

### **CHAPTER III**

#### **RESEARCH METHOD**

This research the writer discussed methodology used in conducting this research. it was divided into eight parts namely research design, subject and setting of the study, preliminary observation, planning, implementing, observing and reflecting.

##### **A. Research Design**

For this research, the researcher uses CAR (Classroom Action Research). Classroom action research is a kind of intervention done to teaching and learning process based on real problems found and face by the teachers in their classroom (Madya, 2013). It is distinctive approach to inquiry related to teaching and students learning. The CAR is done by teacher in the classroom to his or her students, because he or she knows more about the class and the students' situation. The teacher work collaboratively with other teachers or with his or her colleague to improve the learning outcome. The purpose of the research is to provide the researchers with method of solving problems encountered in teaching learning process. Creswell (2008) states that CAR provide the teacher with a means to improve their teaching practice by taking action and by participating in the research.

From all definition above, it can be concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague with involves a

group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. It was designed to improve the students' vocabulary mastery by using text based learning. The researcher uses data observation toward teaching vocabulary using text based learning, the data was analyzed through some cycles in action.

## **B. Subject and Setting of The Study**

The subject of this research was the fifth grades students of MI Raden Fatah Kediri. The researcher chooses MI Raden Fatah Kediri as the place of the study because the researcher observed in the class and found some problems in the class. There are, pronunciation, translate the meaning of English word/sentence into Indonesia, and difficulties to memorize how to write the word in English correctly.

English was taught once a week. The time of the meeting is two times thirty minutes. The researcher would design the research without disturbing another learning activity in the classroom. The study focused on vocabulary mastery.

## **C. Procedures of The Study**

In this part the researcher explicitly states the procedure of conducted Classroom Action Research. The first phase is conducting preliminary observation in MI Raden Fatah Kediri to know information

about real condition of the class, the students' problem in learning and also the teacher's problem in doing activities.

After conducting observation, researcher found the problem and the researcher will conduct Text Based Learning. This study consisted four steps: plan, implementation, observation and reflection. In the procedure and implantation process, the stages were done repeatedly starting from planning up to reflection.

1. Planning is made on the basic of the analysis findings which include preparing teaching strategy, designing lesson plan, observing the observation sheets and the criteria of success.
2. Implementing is done by conducting teaching and learning process applying text based learning in class (*Look at the appendix*). In this step, the researcher will do the action as the teacher, while the collaborative one is doing the observation using the instrument determined in planning.
3. Observing

Observing was done by collaborator teacher to collect the data based on observation check list (*look at the appendix*) when the researcher is conducting teaching and learning process which is apply text based learning strategy in the class.

4. Reflection

After teaching learning process, the teacher and the observer conduct reflection based on the data collected during the implementation of teaching and learning process. The data should

cover all agreed components of teaching and learning process. Re-planning of the next cycle is done when the action of each cycle unsuccessful and teaching and learning process does not meet with predetermined criteria of success yet. The procedure of classroom was adapted from Kemmis and Tagart's action research model. The model shown in the visual illustration below:

Classroom Action Research Model (Adapted from Kemmis & Tagart : 1998)

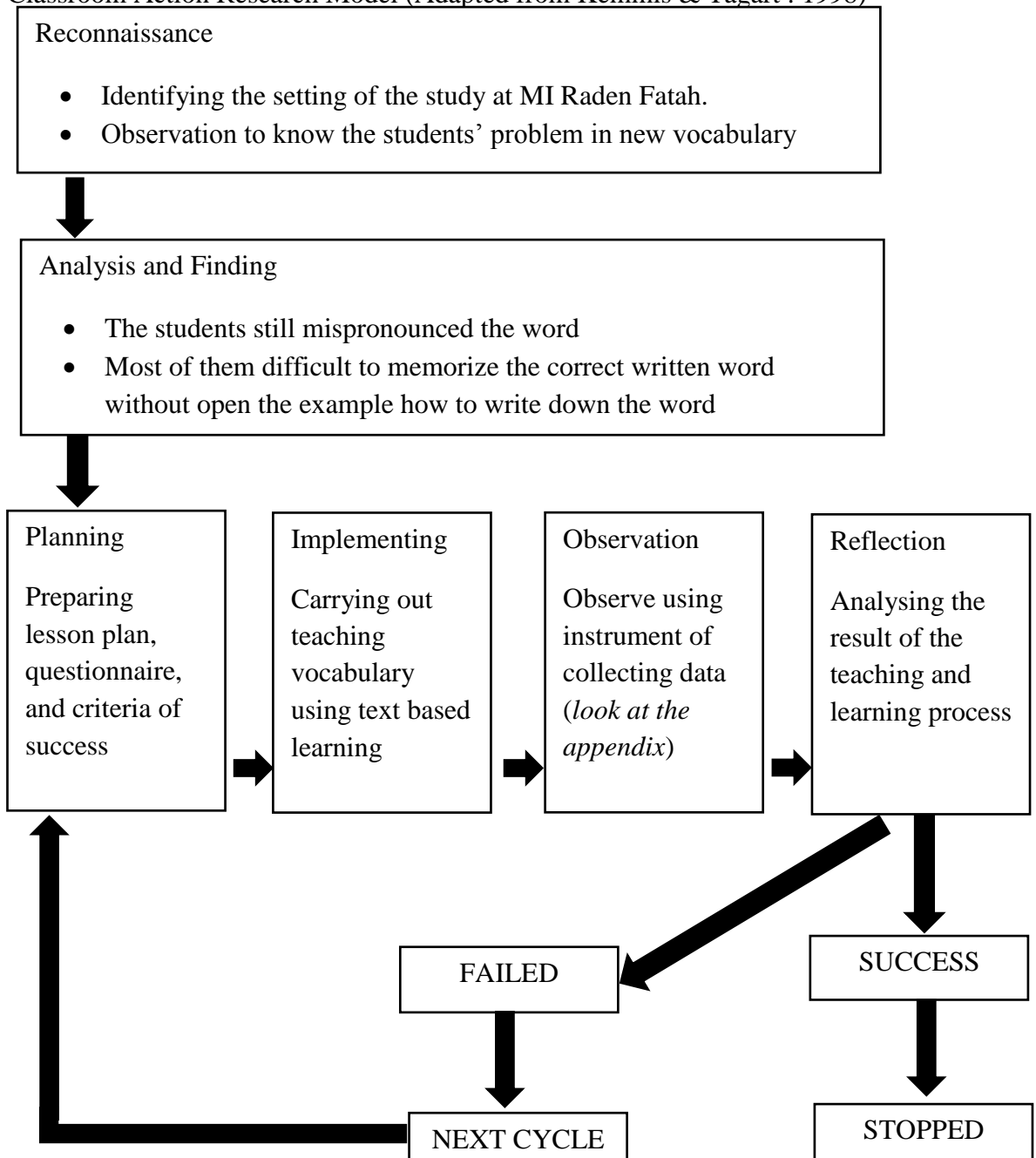


Figure 3.1. CAR Model Adapted from Kemmis and Taggart, 1988

## **1. Preliminary Study**

To know the student's condition, the researcher did preliminary study before doing action in classroom. A preliminary study will carried out to get information about the real condition of the class including the media used in the teaching and learning process and especially in vocabulary teaching.

On Saturday, 10 November 2018 the researcher conducted observation in the class. The main problem is they quite difficult to pronounce well a new word, and write it down correctly. From the observation the researcher knew that the students have problem pronounce well and write down the new word correctly without open the example in text book. Therefore the researcher planned to use text based learning to students of MI Raden Fatah Jemekan Kediri.

## **2. Planning**

Planning was the first step in which the researcher planned the teaching strategy that would be applied in the research. The research prepared everything to conduct the research

### **a. Socializing the research program**

Before conducting the research, the researcher ask permission to the headmaster of MI Raden Fatah for conducting the research.

### **b. Providing the strategy**

Based on result preliminary observation, the researcher found that there were some problems in vocabulary mastery of students in 5<sup>th</sup> grades

of MI Raden Fatah. So the researcher prepares the strategy to solve it. To achieve the instructional objectives in vocabulary teaching, the study is focused on the use of text based learning. The scenario of teaching vocabulary with text based learning as follow:

Activity	Teaching Activity
Pre-teaching	<ol style="list-style-type: none"> <li>1. Teacher opens the class by greeting the students, then ask them to pray together.</li> <li>2. Teacher checks the attendant list</li> </ol>
Pre-practicing	<ol style="list-style-type: none"> <li>1. Teacher gives explanation about the setting of the teaching and learning process through text based learning</li> <li>2. Teacher introduces the process of TBL</li> <li>3. Teacher gives instruction on how applying the learning process with TBL</li> </ol>
Practicing using TBL	<ol style="list-style-type: none"> <li>1. Teacher will give a short text which is related to the topic in their text book</li> <li>2. Teacher and students read the text together.</li> <li>3. The students will mark the vocabulary which is not understandable for them.</li> <li>4. Then, write it in their note book.</li> <li>5. After that, they will find the meaning from their text book or dictionary and write it in the note book.</li> </ol>
Post-practicing	<ol style="list-style-type: none"> <li>1. The teacher checks the new word which is found by the students.</li> <li>2. The teacher gives the conclusion of the materials</li> <li>3. The teacher gives motivation to the students</li> </ol>

	4. The teacher closes the class
--	---------------------------------

**Table 3.1 the scenario using Text Based Learning**

**c. Designing the lesson plan**

After providing the strategy in teaching vocabulary through text based learning, the following activity is developing lesson plan. The lesson plan was developed by considering the following items: standard of competence, based competence, indicator, materials, teaching learning process, assessment, source and media of learning, task, project, and evaluation (*look at the appendix*).

**d. Preparing the criteria of success**

The criteria of success are set up to judge whether the use of action is effective or not. Therefore, the criteria of success were used to see whether the application of the use text based learning to improve vocabulary mastery was successful or fail. The researcher prepared the criteria of success as follow as:

- a) At least 75% of students in the class get above 75 score in the vocabulary evaluation test.
- b) Students are able to write 18vocabulary from 25 vocabulary within their English lesson in chapter they have learnt (library).

**1. Implementing**

After planning field is finished, the researcher implements the use of text based learning to fifth grade of MI Raden Fatah Kediri. In implementing

this study, the researcher as a practitioner will be carried out the lesson while the real teacher or the researcher's colleague plays an observer during instructional process.

## **2. Observing**

Observation plays an important part in any kind of data, gathering and most action research projects use this as an instrument. The observation focused on the students' participation in the process of teaching and learning. The teacher's activities to be observer covered the way that the researcher use text based learning, organize the class, and make the students achieve in the process of teaching and learning. Observing will do after the planning and acting phase. It will do during the action of research in class. the objective of the research of this phase were to know result of the implementation of the research and to find out the improvement of the weakness were used to collect data. In this research collected the data through interview, and observation sheet in each cycle. All the data were collected by the teacher through interview, questionnaire, and observation checklist. This study the data was collected by using the instrument they are:

### **1. Interview**

Interview is the conversation between the interviewer and interviewee that done to certain process. Interview was used to know the information and the real condition of teaching and learning process.

In this study, interview was administered before applying text based learning as media to know the condition of the student especially students' vocabulary mastery. To get a real data, the researcher uses interview guideline (*look at the appendix 2*). This interview guideline is given to the teacher before enter into the class. And for students are given together in the class.

## **2. Observation Checklist**

Relating to the technique carried out, the observation sheet is used to observe the teacher's (the researcher) and the student's activity during the teaching and learning process in each cycle done by the collaboration teacher. (*look at the appendix 13*)

## **3. Reflecting**

Reflection is the activity after observation phase. Koshy (2005:98) states that reflection is the activity of analysis-synthetic, interpretation, explanation to all of information that were got from action research. After doing the observation, the researcher did next step that was to reflect the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher could find out whether the research problem was solved or not and whether there is a new problem appear during the action phase. Besides that, the researcher could make decision whether continued to the next cycle or stopped it.

## D. Data Analysis

Sugiyono (2010:335) data analysis is a process to find and arrange the systematic data which are collected from interview, field note and documentation. The collection of the data are categorized, explained into some unit, then choose the appropriate and important to be learn, so that we can make the best conclusion which are understandable to others.

This study will use quantitative and also qualitative analysis data.

### 1. Qualitative analysis

In this classroom action research, analysis of this qualitative data carried out descriptively during field observation is conducted by the researcher. The result of interview is analyzed by the researcher, if the answer are not satisfy, the researcher continues the question until she get in a certain stage, which is the most credible answer.

### 2. Quantitative analysis

Quantitative data analysis describe the students score after the implementation of the study. Enhancement students' learning outcomes can be known by comparing their score before and after the implementation of text based learning to improve their vocabulary mastery. The score obtained from conducting a test to the students. In every cycle, will be held once evaluation test. The maximum score is 100, while the average score can be count with this formula:

$$x = \frac{\sum x}{N}$$

x = average score  
 $\sum x$  = total score  
 N = amount students

The result of the score calculation will be used to decide the quality of the study during teaching and learning process.