

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is an important aspect in doing research. This chapter presents the aspect consist of research design, subject of the study, data collection, instrument of the study and data analysis.

3.1 Research Design

Research design is very important to conduct the research. It helps the researcher to search the problem and show how the study would be answered. According to Ary et al. (2002:426), the research design is the researcher's plan of how to make the research run naturally. This study has purposed to find out the information about the use of total physical response for teaching vocabulary. Here, this research used descriptive qualitative design, because the researcher wants to describe the method that used by teacher in teaching and learning process.

According to Arikunto (2007), descriptive qualitative is a research in which the researcher has to describe and interpret the events happened in detail. It means that descriptive qualitative is describing what exist in reality, which involves the description, recording, and analysis. The researcher observes the process of the TPR used for teaching vocabulary then reports it descriptively.

3.2 Subject of the Study

The subject of this study is the teacher who use total physical response as teaching vocabulary in elementary school especially in Gresik. The researcher chose teacher as subject because the research problem are about implementation of a strategy and the problem face in implementing of strategy, surely the subject is a teacher. Then, the researcher chose elementary school because first, elementary

school is the level where the students should be able to string up the word and more often to introduce the English word or vocabulary. Second, it conducted in elementary school because the young learners of elementary school so active.

The main reason why the researcher intended conducting the research at fourth grade students because the English teacher was successfully in implementing TPR in that class. So, the researcher wanted to know the students' responses toward the TPR method in teaching vocabulary in that class. To select the subject, the researcher used some criteria of the teacher to conduct it. First, the teacher uses TPR in teaching vocabulary at elementary school. Second, the teacher has experience in implementation of TPR as method about three years or more. Third, the teacher has ability to communicate in English. Fourth, the teacher has minimum graduated of bachelor degree (S1).

In this research the researcher decided the preliminary study before selecting the subject. The researcher randomly comes to three elementary schools in Gresik. The researcher was conducted an observation and an interview to the English teacher of elementary school about the use of total physical response whether the teacher was used TPR or not in teaching English vocabulary. The researcher observe three elementary school, they were SDN 3 Randuagung, SD Muhammadiyah 1 GKB, and SDN 1 Roomo. Then, the researcher conducted interview with the English teacher about the use of total physical response for teaching English vocabulary. Finally, the result of interview showed that from 3 elementary school it was just one school that used TPR in teaching learning process that in SD Muhammadiyah 1 GKB, so the researcher chose SD Muhammadiyah 1 GKB.

3.3 Instrument of the Study

Instruments took an important role to get the data of the study. The instrument used in study is the researcher herself. Descriptive qualitative research studies using observation and interview. As said by Ary (2002) who stated that research needs

instruments flexible enough to capture the complexity of the human experience. This observation is equipped with a video camera, voice recorder and also interview guide.

3.4 Data Collection

For collecting the data, the writer used two instruments, there are observation and interview.

3.4.1 Observation

At this step researcher conducts observation for collecting data. It is about the activities of the teacher uses TPR for teaching English vocabulary in the classroom. In this case, the researcher is also will be equipped by video to record the whole activity in the class. In this step of observation the researcher will plan three meetings each subject to get enough data as an answer through statements in this study.

Observation form helps the researcher to get the information about the process of teaching learning activity and it will be used in every meeting about the process of teaching learning activity and it will be used in every meeting. In this study, the researcher will use observation form to obtain information about teachers' and students' activities and performance during the use of TPR in teaching English vocabulary. The researcher uses it as a guidance to observe all aspects and classroom activities to get data on used by teachers for teaching vocabulary. Then, the researcher makes some notes and writes down the information that was needed and recorded the activities done by teacher and students in the class.

Based on the Arifin (2008:113), to maximize the result of observation, usually researchers will use the tools that suitable to the conditions, including notebook containing information and checklist. The researcher is as a nonparticipant observer in the class. So the researcher only observe what the teacher has done in the class. The observation will plan more than one meeting. If it has same condition or

saturation but if there is a change pattern of teaching and learning process, it will be done.

3.4.2 Interview

The second instrument to collect the data researcher used interview. According to Bruce L, (2001) interview is conversation which has a purpose is to get information. The information is to ask the situation that unclear during the teacher used TPR as a method in teaching vocabulary. Interview is a set of question to be answered by the subject of the study. Interview provides information that cannot be obtained through observation, or they can be used to verify the observation. According to Ary (2002:434), interviews were used to go gather data on subjects' opinions, belief, and feelings about the situation in their own word. The researcher chooses this type because the researcher will feel free to make question and improve question. The data obtained from interview is information about use of TPR in teaching vocabulary to young learners that cannot be obtained through recording observation and to know the problem that were faced in using TPR in teaching vocabulary. After that, the researcher interviews the teacher and then the researcher records the process of interview and takes some notes based on the answers of the teacher to make the data more detail.

3.5 Data Collection Procedure

In this study, the researcher collects the data by herself and she has direct contact with the subject of the study. The data is collected by some steps:

1. The researcher observation by joining the class the researcher will record the activities done by both the teacher and students. The researcher is as nonparticipant observer in the class. The observation will plan more than one meeting. If it has same condition or saturation but if there is a change pattern of teaching and learning process, it will be done.

2. The researcher will confirm the result of observation by doing interview on the English teacher in order to get the depth data.
3. Transcript and describing the result from the interview.

3.6 Data Analysis

After collecting the data, the researcher analyzes the data. Wiersma (1991:85) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected. To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and drawing conclusion.

3.6.1 Data Reduction

The data reduction is the data from recording observation which is gotten by observing task for teaching vocabulary that is used by teacher. It is about classroom management from the teacher’s introducing topic, compatibility between materials presented and TPR used, and also giving feedback regarding with the material. The second data is the data from interview with the teacher, which is purposed to find out the problems that were faced by teacher in using TPR as a method for teaching vocabulary then it is conducted to cross check the data from observation form.

3.6.2 Data Display

The first data display is from observation form extended text and list of table. By using extended text and list of table, the researcher can display the data which the aims of the data conveying what the happened as detail in the classroom is. The second data is interview with the teacher. The researcher displays the data interview by using transcript. It aims to understand clearly by the reader. The goal of displaying the transcription of the interview is to know the reason of the teacher used TPR as a method in teaching English vocabulary and also to know the problem that were faced by teachers in using TPR as a method in implementing this method clearly.

3.6.3 Drawing Conclusion

The last step in analyzing the data is drawing conclusion. The researcher conducts the first analysis of the observation form. This conclusion gives a clear description of the process of TPR used by teachers in teaching English vocabulary at schools. And the second analysis comes from depth interview tool. The conclusion from teacher interview result gives clear understanding about the use of TPR in teaching English vocabulary is and the problems that were faced by teacher in using TPR as a method for teaching English vocabulary.