

CHAPTER III

RESEARCH METHODS

Talking about research method, it is an important thing in scientific research. In this chapter, the researcher discussed and reviewed research methodologies that are used in this study. First, it discussed about research design and continued with setting and subject of the study. Then, it discussed about data of the study, source of data, data collection technique, instruments of the study, and data analysis technique.

A. Research Design

To answer the question which had been stated in the problem statement, the researcher used descriptive research design. This research had been purposed to know the situation and characteristic of the subject. It was based on the problem of the study. So, the writer did not add and reduce anything for the process. The writer observed the teaching-learning process in the class then described the data based on observation by using observation checklist, guided interview, and questioner.

The writer observed the strategies of learning vocabulary used for various learning styles students during teaching-learning process. She also analyzed and described the data guided from interview with the teacher and some students to complete the data from observation and also used questioner.

B. Subject of the study

Subject is each person or participant in the study that is observed¹. The subject of this study is the English teacher and eight grade students of SMP Bina Bangsa Surabaya. There are three classes: visual, auditory, and kinesthetic class which each class consist of 35 students.

C. Setting of the study

The writer focuses at SMP Bina Bangsa. It is located in North Siwalankerto II/7 street Surabaya. And it is located near from Ministry of Transportation.

D. Data of the study

Based on the problem of study, this research used a qualitative data. Qualitative data was taken from observation, interview, documentation, and questioner. And data of the study focused on the strategies of learning vocabulary used for various learning styles students, reason of the teacher in using certain strategies, and response of the students when their teacher used those strategies.

¹ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Asdi Mahasatya) P. 131

There are some points which are taken as the data of the study:

No	Variable	Sub-variable
1	Kind of learning strategies stated in teacher's preparation.	1.1. Lesson plan of Visual class 1.2. Lesson plan of Auditory class 1.3. Lesson plan of Kinesthetic class
2	Kind of learning strategies done in teaching practice	2.1 Visual class 2.2 Auditory class 2.3 Kinesthetic class
3	Background of choosing certain strategies	3.1 Visual class 3.2 Auditory class 3.3 Kinesthetic class
4	Problem in teaching vocabulary	4.1. Different learning styles 4.2. Special strategy
5	Strategies used by teacher in learning vocabulary	Teacher perform

E. Source of the study

Source of the data is the important thing in a field research. The sources of the data of this research are as follow:

1. The documents, books, and references that are needed in this research.
2. The English teacher of grade eight students of SMP Bina Bangsa, Surabaya.
3. Eight grade students of SMP Bina Bangsa, Surabaya. There are three classes; visual, auditory, and kinesthetic class, which each class consist of 35 students.

F. Data collection technique

The data of the researcher is qualitative data. The data taken during teaching –learning process at SMP Bina Bangsa which was focused on the strategies of learning vocabulary used for students with different learning styles. There are four steps applied by researcher in collecting the data, they are:

1. Observation

The researcher observed teaching–learning process to provide information and description of the class. The researcher did observation to know the strategies of learning vocabulary used for various learning styles

students. And researcher used observation checklist form to know the teacher and students activities in the class.

2. Interview

The researcher interviewed the teacher to know the condition of the students when they learned English vocabulary, and the strategies of learning vocabulary used for the students. The researcher also interviewed some of students to know their response about strategies used by teacher in learning vocabulary. It was done in order to gain the more complete data and information about strategies of learning vocabulary used for various learning styles students. And it was done after teaching-learning process.

3. Documentation

The researcher got the data from the teacher's documents. The documents are needed to find out information about the syllabus and lesson plan of grade eight that used in teaching and learning by the teacher.

4. Questioner

The researcher designed the questioner for the students. Then questionnaire was distributed to the students to collect data and to gain response about the strategies of learning vocabulary used by teacher.

G. Research instrument

Instrument can be defined as a tool that is used by researcher in collecting the data. There are four instruments used in order to make easier. Those instruments as describe as follow:

1. Observation checklist

Observation checklist was used to gain the information in the classroom during teaching-learning activities especially strategies of learning vocabulary used for students with different learning style.

The researcher used checklist when observing the teaching-learning process to get the complete data. It was done before, while, and after teaching- learning process.

2. Guided interview

The researcher used guided interview to answer the statement of problem in this study. The researcher interviewed teacher to complete the data which cannot find in the observation. It was also used to minimize the mistakes that happen in observation.

3. Document study

The researcher used documentation to support the collected of data. The document study guidance was used to guide the researcher take the documents that needed in this research. Such as: profile of the school, syllabus, lesson plan, and all of the media that are used by the teacher and the students.

4. Questioner

Questioner is an instrument for collecting the data by respondent. The questions or items were given in the written form. The questioner was directed to the students to give some information concerning with strategies of learning vocabulary. Questioner consist some items that contain the students opinion or response about strategies of learning vocabulary used by teacher.

H. Data analysis

In analyzing of data, the researcher presented the result of the observation, questioner, and interview during four meetings. The researcher analyzed everything what she sees and experiences during teaching-learning process then described them into descriptive manner. The steps of data analysis are: the result of the observation is analyzed according to the real situations and class condition during teaching-learning process, and also to know what strategies used for various learning styles students in learning vocabulary.

For the result of interview, it was analyzed according to the teacher answer. The researcher interviewed teacher with some question to gain information about the problems that he/she found during teaching-learning process, what strategies he/she uses in teaching English especially vocabulary, and the reason why he/she uses those strategies.

The writer used questioner to get data to deal with personal data that was to know their response/opinion about strategies that used by teacher in learning vocabulary. And the result of questioner was presented in a percentage technique. The formula that used is:

$$\frac{N}{F} \times 100\%$$

F = number of each type

N = total number of the students

From explanation above, we known that to get data about kind of strategies of learning vocabulary used for students with different learning style, the writer used observation checklist and study document checklist. And to get the reason of the teacher in using certain strategies, the writer used interview. Then to get the response of students about learning strategies used by teacher, the writer used questioner.