

CHAPTER III

RESEARCH METHOD

This chapter will explain the research method use to conduct the study. This included research design, subject of the study, data collection technique, and research instrument and data analysis.

3.1 Research Design

In conducting this study, the researcher uses descriptive qualitative research design. The researcher uses this method because it describes the situation of teaching and learning writing descriptive text in the classroom by using Wholesome scattering game, and also describes students' responses toward teaching writing using Wholesome scattering game.

Moleong (2011) stated that the goal of qualitative research is to understand a phenomena experienced by research subject, such as, perception, behaviour, action, motivation, etc in the form of language and words naturally. The qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired. This study is especially useful for researchers who want to know what, who, and where of events (Sandelowski, 2000).

3.2 Subject of the Study

Before conducting the research, the researcher conducted a preliminary study to select the subject of the study. In this research, the reseacher visited some schools which aim to find the best school that has used Wholesome Scattering

Game as technique in teaching and learning process. There are five criterions to choose the best school that has used Wholesome scattering game. First, the school has implemented wholesome scattering game as technique in studying English. Second, the school often use wholesome scattering game as technique in teaching and learning process. Third, Wholesome scattering game can motivate the students in studying English. Fourth, Wholesome scattering game can affect the students learning outcomes. The last, by using wholesome scattering game the students can participate actively in teaching learning process.

The researcher observe 6 Junior high school in Gresik, they were SMP Negeri 3 Gresik, SMP Negeri 4 Gresik, SMP Mambaul Ulum, SMP Muhammadiyah 4 Giri, SMP Negeri 1 Manyar and SMP Nurul Islam. Finally, the result of observetion showed that from 6 Junior high school,there are two schools that have successfully used Wholesome scattering game in teaching writing especially descriptive text. The school based on the criteria was SMPN 4 Gresik and SMP Muhammadiyah 4 Giri.

Next, the reseacher also uses criteria of good teacher to conduct the subject. There are some criteria teacher who use wholesome scattering game in teaching writing descriptive text. First, the teacher has ability to communicate in English both in spoken and written. Second, the teacher has S1 minimum. Third, the teacher has experience in teaching more than 5 years. Fourth, English teacher joined in MGMP and seminar. The last, the teacher use wholesome scattering game in teaching writing descriptive text more than three years.

The first English teacher from SMP Negeri 4 Gresik got S2 English department and had experienced in teaching for eight years. The teacher used

Wholesome scattering game in teaching writing. Additionally, the teacher also the English teacher who active in joining MGMP and seminar. The second, the teacher is a teacher from the seventh grade of SMP Muhammadiyah 4 Giri. The teacher was able to communicate in English both spoken and written. The teacher got S1 English department and have experienced in teaching more than eight years.

It can be concluded that this study would be conducted in two schools. They are SMPN 4 Gresik which is located on Proklamasi Street, and SMP Muhammadiyah 4 Giri which is located on Sunan Prapen Street. The researcher will observe the students at the seventh grades. The researcher does not choose the specific class in both schools because there are no difference one to another. The important thing is the teacher uses wholesome scattering game in teaching writing especially descriptive text.

3.3 Data Collection Technique

To collect the data, the researcher would take three steps. First, the researcher would observe the teaching and learning process when wholesome scattering game used to teach descriptive writing. The aim was to get the data about the implementation of wholesome scattering game in the class. Second, the researcher would interview the English teacher. The questions included the reason why the teacher chooses wholesome scattering game, the process of applying wholesome scattering game, the problems which faced in applying wholesome scattering game and the researcher would interview some students to get depth

information. The depth interview is used to know about the students' responses toward the implementation of wholesome scattering game in writing process.

3.4 Data Collection Instrument

To support collecting the data, the researcher used two instrument tools. They are observation and interview.

3.4.1 Observation

According to Ari (2002) observation is the most basic method for obtaining data in qualitative research. The researcher used observation form to get the data. The observation form focused on the classroom activities. The researcher will do observation in three meeting to get enough data as an answer through problem statements in this study. During the observation the researcher does not participate in the activity in the classroom but the researcher take a seat at the back row of the classroom. In this case, the researcher will be equipped by video to record activity in the class. The researcher observe the teaching learning activity by the observation checklist which consist of how the teacher implement the wholesome scattering game in teaching writing.

3.4.2 Interview

Interview is conducted to support data from observation. In this study, the researcher uses structural interviews. According to Ary (2002) in structural interviews, questions are given to the teacher who has been prepared by the

researcher. In this study, the researcher used interview to get information about teaching writing descriptive text by using Wholesome scattering game at SMPN 4 Gresik and SMP Muhammadiyah 4 Giri. The researcher conducted depth interview with the English teacher. The researcher interviewed the English teacher to know about how to apply Wholesome scattering game in the class and the problem that faced.

Then, the researcher also uses depth interview to know students' responses. The Interview contains several questions to the students: the questions were related to the implementation of wholesome scattering game in teaching writing descriptive text, the students' opinion about the material and activity during the implementation of wholesome scattering game and the students difficulty about the activity.

3.5 Data Analysis

In this study, the researcher used triangulation. It meant that the researcher compares between three steps to analyze the data which consisted of data reduction, data display and drawing conclusion.

3.5.1 Data Reduction

The first data reduction came from recording observation. It can be through the way the teacher teach students by using Wholesome scattering game in teaching writing descriptive text. The second data reduction came from depth interview with the teacher and the students. Depth interview with the teacher to know about how to apply Wholesome scattering game in the class and the

problem that faced. Then depth interview with the students was aimed to find out the students' responses to Wholesome scattering game.

3.5.2 Data Display

Data display comes from observation form. The researcher displays the data from the observation form by using extended text. From here, the researcher would know the activities of the teacher and students during teaching and learning process from the beginning until the end. The researcher would observe the teaching and learning process in teaching writing from the first meeting to the third meeting.

Next, the data display came from depth interview to the teacher and the students as the data display. The researcher would write interview transcription in order to be understood clearly by the readers. Depth interview with the students used to describe the students' responses.

3.5.3 Drawing Conclusion

The last step in analyzing data was drawing conclusion. The researcher did the analysis from observation form, and depth interview. The first analysis was observation form. This conclusion was aimed to give clear explanation of Wholesome scattering game that used in teaching writing.

The second analysis was depth interview. The conclusion from teacher's interview result gave clear understanding about the use of Wholesome scattering game in the class, the problem and solution in using Wholesome scattering game, and depth interview used to describe the students' responses.

The data which was gotten are the interpretations from the researcher and based on the fact. Then, the researcher would answer all of the research questions, find the conclusion, and formulate them into the result of discussion.