

## CHAPTER III

### METHODOLOGY

This chapter presents the methodology employed in this study. It consist research design, setting and context, participant, data collection within procedure and data analysis.

#### 3.1 Research Design

This research used qualitative method, which is a method that described the information as it is in accordance with the variable under the study. The researcher decided to apply qualitative method because this study explored phenomena of a group or population (Cresswell, 2016). This study was focused to investigate kind of students' responds to the use of games as warming up activities when learning English in the classroom within boundary system on setting of class A 1<sup>st</sup> grade (class VII) of MTS Negeri 1 Konawe Selatan.

#### 3.2 Setting and Context

This study was conducted on setting of 1<sup>st</sup> grade of VII A class at MTS Negeri 1 Konawe Selatan in academic year 2020/2021. The students in MTS Negeri 1 Konawe Selatan are taught by the teacher like usual learning without using an entertaining warming up. In the opening of learning, teacher did some review of previous material with asking students one by one. When teacher started to ask students one by one, part of the students did not answer teacher's question. However, if the teacher asked the whole class, they will answer it

together. After that, learning is continued by moving into another topic. When learning process, students' focus only hold on 30 minutes and they started to be noisy and go around the classroom when they feel bored to the lesson.

### **3.3 Participants of the Study**

The participants of this study were students from class A of 1<sup>st</sup> grade of MTS Negeri 1 Konawe Selatan which are the total number of students are 28 students. From those 28 students, there are 12 males and 16 females. Their ages are about 12 and 13 years old. The students from this class are not really interested to learn English and they are also easy to feel bored and lost concentration. The researcher chose this class because the researcher will give the students an enjoyable and entertaining way in learning English, so they can learn it easier and not feel bored.

### **3.4 Data Collection**

The data for this study were collected using observation, questionnaire and students' reflection. First, nonparticipant observation is done to observe how the English teacher opened the class. This observation is done twice in the first week of research. In the next week, the researcher replaces the English teacher to teach English for eight meetings forwards. This teaching process is also included as observation (participant observation). Next, to get the first data about how much students' interest to learn English before they were taught by using games as warming up activities, the researcher used questionnaire. Questionnaire was given in the first meeting. In the next meeting of teaching

process, researcher used games as warming up activities. There are six meetings when games used as warming up activities in the classroom (2<sup>nd</sup> – 7<sup>th</sup> meeting). In the last meeting (8<sup>th</sup> meeting), students were given reflection to know how students' responds to the games as warming up activity that had been played during six meetings. Students' reflection consists of seven questions.

### **3.5 Instrumentation**

The data of this study was collected by using three appropriate instruments in order to get appropriate data. The instruments which are used by the researcher are observation (nonparticipant and participant observation), questionnaire and students' reflection.

#### **3.5.1 Observation**

The benefit of using observation is it provided a direct access to the problem with the collected information from the observation forms (Cam & Tran, 2017). There are two kinds of observation which is done in this research; nonparticipant observation and participant observation. Nonparticipant observation is implemented twice in the first week of research. This is done to observe about how English teacher at MTS Negeri 1 Konawe Selatan open the class when teaching in the research class. To do the observation, the researcher use field note as tool for observation. Participant observation is implemented in the next week and was done by the researcher who replaced the English teacher to teach English in the class for 8 meetings forward. This is done to observe

students' attitude and how they respond to the use of games as warming up activity.

### **3.5.2 Questionnaire**

Questionnaire consists of 7 close-ended questions. The use of questionnaire is to collect data in standardized way and it can internally consistent and coherent for analysis (Roopa & Rani, 2012). Questionnaire is given to the students in the first meeting of teaching process. Questionnaire is given to know how students' responds to English learning before they were taught by using games as warming up activities. Warmer started to be used in teaching from 2<sup>nd</sup> until 7<sup>th</sup> meeting.

### **3.5.3 Students' reflection**

Students' reflection is given to students in the last meeting of teaching process (8<sup>th</sup> meeting). Students' reflection contained seven questions about how students' responds after they were taught by using games as warming up activity for six meetings. In addition, students' reflection was given to help researcher to know is there any changes of students' interest to learn English before and after being taught by using games as warming up activity.

## **3.6 Technique of Data Analysis**

The data from this research was collected using observation, questionnaire and students' reflection. The data from observation is collected by using field note. The field note is contained first impression, general notes and final comments. The collected data from both questionnaire and reflections

is first highlighted and arranging into different types depends on the source of information. Next, the data was analyzing through a process of coding and condensing the codes. It involved labeling the categories with a term. The results from both questionnaire and students' reflection were calculated into percent and were represented in figures and then it explained in discussion (Creswell, 2017).

