

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methodology used in conducting this research. It presents the research design, subjects and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing and reflecting.

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

This study uses Classroom Action Research (CAR). Bassey (1998: 93) explains that action research is an investigation which the purpose to comprehend, consider, and update, in order to increase activity of educational. Meanwhile, Car and Kemmis (Burns 1999:30) action research is an experiment conducted by participants in order to increase understanding of educational practices carried out in any situation and anywhere. Mills (2000:6) explain that action research is a research that aims to obtain information about teaching and learning in the school and it can conducted by the researchers, teachers, headmasters, principles and school counselors. Based on the description, the researcher determines that Classroom Action Research is an investigation that purpose to increase teaching and learning activity in the classroom or school.

This study used collaborative Classroom Action Research. The reason of taking this study is the experimenter constantly join with one of the classroom English educator in school. Here, the researcher acted as a practitioner. The researcher implemented semantic mapping strategy in writing of text descriptive as a learning strategy for teaching vocabulary.

This research uses action research model which acquired by Kemmis and Mc Taggart (1999:32). Accordant with the form, in applying Classroom Action Research consists four sessions. The four sessions are planning, observation, action and reflection. The problem will be solved by implementing of the four sessions that includes in the cycles of Classroom Action Research. The researcher will show the illustration of Classroom Action Research that developed by Kemmis and Mc Taggart Model (in Burns (1999:32). It is shown in diagram 3.1

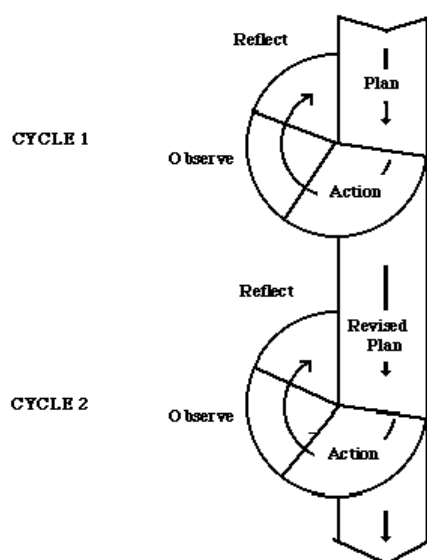


Diagram 3.1 CAR Model developed by Kemmis and Mc Taggart

The first step of the cycle is planning. Here, the step involved with activity planning made by the researcher. The researcher made the lesson plan containing the academic objectives to be achieved, the material to study, and the assignment given to the students as the assessment of the carried out method. It deals with

making statement sheets to acquire the records at some point of the studying coaching system in addition to design the criteria of success used on this study.

The second one step of conduct the cycle, enforcing is the exercise offers with semantic mapping strategy. It is for teaching vocabulary as written inside the lesson plan to the students in the classroom. The third step is observation. When the researcher was implementing the strategy, the English teacher did the observation of students' participant and teacher's performance. This observation was conducted to collect the required data in the study. The other purpose is to ensure that the teaching-learning activities accordance with the lesson plan that has been prepared before. The last was reflecting of an action. This action is focused on analyzing data collected. Then the end result is to determine whether or not or no longer a following cycles is essential to be carried out. The cycle would stop if the standards of achievement within the observation are achieved.

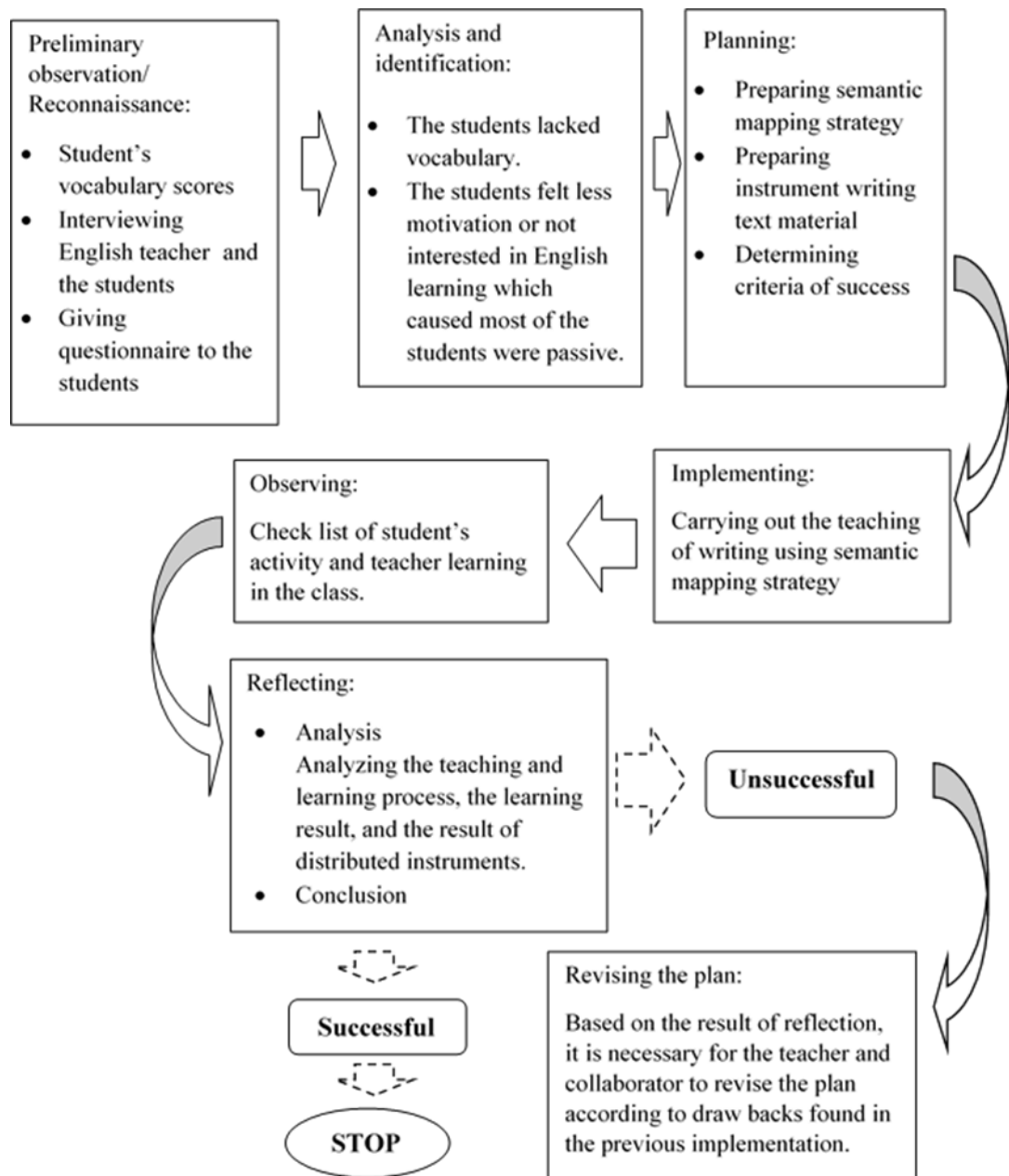
## **B. Subjects and Setting of the Study**

This CAR (Classroom Action Research) was conducted at the seventh grade students of MTs Darul Falah Bendiljati Kulon, Sumbergempol, Tulungagung. The subject is the seventh A grade students. The numbers of students are thirty one which all of students are girls. The study was conducted from 3<sup>rd</sup> February to 10<sup>th</sup> June 2020. There had been a few reasons for deciding as the subject of the observation. The first reason was they needed improvement of vocabulary. Then, the second reason was the students had less motivation or were not interested which caused the students passive in teaching-learning activity.

### C. Procedures of the Study

The procedures of the Classroom Action Research (CAR) were adapted from Kemmis's and Mc Taggart's model. The adapted model of the Classroom Action Research procedures could be seen in the figure. 3.1.

Figure 3.1 The Procedure of CAR (Classroom Action Research)



The technique of getting the data used by the researcher in this observation is presented in each phrase as follows:

a. Preliminary Observation (Reconnaissance)

Before doing the research, the researcher did preliminary observation in order to catch the problems. First, the researcher distribute a questionnaire to know the students' understanding about the problems related to English vocabulary teaching-learning activity of class VII A at MTs Darul Falah Bendiljati Kulon. Second, the researcher conducted interviews with English teacher and the students about the problems that occurred in the classroom. Third, student's vocabulary score used to know and ensure about the problem of student's vocabulary mastery that was faced by students. The researcher also had a dialogue with the English educator to get input about the weaknesses and the recommendations related to the English teaching-learning activity.

1. Identification of Problems in the Field

The researcher did observations on 13<sup>th</sup> February 2020. Based on the questionnaire, interviews, and student's vocabulary score, there were a few problems discovered during the process of teaching-learning in the classroom. Regarding the teaching-learning activity there were also a few discussion with the English educator. The researcher observed that the problems in the field which occurred during the teaching-learning activity are:

1. The students did not like the English learning.
  2. The students wanted improvement of their vocabulary.
  3. Most of the students were passive.
  4. Students felt bored with the teacher strategy.
2. Selecting the Problems to be Solve

All of the problems that appear was impossible to solve all. It was because the researcher have a limited time. So, the researcher and the collaborator discuss and determine which problems must be solved. The determination of problems considered based on the energy, fund and time. Then the selected problems are:

1. The students wanted improvement of their vocabulary.
2. Most of the students were passive.

After figuring out the problems in the subject to resolve, the collaborator and the researcher had a discussion to investigate the field problems and main causes. This step changed into essential to apprehend the barriers and weaknesses associated with the sector problems discovered. Then we concluded that the feasible most important motive of the problems was the teacher. The teacher did not motivate the students. The activities carried out have been less numerous and monotonous. The teacher was no longer innovative in varying and creating lesson because she relied the materials on the book and LKS. Further, the instructor seldom gave activities to improve their vocabulary mastery even practice students' writing and to check their

spelling. Accordingly, the students still mispronounced some words and sentences. Moreover, they had been also scared of making errors due to their low of vocabulary. She additionally seldom used media, which include photos, videos, etc. Then some outcomes happened to the students were lack of vocabulary. Then, they were passive, silent, and easy bored during the teaching-learning to know method. Similarly, the students became much less encouraged and regarded reluctant in responding to the teacher's questions.

After found the cause of the problems, we continue the discussion and decided the problems. The problems of the students' character needed to be solved as quickly as feasible on the grounds that communicative method is students-targeted technique. To solve these problems, we might begin with the teacher. Starting to change the teacher's methods of teaching into the first attempt to clear up the problems. So, we agreed to apply semantic mapping approach supported through numerous activities to stimulate students to be confident, fascinated and excited in mastering the language. We additionally agreed to apply some media and additionally materials from many resources that were appropriate with the curriculum and students' wishes. The teacher also had to create an excellent atmosphere so that the students should study effectively without feeling anxious and fun.

## b. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem (Latief, 2011:148). Planning is a phase which the researcher prepares the instructional strategy to be developed in the study to solve the instructional problems found during the preliminary study. The instructional strategy has been selected based on her belief that the strategy can theoretically solve the problem. So, after reviewing some literature the researcher found that according to some expert semantic mapping strategy is one of the trustworthy strategies which can improve and enrich students' vocabulary mastery. In this phase the researcher prepared some preparation before actions of the cycles were given to the students in classroom. First, the researcher prepared the teaching strategy and the procedure that will be applied in this study. Second, the researcher set the proposed solution and the criteria of success. Third, the instructional material, strategy, media and the instrument to collect the data were also prepared. Based on the result of reconnaissance, the researcher tried to improve the students' vocabulary by using semantic mapping strategy.

### 1. Socializing the Research Program

This researcher carried out in seventh grade students, on February 3<sup>rd</sup> 2020. In this step, the researcher made some preparation was needed in performing this study. The researcher socialized the research program



with English teacher as collaborative teacher to share the highlight of the researcher program, research activity or timetable of the study.

## 2. Providing the Strategy

The researcher known the troubles which happen in the class from the teachers' aspect, the students' aspects and participation in the learning and teaching activities in classroom. So, the solution that the researcher was implementing the writing text by using selected strategy that was semantic mapping to stimulate the students' vocabulary mastery and students' active participation in English class activities.

## 3. Designing the Lesson Plan

The Lesson Plan was arranged based on the syllabus in the second semester. The lesson plan was conducted as long as 6 meetings. The lesson plan consisted of (a) Identity (b) Competency Standard, Basic competency, and Indicators, (c) The purpose of study, (d) Learning Material, (f) Method, (g) Media, (h) Learning Sources, (i) Teaching and learning activity, and (j) Assessment. The lesson plan cycle 1 of this research could be seen at appendix II.

## 4. Preparing the Criteria of Success

The criteria of success in this study included the criteria of success for the process of the teaching-learning activities by using semantic mapping strategy for teaching vocabulary and the criteria of success for the students indicated in the check list of students' activity in learning.

Accordingly, the criteria of success used in the study were two aspects:

1. The students' vocabulary were improve.
2. Most 70 % of the students were active during the teaching-learning activity.

#### 5. Training the Collaborator Teacher

The researcher used collaborative Classroom Action Research (CAR) in this study. The collaboration was a relationship between the researcher and the English teacher. Here, the researcher serves as the teacher. As an English teacher, the researcher applied the semantic mapping strategy to the learning process in the classroom. So, the researcher did not need to give training to the collaborative teacher.

#### c. Implementing

Semantic mapping strategy is implemented for the seventh grade students of A class of MTs Darul Falah, Bendiljati Kulon. In implementing this study, the researcher and the collaborative teacher work in partnership to implement the lesson plan and to observe the activities carried out in the classroom. The researcher and the collaborative teacher implemented the scenario of semantic mapping strategy based on the time schedule in three stages: opening activity, main activity, and closing activity.

#### d. Observing

Observing is the data collection process that shows the strategy success in solving the problems of the classroom (Latief, 2011:149). Here,

the researcher as the English teacher and the English educator as a classroom observer. In the class, the observer makes observations. The observation was the method of gathering data about several things that existed in the class during the implemented of the action. The observer was analyzing and assessing the teaching-learning process in the class was done by students and the teacher. Using the methods previously created, the activity was analyzed during the implementation of the strategy. Next, in the end of the meeting, the researcher gave a writing test to know whether the students' vocabulary mastery improved by when utilizing semantic mapping strategy or not.

e. Reflecting

Reflection is the activity after the stage of observation. Reflection is the process of reviewing data to assess whether the data collected has shown the success of the strategy in solving the problem (Latief, 2011:152). Reflection also showed what factors support the success of the strategy or what other problems may occur during the implementation process.

At this stage, the researcher reflected and analyzed that in the first cycle, the teaching-learning process was done successfully in reach the goals of the lesson plan. The researcher did not found more problems and weakness in the first cycle. The, the answers and responses of the students to the lesson were better than before. They felt comfortable and enjoyable in teaching vocabulary mastery in the classroom. Therefore, the researcher chose to stop teaching-learning in cycle 1, because the problem had been solved.