

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter focuses on the research methodology employed in the study. In general, the discussion covers research design, setting and subject of the research, and procedures of the research.

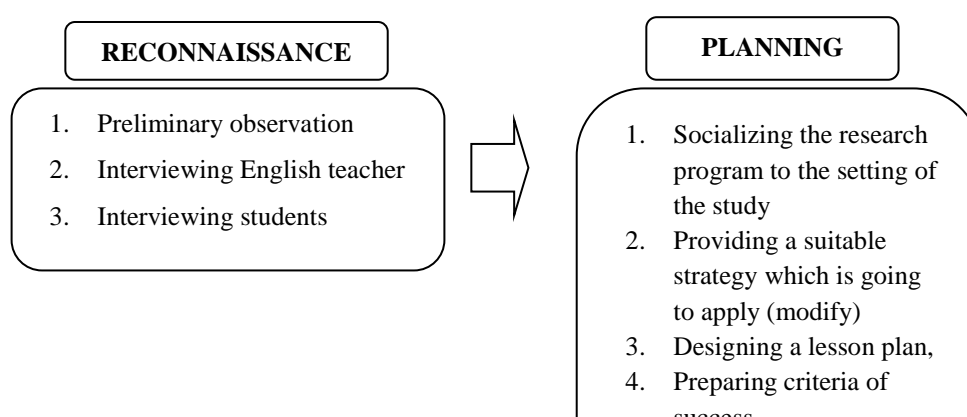
#### **A. Research Design**

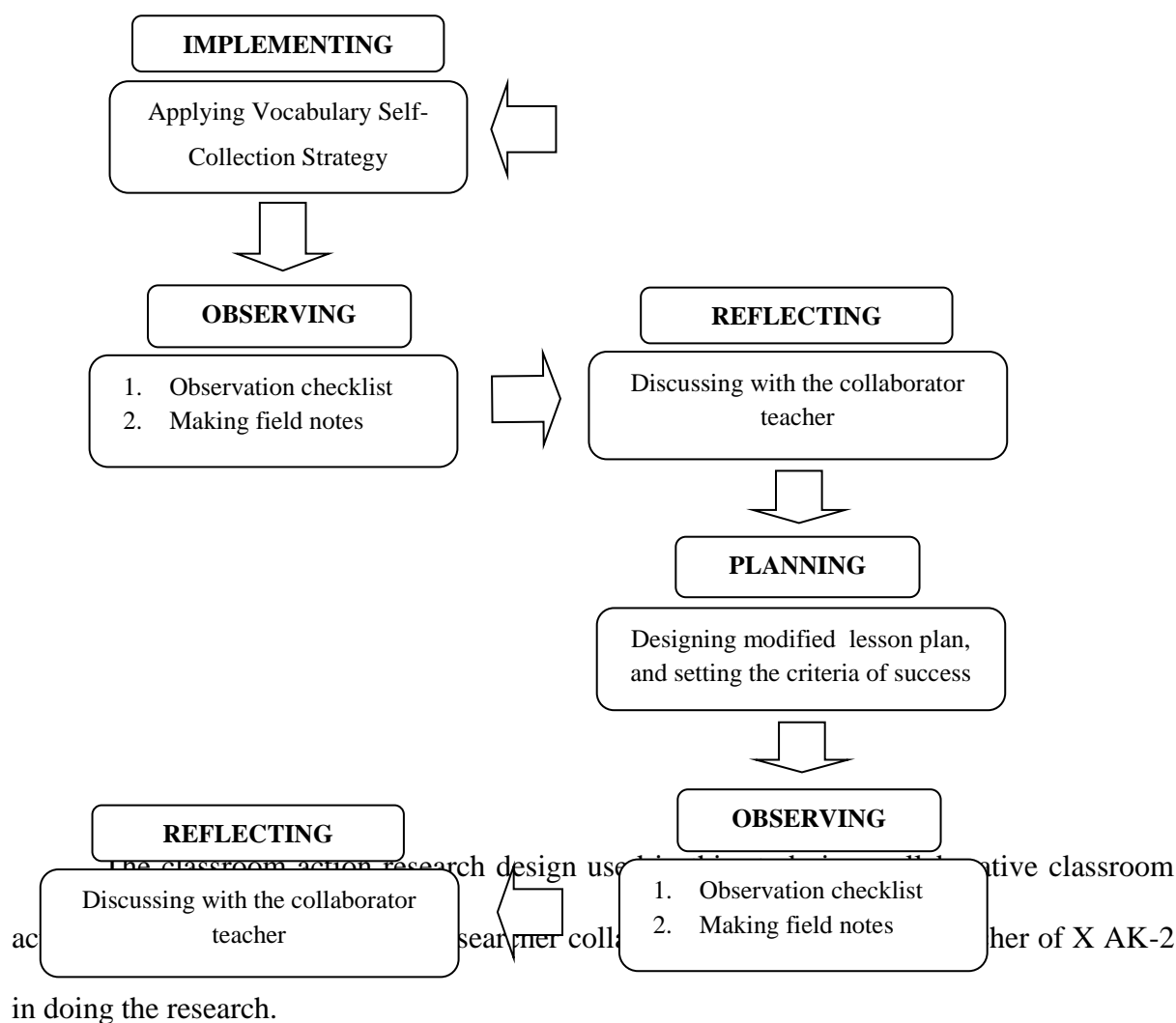
The design of this study was Classroom Action Research (CAR). It is called classroom action research because the research focuses on a particular problem of a certain group of students in a certain classroom. Originally, the term Classroom Action Research is derived from Action Research. At first, Kemmis and McTaggart (in Sukardi, 2013) only reveals action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others. Ary *et al* (2010:516) specifies the idea and promotes that action research is a practical tool for solving problems experienced by people in their professional lives. It is empirical insofar as it requires people to define and observe the phenomena under investigation. McKay (2008:30) makes the definition more understandable by defining it in pieces. He says that action research involves three features, namely, action, research, and collaborative. The action is conducted to give an improvement to the educational process. Meanwhile, the research means that it needs the analysis of the data. Moreover, a researcher needs to work collaboratively in order to examine the teaching and learning process conducted. In sum, action research is a sort of well-planned actions done collaboratively for improving the educational process by analyzing the data which are obtained from the applied strategy.

Mettetal (2001) promotes that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Latief (2011) also states that Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. Prendergast in Arifin (2012) supports the idea by saying that Classroom Action Research is a facility for the teachers to reflect and act systematically to reform the process of teaching. Additionally, Hopkins in Wiriaatmadja (2010:11) gives the definition that Classroom Action Research is a research that combines research procedure with substantive action, means that an action was done by using discipline inquiry or an effort to understand what is it doing and involve in the process of reparation and change. After having a look at the definition of Classroom Action Research served by some experts, the researcher comes at conclusion that CAR is a kind of research whose aim to solve the problem of teaching and learning encountered by a particular classroom. CAR encourages the English teachers to improve the quality of their performance in instruction by finding an innovative strategy of teaching as well as enhance students' achievement in learning English in classrooms. Therefore, this particular research was conducted by implementing the VSS in the teaching and learning process in order to get the improvement towards the students' vocabulary mastery.

In this study, the researcher uses the model of classroom action research proposed by Kemmis and McTaggart (Burns, 2010:9). It consists of four stages; planning, implementing, observing, and reflecting. The process of the stages could be drawn as follows:

**Figure 3.1** The scheme of classroom action research model proposed by Kemmis and McTaggart





## B. Setting and Subjects of the Study

The classroom action research was conducted for tenth grade students at Vocational High School of Bandung Tulungagung exactly class X AK-2. The total number of students in class X AK-2 is 37 with 2 boys and 35 girls. The research was done on April 22<sup>th</sup>, 2016 up to May 12<sup>th</sup>, 2016. The researcher chose the setting and subject of the study based on preliminary research conducted before the research began. In the preliminary study, the researcher found some complicated problems related to the teaching and learning English in class X AK-2. The problems encountered by the students actually touched all of English

skills and components. However, after doing thorough observation and interview with the English teacher and the students, the researcher finally pointed vocabulary mastery as the core problem to be solved. The students' found it was difficult to understand everything related to English. The students couldn't even understand the common classroom commands like "Please rise your hand if you know the answer!" What made the researcher impressed was that the students of X AK-2 were actually easy to be motivated and had a great passion in learning. Yet, unluckily, they found that English was difficult. Therefore, the researcher intended to conduct the research to afford an improvement for their English proficiency, especially for their vocabulary mastery.

### **C. Procedures of the Study**

There are some phases of Classroom Action Research involved in this study. It covered planning, implementing, observing, and reflecting. However, before planning the activities for implementing the strategy, the researcher was firstly carrying out a preliminary observation.

#### **1. Preliminary Observation (Reconnaissance)**

Preliminary observation aimed to find out the practical problems in the classroom. In order to determine the core problem, the researcher got in touch with the English teacher of class X AK-2 by conducting an interview concerning English language teaching and students' responses towards English subject; observed the teaching and learning process in the classroom; had another unstructured interview with some students to gather more information about what they thought about English. Finally the researcher concluded that the main problem faced by this class was the lack of vocabulary mastery. The evidence of the case was majorly found when the researcher observed the students' understanding in learning English.

The researcher who came as a teacher firstly asked the students to mention three words for each topic being given by writing them in a piece of paper. They got confused to find the words. Next, the researcher invited them to watch a video containing song entitled “If you’re happy”. The students were very interested in the song. However they couldn’t follow the lyrics as the lyrics were in English. When the researcher stopped the video, they asked her to rewind. It indicated that they were actually wanting to learn English but in an enjoyable way. The following activity was the researcher asked the students to say English verbs by turns, starting from the front rows’. The rule of the game was that the verb might not be pronounced twice, it meant one student had one verb. If there was one verb uttered twice, then the last student had to come in front of class to sing an English song. Only by doing such activities they got very excited. In contrast, when the researcher asked them to read aloud the text from their course book in turns, their cheerful faces gradually missed. The researcher then asked them why they read unwillingly. One of the students said that they were not accustomed to read English writings. Another added that they didn’t understand the meaning and were too lazy to find the difficult words in the dictionary one by one since they didn’t know almost the words. Moreover, when the researcher ordered them to make a simple paragraph of 150 words with free topics without opening dictionary, they couldn’t arrange the sentences properly. Many of them even mixed the paragraph with Bahasa. From those sort activities, the researcher came at a conclusion that the students’ major problem was in lacking the knowledge of vocabulary. The teaching of vocabulary should get the students involved more actively and joyfully.

Based on the result of conducting observation, the researcher found that the students had major difficulties in mastering vocabulary. They did not know how to deal with English. Hence, the students needed an innovative instructional strategy to get them willingly deal with English words.

## **2. Planning**

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the classroom proven by observing and interviewing. According to Latief (2011:148), planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. Some preparations needed including socializing the research program to the setting of the study, providing a suitable strategy which is going to apply, designing a lesson plan, and preparing the criteria of success, and training the collaborator teacher.

### **a. Socializing the Research Program**

In this subheading, the researcher planned a meeting with the head master of Vocational High School of Bandung and the English teacher of X AK-2. 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. The researcher told that the objective of the research program was to solve the practical problems in class X AK-2 by employing an innovative instructional strategy 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 researcher took a role as an English teacher who would teach English vocabulary by applying the prepared strategy, while the real English teacher became an observer who would observe the action of the research while teaching-learning activities happening in the classroom and as a collaborator who was going to work with the researcher in designing lesson plan, carrying out the reflection and determining the follow up of the research.

## **b. Providing the Strategy**

In order to overcome the problem of vocabulary mastery in class X AK-2, the researcher implemented an innovative instructional strategy. The innovative instructional strategy was chosen based on the preliminary observation and a sort of interview with the English teacher and some students. By considering the problem faced, typical characteristics of the students, and discussion with the English teacher, finally the researcher decide that the most appropriate strategy to be applied was Vocabulary Self Collection Strategy. The Vocabulary Self Collection Strategy (VSS) is an interactive learning instructional strategy that lets the students actively choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context. Moreover, they will get many new words by sharing their words each other to whole groups in the class. Consequently, it will highly motivate the students to learn more vocabulary because they can enjoyably interact with their classmates to learn about unfamiliar words. In this study, the VSS will be applied within the process of teaching reading comprehension. It means that the students are to be accustomed with English texts. The procedures of VSS in this study are the following:

1. Choosing some new and important words.
2. Using context to determine the meaning of the words.
3. Comprehending the whole text.

In its application, the most beneficial effects of VSS were that the strategy encouraged students to get engaged to their own learning; helped students to discover how to recognize unfamiliar or interesting words from their readings; motivated students to enrich their vocabulary.

Regarding the implementation and the merits of Vocabulary Self-Collection Strategy above, the researcher believed that the strategy could solve the problem of mastering vocabulary encountered by class X AK-2.

### **c. Designing the Lesson Plan**

After providing the strategy in teaching vocabulary by using VSS, the following activity was developing lesson plan. The lesson plan was developed by considering course identity, instructional objectives, procedure of teaching and learning employing the developed strategy, and instructional materials. The detail description of lesson plans could be seen in appendices.

### **d. Preparing the Criteria of Success**

The criteria of success were very important in CAR. It was used as a limitation for knowing whether the applied strategy had been successful or not. If the criteria of success had not been achieved, the researcher could not stop the research yet and the research would only stop when the criteria of success have been accomplished.

In this study, the researcher prepared the criteria of success in the form of qualitative and quantitative. For qualitative criteria, it could be seen from classroom situation, teaching and learning atmosphere, and students' participation (motivation) which would be known from the results of 'observing'. In term of classroom situation, the research was successful if the classroom was clean, tidy and ready to conduct the teaching and learning process; the students put their cell phones in the box available on the back wall. The teaching atmosphere would be more student-



centered rather than teacher-centered. They gave good participation that was shown by the students' involvement during the process of teaching and learning. Students' attendance in the class could also give good impact for passing the criteria.

Besides, for quantitative terms, it could be seen from the student's score. The minimum score that the researcher determined was 70. The consideration of determining 70 as the standard score was based on the result of interview with the English teacher and also the results of preliminary test. The results showed that almost students had scores less than 70. Hence, the discussion between the researcher and the collaborator teacher produced that the criteria of success in this research was seventy (70). It fitted to the minimum mastery criteria – *Kriteria Ketuntasan Minimum* (KKM) of Vocational High School of Bandung. If the students as the subject of the research could achieve the score of 70 and/or more than 70, the research was said to be well applied and successful quantitatively.

Stepping forward from the results of reconnaissance, the researcher would like to improve some weaknesses found in the classroom by employing Vocabulary Self-Collection Strategy (VSS). After the implementation of VSS, the researcher highly expected that the students' vocabulary mastery would gain any progress.

#### **e. Discussing with the Collaborator Teacher**

In doing this Classroom Action Research, the researcher would collaboratively work with the English teacher. Due to the researcher was not the real English teacher yet, she needed a collaborator to conduct the research. However, in this study, the researcher knew more about the innovative instructional strategy and the procedures in employing the strategy. Hence, after holding a discussion with the English teacher, it was decided that the researcher herself who would implement the

strategy. Meanwhile, the English teacher helped in observing the implementation of the actions. The researcher had prepared an observation checklist for every meeting that should be filled by the collaborator teacher during the teaching and learning process.

### **3. Implementing**

This stage was time to execute the lesson plan that had been constructed in planning stage. The researcher implemented the Vocabulary Self-Collection Strategy by attaching on the teaching of reading comprehension to improve student's vocabulary mastery based on the lesson plan. The class was organized by applying the Vocabulary Self Collection-Strategy and the texts given were some simple invitation letters consisting of wedding invitation, birthday invitation, dinner invitation, and invitation to join a holiday party. The steps of doing actions were:

1. Choosing some new and important words.
2. Using context to determine the meaning of the words.
3. Comprehending the whole text.

The description of each step could be seen as follows:

#### **1. Choosing some new and important words**

The first step in applying VSS in this study was choosing some new and interesting words from the text given. The students were asked to read the text of their group'. They read the text in turn. They discussed which words were unfamiliar for them. From the sort of unfamiliar words, they should determine which words were more important than others to understand the message of the whole text.

#### **2. Using context to determine the meaning of the words**

After determining the important words, the students were guided to build up their mind in defining the selected words based on the context of the text. It meant that they had to see the context of the text to determine the appropriate definition of the words. Understanding the words by seeing the context of the text would improve their long-term acquisition.

Moreover, the students would be given clues from the surrounding words or sentences in defining the unfamiliar words. They also would be supposed to improve their higher-order thinking skill in which they could understand the words by recalling their prior knowledge and connected them with the new words they had found.

### **3. Comprehending the whole text**

Understanding the key vocabularies found in the text is the key to comprehend the whole text. In this step, the students had learnt the selected words so that it would be easier for them to comprehend the text. The comprehension questions were given to test the students' comprehension after reading the text. The questions were delivered orally and were given directly after the representatives of the groups presented their group work in front of class. The questions were about the kind of the text, who sent the invitation, who were invited, and in what intention the invitation was.

Meanwhile, the instructional objective, detailed steps, time allocation, and activities of the teacher and the students' were stated clearly in the lesson plan.

### **4. Observing**

Observing was done after planning and implementing the strategy. The data of the research were obtained from the results of observing students' behavior during the teaching and learning. By observing, it was also intended to find out the weakness of the implementation of the strategy and improvement of it. In addition, the researcher also collected the data through making field notes.

## **5. Reflecting**

Reflecting was the final step in conducting CAR. Reflection is an activity of analyzing the collected data obtained from doing observation. This phase was intended to examine whether the practical problem was solved or not and whether there was new problem found during the implementation phase. Finally, the focus of reflection was to determine whether the research could be ended or had to be continued to the next cycle.