CHAPTER III

RESEARCH METHOD

This chapter discusses methodology used in conducting this research. It is divided into eight parts namely research design, subject and setting of the study, preliminary observation, procedures of the study, planning, implementing, observing and reflecting.

A. Research Design

The design used in this research is classroom action research (CAR). It focuses on the Use of Picture Word Inductive Model (PWIM) to improve student's vocabulary achievement. According to Arikunto (2010:3) Classroom Action Research was accuration in the form action learning activity, in which is appeared and happen in classroom equally. In other words, action research is kind of research design conducted in classroom to improve the quality of teaching and learning process.

Based on explanation above, the researcher used the classroom action research (CAR) Kemmis and Taggart model which is contains of two cycles, each cycle consists of two meetings which consist of four steps: planning, implementing, observing, and reflecting.

The classroom action research design used in this research was collaborative classroom action research. It means that in conducting this research, the researcher as an English teacher who teaches English vocabulary

through PWIM, while the other researcher as an observer who observes the action of the research while teaching learning activities happens in the classroom.

B. Setting and Subjects of the Study

1. Subjects of the Study

   The subject of this research is the students in second grade in A class of MTs Assyafi'iyah Gondang, there were 31 students consisting of 14 males and 17 females as the subject of the study.

2. Place of the Study

   The place of this study is MTs Assyafi'iyah Gondang which is located in Ds. Gondang Kec. Gondang Kab. Tulungagung.

3. Time of the Study

   The time of study starts from planning until reflection begins from January 22nd, 2016 until February 19th, 2016 at the second semester in the academic year of 2015/2016.

4. Length of the Study

   The length of the study starts from cycle I until cycle II is around 35 days.

C. Procedures of the Study

In this Classroom Action Research, the researcher had some stages in how the research was conducted. It covered planning, implementing, observing, and reflecting. Before conducting the procedures of study, the

researcher meets with the headmaster of MTs Assyafi'iyah Gondang first. Then, the researcher meets with the English teacher of MTs Assyafi'iyah Gondang and shares about the important of research program, research activity, and timetable to conduct the study.

In preliminary observation, the researcher to find out the information about real condition of the class, the student's problem and their performance in learning and also the teacher's problem in classroom teaching. It will be confirmed through test in preliminary study. Besides, in preliminary observation also to find the information about the students' achievement in vocabulary especially in nouns. The researcher administers a test in this stage, and the test result can be seen in the table below. Table show the students' score in preliminary study, as follow;

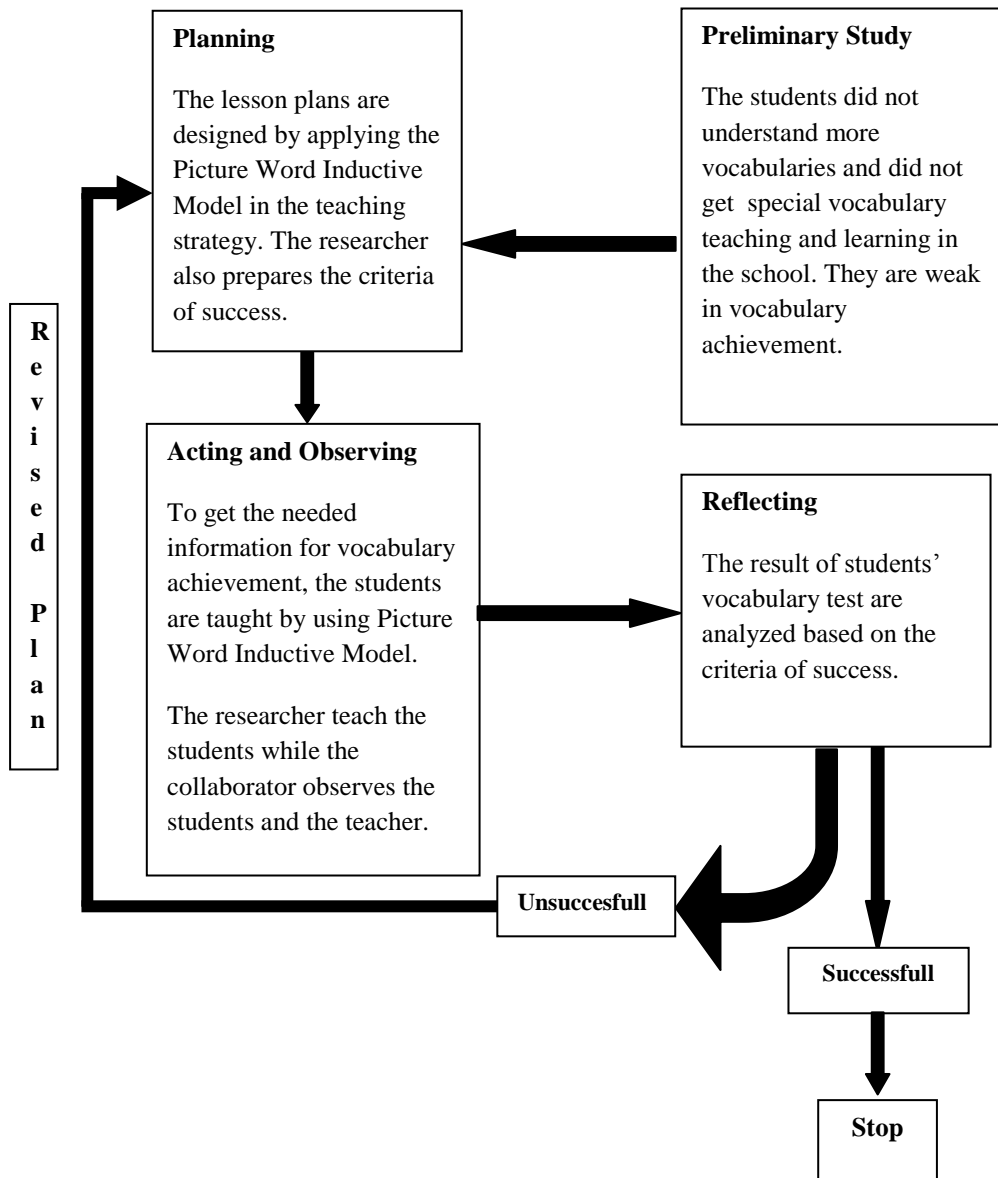**Table 3.1 Students' score in preliminary study**

No.	Students' Name	Score
1	AR	60
2	AFM	55
3	AN	70
4	AA	50
5	AFT	70
6	EA	60
7	ES	80
8	FBS	65
9	GRK	55
10	ILM	80
11	IPA	60
12	MB	50
13	MF	40
14	MA	55
15	MFH	65
16	MAH	55
17	MFM	80

No.	Students' Name	Score
18	MNH	60
19	MRQ	60
20	MYD	70
21	NFM	60
22	RM	65
23	SF	55
24	VFN	50
25	VAKA	55
26	YDN	45
27	ZK	50
28	ZQAH	45
29	ZAN	65
30	ZN	30
31	ZAD	55

From the table above, it can be seen that most of them get less scores. So the researcher plans to improve their vocabulary achievement through Picture Word Inductive Model (PWIM).

Based on the observation and result of the test in preliminary study, the researcher conducts a Classroom Action Research in the 8A class by using Picture Word Inductive Model (PWIM), because the students have problems in vocabulary. This research consists of four steps: planning, implementation, observation and reflection. Figure 3.1 show the Spiral Procss of Action Research Adapted from Kmmis and Taggart's Model (Koshy, 2005: 4), as follow;

Figure 3.1 The Spiral Process of Action Research Adapted from Kemmis and Taggart's Model (Koshy, 2005: 4)

Planning

The lesson plans are designed by applying the Picture Word Inductive Model in the teaching strategy. The researcher also prepares the criteria of success.

Preliminary Study

The students did not understand more vocabularies and did not get special vocabulary teaching and learning in the school. They are weak in vocabulary achievement.

R e v i s e d P l a n

Acting and Observing

To get the needed information for vocabulary achievement, the students are taught by using Picture Word Inductive Model.

The researcher teach the students while the collaborator observes the students and the teacher.

Reflecting

The result of students' vocabulary test are analyzed based on the criteria of success.

Unsuccesfull

Successfull

Stop

1. **Planning**

Planning is a phase when the researcher prepares the instructional media and lesson plan which be applied in the acting phase. The instructional media is selected based on her belief that the media could solve the problems which is found when the researcher conducted the preliminary observation phase. PWIM is a strategy selected to improve the vocabulary achievement of 8A at MTs Assyafi'iyah Gondang.

In the planning stage of Cycle 1, the researcher socializes the research procedure, prepares the PWIM procedures, designs a lesson plan, prepares the research instrument, the instructional material, and sets the criteria of success. While in the Cycle 2, the researcher makes a revision and designs new lesson plan. These are the steps in planning:

a. Socializing the Research Program

To conducting the study, the researcher had some planning to obtain the success of the research. The first, the researcher planned a meeting with the school master and English teacher at MTs Assyafi'iyah Gondang. Then, the researcher was going to share the main point of the research program, the activity in research, and also the time table of the research. At that time, the researcher told the main point of the research program about solving the practical problems in the class by Picture Word Inductive Model (PWIM) strategy that had chosen by the researcher. In the activity of socializing the research program, the researcher also shared the research planning with the

collaborator teacher. The discussion focused on who would take a role as the teacher and observer. The collaborator teacher was the observer when the researcher employed the developed strategy.

b. Providing the Strategy

In this study, to overcome the case at MTs Assyafi'iyah Gondang, the researcher applied a Picture Word Inductive Model (PWIM) strategy. Applying the strategy, the researcher collaborated with the English teacher. The chosen strategy was based on the problems occurred in the classroom through interviewing the English teacher and students related to the phenomena of the class, and analyzing any documents of students' (students' file of scores). The Picture Word Inductive Model (PWIM) is the strategy in reading by using think inductively to correlate words with pictures. This strategy will make students easy in adding new vocabulary through reading, so they will add some words or new vocabulary from their sight through the picture by correlating their mind and their sight of the picture.

The procedures of PWIM strategy are the students selected words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others. In this strategy, according to Calhoun (1999) there were some steps in implementing Picture Word Inductive Model (PWIM) those are ;

1. Select a picture. The teacher select the picture that would be used in teaching vocabulary. The picture should be appropriate with the topic that the teacher would teach.

2. Ask students to identify what they see in the picture.

3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

4. Read and review the picture word chart aloud. This is used to make the students do understand and remember well the word of the picture.

5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6. Read and review the picture word chart (say the word, spell it, say it again). It is also to make the students spell the word correctly, and by saying again the word, the students would remember well the word and also comprehend the meaning correctly.

7. Add words, if desired, to the picture word chart and to the word banks.

Regarding to the steps above, the researcher believed that the PWIM strategy could solve the practical problems occurred in the classroom.

c. Designing the Lesson Plan

1. Lesson Plan Cycle 1

The researcher prepared the steps and the activities applying the Picture Word Inductive Model (PWIM) for the second grade students at Mts Assyafi'iyah Gondang. In this section, the researcher tried to make a lesson plan as a guidance in the process of teaching and learning. The lesson plan may cover course identity, standard competence, basic competence, indicators, objectives, material, procedures of teaching and learning employing the developed strategy (the scenario of teaching), and instructional material. However, before conducting the research, the researcher firstly gave preliminary test to know how far the students mastery in vocabulary. To complete the lesson plan of cycle 1 can be seen in appendix 2.

2. Lesson Plan Cycle 2

In this study, the researcher conducted the research within two cycles, however the researcher also arranged lesson plans for cycle two. The lesson plans made in the cycle -2 were for the purpose of improving the modification of the applied strategy. Some found weaknesses of the activities in the cycle – 1 were improved in this cycle. To complete the lesson plan of cycle 2 can be seen in appendix 2.

d. Preparing the Criteria of Success

The researcher as the English teacher determined the criteria of success. In which, it should be done before the teacher conducts the research. The criteria of success are limitation for the researcher when continue or stop the study if the criteria have been accomplished.

In this Classroom Action Research (CAR), the researcher prepared the criteria of success in term of quantitative and qualitative. For quantitative terms, it could be seen from the student's score. The minimal score that the researcher determined was 75 based on the result of interview with the English teacher and also the result of preliminary test at MTs Assyafi'iyah Gondang. If the students as the subject of the research could achieve the score 75 and/or more than 75, it means that the research was well done and it was success.

While, for qualitative terms, it could be seen from classroom situation, teaching and learning atmosphere, students' participation (motivation), and students' responses (from doing observation by the researcher). In classroom situation, the classroom was clean enough, calm, and conditional to conduct the teaching and learning process. The teaching and learning atmosphere could be alive. It means that the teacher and the students really focus in the class. Moreover, it can be supported by the students' attendance in the class. In students' responses, the students could be active in the teaching and learning

process. Actually, all of the progress could be achieved after the innovative instructional strategy applied.

2. Implementing

In this section, the researcher uses Picture Word Inductive Model (PWIM) strategy to teach the second grade students at MTs Assyafi'iyah Gondang. In the first meeting, the researcher stimulates the students in learning English by asking the student to mention the vocabularies that they know. In this meeting the researcher explains the material which has the connection to PWIM. The teacher asks the students to search vocabulary that are contained in the PWIM. Then the teacher gives a list of difficult words to the student. The vocabularies related to the topic, the researcher asked to students to find the meaning from list of difficult word.

In the second meeting, the researcher also applies PWIM. The researcher explains about the vocabulary that relates to the topic. And the researcher asks the students to find words from PWIM. After that the teacher asks the students to find nouns and the meaning. The last, the researcher also gives a test to the student in order to know their vocabulary achievement. The test is carried out for individual student.

3. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. In this research, the

researcher using Picture Word Inductive Model (PWIM) strategy to know the result of implementing. And also, it was intended to find out the weakness of the implementation of the strategy and improvement in it. At this observation stage, the researcher and the collaborator have determined the instrument to collect data. The instrument consists of interview guide and test.

In this classroom action research, the researcher uses qualitative and quantitative data. The qualitative data are taken from doing an observation within activities in the class, and conducting an interview to English teacher. Meanwhile, the quantitative data are taken from result of test administered at the end of each cycle.

The researcher takes unstructured interview from the teacher. The interview would be accomplished after the implementation of CAR to know the teacher's response toward the idea of Picture Word Inductive Model (PWIM) strategy.

The test is used to get students' scores or to measure the students' achievement in comprehending the material at the end of each cycle. The test was administered in the two meeting of each cycle to measure quantitatively whether or not the criteria of success had been achieved. In this study, the test is done in form of matching. There are 20 questions of matching test related to vocabulary.

4. Reflecting

After doing the observation, the researcher do next step that is reflecting the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher can find out whether the research problem is solved or not and also whether there are new problems appear during the acting phase. Besides, the researcher can make a decision whether continue to the next cycle or stopped it. While, the decision can be clarified whether continue or not, it is based on the criteria of success. It means that, the students' could pass the test if their score was more or equal to 75. Actually, in cycle 1 there were many students got score less than 75 based on test in cycle 1. Moreover, it can be said that the test is not success yet, so the researcher continue to conduct cycle 2 in the cycle 2, there were 75% students got score more than 75. So, it can be said was success.

Based on the interpretation above, in the second cycle was success, because to do the second cycle consists of reflecting, planning, acting, and observing were different in them materials, but the level was same in first cycle.

The researcher analyzes data using qualitative and quantitative method. The qualitative data are obtained from the result of interview, observation of the students' response during teaching activities by using Picture Word Inductive Model (PWIM) strategy. Meanwhile, the result of the test is classified as quantitative data. Moreover, the researcher had to

be selective when give the teaching material by using Picture Word Inductive Model (PWIM) and also tried to control the students' in order to students' can active in the teaching and learning process and absolutely both the process and the result can be better than the first cycle.