

CHAPTER III

RESEARCH METHODOLOGY

In this chapter describes the steps how the researcher conducts the study of the implementation of flash game in teaching writing descriptive text. It is divided into seven main parts. They are (1) Research Design (2) Subject of the Study (3) Setting of the Study (4) Data of the Study (5) Research Instrument (6) Data Collection Techniques (7) Data Analysis.

3.1. Research Design

Research design is used as the method of research which makes the researcher accomplishes the study easily. The researcher uses qualitative methodology as research design. Donna states “qualitative methodology is research procedures which procedure descriptive data (1992:113)”. The researcher has the process to collect data in order to get the obtain information. The process is divided into three steps. They are observation checklist, interview, and questionnaire.

According to Bodgan (1992:27) qualitative research is for particular setting under study because it is concerned with context. Qualitative methodology as research design is helping the researcher to consider the appropriate used in this study because the object of the research is to describe the condition in the class while teaching learning writing descriptive text using flash game and to describe the students’ response of the implementation of using flash game in teaching writing descriptive text.

The reason why the researcher chooses qualitative as his methodology research because the researcher wants to observe the students' responses to the teaching writing descriptive text using flash game.

3.2. Subject of the Study

The subjects of study are the English teacher and the seventh grade students of SMP Muhammadiyah 10 Surabaya. They are VII A year of 2015 and 24 students were being listed. The teacher in this school uses the flash by LCD as media to teach writing. The students' intelligent in this class are high, average, and low. It can be happened because they are lacked the motivations in writing activity. In the fact, their ability in writing descriptive text was low.

3.3. Setting of the Study

The researcher conducts the observation at SMP Muhammadiyah 10 Surabaya. It is taken as the setting of the study because the teacher of this school uses the flash game as media teaching writing in descriptive text. It is not being difficulty to conduct the observation and certainly, it is easy to reach by the researcher. Furthermore the numbers of the students are quite ideal in teaching learning process because they are 24 students which are being active. It supports them to be able be reached the goal of teaching learning process.

3.4. Data of the Study

The data of the study is the form of words and utterances from the process of teaching learning activities in the class. The data is obtained from the observation checklist, field notes, interview the teacher, and questionnaire. The data is toward the implementation of using flash game in teaching writing process. The prospects data is to get the hold information aspects of the implementation of using flash game in writing descriptive text. The students' responses also refer to the research question toward the implementation of using flash game and the students' writing after implementing of using flash game. There are four sources data which are taken. The first data is from observation checklist, the second data is from field notes, the third data is from interview the teacher, and the last data comes from the result of questionnaire.

3.5. Research Instrument

Based on the previous discussion that to collect the data of this the study. It consists four points are used by the researcher as the research instrument; observation checklist, field notes, interview, and questionnaire.

1. Observation checklist

The first step was observation checklist. The researcher did the observation checklist to collect data which was being the first purpose of research. The data was collected based on observation in process teaching learning writing. According to Arikunto (1998:146) observation is the activity as survey the

certain subject by using human's senses. It indicated that by using observation gave the real information which was really happening and what kinds of activities that were happened in the class room during teaching learning process. It also described the implementation of using flash game as media in teaching learning process. The form of observation checklist was the paper which consisted with the statements about teaching learning process using flash game. The writer used the observation checklist was as guidance to observe the implementation of using flash game in teaching writing descriptive text. The format of observation checklist consisted of three columns. The first is number of indicators, the second is indicators, and the last is "yes" and "no" questions, it is only for answering the response of teaching learning process.

2. Field notes

The second step was field note. The researcher did it to know the real conditions or activities which are done by the teacher toward the implementation of using flash game in teaching writing descriptive text. It is done while the teacher begins the class until the class is over. On other hand the researcher does not only know the real activities in the class but also describes and writes down all of activities which are done by the teacher while teaching learning process to support the observation checklist.

3. Interview the teacher

The third step is interview the teacher. The researcher did it to know the information from the teacher toward the implementation of flash game in teaching writing descriptive text and to confirm about the method which is used in teaching learning process. It was done after teaching learning process. The researcher used the interview teacher list which consists ten questions that related with the information toward the implementation of flash game in teaching writing descriptive text, the teaching aid, and the teacher's teaching technique.

4. Questionnaire

Questionnaire was the last steps that were done by the researcher as technique to collect data. It was a question list that was obtained the information from the respondents about something which needed to know or experienced. It was used by the researcher as technique because it could be effectively to collect the factual information about all of activities that was done in the class while learning process. The respondents were the students and the questions were factual condition. Questionnaire was an instrument that has some questions which related with using flash game in teaching writing descriptive text. The researcher used the questionnaire consisted of ten questions that related to the students responses toward the materials, the media, and the teacher approach.

3.6. Data Collection Techniques

The data was collected by the researcher during teaching learning process in the class room. There were four techniques which were used by the researcher. They were observation checklist, field notes, interview, and questionnaire. The notes were taken when the observation was begun while teaching learning process of using flash game in teaching writing descriptive text. The notes identify the implementation of using flash game in teaching writing descriptive text activity. Furthermore, it was taken in direct observation in teaching learning process. The second collected was taken when the teacher began the class until the class was over. The researcher used the field notes to describe and wrote down all of activities which were done by the teacher while teaching learning process. The researcher also did interview to seventh grade students by giving the questions which was to know the students' responses toward the implementation of using flash game in teaching writing. The researcher used the questionnaire was to find the students' response which was refer to the implementation of using flash game. The questionnaire was given to every student at the last meeting and it did in the end of teaching learning process. The students were asked by the researcher to choose an appropriate answer that was provided and it was done based on their opinions.

3.7. Research Procedures

The research procedures was the steps how the researcher did this research. There were three steps which were done by the researcher. They were pre- research, while research, post research.

Table 3.1

The procedures of the research

Seventh Grades of SMP Muhammadiyah 10 Surabaya
Pre- Research
<ul style="list-style-type: none"> • The researcher was looking for the information toward the implementation of flash game in teaching descriptive text to the officer of SMP muhammadiyah 10 Surabaya. • The researcher confirmed to the teacher of SMP Muhammadiyah 10 Surabaya. • The researcher gave the research license to the school. • The researcher confirmed to the teacher toward the time to take the data. • The researcher made a deal with the teacher to take the data on 21st of June 2015 and 28th of June 2015.
While Research
<ul style="list-style-type: none"> • The researcher did the research at 09.00 am – 11.00 am WIB in two days. • The researcher took the data by using video in the class. • The researcher analyzed the process of the implementation of flash game in the class by using observation checklist and field note.
Post Research

- The researcher gave the questionnaire toward the implementation of flash game in teaching writing descriptive text in the end of last meeting.
- The researcher went out the class.
- The researcher asked to the teacher toward the advantages and the disadvantage of the implementation of flash game in the class.
- The researcher gave to the teacher an interview list toward the implementation of flash game in teaching writing descriptive text.

3.8. Data Analysis

The data of the study were analyzed qualitatively by using descriptive analysis. There are four process data which were analyzed by the researcher after being collected. The facts that were found during collecting data were observation, field notes, interview and questionnaire. Finally the result of analysis will be discussed in chapter IV.

The first was teaching learning in writing descriptive text by using flash game was analyzed. The data was analyzed that was based on observation checklist which was about the material, the teaching technique, the presentation of the teacher in teaching writing descriptive text by using flash game.

The second was based on the real activities which were done by the teacher during teaching learning process toward the implementation of flash game in teaching

writing descriptive text. It was to support the result of observation check list during teaching learning process.

The third was analyzed from the students' responses that were taken from questionnaire. The purpose was to know the students' responses toward the implementation of flash game in teaching writing descriptive text. The result of questionnaire will be analyzed in chapter IV by describing the students' point of view about the topic, media, and teacher's instruction.