

CHAPTER III

RESEARCH METHOD

Chapter III presents the research method of the study, involves: research design, research setting, participants/subjects, data, technique of data collection, and data analysis.

A. Research Design

The type of this research was descriptive qualitative research. According to Miles and Huberman (1994) qualitative research is conducted through an intense and prolonged contact with a life situation. These situations are typically normal ones, reflective of the everyday life of individuals, group, societies, and organizations. This research was focused on the use of scrabble as a tool for students' learning vocabulary.

In this research, the data was collected by conducting observation, interview and documentation. Then it is analyzed based on Miles and Huberman analysis, they were data reduction, data display and conclusion and verification. The data was analyzed and presented in form of description.

B. Research Setting

This research was conducted in SMPN 1 Daha Utara Hulu Sungai Selatan. The researcher chooses this setting because the teacher of this

school used scrabble in teaching English lesson and in students' learning vocabulary.

C. Participants / Subject

The participants of this research were an English teacher who applied scrabble in teaching vocabulary in English class at 8th grade, and all of 8th grade students of SMPN 1 Daha Utara Hulu Sungai Selatan in the academic year of 2021/2022 that consist of 11 students. The participants were chosen based on the consideration of the teacher who used scrabble at the classroom.

D. Data

The data in this research was the use of scrabble as a tool for supporting junior high school students' vocabulary and student's response toward scrabble for supporting students' learning vocabulary.

E. Technique of Data Collection

The data of this research was collected by observation, interview and documentation:

1. Observation

According to Creswell (2012, p. 213) stated that observation is the process of gathering open-ended, firsthand information by observing people and place at the research site. It means that the

researcher observed the teacher in the classroom. There are three types of observation: participant observation, non-participant observation and changing observation. In this research, the researcher used non-participant observation. Creswell (2012, p. 214) stated that non-participant observation is an observer who visits a site and records notes without becoming involved in the activities of the participants. In addition, the researcher just sat back and looked the way teachers taught in front of the class to fill up the observation sheet.

2. Interview

Interview technique was conducted to gain more information from the participants. The researcher prepared some questions, interviewed an English teacher and 11 students face to face in the school. There were six questions for the teacher and four questions for the students. The researcher asked questions to the participants that related to the use of scrabble in the classroom. The researcher interviewed the teacher to gain the data for research question number 1 that is how does the teacher use scrabble as a tool for supporting students' learning vocabulary?. Meanwhile, the researcher interviewed the students to gain the data for research question number 2 that is what are students' responses toward scrabble as a tool for supporting students' learning vocabulary.

F. Data Analysis

After collecting the data by observation, interview and documentation, the researcher analysed the data based on Miles, Huberman and Sadana (2014, p. 8) by data reduction, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles, Huberman & Sadana, 2014, p. 8). In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support the study.

2. Data Display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman & Sadana, 2014, p. 8). In this step, the researcher organized and displayed the gathered using documentation, interview and documentation logically-systematically. The results of questionnaires, interview and documentation were linked and connected each other.

3. Conclusion and Verification

Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles, Huberman & Sadana, 2014, p. 9). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification.