

CHAPTER III

RESEARCH METHOD

This chapter tries to present the methods of the study. This chapter was organized into five sections. They are: (1) type of research, (2) setting of the research, (3) technique of data collection, (4) technique of data analysis, (5) research procedure.

3.1. Type of Research

The type of research used by the researcher was descriptive study. As stated by Suharsimi (2005:234) that descriptive research is a research with the view to collect information and to describe about a phenomenon. Based on Suharsimi's statement, it can conclude that descriptive study is a research to find out of scientific truth. The researcher only collecting what happen the phenomenon with record and captured the object.

This research in qualitative method. According to Lodico, Spaulding and Voegtle (2006:246) qualitative research, also called interpretive research or field research, is a methodology that has been borrowed from disciplines like sociology and anthropology and adapted to educational settings. Qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study.

Equally, the researcher will make an interpretation of the data. This included developing a description of an individual or setting, analyzing data

for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

3.2. Setting of the Research

The study was conducted at MI Miftahul Ulum Pancur 1 Mayong Jepara. The subject of this study was four grade students in 2017/2018 academic year.

The numbers of the students are 28 students, 14 female and 14 male students. The researcher was chosen the four grade as the subject of the research based on a fact that they still get difficulties in learning English, especially vocabulary although they have been learnt English from four grade. The research was used Crosswords Puzzle Technique in teaching vocabulary.

3.3. Method of Data Collection

The data was collected through two techniques; observation and interview.

a. Classroom Observation

According to Nunan (1992:97), the major reason is for carrying out formal experiment where the data have been collected genuinely (classroom which have been specifically constituted for teaching purpose not for purpose of collecting data for research). Observation is an instrument of collecting data that can be used to obtain a comprehensive picture of a situation.

The researcher was observe all the things happened in the classroom during the teaching and learning process. The researcher needs many sources to observe all the classroom activities and to complete the information, video recording will be used in this study. It could capture all the things happened during the classroom observation.

There are several aspects was observed in the classroom. Firstly it focuses on observing teacher's steps in implementing crosswords puzzle in teaching vocabulary. The researcher was observe the teacher do in the classroom, start from the teacher giving explanation until giving a task. Secondly, the researcher was observe the students' activities in English language teaching learning. The researcher was observe students response when the teacher applies crosswords puzzle technique in teaching vocabulary. The observe are concern to teacher explanation, responding to question, asking question and accomplishing the task.

Additionally, in order to support and complete the observation, this study also employ field notes. It was used to complete the note of teachers' steps in implementing the method. Field notes can be used to record those behaviors which are not recorded in videotaping. The following table is the guideline for field notes. The data was collected from classroom observation. In this study, there were in observation sheet, field notes, and video transcription. The video was transcribed in order to see how the teacher applied crosswords puzzle technique in teaching vocabulary.

During the implementation of crosswords puzzle technique in teaching vocabulary, the teacher was an active to teach the students. The teacher teaches vocabulary using crosswords puzzle technique for students. The result of the observation was written in the form of field notes. The classroom observation was conducted three times. In every meeting the teacher gave vocabulary task to the students. It was gain to know the improvement of the students' achievement after using crosswords puzzle technique in teaching and learning process.

b. Interview

The second instrument that was used in this study is an interview. It was employed in order to gain the information that could not be revealed in classroom observation, such as mind, thought, and feeling of the participants through classroom observation and document analysis. In addition, to avoid misunderstanding, the interview will be used to confirm some unclear results of classroom observation for complete the data.

According to Cohen, Manion and Morrison (2000:269), interview defined as a two-person conversation initiated by the interviewer for the specific purpose, and focused on content specified by research objectives of systematic description, prediction, or explanation. Interview is a kind of dialogue but the list of question is presented orally. In this section, the researcher tries to get information about the methods and material used in teaching English for student by hearing impairment especially four grade students.

The researcher was interview the teacher English and some students in the class after teaching and learning process. The aim for interview is to know how the teacher English implementing of crosswords puzzle technique in teaching vocabulary, the strengths and weakness for teacher and the student's response towards teacher strategies. The aim for interview is that the students know the students feeling and response after implementing the strategies.

3.4.Method of Data Analysis

Bungin (2010) stated there are three method of data analysis below:

1. Data reduction is the management of data ranging from editing coding to tabulation of data in quantitative research. These activities make the data collection completed and sort the data into specific sets of concepts, certain categories, or specific themes.

The researcher will use reduction to analyze the data and will collect the data through interview. Then, the researcher selects, identifies, and focuses on the data. Reducing the data in this research is chosen by identifying the process of the implementation of crossword puzzle technique in teaching vocabulary.

2. Data display is a set of data reduction results that are organized into a particular form. So the data looks more intact. Data can be a sketch of synopsis matrix, it is necessary to facilitate the effort exposure and affirmation of conclusion. Data display refers to show data that have

been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In displaying data, the researcher describes data that have been reduced into sentence form. The researcher arranges the data from the research about the use of crossword puzzle in teaching vocabulary. Displaying the data will make easy to understand something happened.

3. Data conclusion is making conclusion of the data. The conclusion are verified by testing the truth, strength, and suitability of meanings that arise from the data to test the validity of those meanings. In this research, the researcher makes conclusions from the data display. Moreover, to get validity of data from interview.

Classroom Observation would be analyzed by recorder on the video recorder would be converted to the video transcription. The transcripts of the data will be known effective by using crossword puzzle in teaching vocabulary. Moreover, it would be used to analyze how many students who responded physically to the teacher's instructions and students who did not respond physically to the teacher's instructions.

The data from interview would be recorded by using audio recorder. Then, it would be analyzed in the form of written text, while the transcript will be made from the conversation with the teacher. The researcher would interview the teacher and some students in the class after teaching and learning process. The aim for interviewing the teacher would be known how the teacher implementation of crossword puzzle in teaching vocabulary, the strengths and weakness for teacher and the student's

response towards teacher strategies. The aim for interview is the students to know the student's feeling and response after implementing the strategies.

Table 01. Research Framework

No	Activities	Date
1.	Comes and get permission the headmaster of the school	Saturday, 31 th March 2018
1.	Consultation with English teacher	Saturday, 31 th March 2018
3.	First Classroom Observation	Saturday, 7 th April 2018
4.	Second Classroom Observation	Saturday, 14 th April 2018
5.	Interview with students	Saturday, 14 th April 2018
6.	Interview with teacher	Saturday, 14 th April 2018