcher collected the data by using document analysis, observation sheets and questionnaires.

