CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents research design, subject of research, data and data source, data collecting method, research instrument, and data analysis.

A. Research design

Research is systematic attempt to provide answer to question (Tuckman, 1978:1).Research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting (Ary, 2006:470). This study was conducted in a descriptive study by using qualitative approach. Descriptive research is a scientific research which the purpose to picture out the phenomenon. Qualitative approach is procedure of research that results a descriptive data in writing focus that deals with human being or human speech and his behavior that is appeared. In this study, the researcher wanted to know the strategies used by the selected teacher who is good in vocabulary teaching strategy in order to improve the students' vocabulary mastery at MTs Negeri Tulungagung.

B. Subjects of The study

In this research, the researcher chose the subjects of study by applying certain criteria. Qualitative studies more typically use non-random or purposive selection techniques based on particular criteria (Ary, 2006:450). It means that researcher cannot take the teachers randomly as research subject in order to get data which is suitable with this research. For selecting subjects of research who have qualifications in good vocabulary teaching strategy in order their student can gain vocabulary mastery, the researcher decided to do pre-observation. The pre-observation was done when the researcher done PPL in MTs Negeri Tulungagung. In her PPL the researcher known that there was a favorite class in MTs Negeri Tulungagung that was different from the regular class.

The differences are: the number of students, the number of the subject, facilities and the students' capability. Most of the students who join the Olympiad, especially English, came from this class. This class is also given special attention about language, the students should be able to communicate in Arabic and English well. So, for the English, the teachers give addition English lesson to the students. It likes English training. There are two kinds of training. First training that is given to the students who are not good at communicating in English and the second training is given to the students who will join to the Olympiad or English Contest. In this case, the researcher chose the teacher who gives training to her students and she also teaches the favorite class where she gives training as the subject of the research. The

selected subjects not only based on the two criteria above, but the researcher also selected based on the teacher competencies and her long experiences in teaching English. The subject has got certification so she has professional competence in teaching.

C. Data and Data Source

1. Data

The term data refers to rough materials the researcher collects from the world she is studying. They are the particulars that form the basis of analysis. The data include material from the people doing the study actively; record, such as interview, transcripts, and participant observation field notes. The data also include what others have created and the researcher finds, such as diaries, photographs, official document, and newspapers articles (Bogdan&Biklen, 1998:106).The data which were collected in this study were qualitative data.

The qualitative research deals with data that are in the form of words or pictures, rather than numbers and statistics (Ary, 2006:454). In this research the data were the information from the selected teachers' strategies in teaching vocabulary. The data that the researcher got in this research were in the form of: a) interview transcript (results of interview with informant of research), b) transcript of researcher observation toward teachers' strategies in teaching vocabulary, and c) field note, d) some

supported documents from the teachers' ways in teaching vocabulary, in the form of lesson plan, and pictures.

2. Data Source

The sources of data were very significant in the research. The researcher was not able to get information without knowing the sources of data. Sources of data are subjects who gave the data or information or where the data are gotten from (Suharsini, 1998:91).

Information or data can be divided into two, based on the sources of data or where the information or data come from. They are primary data and secondary data.

a. Primary data

Primary data constitute firsthand knowledge, such as eyewitness reports and original document (Gay,1987:10).In this research the primary data were collected from the direct observation and interview with the English teacher about the application of the teachers' strategy in teaching vocabulary. Based on the explanation, the primary of data sources in this research were teaching strategies in teaching English vocabulary that were used by teacher of the favorite class of MTs Negeri Tulungagung.

b. Secondary data

Secondary data constituted secondhand in information, such as a description of an event by other than an eyewitness (Gay, 1987:10).These data were captured from some books, document reference, such as material

and syllabus. Based on the explanation, the secondary of data sources in this research were books, paper, lesson plan and material that was used by the teachers of MTs Negeri Tulungagung.

D. Data Collecting Method and Instruments

In doing the research, the researcher used some methods and instruments to help her work easier, more effective and more efficient. The data collecting method and the instruments were needed to obtain data in the research. The reason of collecting data in conducting a scientific research was to get the material needed. In most qualitative studies, data collecting and data analysis take place simultaneously (Ary, 2002:425). It means that the researcher did not wait until all the data collected before beginning to interpret them. Data collecting methods and its instruments that applied by the researcher in this research were:

1. Doing Interview

The interview is a form of data collection in which questions were asked orally and subjects' responses were recorded, either verbatim or summarized (McMilan, 2012:167). According to Ary (2006:438), there are three kinds of interview, namely:

a. Unstructured interview. Interview which is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail a head.

b. Structured interview. Interview that the schedule for the specific purpose of getting certain information from the subjects. The questions are structured.

c. Semi structured interview. Interview in which the area of interest is chosen and questions are formulated but the interviewer may modify the formal question during the interview process.

Based on the ideas above, this research used semi structured interview. The application of this technique in interview was to create relaxed and flexible situation to gain the information about application of teachers' strategy in teaching vocabulary. By using interview guide the interview was conducted with English teachers who teach favorite class. For collecting the data from interview, the researcher used procedure as follows:

a. The researcher prepared the concept of questions that would be asked to the selected English teachers. The researcher also prepared recorder to record informants' answers.

b. The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.

c. The researcher recorded interviewees' answers.

d. The researcher wrote interview transcript based on the results of recording.

2. Conducting Observation

Observation is one of the oldest and most fundamental research method approaches. It involves collecting impression of the word using all of one's sense, especially looking and listening in systematic and purposeful way to learn about a phenomenon of interest (Given,2008:573). So, in observation, the status of phenomenon was not determined by asking but by observing. Observation was done to get information about human behavior as like in reality. By observation, the researcher could get the clearer description about social life that was difficult to get by another method, in this case to get any information about the selected teachers' strategy in teaching vocabulary. The ways in doing observation were: a) the researcher prepared the concept of observation form; b) the researcher joint in the classroom, c) researcher did observation in the classroom when selected subjects were teaching English. By using observation guide, the researcher observed teachers' strategies when teaching vocabulary in the classroom.

3. Making Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose main data source is participant observation or interviewing (Bogdan & Biklen 1998:57). Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. In this case, by using

instrument that was document where could be seen in the teachers' lesson plan and teachers' material to teach vocabulary, the researcher collected the data about teacher's strategy in teaching vocabulary.

E. Method of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you the present what you have discovered to others (Bogdan & Biklen,1998:157). Researcher used qualitative data analysis. The qualitative data of this research was analyzed by using inductive analysis method. It began with particular piece of evidence, and then pulls them together into a meaningful whole. According to Miles&Huberman (1984:10-11), the data analysis consists of three concurrent flows of activities, and those are:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. In this case the writer reduced the data that have been taken from the field, to make easier for the writer to draw conclusion.

2. Data display

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 words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. From the displayed data, verbal narrative account was given. The first verbal narrative accounts were the displayed data related to teacher's teaching strategies applied in teaching English Vocabulary at MTs Negeri Tulungagung. Meanwhile, the second verbal narrative accounts related to the use of strategies by the teacher in teaching English vocabulary to support the students' vocabulary mastery at MTs Negeri Tulungagung.

3. **Conclusion Drawing and Verification**

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken, furthermore, it was brought to the perfect conclusion. Making conclusion was the process of drawing the content of data collected in the form of good statement and having clear data. The conclusion drawing could be started from tentative conclusions which still need to be complemented. Verification means testing the provisional conclusions for their validity suggests that after getting the data, it is analyzed continuously and verified about the validity.

Based on the procedures above, the steps in analyzing data in this research were: The first researcher collected the data through interview, observation, and documentation, then the researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems

being investigated in the study. In other words, the irrelevant data should be discarded while the relevant data should be included. Next, after collecting and reducing the data, the researcher displayed those transcribed data in the form of narrative.

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 study, 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 words, it could be said that the conclusion was analyzed continuously and verified about the validity to get the perfect conclusion.

F. Trustworthiness of The Data

In qualitative research, there is a common technique that is usually used to increase the research data validity. This technique is called Triangulation. The term 'triangulation' is used to refer to the observation of the research issue from (at least) two different points (Flick, 2004:178).The aim of triangulation was to increase one understands of whatever being investigated. To get the trustworthiness in this research, the researcher used more than one techniques and sources. So, the triangulation resulted in the trustworthiness of the data from different source and different technique.

In this study, the researcher used two kinds of triangulation. Those were Data Collecting Technique Triangulation and Data Sources Triangulation. These could be explained as follows:

1. Data Collecting Teachnique Triangulation

This triangulation means the researcher used some different techniques in collecting the data to get the data from one subject or the same source. When designing and conducting research, qualitative investigators frequently combine methods such as interviewing, surveys, and observation across variable times and in different places in order to collect data about their research phenomena from multiple perspectives and in different contexts (Given, 2008:893).Here, the researcher got information from different instruments those were interview, observation, and, documentation to triangulate the proposed research problems. It could be described as follows:
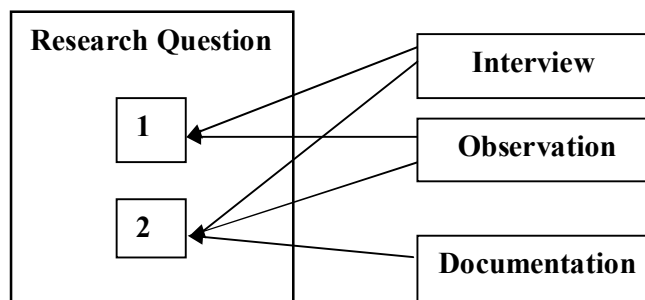
The figure showed how the research problems were answered. It also implied that all the proposed research problems were triangulated. The data of the research question number 1 about teacher's teaching strategies applied in teaching English vocabulary at MTs Negeri Tulungagung were

collected by using two different techniques: conducting interview and doing observation. Meanwhile, the data of the research question number 2 about the use of strategies by the teacher in teaching English vocabulary to support the students' vocabulary mastery at MTs Negeri Tulungagung were also collected by the use of more than one research techniques: conducting interview, doing observation, and taking documentation. Thus the data of the research question number 1 and number 2 were triangulated methodologically.

2. Data Sources Triangulation

This triangulation means the researcher uses the same technique to get the data from some different sources or informants. "It came to mean that many sources of data were better in a study than a single source because multiple sources lead to a fuller understanding of the phenomenon you were studying"(Bogdan & Biklen, 1998:104). In this study, by using an interview the researcher collected the data related to the proposed research questions from some informants. The researcher asked the same thing about study on strategy employed in teaching vocabulary at MTs Negeri Tulungagung. Finally, the researcher got valid information about the vocabulary teaching strategy in this school. It could be described as follow: