

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The design of this research was descriptive quantitative. Related to this research, the researcher used descriptive quantitative method to describe how the sixth semester students' vocabulary mastery. In this chapter, the researcher explained the methodology for this research. It consisted of research design, the data source, the research instruments, the data collection technique, and data analysis technique.

#### **3.2 Location and Time of the Research**

This research was done on April 2018 at the sixth semester of English Language Education of Teachers Training Education Faculty (FKIP) at Islamic University of Riau (UIR) on 2017/2018 academic year. The researcher chose the students of sixth semester because the students had experienced in learning "vocabulary mastery in context" subject.

#### **3.3 Population and Sample of the Research**

##### **3.3.1 Population of the Research**

The population of this research was the students at the sixth semester in English Language Education of FKIP-UIR on 2017/2018 academic year. The sixth semester in English Language Education

consisted of 6 classes and each class consisted of 20-30 students. The detail information about the population can be seen in the following table:

**Table 3.1 The population of the research**

Classes	Semester	Total of Students
A	VI	21
B	VI	26
C	VI	18
D	VI	26
E	VI	31
F	VI	29
		151
B (Sample)	VI	26

### 3.3.2 Sample of the Research

The population of this research was the sixth semester of English Language Education of FKIP-UIR on 2017/2018 academic year. The number of population was 151 students. The researcher selected the sample by applying cluster sampling technique. According to Etikan & Bala (2017:1), when the total area of the research is too large a better way for the researcher is to divide the area in to smaller part of the same or equal and then select randomly from the smaller units. It is expected that that the total population is to be divided in to relatively a smaller number which are still from the clusters of smaller units and then some of this cluster unit will be selected randomly so that it will be included in the general sampling. Then, class of

VI/B in English department of FKIP-UIR on 2017/2018 academic year was selected as the sample.

**Table 3.2 The Sample of Research**

Class	Total of Students
V1 B	26

### 3.4 Research Instrument

To get the data for this research, the researcher used test to know the vocabulary mastery in context of the students. In fact, the researcher took the data by giving a test related to vocabulary mastery in context in form of multiple choice tests. It was used to measure the students' vocabulary mastery in context. Moreover, the test was collected from website entitled *Randall's ESL Cyber Listening Lab*. Besides, the data was taken from the result of test given to the sixth semester at English Language Education of FKIP-UIR on 2017/2018 academic year.

**Table 3.3 Indicators of Research Instrument**

No	Kinds of Vocabulary			The Questions
	Nouns	Verbs	Adjectives	
1.	Nouns	-	-	Number 1, 4, 8, 9, 13, 14, 18, 23, 24, and 25.
2.	-	Verbs	-	Number 2, 3, 5,

				6, 7, 11, 12, 15, 16, and 17.
3.	-	-	Adjectives	Number 10, 19, 20, 21, 22, 26, 27, 28, 29, and 30.

### 3.5 Data Collection Technique

In collecting the data for this research, the researcher took one class that was VI/B, because it has represented the students' ability of sixth semester. Indeed, the students had same characteristics. In the classroom, there were homogeneous students' skill in vocabulary . Thus, the researcher used a test as an instrument in the form of multiple choice tests. Indeed, the researcher took questions from website entitled *Randall's ESL Listening Cyber Lab*. Then, the questions were given to the students. After that, the researcher calculated the data by using formula. Finally, the data were analyzed based on the indicators.

### 3.6 Data Analysis Technique

This research was intended to analyze students' vocabulary mastery in context at the sixth semester in English Language Education of FKIP-UIR on 2017/2018 academic year. After distributing a set of test to the sample, the researcher analyzed the data in order to know the students'

vocabulary mastery in context texts. Finally, the researcher checked and analyzed the students' vocabulary mastery based on the following formula:

$$FV = \frac{R}{N} \times 100\%$$

FV = Difficulty Level

R = The Number of Correct Answer

N = Number of Respondent

*Heaton (1975:178)*

After calculating the students' answers, the scores were categorized based on the following classification.

**Table 3.4 The Classification of Students' Score**

No.	Score Range	Classification
1.	90% - 100%	Excellent
2.	80% - 89%	Very Good
3.	70% - 79%	Good
4.	60% - 69%	Fair
5.	≤59	Poor

*Heaton (1975:98)*