CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

This research is descriptive Research in vocabulary grouping technique. It is also called a field research. Field research is research that was conducted by direct plunge into the object of research to obtain data that will be required. The writer would analysis the data from this research descriptively.[20]

The aim of this study is to find out how the implementation of vocabulary grouping technique in teaching-learning activity in class and how the students' responses for enriching vocabulary mastery.

B. Subject of Research

This research takes place at SMP Bina Bangsa Surabaya, which is located on JL. Siwalankerto Utara II/7 Surabaya. The subject of the research is the seventh grade students of VII-B. It consists of 34 students; the writer chooses VII-

[20] Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik (edisi revisi VI)*. 2006. PT. Asdi Mahasatya Jakarta page.14

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B class to conduct this research because this class has several problems in enriching vocabulary.[21]

C. Source of Data

The data sources of this research as follows:

1. The source of primary data

   There are two sources of primary data,i.e,

   a. The English teacher of seventh grade students at SMP Bina Bangsa Surabaya

      The researcher gained the data of the implementation of Vocabulary Grouping technique in teaching-learning English, such as administration and teaching methods from this data source.

   b. The seventh grade students of SMP (VII-B) Bina Bangsa Surabaya

      The data of the responses of the students' in teaching-learning English using Vocabulary Grouping technique was gained from this data source.

[21] Interview to a teacher Riyadi Maryanto as an *English teacher* of SMP Bina Bangsa Surabaya

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The source of secondary data

The source of secondary data of this research is documentations, such as syllabi, lesson plans, materials which are used by English teacher for seventh grade students of SMP Bina Bangsa Surabaya in the implementation of Vocabulary Grouping technique and some books and references are needed in this research.

D. Data Collection Technique

In order to get the data, the writer used documentation, observation, questionnaire and interview technique. The techniques used are as follow:

1). Documentation

The writer gets the data from the school and teacher's documents. The documents are needed to find out the information about the school's profile and syllabus that are used in teaching and learning process.

2). Observation

Observation is used to find out the process and implementation of vocabulary grouping technique in the classroom. Observation took in four times.

Before doing the observation, the writer have prepared the guidance and the teacher's documents.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3). Questionnaire

The writer uses questionnaire to know the students' responses to this technique, to the topic and learning material, to vocabulary grouping implementation in teaching-learning activity and to its advantages in enriching vocabularies.

4). Interview

In this study, the writer interviews the English teacher to get and complete the data, which cannot be found in the observation. It is also used to minimize the mistakes happened in the observation.

Interview done to complete the data, such as:

a. The data about teaching-learning material used by English teacher to implement Vocabulary Grouping technique in teaching English, such as lesson plan and syllabi.

b. The implementation of Vocabulary Grouping technique in teaching English

c. Responses of the students and progress of the students in enriching vocabulary mastery

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

E. Instruments of data collection

The researcher used instrument to collect the data as follows:

1) Documentation Guidance

The documentation guidance is used to guide the researcher when taking the data from the documents of school,i.e, the history of the school, the environment of school, facilities of school and also the syllabi or lesson plan which are used by the teacher of this school (See Appendix 1).

2) Observation Guidance

The observation guidance was used by the writer to observe the teacher and the students. The writer used it when the teacher was teaching the materials in classroom. While using this guidance, she noted teacher's interactions and activities which are done by the teacher and the students. And she does not forget to note the teaching technique and media used in teaching-learning activity.

Observation guidance is focused on the teacher's activity, the students' activity, media used and coment from the researcher (See Appendix 3).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3) Questionnaire Guidance

Questionnaire refers to a set of questions that written in the places of paper in order to get some informations. The questionnaires are composed in Indonesian. It consist of the student's opinion about Vocabulary Grouping technique, the student's opinion about the topics and learning material, the student's opinion about Vocabulary Grouping implementation in teaching-learning activity and the student's opinion about the advantages and the students' enriching vocabularies (See Appendix 4).

4) Interview Guidance

The interview guidance was a guidline to interview the teacher. The writer uses it to know how the students' ability was. It concern with problems that are faced by the teacher in teaching-learning activity. In this guidline, the writer make five questions to the teacher. The questions are about: English teacher's opinion about the implementation of vocabulary grouping technique in this class, the obstacle of students during teaching-learning activity and responses of students in enriching vocabulary mastery, the things that hinder the process of learning in the classroom by using this technique vocabulary grouping, how the students respond to the implementation of this technique grouping vocabulary and students' progress in memorizing vocabulary after vocabulary grouping get this technique to the process of teaching and learning

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

in the classroom and students could be master of vocabulary after getting vocabulary grouping technique in teaching and learning in the classroom (See Appendix 5).

F. Data Analysis Technique

In this research, the data was gotten from documentation, observation, interview and questionnaire. And the data was analyzed descriptively. The data which is analyzed consisted of planning, implementing vocabulary grouping in teaching-learning process and the students' responses.

Data analysis will be done in three steps:

1. Preparations

   a. Check the name and identity of the respondents

   b. Check the completeness of data from collection instrument

   c. Classify the kind of data

   In this step, the researcher chek clasify the data such as;

   (1) The data from documentation, which consist of the history of the school, the environment of school, facilities of school and the syllabi or lesson plan which are used by the teacher of this school.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(2) The data from observation consist of the students' activity in classroom, the implementation of using vocabulary grouping technique.

(3) The data from questionnaire explains the student's opinion about vocabulary grouping technique, the student's opinion about the topics and learning material, the student's opinion about vocabulary grouping implementation in teaching-learning activity and the student's opinion about the advantages and the students' enriching vocabularies. Such kind of data is compared with the real activity of students' in classroom.

(4) The data from interview explains:

a) The teacher's opinions about the Vocabulary Grouping technique

b) The obstacle of the students during teaching-learning English activity and responses of the students in enriching vocabulary mastery

c) Implementation of vocabulary grouping technique in this class

d) The things that hinder the process of learning in the classroom by using this technique vocabulary grouping

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e) How the students respond to the implementation of this technique grouping vocabulary, students' progress in memorizing vocabulary after vocabulary grouping get this technique to the process of teaching and learning in the classroom and students could be master of vocabulary after getting vocabulary grouping technique in teaching and learning in the classroom. It will be explain descriptively.

2. Tabulation

Tabulation of data is a step to enter data on the results of data mining in the field and could be the sums of several points of questions have been answered by the respondents.

a. Fill the number of respondents in the table from the quesionnaire

b. Calculate the data

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

Notes:

P: Precentage

F: Number of frequency of respondent answer

N: Number of respondent

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Analyzing the data

The writer describes the data of observation, interview and questionnaire descriptively.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id