

## CHAPTER III

### RESEARCH METHOD

This chapter presents the description of the research method used in this study. It consists of the research design, subject of the study, research procedure.

#### A. Research Design

##### 1. The Nature of Action Research

This research is categorized as a classroom action research. Elliot (1991: 54) states that action research integrates teaching, teaching development, curriculum development, and evaluation, research reflection into unified conception of a reflective educational practice.

Similarly, Ebbut in Hopkins (1993: 44) states that action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Furthermore, Wallace (1999: 4) states that action research is basically a way of reflecting on a teacher's teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what the teacher's future practice should be.

According to Mason and Bramble (1997: 42), action research is a research which is designed to uncover effective ways of dealing with real world problems. The research is not confined to a particular methodology or paradigm. It may utilize qualitative or quantitative methodology or a mixture of both. Action research is distinguished more by attention than

methodology. Richard and Platt (1992:4) state that action research is a teacher-initiated classroom research which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about improvement in classroom practice.

From the definition above, it can be concluded that action research is a systematic study of action to overcome educational problems and to bring about improvement in classroom practice dealing with real world problems by collecting data on teacher's everyday practice and analyzing it by means of their own reflection upon the effect of these action in order to come some decisions about what the teacher's future practice should be.

This action research was aimed to overcome the students' problems in improving their vocabulary mastery by using cartoon films, and develop teacher's creativity in teaching vocabulary. It is also expected that the research effects positive change of the social and educational situation on the seventh grade class.

## **2. The Characteristics of Action Research**

Burns (1999:30) suggests a number of common features which can be considered to characterize action research:

- a. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Bramble and Mason (1997: 43) illustrate several points about action research. The results of the research have direct application to real-world

problems. Then, elements of both quantitative and qualitative approaches can be found in such studies. Finally, treatments and methods that are investigated are flexible and might be change during the study in response to the results as they are examined.

The characteristics of action research can be identified as follows: Action research is carried out by practitioners. The results of the research have direct application to real-world problems. Action research provides collaborative investigation by teams of colleagues, practitioners and researchers. The treatments and approach that are investigated are flexible.

Based on the characteristics of action research above, this research was appropriately undertaken as classroom action research in order to bring about educational change and improvement in vocabulary mastery. The use of animation video in this research is flexible and can be monitored.

### **3. The Model of Action Research**

The model of action research used in this research is the model developed by Kemmis and Mc Taggart in Burns (1999:32). According to them, classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections. In the implication of action research, those steps make a spiral. It means that when we do one step, we can come back to previous step to see what we are already done or we the new cycle not from beginning. Each step is explained as follows:

#### *a. Planning*

Before implementing the action, the researcher needed to make general plan. At this stage the researcher prepared documents and equipments needed in doing the action in order to improve the students' vocabulary mastery using cartoon films.

*b. Action*

Action is act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plans which had been made. In this research, the researcher used cartoon films in teaching and learning process in order to improve students' vocabulary mastery.

*c. Observation*

Observation is a step where the researcher observed the effects of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. The researcher did observation during teaching and learning process.

*d. Reflection*

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflected what she had done through a succession of stages. The process in action research can be shown in the schema below.

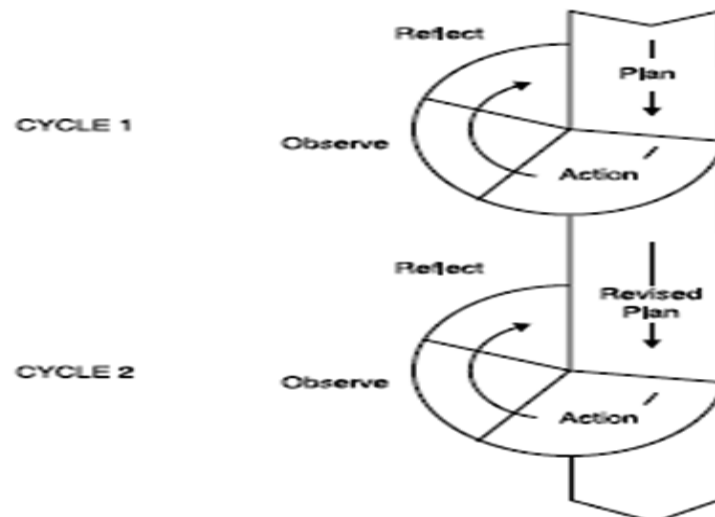


Figure 1: Action Research Cycles (Burns, 2010:9)

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

The subject of the study in this research is only the fifth grades of IM Darussalam wonodadi Blitar in academic year 2017-2018. The subjects of the research were the fifth grade a student's of Elementary School at MI Darussalam Wonodadi. They were chosen as the subjects of the research. The researcher found out that the students had problem in vocabulary mastery. Then it is decided to have research on the first class A students.

## **C. Research Procedure**

This action research used the model developed by Kemmis and McTaggart in Burns (1999:32). In this model, the implementation of the action research included four steps, namely planning, action, observing and reflection. These four steps were included in part of procedures of action research. The procedures of action research in this research are as follows:

### **a. Preliminary observation**

It was necessary to be done to define the real problems in writing class. It was done before the researcher started the action research to see what problems really existing during writing teaching and learning process.

It was done in the V year students of IM Darussalam wonodadi Blitar. In this stage, the researcher would conducted a pre-test to measure the students' writing ability by using write a short paragraph recount text.

Besides that, the researcher does observation during the pretest. It was important to know the students' attitude and behavior in the classroom. The researcher also does observation during teaching and learning process. By doing this observation, the researcher also got information dealing with the writing ability faced by the student and its cause.

## **b. Planning**

The planning was as the first step concerned with teaching preparation design by the researcher. The preparation was made by the researcher before actions of the cycles were given to the students in class. They were some instrument concerning with (1) strategy, (2) lesson plan, (3) criteria of success, (4) implementation of the plan, (5) observation, (6) reflection, and (7) revising.

### **1. Strategy**

The researcher gives the material about recount text by used presentation technique. The first step, the researcher guided the students to make a blog. Then the students did the task about recount text in their blog by group work. The second step, each group was required to give the comment to other blog. The purposes were the students can do interaction with their friends and share the ideas each other. The researcher also asked the groups to modify their blog with interested background. The next step was done like the first step till the last step. The strategy can be developed either in individual work.

### **2. Lesson plan**

A lesson plan was a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan was created and developed by a teacher to guide the class instruction. Normally, lesson plan was designed by the teacher in the beginning of the semester or before the teaching process was conducted.

In designed the lesson plan, teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence mentioned in it. The lesson plan must be practical and operational so it can be effectively implemented in the classrooms.

A lesson plan was developed by the researcher to guide the instruction. In this research, the researcher prepared lesson plan before conduct the classroom while action was implemented. It consists of:

- 1) Identify of School, it consists of name of school, subject, level; time allocated, and state curriculum standards.
- 2) Indicators, it describes the standards of each student that should be mastered in the last of the learning.
- 3) Instructional Objectives, it means the learning outcomes for the lesson.
- 4) Instructional Methods, it describes the materials that will be given for the students suitable with curriculum standards.
- 5) Instructional Technique, it describes the technique that will be used in teaching and learning process.
- 6) Instructional Procedure, in this part of lesson plan, there are kind of items to consider in the procedure action of the plan. It consists of instruction, technique, activities, and share.
- 7) Material sources, it explains the materials that will be delivered.
- 8) Assessment, it describes kind of tests that will be used in assessing students skill.

### **3. Criteria of Success**

A criterion of success was set to determine whether the learning activity in the research was successful or not. The criteria required were:

- The students of fifth grader at IM Darussalam wonodadi Blitar can vocabulary mastery using the media of blog. The students can improve their ability in vocabulary individually or group.
- The target of success is 80%. It means that 80% of the student's total of the research get vocabulary score more than 75 as the minimum standard of KKM (Kriteria Ketuntasan Minimal).

### **4. Implementing**

In implementing the action, the researcher did the planning which had been made. The researcher applied the lesson plans the researcher had made. The researcher used animation video in teaching and learning process in order to improve students' vocabulary mastery. The real implementation was as follows.

- a. The researcher prepared materials containing some exercises and practices taken and adapted from book and other sources.
- b. The researcher gave short explanation and guides the students to understand the topic.
- c. The researcher explained the vocabulary name of object by showing the object in animation video.
- d. The researcher played the animation video and asked students to listen the right pronunciation from the characters in the video that would be imitated by the students in the class.
- e. The researcher explained using of vocabulary by showing the text line in animation video.



- f. The researcher asked about the students' feeling and their comment dealing with animation video and the activities done in the classroom.

## **5. Observing**

The observation was done during the teaching and learning process. In this step, the English teacher of MI Darussalam Wonodadi acted out as the observer. He observed all activities happening in the classroom and take notes related to the process of teaching and learning. There were some aspects observed: class situation, students' behavior, teacher's technique in delivering the materials and students' response when they were given the materials. The result of the observation was written in field notes as the data, while the researcher wrote her observation result in diaries. The English teacher as the observer gave some input and suggestion to the researcher. The observer also took some photographs of the teaching and learning process.

## **6. Reflection**

The researcher made an evaluation towards what she had observed to find the weakness of the teaching activity having been carried out. The weakness was revealed from whether the students active or passive during the teaching learning process and whether their scores after pre and post-test increased or decreased. If their scores increased, it means that the researcher could continue the next cycle with same action. But, if their scores decreased it means that the researcher had to revise the action with some advances as needed, so that finally the effectiveness of using animation video to improve students' vocabulary mastery was determined. The evaluation was taken down as field notes.

## **7. Revising the plan**

Revising plan is needed when the action cycle does not make any improvement on the students' vocabulary mastery. Based on the weaknesses which were found in reflecting process, the researcher revised the plan for the next cycle.

### **D. Data Collection Method**

Data collection method was a written document viewing the specific procedure to be used to gather the evaluation information or data. The document viewing who collected and how it was obtained. To get a complete data and possible valid, the researcher used some instruments to help him. There are some ways in collecting the data; they are observation sheet, interview, test, the teacher and the student's questionnaires.

#### **1. Observation Sheet**

Observation is the process of collecting data as it was viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. There were two kinds of observation sheet, for the teacher's activity and for the student's activity. When the observation takes place, the researcher collected the data of the teaching and learning process.

That was drawn of observation sheet when the teacher joined in class. He was given sign in yes or no when suitable with observation. There were Pre-activity, Main activity and Post activity.

#### **2. Interview**

Interview was a set of structured questions were prepared and developed to get the information needed (Arikunto, 2010: 198). Interview is a form of data collection in which questions were asked orally and the

students' responses are recorded. Interview in this research was used to get the supported data. The researcher interview the English teacher of the fifth grade of IM Darussalam wonodadi Blitar to get information needed by the researcher.

### 3. Test

Test was tool to measure the students' achievement. Test was a method of measuring a person's ability or knowledge in a given domain. According to Arikunto (2006:150) test is set of question or exercises or other instrument is used to measure skill, knowledge, intelligent, and aptitude of an individual or group.

The result of writing test was compared with the criteria of success to know whether the students had got improvement in writing ability or not.

### 4. Questionnaire

The questionnaires were administrated to the students in order to get information about the content, practically, and effectiveness the use of blog. In questionnaire, the question are usually set out in a very systematic way and very often the questionnaire by the reading the question and then ticking response or writing short answer.

The questionnaires were five items. There were five short questions during the teaching use media Blog. They were only sign in yes or no. say yes when agree and say no when not agree.

## **E. Data Analysis Method**

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The whole points of action research was that analyzed the data, interpret it and developed theories about what

means were constantly feed back into practice (Burn 1999:155). The researcher used descriptive analysis and percentages. The descriptive analysis was used to analyze the data of point written in the lesson plan, while percentages was used to analyze the teacher's and the students' answer of the questionnaires and the writing tests.

### 1. Data Analysis of Questionnaire

To analyze the questionnaires answer, he used Gutman Scale. "Yes" answer scored 1 and "No" answer scored 0, (Ridwan, 2003:17). Each item in the questionnaire can be counted using this formula as follows:

Each item in the questionnaire can be counted using, this formula as follows: (Ridwan, 2003:17)

$$\%S = \frac{Y \times 1}{N \times 1} \times 100$$

Note            %S    : percentage of score

                    Y        : number of student who answer "Yes"

                    N        : total of student

The percentage is compared to the criteria of interpretation score. It is shown as follows:

The percentage of successes	The category of successes
0% - 20%	Is very weak
21% - 40%	Is weak
41% - 60%	Is average
61% - 80%	Is strong
81% - 100%	Is very strong

## 2. Test

The students' score of pre-test and post-test obtained from the process are used to see the improvement of understanding and the students' achievement.

The formula was used to know successful or not as follows (Agustina, in Dwi 2010: 34)

- The percentage of individual success

$$\%X = \frac{X1}{N} \times 100\%$$

%X = the percentage of individual success

X1 = obtained score

N = the maximum score

The researcher compares the result with criteria of success. If the percentage of success is 75% or more, it means that the class was successful. But the percentage of success less than 75% the class is unsuccessful.