

CHAPTER III

RESEARCH METHOD

This chapter present the method of the research are used in Classroom Action Research. It consist of research design (planning, acting, observing, and reflecting), research setting, preliminary observation, planning (the research program socialize, the strategy and lesson plan, criteria of success, and the teacher collaboration) implementing, observing, and reflecting.

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.

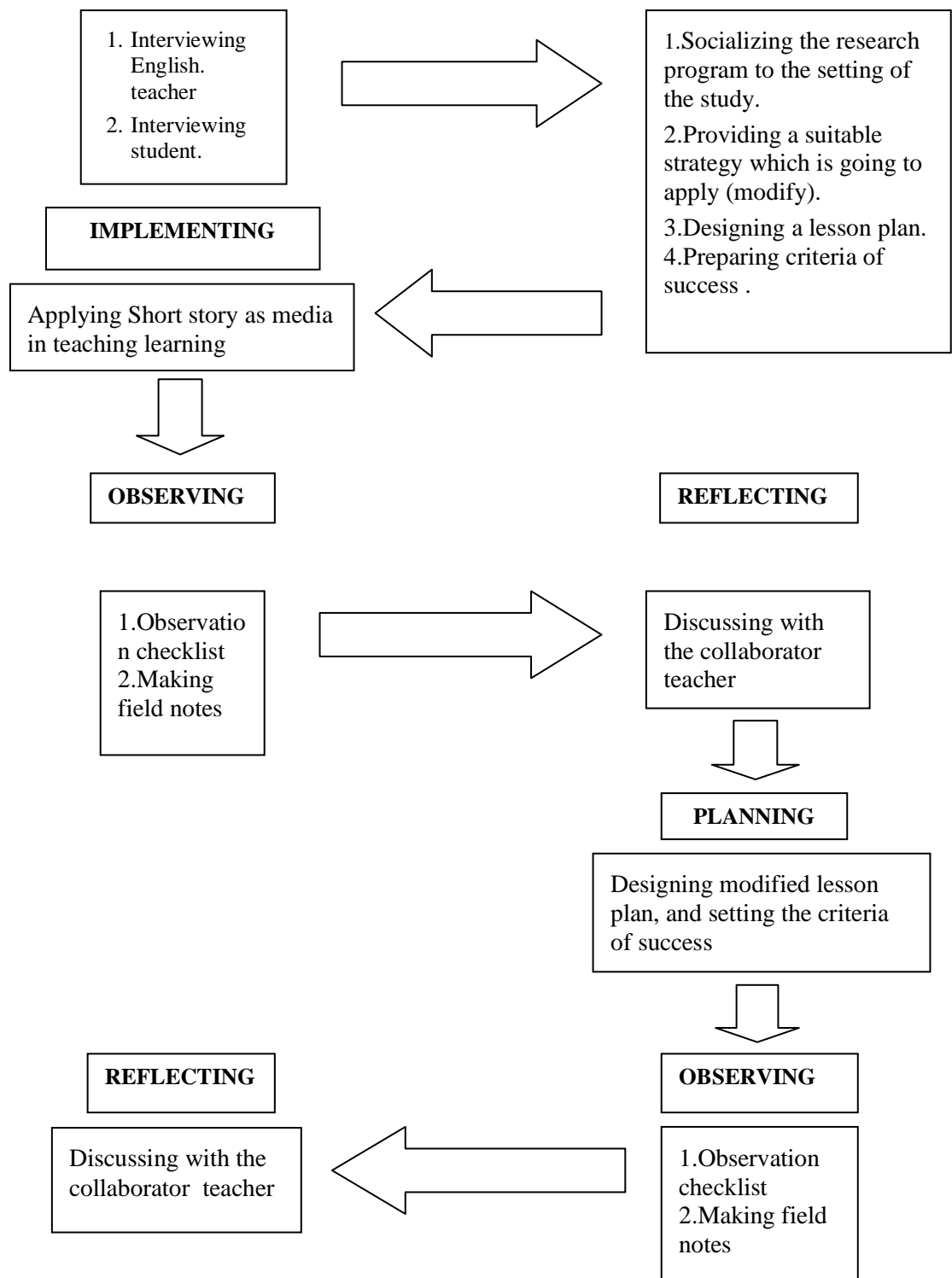
Mettetal (2001) promotes that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improves student learning. Latief (2011) also states that Classroom Action Research is an effective media in improving the quality of English teachers. Performances 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 using Short Story 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 (in Burns, 2010:9). It consists of four stages; planning, implementing, observing, and reflecting. The process of the stages could be drawn as follows:

Diagram 3.1 Scheme of Classroom Action Research Design by Kemmis and Mc Taggart





The classroom action research design used in this study is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of Eight Grade in doing the research.

B. Subjects and setting of the Study

The classroom action research was conducted for eight grades in MTs Assyafiyah Gondang Tulungagung. The researcher choose the setting and subject of the study based on preliminary observation conducted before the research began. In the preliminary observation, the researcher found some complicated problems related to the teaching and learning English in class. The problems encountered by the students actually touched all of English skills and components. Many students get limited vocabulary even lacks. It's proven when they ask to do an assignment such as short text. They don't know what the meaning is even on simple words yet, unlucky, 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

a. Preliminary Observation

The researcher was accompanied the English teacher to observe the teaching learning process which was done. The researchers found that the teaching learning process in MTs Assyafi'iyah Gondang Tulungagung especially

for vocabulary is not effective because the technique in teaching process is bored and monotonous. So, it makes students bored. Moreover, the students have low motivation to study the lesson especially English. It seemed when the students felt so hard to enthusiasm the English subject. Most of students think that English is difficult and they do not have self confidence yet to speak directly.

In addition, the researchers tried to get information based on the interview with one of English teacher and also two of students at eight grades in MTs Assyafi'iyah Gondang Tulungagung who are learned English and they found it hard to be mastered. In this section, the researchers tried to find a lot of real information through interview with English teacher and students, and factually, based on the interview with the students it proved that the students get obstacles to learn English. To convince the researchers, the researcher need any authentic documents, such as students' file of scores, students' work, and so forth. From checked it, the researchers know the exact weakness that the students' got low score in vocabulary.

b. 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. The step of planning phase were were presented as follow:

1. Socializing the Research Program

In this subheading, the researcher planned a meeting with the head master of MTs Assyafiyah Gondang Tulungagung. 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 by employing an innovative media 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 researcher.

2. Providing the Strategy

In order to overcome the problem of vocabulary mastery in class MTs Assyafiyah Gondang Tulungagung, the researcher implemented an innovative strategy for the students. This 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 decided that the most appropriate strategy to be applied by using Short Story to teaching vocabulary.

Short Story was chosen to be applied on the students in MTs Assyafi'iyah Gondang Tulungagung. This media helps students to increase their vocabulary mastery through Short story as media. By doing Short story activity it is certainly improve their vocabulary also. The researcher choose Short story because he was consider about the purpose of the text that is to entertain the reader. It can be an effective media to conduct in the student's classroom activity in order to improve their vocabulary. They will get many new vocabulary by doing learning Short story. Consequently, it will highly motivate the students to learn more vocabularies, because they can enjoyably to read an interesting Short story. In this study, Short story will be applied within the process of teaching vocabulary. It means that the students are to be accustomed with English texts.

In its application, the most beneficial effects of short story 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. It means that the students are to be accustomed with English texts. The procedures of short story in this study are the following:

- a. Giving students Short story text (e.g: fairy tale and, fable,)
- b. Choosing some new words or important words.
- c. Using context to determine the meaning.
- d. Comprehending the whole text.
- e. Asking them to does the task.

The researcher as the English teacher prepared the steps and the activities that will be applied in teaching vocabulary by using Short story as Media in eight grades at MTs ASyafi'iyah Gondang Tulungagung.

3. Designing the Lesson Plan

After providing the strategy in teaching vocabulary by using Short story as Media, 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 *Appendix 1.*

4. 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 quiet, tidy and ready to conduct the teaching and learning process; the students put their cell phones in their bag. The teaching atmosphere would be more students 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 students 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 MTs ASyafi'iyah Gondang Tulungagung. 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.

The formula to know the criteria of success is achieved or not is :



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

%X = the result
N = total of the students
X = the number of students pass the test

5. 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, he needed a collaborator to conduct the research. 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.

In this research, the researchers need a help from the collaborator teacher because of the researcher don't have a classroom yet. For the collaborator teacher, the researchers want to borrow the classroom to implement the strategy for a few moments till the strategy can be improved the students' vocabulary.

c. Implementing

In this stage, everything has been planned in the previous stage, is implemented. The research was held on July, 03rd th 2017 until August 11th 2017. Firsrtly, in the preliminary observations the researcher join into the teacher class to check the classroom condition and learning atmosphere and also interviewing the English teacher of MTs Assyafi'iyah Gondang. The interview and checking the class condition was held on July 27th 20017 (Appendix 10). The researcher asked about the problem of the students in learning English and discuss the appropriate strategy to get the students' interest in English. Secondly in the preliminary observations, The researcher inrterview with the students on July, 29th 2017 (Appendix 9). The researcher asked about the students' difficulties in learning English. Based on the discussion with the teacher, the reseacher have implements the strategy of short story as media to improve students' vocabulary mastery. Before beginning the research, the researcher would conduct the preliminary

study. The preliminary study was held on July 31st 2017, the preliminary study was conduct to know the main problem of students' in learning English. Moreover, the preliminary study also gives an authential data from the score, first before the research began. The preliminary observation was done to solve the research problem in the process of teaching and learning. The first meeting in cycle 1 was held on August 3rd 2017 (Appendix 1). The second meeting in cycle 1 was held on August 7th 2017 (Appendix 2). The post test cycle 1 was held on August 10th 2017. The first meeting in cycle 2 was held on August 28th 2017 (Appendix 3). The second meeting in the cycle 2 was held on August 31st 2017 (Appendix 4). The Post test cycle 2 was held on September 11th 2017.

The researcher as the English teacher manages the class based on the lesson plan. The class wasorganized use short story and the material which was taught a simple reading related with the theme, School Environment. The detailed steps in cycle 1 can be seen in *Appendix 1*.

d. Observing

The researchers as the English teacher observed the teaching learning process. Observing was done after planning and implementing the media. The data of the research were obtained from the results of students' test during the post test. Moreover, the assessment is done together with the action and observation. It is purposed to evaluate the learning result which is achieved by the students. The result of assessment is the data from the research. The assessment is collected from the vocabulary test and the process of vocabulary teaching learning in the class. To get the data, the researchers used form combination of both qualitative

and quantitative. In addition, the score of test, interview, field note, and documentation

e. Reflecting

This activity was done at the end of each cycle to evaluate whether effect of the action met the criteria of success or not. So, the data taken from the result of the students post test and analyzed to know whether the criteria of success has been achieved or not. Finally, the focus of reflection was to determine whether the research could be ended or had to be continued to the next cycle.