III. METHODS

This chapter provides an overview of research design, subjects, data collecting technique, research procedure and data analysis that was used in this research.

3.1. Design

In this research, the researcher used qualitative research. The researcher wanted to find out the process of Community Language Learning in teaching vocabulary and the problems coming from using Community Language Learning in teaching vocabulary in term of content words. The researcher taught vocabulary to the students through CLL with picture sequence in 3 meetings. In the first and second meeting the researcher hoped that she could identify the process of learning and in the third meeting the researcher could identify the problems of learning.

English teacher helped the researcher to observe the process of teaching, and then the data was taken from the result of observation. Besides that, the researcher gave students questionnaire to gain data and find out the problems from the students on implementation of CLL in teaching vocabulary using picture sequence.
3.2. Subjects

The source of this research was the students of the second year of Junior High School. Second year classes consisted of 10 classes, the researcher chose one class of second year. The researcher used purposive sampling. In purposive sampling, sample is chosen by researcher based on researchers’ theoretical knowledge (Setiyadi: 2006). In this sample, the researcher hoped the sample could represent the case of the research. And the researcher asked the English teacher to help in deciding the subject for research.

The reason for choosing the second year students is because teaching vocabulary in this class is more effective for the researcher to analyze the students’ problem of learning vocabulary through CLL. The students have to adjust to the school and their friends for 1 year before. And then, they have learned English in Junior High School for 1 year in first year, so they have background knowledge about vocabulary in their community. The researcher thought that CLL is useful for the second year students of senior high school.

3.3. Data Collecting Technique

In order to collect the data, the researcher used questionnaire and observation sheet.

1. Questionnaire

To collect the data about the problems faced by students, the researcher gave questionnaire to the students after the researcher used the technique; the aim was
to know student problems when the researcher used the technique in learning process. The questionnaire was distributed to the students at the end of the class. The researcher used open ended questions which contained 10 questions related to problems that might occur in implementation of CLL using picture sequence in teaching vocabulary. The students were expected to give clear and specific answer as information for the researcher.

The researcher gave the questionnaire to get the data about student problems in learning process related the principles of CLL, such as, the secure feeling of students, how they gave an attention, retention and reflection and the how the students identified the sound that they have learned before. Students answered the questionnaire in every meeting.

2. Observation

Observation sheet was used to collect data about the situation in the classroom and how the process of teaching vocabulary using Community Language Learning with picture sequence *(see the appendix)*. To observe the teaching process, the researcher is helped by English teacher. The teacher observed students’ activities during the teaching process. From the teacher observation, the researcher knew the activities which happened in the classroom when the researcher was teaching. The researcher taught the students and also as an observer. Setiyadi (2006) states the purpose of observation is to explain the situation being investigated, the activities, person or individuals who are involved in the activity and the relationship among them. The point that was observed is the process of teaching and learning vocabulary through CLL.
Observation sheet of teaching activities divided into three sections; there were pre activity, main activity and post activity. The teacher observed in every meeting. The researcher hoped that it could facilitate the teacher to observe the students activities based on the sections.

3.4. Research Procedures

In this part, the researcher used steps as follows:

1. Determining the subject of the research
   The researcher chose one class of the second grade students in SMPN 1 Kalianda and observed the class to know the condition of the students.
2. Preparing the questionnaire and observation sheet
   The researcher prepared the questionnaire and observation sheet that would be used in teaching process.
3. Preparing the materials
   The researcher prepared the materials would be taught to the students. The materials are appropriate with the curriculum that is used by the teacher at the school. There were three meetings used different materials related to vocabulary with picture sequence.
4. Implementing Community Language Learning
   The researcher taught the students by using picture sequence through Community Language Learning. Each meeting lasted (90 minutes) 2x45 minutes. The material consisted of exercise or evaluation. During the
teaching process, the researcher and the teacher observe all activities that happened in the class. And took a note about the problem those are coming.

5. Distributing the questionnaire

The researcher distributed the questionnaire to all students in the class and asked the students to answer the questionnaire.

6. Analyzing the data

After all steps are done by researcher, the researcher analyzed the data to see the problem that is faced by students. Then, the researcher made report about the findings.

3.5. Data Analysis

In Nasution (2003), Miles and Huberman have three steps for analyzing data in qualitative research. To analyze the data from questionnaire and observation, the researcher used those steps as follows:

1. Data reduction

   The researcher made the data to be a detail report. The report was reduced, summarized and selected subject matters. It made easy to control and analyze.

2. Data Display

   The researcher analyzed all data into unit. Then, she/he made the data in narrative form.
3. Conclusion verification

The researcher took a conclusion about the finding. The researcher hoped the finding was new finding about the problems of students in learning vocabulary through Community Language Learning.

This chapter provided an overview of research design, subject of the research, the technique of collecting data, data analysis that is applied in this research.