

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is descriptive qualitative research. Descriptive research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists at the time of study. In this research, the researcher describes the use of crossword puzzle at the seventh grade students in teaching English subject-verb agreement of MTs Al-Islamiyah SMIP 1946 Banjarmasin. The approach of this research, researcher is used qualitative approach.

According to Sukmadinata (2005, p. 13) qualitative basic research is constructivism assume that the fact is multidimensional, interactive exchange of experience and social interpreted by each individual. Qualitative research believes that truth is dynamic and can be found only through the review of the people with their interaction and with their social situation. In line with Sukmadinata, Holloway (1997 p. 2 as cited in Wahyuni, 2012, p. 2) qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter.

In conducting the data, the writer uses descriptive method. Descriptive method is the method that tries to know current problems based on data collecting, analysis and interprets it. The method is carried out by the writer who wants to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists at the time of study.

B. Research Setting

The writer conducts the research at MTs Al-Islamiyah SMIP 1946. This located on Jl. Mesjid Jami (Sungai Jingah), Banjarmasin, South Kalimantan. The writer does the research in October to December 2016 around two months. MTs Al-Islamiyah SMIP 1946 Banjarmasin is the first junior high school which has religious background in Banjarmasin. Some students at the seventh grade students of MTs Al-Islamiyah SMIP 1946 still had difficult mastering Subject-Verb Agreement. They could not use the Subject-Verb Agreement. It usually happened because the students were confused in differentiating which Subject-Verb Agreement used singular verbs and which ones used plural verbs and they did not know how to identify singular verbs and plural verbs in a sentence, so the teacher used the crossword puzzle game to improve students mastery in subject-verb agreement. This place is chosen because this school is the first junior high school which has religious background in Banjarmasin, and based on pre observation the teacher was creative to make students interest in learning subject-verb agreement using crossword puzzle game, so the writer interest doing this research at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin.

C. Subject and Object

1. Subject of the Research

The subject of this research is the English teacher and the students at MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan).

2. Object of this Research

The object of this research is a media which English teacher uses in learning subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin, that media is crossword puzzle game.

D. Data and Source of Data

The data is collected from some sources as follows:

1. Data

- Primary Data

Primary data in this research to consist the use of crossword puzzle to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin.

- Secondary data

To complete the primary data, the writer also collects the secondary data which are related to this research, as follows:

- 1) Brief story of MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan).
- 2) The description about headmaster, English teacher, and administrations staff of MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan).
- 3) The description about students at MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan).

2. Source of Data

The data is collected through some sources, as follows:

- a. Respondents : English teacher and the students at MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan) academic year 2015/2016 that becomes as the subject in this research.
- b. Informants : Headmaster, English teacher, library staff, administration staff, students, another teacher who are not English teacher of MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan).
- c. Document : All written reports and documents related to the subject and object.

Technique of data collecting:

No	Data	Source of Data	Technique
1.	Primary Data The use of crossword puzzle to improve students' mastery in subject-verb agreement.	English teacher	Observation and test
2.	Secondary Data Description about brief story of the school. English teacher, vision and mission, description of students and school facilities in MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan)	Headmaster and staff administration.	Documentary

E. Data Collecting Procedure

To collect the data in this research, the writer uses the following techniques:

1. Observation

This technique is used to collect the data about the use of crossword puzzle to improve students' mastery in subject-verb agreement of MTs Al-Islamiyah SMIP 1946 Banjarmasin (South Kalimantan). In this way the writer will get the data about the use of crossword puzzle. The writer came to the class and looking at the way of teacher teaching.

2. Test

The test that the writer applied is the subject-verb agreement test. The test will do twice, before and after learning by using crossword puzzle. Total number of items is 40. The test is needed by the writer to complete the data of students' achievement in subject-verb agreement by using crossword puzzle game.

3. Documentary

Documentary is a technique to collect the data from written sources (Arikunto, 1992, p. 131). The writer report of MTs Al-Islamiyah SMIP 1946 Banjarmasin, such as background of the school, condition of headmaster, English teacher and all of the teachers, administration staff, students, library staff and facility. In this way the writer get all the data to complete this research. After complete that all the writer doing analysis in the data which get from observation, test and documentary.

F. Data Analysis Procedure

1. Design of measurement

To analyze the data about the use of crossword puzzle game and the students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. The writer uses some measurements, they are:

a. The use of crossword puzzle to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin

In this study the writer focus to know about the use of crossword puzzle game by the teacher to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin, the writer did observation. In observation, the writer assesses the process of improving students' mastery in subject-verb agreement by using crossword puzzle game, the writer uses observation sheet. The observation sheet includes the process of improving students' mastery in subject-verb agreement by using crossword puzzle game. Then, the writer analyzed the process of teaching and learning to improve students' mastery in subject-verb agreement by using crossword puzzle which the teacher has done.

To complete the writers' research about the result of using crossword puzzle, the writer gave a test for students at the seventh grade students of MTs Al-Islamiyah SMIP 1946. This test is a subject-verb agreement test

using crossword puzzle game. To measure the result of the test, the students will do the test twice. The first test will do before using crossword puzzle. The second test will do after the students have learned subject-verb agreement by using crossword puzzle. The kind of the test is same. The writer gave the score 5 for right answer, and 0 for the wrong answer. The highest score is 100, and the lowest is 0. The scoring formula as follow (Source Nana Sudjana & Ibrahim M.A (2001, p.19)):

$$S = \frac{R}{T} \times 100$$

Note:

S : Score

R : The right answers

T : The total maximum right answer

100 : The highest score

To determine the subject-verb agreement test score, the researcher counts the mean score with the formula as follow (Source Murdan (2005, p. 26)):

$$M = \frac{\sum fx}{N}$$

Note:

M = Mean score

$\sum fx$ = Total Score

N = Number of students

b. The students' mastery in subject verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin

To know the students' mastery subject-verb agreement or not at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin, the writer analyzed result of the test. The writer analyzed the test of subject-verb agreement before using crossword puzzle and the test of subject-verb agreement after using crossword puzzle. In conclusion, after the writer analyzed result of the test, the writer knows that using crossword puzzle can improve the students' mastery in subject-verb agreement.

2. Technique of data processing

In processing the data, the writer uses some technique as follows:

a. Editing

In this technique the writer uses as the purpose of examining all the collected the data to make sure whether the data are already completed or no. This stage is the initial process for processing the data that has been collected. When it collected into a single entity that is complete, then the data classifies in a later stage called coding.

b. Coding

The writer classifies the data of kinds of crossword puzzle and subject-verb agreement that had been edited before, in accordance to their kinds. Where is the data that has been edited and which have been divided on

the respective data will be prepared in accordance with the stages, then the data will be continued at a later stage, namely at the stage of data interpretation.

c. Scoring

The writer counts the score of the answer from the students' subject-verb agreement test.

d. Data Interpretation

The writer interprets the percentage of students' score in subject-verb agreement test by using the following categories as follow (Source Suharsimi Arikunto (2006, p. 245)):

Score	Category
$80 \leq 100$	Excellent
$66 \leq 79$	Good
$56 \leq 65$	Sufficient
$40 \leq 55$	Low
$30 \leq 39$	Very low