CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

The researcher will conduct this research by applying qualitative research. Qualitative is a research method of the social sciences that collect data and analyze the data in the form of words (verbal and written) and actions of human beings as well as researchers did not attempt to calculate or quantify qualitative data that has been obtained and thus did not analyze the figures. Data were analyzed in qualitative research is the words and deeds of human.[1] Merriam (2009 : 5) stated that qualitative research as an umbrella concept covering several forms of inquiry that helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible.[2]

In this research, the researcher analyzes the data in the form of words. Therefore, what actually will happen in the research field described as factual and accurate as possible. In order word, to find out the accurate result for this research from the real phenomena, the researcher used case study. Case study is one of type qualtative method. Case studies are a design of inquiry found in many fields, especially evaluation, in which the

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[1] Afrizal, M*etode Penelitian Kualitatif* (Jakarta: Raja Grafindo Persada, 2016), 13.
[2] Sharan B. Merriam, *Qualitative Research: A guide to Design and Implementation*, (San Francisco: Jossey-Bass, 2009), 5.

researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.[3] Case study was applied since this research is aimed to find out the sources of students' vocabulary retention using kahoot games application.

B. Place and Time of Research

The place of this research conducted at the Ninth Grade of MTsN Model 1 Pandeglang in Academic Year 2019/2020. This research has been conducted on Monday 9th of September, Tuesday 10th of September, and Wednesday 11th of September 2019.

a. Profile of Madrasah

Table 3.1   Personel of MTsN Model 1 Pandeglang 2019/2020

Name	Position
Hj. Tati Jumiati, M.Pd	Headmaster
H. Muchlis, S.Pd.I, MM	Head of Administration Madrasah Deputy
Yunianto Wahyu W, S.Pd	Head of Curriculum Field Deputy
Oom Sunarsih, S.Pd.I, M.Pd.I	Head of Madrasah Student Affairs Madrasah Deputy
Mumung Mulyati, S.Pd	Head of Infrastructure Facilities Madrasah Deputy
Euis Sofi Sulasiah, S.Ag, M.Pd	Head of Public Relations
H. Hadi Sholichul Hadi, M.Ag	Counseling Guindance Coordinator
Masitoh, S.Ag	Counseling Guindance Coordinator
Sobari, M.Pd, M.Sc	Chairman of the MTsN 1 Pandeglang
H. Moh. Arif, S.Pd	Committe Chair of the Featured Class
Sukenda, S.Pd	Program PSBB Coordinator

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[3] Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Editon*, (California: Sage Publications Inc, 2014), 43.

Table 3.2   Number of Students

No.	Academic Year	Male	Female	Total
1.	2016/2017			
2.	2017/2018	360	658	1018
3.	2018/2019	347	653	1000
4.	2019/2020	381	626	1007

Table 3.3   Number of Students in Academic Year 2019/2020

No	Homeroom Name	Class	Total of Students		
			Male	Female	Total
1.	H. Sholichul Hadi, M.Ag	VII-A	12	20	32
2.	Hartono, S.Pd	VII-B	9	23	32
3.	H. Oji Ahmad Fauzi, S.Ag	VII-C	11	21	32
4.	Ikmal Majazi, S.Pd	VII-D	13	18	31
5.	Nenden Herawati, S.Pd	VII-E	16	15	31
6.	Ati Suryati, S.Pd	VII-F	15	22	37
7.	Aam Amalia, S.Pd	VII-G	17	21	38
8.	Suhada, S.Pd	VII-H	17	18	35
9.	Listar Adiguna	VII-I	16	22	38
10	Hj. Lina Nurfajriana	VII-J	16	20	36
		Total	**152**	**190**	**342**
1.	Asep Saefuloah	VIII-A	7	25	32
2.	Eti Sumiati	VIII-B	10	22	32
3.	Samudi	VIII-C	6	26	32
4.	Ipat Apipah	VIII-D	13	19	32
5.	Masitoh	VIII-E	8	24	32
6.	Yuniarti Indragiri	VIII-F	14	21	35
7.	Hany Kusuma Dewi	VIII-G	16	19	35
8.	Asnawi	VIII-H	15	20	35
9.	Nurlyanti	VIII-I	16	19	35
10.	Bahtiar Rosad, S.Pd.I	VIII-J	16	19	35
		Total	**121**	**214**	**335**
1.	Anwar Hidayat, SH	IX-A	6	26	32
2.	H. Kumyari, S.Ag	IX-B	6	25	31
3.	Hani Fitriani, S.Pd	IX-C	8	23	31
4.	Aat Nurhayati, SE	IX-D	13	19	31
5.	Wulan Novita, S.S	IX-E	13	19	32

6.	Siti Wahidoh, S.Pd.I	IX-F	13	22	25
7.	Nyana, S.Pd	IX-G	13	22	25
8.	Oom, S.Ag	IX-H	12	22	34
9.	Drs. Marzuki	IX-I	13	22	35
10	Cucu Wakiah, S.Pd	IX-J	12	22	34
		Total	**109**	**223**	**330**
	Total Number		**381**	**626**	**1011**

C. Respondent

The respondent in this study are the students of the Ninth Grade of MTsN Model 1 Pandeglang in Academic Year 2019/2020.

In this study, the researcher take twenty five students or one class on Ninth Grade of MTsN Model 1 Pandeglang to investigate the effect of using kahoot games application on learners' vocabulary retention. The main reason why the researcher choose the school so that tied together to support each other and can contribute between researcher and students in EFL classroom in MTsN Model 1 Pandeglang.

D. Data Collection

This research was reported descriptive research, then the researcher used open-ended questionnaire, observation and personal interview to collect the data from respondents.

1. Open-ended Questionnaire

Kothari (2004 : 103) stated that open-ended questionnaire is designed to permit a free response from the respondent rather

than one limited to certain stated alternatives are considered.[4] The open-ended questionnaire makes the respondents answer every question using their own words, it means that the researcher will get more information from the respondents, and it was a major advantage from the open-ended questionnaire.

The researcher used the open-ended questionnaire as the instruments to know students' satisfied in learning English Using kahoot Games Application to enhance their vocabulary retention. The statements constructed to find out how students response to use Kahoot Games Application as media in learning English especially to enhance their vocabulary retention. The questionnaire in this research written in the Indonesian Language, and contains 10 questions. Then, the respondents can answer the questions on the blank page right after the questions.

2. Observation

Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in-depth descriptions of organizations events, for obtaining information.[5] There are two types of observation: 1) Direct observation, 2) Indirect observation. In this research, the

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[4] C. R. Kothari, *Research Methodology: Second Revised Edition*, (New Delhi: New Age International (P) Ltd., Publishers, 2004), 103.

[5] Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Salemba Empat, 2012), 21.

researcher using direct observation. Direct observation is one of the most demanding methods.[6] The role of the researcher as a participant, the collection and storage of field notes, and the analysis of field data.

Therefore the researchers will do in the class such as :

- First, introduce my self in front of the class.

- Second, meet with the students at the class for three meetings to investigate students' activities and satisfied in learning using Kahoot Games Application.

- Last, Write all of the activities into the observation sheet.

Based on observation, the researcher will find the data about the students' satisfied using kahoot games application to enhance their vocabulary retention. The researcher will see the collaboration and interaction among students like gave and received the comment for each group and students when lessons are taking place.

3. Interview

Dornyei (2007 : 37) stated that qualitative research works with a wide range of data including recorded interviews, various types of texts and images. During data processing most data are transformed into a textual form (for example, interview

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[6] Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, 23.

recordings are transcribed) because most qualitative data analysis is done with words.[7]

The researcher used semi-structured interviews. The interviewer in a semi-structured interview generally has a framework of themes to be explored.[8] The researcher used it to investigate students' vocabulary retention using kahoot games application.

E. Data Procedures

In conducting this research, the researcher uses some procedures to find out the effect of kahoot games application in teaching English especially to enhance students' vocabulary retention. The procedures are those, firstly, analyzing students' activities in the class using observation. The aim of this procedure is to find out class condition when learning English using kahoot games application. Secondly, identifying students' satisfied using open-ended questionnaire, the questionnaire consists of ten questions. The aim of this procedure is to find out students' satisfied in teaching English using kahoot games application. Thirdly, to find out the effect of kahoot games application to enhance students' vocabulary retention the researcher use semi-structured interview. The aim of this

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[7] Zoltan Dornyei, *Research Methods in Applied Linguistics,* (New York: Oxford University Press, 2007)*,* 37-38.

[8] Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, 54.

procedure is to find out the students' vocabulary retention using kahoot games application. The last, based on the result of the observation, questionnaire and semi-structured interview, the researcher discuss the result descriptively.

F. Data Analysis

The researcher used descriptive analysis to analyze the data. Khotari (2004 : 130) stated that Descriptive analysis is largely the study of distributions of one variable.[9] This study provides us with profiles of companies, work groups, persons and other subjects on any of multiple of characteristics such as a size. Composition, efficiency, preferences, etc.

In order to make the researcher easier, the first step that used to analyze data is coding, Johnny (2009 : 3) stated that a code in qualitative inquiry is most often a word or phrase that symbolically assign a summative, silent, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcript, participant observation field notes, journals documents and so on.[10] The coding was given to every question and answer of observation, questionnaire, and interview.

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[9] C. R. Kothari, *Research Methodology: Second Revised Edition*, 130.
[10] Jhonny Saldana, *The Coding Manual for Qualitative Researchers: Second Edition*, (California: Sage Publications Inc, 2009), 3.

The second step was identifying the result of the observation, the questionnaire, and the interview. The researcher find out the mean of each respondent's statement or answer of questions in observation, questionnaire, and interview, which the sources of kahoot games application to enhance students' vocabulary retention. Then, the researcher gave the code to the sources of it into general categories.

After categorizing students' statements or answers, the researcher put the result into the tables. All the students' answers in the tables were counting to determine the frequency. To count the percentage, the researcher used this formula:[11]

$$p = \frac{f}{n} \; x \; 100\%$$

Explanation: p   = Percentage

f   = Frequency of Respondents

n   = Number of Participants

100%   = Constant Value

After doing all steps above, the last step is discussing the data findings. The results of the research were explained descriptively by the researcher.

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[11] Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo Persada, 2010), 40-41.

G. The Data Validation

Validity is degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation.[12] In this research, the researcher used triangulation method, the researcher used observation, quesstionnaire and interview to find out the data needed. The observation was focused on students activiy on Kahoot. An interview with the student Ninth Grade of MTsN Model 1 Pandeglang conducted to get data which can be used to make sure about the result of observation and questionnaire. The observation was done more one time, it means that time triangulation was employed in this researcher expected the result of this researcher was accurate because the data was collected more than one time and more thsn one data method.

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[12] Sugiyono, *Metode Penelitian Pendidikan*, (Jakarta: Alfabeta, 2015), 363.