

CHAPTER III

RESEARCH METHOD

In this chapter the writer will present with the method of the study, which is important as a guideline to attain the objectivity of the study. It provided with research design, data sources, data collection and data analysis.

3.1 Research Design

Research design is very important to conduct the research. It helps the writer to search the problem and show how the study would be answer. Based on Ary at All. (2002:426) the research design is the researcher's plan of how to natural setting. This study have purpose to find out the information about the answer to the problems as stated in chapter 1. It tried to answer the questions. (1) What kinds of task for teaching vocabulary implemented for the third grade students at Elementary school? (2) What kinds of task which more capable to be responded by students? Dealing with Nadraha as qouted by Hamidah (2007:33) stated that if the researcher is concerned with finding out who, what, where, or how the study is descriptive. Therefore, the appropriate research design is descriptive qualitative.

In short, in this study the researcher uses descriptive qualitative research design because the objectives of the research is to describe the activities in the class during the teaching and learning task for vocabulary and also to analyze the students' responses. The researcher observe the process of implementation of task for teaching vocabulary and reporting it descriptively.

3.2 Research Subject

To select the subject, the researcher uses criteria of good EFL teacher to conduct it. There are four criteria of good EFL teacher which is implementing of task for vocabulary. First, she/he has ability to communicate in English both in spoken and written. Second, she/he has experience in implementing of task for vocabulary five years or more. Third, she/he has S1 minimum degree and S2 maximum degree. Forth, she/he joined in seminar/workshop EFL teacher related with implementing of task for vocabulary. Based on the criteria above, the subject of this research is EFL Elementary teacher who is implementing of task for vocabulary especially in Gresik.

In this research, the researcher decided the preliminary study before selecting the subject. The researcher makes questionnaires which purposes to find out the teachers who implemented of task for vocabulary and then the researcher comes to eight schools. They are: SD Muhammadiyah GKB, SDN Sidokumpul 1, SDN Sidokumpul 2, SD NU 1 Terate, MINU Putra and Putri Terate, SDN Petrokimia, SD Muhammadiyah Manyar, and SDN 2 Tambak Rejo. Additionally, the writer selected the subject based on the questionnaire which has given to the elementary school teachers in Gresik before collecting the data. It is conducted since there are many EFL teachers in Gresik. After that the researcher finds six school who implemented vocabulary task, that are: SD Muhammadiyah GKB, Sidokumpul 2, SD NU 1, SDN Petrokimia, SD Muhammadiyah Manyar, and SDN 2 Tambak Rejo. But, the researcher should select again of six school above who the English teachers have good quality in implemented of task for

vocabulary. The school that fulfill the criteria as mention above are : SD Muhammadiyah GKB and SDN 2 Tambak Rejo. Both of them always implement of task for vocabulary almost in every meeting. Because the vocabulary will be tested in the examination, they choose the words stated in the curriculum and decide which one the students should master first. So, the researcher not only focuses on one subject. By taking two subjects, the result of this research could give contribution to many teachers not only one teacher.

The subject of this research are two EFL teachers will be discribed as follows: the first English teacher is a teacher from third grade of SD Muhammadiyah GKB. She has got S-1 degree of english education department and has been teaching in five years. She is able to communicate in English both in spoken and written. She uses English in the class 85%. She is ever in joining workshop or seminar as the audience.

The special thing from the first subject is coming from the strategy which is used by the teacher. Here she used creative learning when implementing task for vocabulary . Here the teacher need to bring a lot of things in order to make learning effective and efficient. She also uses media power point when the things is difficult to needed it. For example the theme is about animal it's impossible if the teacher bring animals in the class. So, the teacher has to implement a specific way of teaching vocabulary and she must has a proficiency in how to teach vocabulary in a meaningful and enjoyable way for students.

The second English teacher is a teacher from third grade of SDN 2 Tambak Rejo. He has got S-1 degree of English education department and has experience in teaching for about 6 years. He is able to communicate in English both in spoken and written. He uses English in the classroom 70%. He is ever in joining workshop or seminar as the audience.

The special thing from second subject is coming from the strategy which is used by the teacher. Here he uses attractive learning when implementing task for teaching vocabulary, it can be seen from how he reviewed the material and also give quiz. He also formulated them in the form of game.

Therefore, the researcher choose this rule to describe EFL teaching implementation of task for teaching vocabulary by knowing the teaching activities which include open, whilst, and close teaching.

3.3 Data Collection

Data collection in this study is held to the subjects who have already been chosen used criteria above. Moreover, the subjects would be observed and interviewed about the way they open, whilst, close teaching and the students responses regarding with task for teaching vocabulary. Data collection would be stopped if the data that the researcher get has already been same or saturation, both in the form of interview and observation.

3.3.1 Instrument

The instrument of research is a tool that is used by the researcher to collect the data. The instrument of this research is the researcher herself. The researcher

uses observation, interview and questionnaire to the subject that has already been chosen. The researcher will conduct interview by using interview guide and observation. This observation is equipped with video camera ,voice recorder and also questionnaire.

3.3.1.1 Observation

For getting the data, researcher conduct observation, it is about the activities of the teacher implement of task for teaching vocabulary in the classroom. Moreover, the observation is conducted about what kinds of task for vocabulary implemented at Elementary school and what kinds of task which more capable to responses by students regarding with the implementation of task for teaching vocabulary. In this case, the observation will plan three times for each subject since to collect enough data to answer research question in this study. Before the class started, the researcher sits behind the students. Then, during the class, the researcher observed all aspect of the class to get data about what kinds of task for teaching vocabulary which implementing by the teacher . The data would be stopped if the data that the researcher get has already been same or saturation.

3.3.1.2 Interview

Interview is conversation which has a purpose, the purpose is to get the information (Bruce L.2001). The information is to ask the situation that unclear during the teacher implemented of task for vocabulary. The researcher uses it to gather the data on the subject opinions, beliefs and feelings about the situation in their own word. Interviews provide information that cannot be obtained through

observation, or they can be used to verify the observation. The researcher interviewed the teacher after implementing of task for teaching vocabulary. Here the researcher uses semi structured interview. It's mean that the interviewer focus on issues of particular importance to the research question. At the same time, the interviewer has more freedom to asks about something that unclear during observation. Then, the interviewer asks some structured question then digs one by one deeply. The researcher conducted it because she wants to know if there is difference between the processes of task for teaching vocabulary that have been done by some researcher with task for teaching vocabulary which is implemented by the teacher in Elementary school.

The interview will plan three times in every subject especially for the teacher and the researcher will stop the interview if the result of interview has same or saturation.

3.3.1.3 Questionnaire

Questionnaire is instruments which is designed to obtain information about opinions, feelings, and interests. In this study, the questionnaire will be given to the students after the teaching and learning process to investigate students responses about the implementing of task for teaching vocabulary .

There are fifteen items being categorized into six main task. Four items were included in listing task for vocabulary, four items were included in ordering and sorting task for vocabulary, two items were included in comparing task for vocabulary, one item was included in problem solving task, one item was included

in share personal experience task, and three items were included in creative task for vocabulary. (see apendix II)

3.4 Data Analysis

To analyze the data from observation, interview and questionnaire the researcher uses the procedures of data analysis to explore the steps in more depth as the processed below.

3.4.1 Data Reduction

The first data reduction is the data from recording observation which is gotten by observing task for teaching vocabulary that is implemented by the teacher. It's about classroom management from the teacher's introducing the topic, the model of task for vocabulary, learners performing of the task for vocabulary activity and also giving feedback regarding with task for teaching vocabulary outcome. The second data reduction is the data from depth interview with the teacher and the last data reduction is the data from questionnaires which is purposed to find out the students' responses toward task for teaching vocabulary which are conducted to cross check the data from recording observation and questionnaire.

3.4.2 Data Display

The first data display is from observation and interview with the teacher. The researcher displayed the data by using extended text. Those types of for display is purposed to display the data from implementing of task for teaching vocabulary which conveys what is happening in detail in the classroom.

The second data display is data from scale items questionnaires from the students. Those types of data display is purposed to display the data from the students' responses toward task for teaching vocabulary.

3.4.3 Drawing Conclusion

The last step in analyzing data is data conclusion. The researcher did the first analysis from recording observation data. This conclusion is aimed to give clear visualization from the types of task which is implemented by the teacher in the class. The researcher also make clear this conclusion from what types of task which is more capable to be responded by the students.