

CHAPTER III

METHODOLOGY

This chapter presents methods that is used by the researcher, including research design, data preparation (participants, types of data, source of data, and informed consent), data collecting techniques, data analysis, and trustworthiness of the research.

3.1 Research Design

This study was intended to find out answer to the problem formulated. The researcher tried to investigate how students' perception on using games in language learning and the types of games that the teacher used. In order to solve problem, the researcher needed to employ a design. Design of this research is qualitative research, specifically descriptive study research.

According to Creswell (2012) qualitative research means for exploring and developing a phenomena more detailed in natural setting. It can also be defined as that qualitative research seek to understand perspective from the participant through exploration. In this research, the researcher used a descriptive study qualitative. According to Suryabrata (2010) stated that "descriptive research is a research which has objectives to describe method in certain situation systematically, accurately, and factually". Leedy & Ormrod (2005) further stated that a type of research involve either identifying the characteristics of an observed phenomenon or exploring possible associations amount two or more phenomena. In addition to Lambert &

Lambert (2012) a qualitative descriptive approach that is very useful for the researcher want to know, concern events, who are involved, what is involved, and where do things take place. Then, the goal in descriptive study is a comprehensive summary on specific events experienced by individual or groups. Therefore, this research just determines the nature of a situation as it exists at the time of the research. In this case, the research will describe the situation as mention in statement of research.

This study focuses on investigate how are students' perception on using games in language learning and the types of games at MAN 3 Sleman. This study used qualitative research because the data require exploration and description to identify types of games and analyze students' perception. So that, the researcher needs research methodology that suitable with this research and it is descriptive qualitative research. Furthermore, the researcher makes a study on the perceptions, experiences, and what students' feel while using games in vocabulary learning. The researcher gathers the data to analyse the research question through interview based on a frame of reference and observation note. Then, three of English classes at MAN 3 Sleman was chosen as the single case of this research to describe student's perception on using games in language learning. Finally, this research focuses on providing descriptive record of the phenomenon as the outcome of the study.

3.2 Data Preparation

There are several points in data preparation that researcher needs to do during research. Those points are the participants/respondents/subjects of research, types of data, source of data, and informed consent.

3.2.1 Setting and Participants of Research

Setting of research is an environment where the research was conducted. The site of this research is an environment where the researcher captured the real situations of the object researched to obtain data or information needed. Appropriate with the identification of the problem above, so that determination of place for this research at MAN 3 Sleman especially in three of English Classes. Furthermore, in this research as participants were two students of X-IPA 3 and one student of X-IPA 1. This research was done in three of English class which applied games in language learning at MAN 3 Sleman.

3.2.2 Types of Data

According to Bungin (2001) data is collection the information material about the object of research. The types of data that is used by researcher are observation field notes, interviews, and documentation. In consequence, there are three types of data that is used by the researcher in this study; observation field notes, interview transcript, and relevant documentations.

3.2.2.1. Interview

In this study, interview is collection the data by asking questions directly by the researcher to participants then answers from participants will recorded by the researcher. The researcher targeted students in three of English Classes at MAN 3 Sleman, two of students of X-IPA 3 and one student of X-IPA 1 as participants. From interview session, this research will be know how students' perception on the use of games in language learning and analyze types of games.

3.2.2.2. Observation

Observation become the technique collection the data based on focusing activities toward an object by using five senses. Observation conducted through systematic observation and recording on an object investigated. The observation reports was supported in the form of field-note during the activities on using games in language learning at MAN 3 Sleman.

3.2.2.3. Documentation

Documents is the things very important in a research. The researcher used the documentation method to obtain the data. Tanzeh (2009) stated that documentation is data collecting by seeing or writing of the document that available. Documentations that were collected in this study consists of photos, lesson plan, and field-note.

3.2.3 Source of Data

Based on Arikunto (2006) “source of data is the subject where the data can be obtained”. The source data of this research was collected from two of English classes, two students of X-IPA 3 and one student of X-IPA 1 at MAN 3 Sleman who gave information on their perceptions about using games in language learning. The data can come from many sources including field-note, pictures, lesson plan, interview and observations.

3.2.4 Informed Consent

After selecting setting, participant, data type, data source of research, the next steps that have done by the researcher is informed consent as ethical codes.

Informed consent is an agreement to participate in research. The researcher needs to ask permission to the Head Master of MAN 3 Sleman, Head of Curriculum, The English Teacher, and students as well.

3.3 Data Collection Technique

To get answer the research question, it needs to involve in the step of collecting or gathering data. The main goal of the research is gaining the data. In addition to Creswell (2012) collecting data means identifying and selecting individuals for a research, gaining their permission to research them, and gathering information by asking questions or observing the object behaviors. Data collection technique is one of notable element of the research due to it can decide validity of the research. Data of this research came from interview, document, and observations. The technique that was used by the researcher in this research includes in-depth interview, document analysis, and participant. Since the data was gathered from interview, observation, and document analysis, the researcher did three times class observation. The first observation on October 24th 2018, the second observation on November 1st 2018, and the third observation on November 3rd 2018. The researcher did observation based on the material that used games in English class at MAN 3 Sleman such as descriptive text and derivation. There are three classes that the researcher observed; X-IPA 1, X-IPA 2, X-IPA 3. Furthermore, the researcher did interview on December 8th 2018 at MAN 3 Sleman and December 30th 2018 at KFC Artos Mall Magelang. So that, the main instrument is interview session and for supporting instruments of this research are field note, observation and documentations.

3.3.1 In Depth Interview

This research is about students' perception on the use of games in language learning, so that to know students' perception the researcher needs interview some students. To get information about how student's feel when they were playing a game to learn, the researcher proffered some questions. In addition to Creswell (2012) defines that interview on qualitative method as the data collection techniques where the researcher proffered some questions to the participants by open-ended question to collect some information and taking the record on its process then the result will be transcribed and analyzed. In this research, the researcher used semi-structural in depth interview which is the researcher proffered some new questions out from construct of interviews, then, the participants' answer following the questions that was asked by the researcher. Therefore during the process of interview, any some new questions appeared. It aims to gain information more detail from the interviewees.

There are three students as the interviewees (1 female X-IPA 3, 1 male X-IPA 3 and 1 female X-IPA 1). Participants were chosen by using purposeful sampling. The questions was about how are students perception on using games in language learning at MAN 3 Sleman which the place is where the researcher captured the real situations of the object researched to obtain data or information needed in this research. Every participant was interviewed face to face in same time and same place. The construct of interview questions is elaborated in table below.

Table 3. 1 Interview Questions

Construct	Theme	Sub-Theme	Interview Questions
Perception	Students' perception	- Reinforcement	- What do you think about learning vocabulary by using games?
		- Learning by awareness	
		- Learning by experiment	- How do you think games affects your vocabulary learning process?
Games	The Type of Games	- Importance of expectation	
		- Competitive games	- Could you describe games in your class activities?
		- Collaborative games	- Which activity is the most enjoyable in your games? - Which activity is the most challenging in your games?

3.3.2 Document Analysis

Document is such an important source to support the data. Observation field notes on the past when the activities of using games in language learning was running, a lesson plan, transcript of interview session to participants, and photos are called as document in this research. In this research, document analysis is one of data collecting technique that obtained from observation and interview. Documents that will be analyzed further to collect supporting data related to students'

perception on using games in language learning at MAN 3 Sleman. Here the sample of document analysis that will be used to elaborated in figure 3.1 below.

Figure 3. 1 Lesson Plan

1. Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru meminta siswa membersihkan sekitar tempat duduk, membuka kelas dengan salam dan doa. Dilanjutkan memeriksa kehadiran siswa. 2. Memotivasi dan mengkondisikan suasana belajar agar menyenangkan sambil menyiapkan siswa secara psikis dan fisik agar siap menerima pelajaran. 3. Memberi brainstorming berupa permainan <i>guessing games</i>. 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai. 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	20 menit

3.3.3 Participant Observation

According to Kawulich (2005) that participant observation is the process sustain researchers to learn about the activities of individual or groups in the natural setting through observing and participating in some activities. Erlandson, Harris, Skipper, & Allen (1993) further stated that participant observations enable the researcher to describe imaginable situations using the five senses. Participant observation can help the researcher to explore how was the process using games in language learning that occur in natural setting and also give a chance to perceived reality from the perspective of someone inside. Participant observation in this research are three classes namely X-IPA 1, X-IPA 2 and X-IPA 3. This study used purposive sampling to obtain rich data based on students who have experience and recommendation from teachers. Furthermore, for X-IPA 1 and X-IPA 2 the teacher

used matching games about derivation and for X-IPA 3 the teacher used guessing games about descriptive text. Since the English teacher at MAN 3 Sleman using games in language learning based on the material that appropriate using games, so then the observation just follow the schedule when the English teacher using games in language learning. The researcher wrote field notes while observation.

3.4 Data Analysis

After collecting the data and studying the information that are taken from the steps of collecting data above and from theories which relates to the discussion of this research, the researcher analyzes them systematically. Based on Flick (2013) qualitative data analysis is applied to find and describe phenomenon in some or greater detail, it can be the subjective experiences of a specific individual or group. The purpose of data analysis is to summarize and simplify the data in order to be interpreted then the problem can be solve exactly. In analyzing the data, this research is intended to begin the steps with data collection, data reduction, data display and for the last steps is the researcher draws the conclusion as Miles & Huberman (1994) stated.

3.4.1. Data Reduction

In this stage, after the researcher obtained the data, the next steps is the data will be undergo a selecting process. To make the data clear and easy to use, Sugiyono P (2005) stated that data reduction are summarizing, selecting the main item, focusing on things that are important, looking for themes and patters and get rid of necessary things. In this research, the result of interview recording was changed into transcript form, observation notes was turned into field notes, and document analysis result was arranged into script of document analysis. In reducing the data, the researcher focus on research question about how are students' perception on using games in language learning at MAN 3 Sleman and to analyze the types of data.

Table 3. 2 Coding

Data Sources	Coding	Sampling
Observation	O/TTG/1	'O' (for observation) means the data was gathered from observation notes, 'TTG' is the theme, which is abbreviation from The Types of Games, '1' means it is from observation note on meeting 1.
Interview	I/1/IE/4	'I' (for interview) means the data was gathered from interview, '1' for participant 1, 'IE'is the theme which is abbreviation from Important of

		Expectation, '4' means it is from interview transcript 4.
Documentation	D/LP/R/1	'D' means the data was gathered from documentation, 'LP' means it is from Lesson Plan, 'R' means 'Reinforcement', and "1" means meeting 1.

Table 3. 3 Codes and Themes

No.	Code	Theme
1.	TTG	The Types of Games
2.	R	Reinforcement
3.	LA	Learning by Awareness
4.	LE	Learning by Experience
5.	IE	Important of Expectation

3.4.2 Data Display

In this case, data display helps to presentation of inferences the data by show ways of organizing, summarizing, and simplifying the data. The display format and shape of the notes may many kinds and are usually depends on the researcher's need. There are many kinds of data display research namely graph, chart, network, and many types of diagram. Meanwhile, in this research used brief notes, narrative text and table.

3.4.3 Drawing Conclusion

As Miles & Huberman (1994) stated that drawing conclusion is the last step of data collection after going through the previous two steps are data reduction and data display that take place more with them. In this research, initiated from data collection the researcher began to decide what variables mean to draw the conclusion and involved them explicitly in the conclusion stages and also the verification stages of all the previous stages. Conclusion in qualitative research may able to discovery answer the formulated problem. Finally, in this case the researcher is able to get the result and conclusion of the research.

3.5 Trustworthiness

Qualitative research is declared valid if it has a degree of credibility, transferability, dependability, and conformability (Sugiyono, 2013). In doing trustworthiness of the data in this research, the researcher checked through credibility, transferability, dependability, and conformability.

3.5.1 Credibility

One of keys criteria that handled by the researcher is internal validity, in which the researcher undertakes to make sure that this research measures or tests what is exactly means. Merriam (1998) as citted in Shenton (2004) suggested that the qualitative researcher's equivalent concept is credibility which is it related to the questions, "How congruent are the findings with reality?". Lincoln & Guba (1985) as cited in Shenton (2004) further stated that to make sure credibility is one of most important element in building trustworthiness. Furthermore, the credibility of the data is obtained through triangulation process as well. As Sugiyono (2013)

stated that triangulation is the technique of obtaining data by combination of some different data sources. Triangulation involve the use of different methods, types of data, individual interviews, theories, which form the major data collection strategies. In this research, the researcher used three kinds of triangulation: various sources in form of interview the students, lesson plan as document review, and field notes.

3.5.2 Transferability

Validity concept is the generalization of the research findings to other situations and contexts. According to Merriam (1998) as cited in Shenton (2004) trasferability is interest with the extent to which the findings of one research can be impelemented to other situations. In this case, the result of this finding can be applied for English teacher on using games in vocabulary learning. Besides, the reader can understand the topic clearly. Furthermore, the reader can be used the finding of the research to other or similar situations, phenomenon, or characteristic of the subject for extend research.

3.5.3 Dependability

Dependability is important to trustworthiness due to it establishes the research study's findings as consistent and repeatable. The aim of the researcher to verify that the findings of this research is consistent with the raw data that have collected. It is to make sure that if some other researchers were to look over the data, other researchers would see at similar findings, intrepretations, and conclusions about the data. Withal, to make sure that the data are relate with the research questions, the research assured that the process of data collection and data

analysis matched with the result of data collections. In this research, the result of triangulation data findings have consulted and discussed by lecturer supervisor as an expert.

3.5.4 Confirmability

The concept of confirmability is the qualitative researcher's balanced concern to objectivity to obtain the confirmability, where the reader of the research report should be able to verify the data to confirm that the result of the research, it can called that the research is trustworthy, (Shenton, 2004). In the other words, this research to achieve the confirmability, the researcher provided all data and consulted with the lecturer supervisor as an expert to reviewed, give comments, opinions, and suggestions regarding to the data analysis. In conclude, the result was reviewed by the lecturer supervisor as an expert as well.