

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents research design, setting and subject of the research, data, and procedure of the research.

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

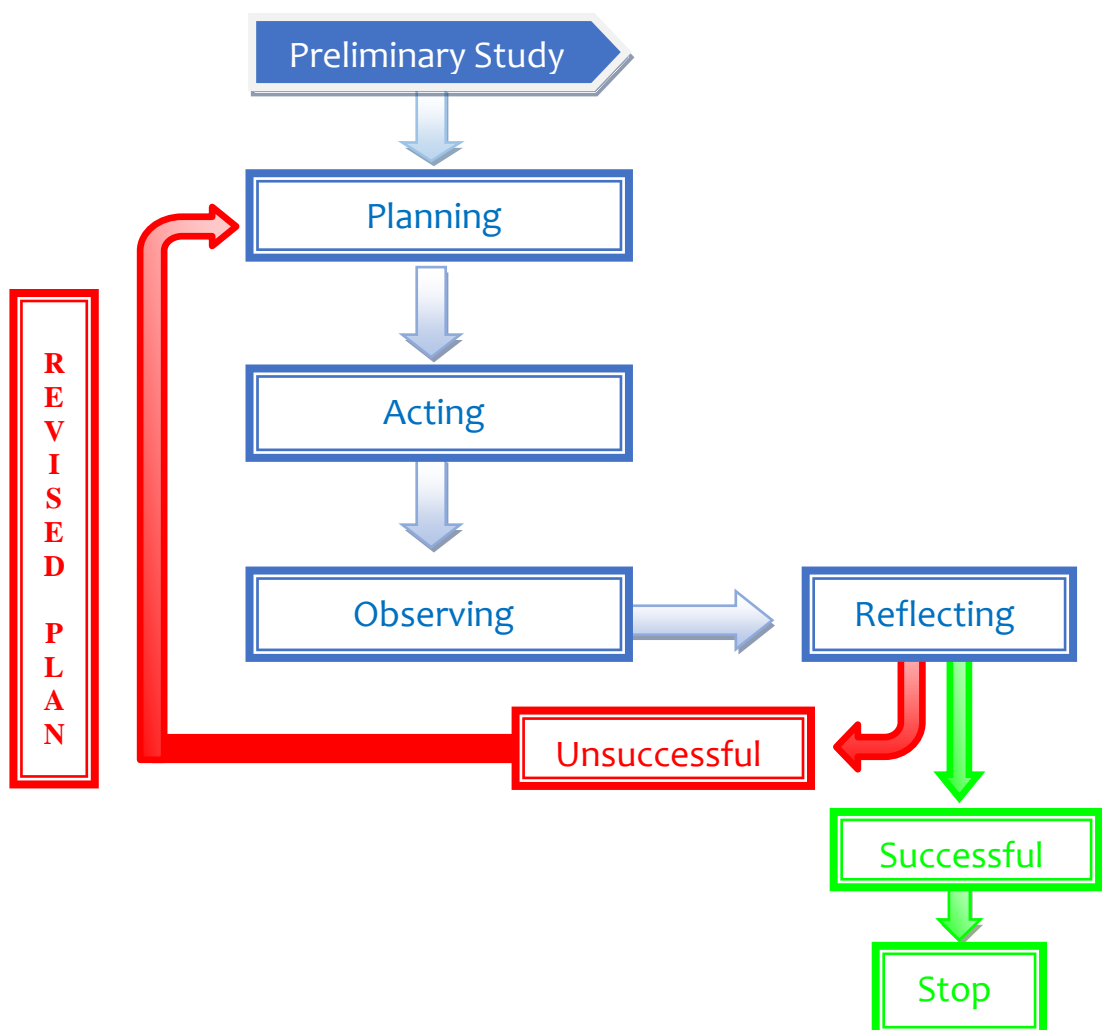
The design used in this research is Classroom Action Research (CAR). It focuses on the use of scrabble game to improve students' vocabulary. Kemmis and Mc. Taggart in Muslich (2012:8) state that classroom action research is a study that done to make our self to be better, our work experiences, which done systematically and planned. According to Hopkins in Wiriaatmadja (2010:11) 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.

Latief (2011) 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. Hermida in Mettetal (2001) Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning ". The action is a deliberate motion activities with specific objectives, which in this study is a series of cycles of activities. The class is a group of students in a given time receiving the same lesson from a teacher. Thus, it can be concluded that Classroom Action Research is a

scrutiny of an activities that is deliberately created and raised, and occurs in a classroom. Classroom Action Research including the range of research conducted by the teacher to solve the problems faced by the teacher learning, improving quality and learning outcomes and to try new things in teaching to enhance learning.

Based on the explanation above, the researcher uses Kemmis and Taggart model which consist of four component, namely planning, implementation, observation, and reflection. The fourth connection component is regarded as one cycle.

**Figure 3.1 Action Research Spiral by Kemmis and Teggart**



## **B. Setting and subject of the research**

The subject of this research is the students in the second grade in Class C of MTsN Tulungagung, there are 35 students consisting 15 males and 20 females as the subject of the study. The place of this study is MTsN Tulungagung which is located in Jl. Ki Hajar Dewantara, Beji, Kec. Boyolangu, Kab. Tulungagung.

## **C. Data**

### **1. Data Collection**

According to Arikunto (2010: 161) data is a result of recording researchers either in the form of facts or figures. Data collection aims to obtain valid data to support success in a study. Data collection techniques in this study, namely observation, tests, documentation, and field notes. While the instrument of data collection used is observation sheet of teacher and student activity and written test.

### **2. Analyze data**

Data analysis is done at the end of each learning. Data analysis technique used in this research is qualitative data analysis technique. Miles and Huberman (in Sugiyono, 2009: 91) explain that "in data analysis activities there are three activities, namely data reduction, data presentation, and conclusion".

Data reduction means summarizing, choosing the essentials and focusing on the things that matter. Thus the reduced data will provide a

clearer picture and will allow researchers to perform further data analysis. After the data is reduced, then the next step is the presentation of data. Presentation of data in this study form a table. Furthermore, the table will be described in the form of a brief description. Presentation of data will make it easier for researchers to understand what will happen and what will be done next.

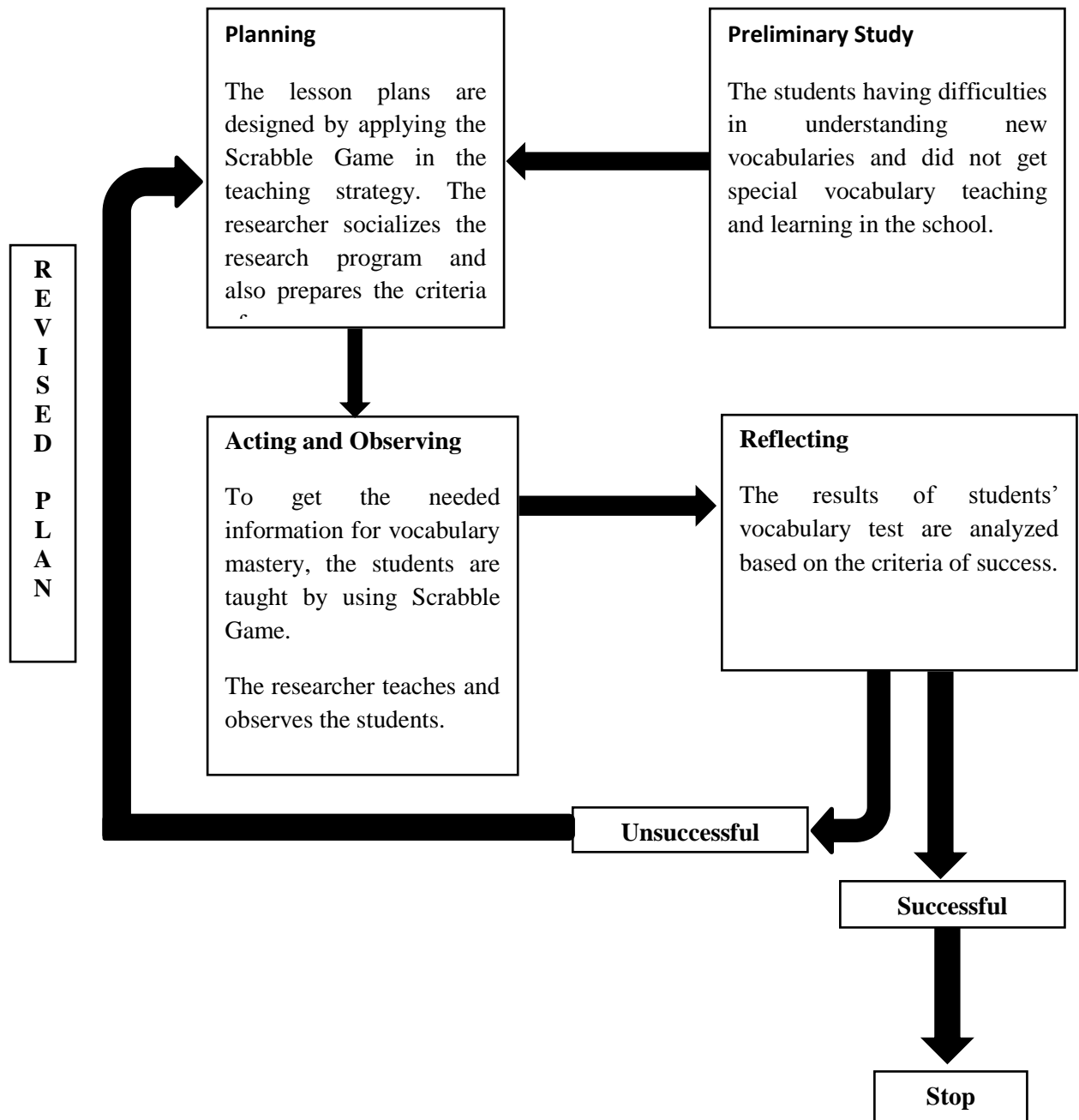
The next step, the conclusion. The initial conclusion is a tentative conclusion and will change if strong evidence is found to be available in the next data collection stage. As for the conclusions in qualitative research is a new finding from the results of the overall research in the form of description or description of an object that previously did not exist.

The results of this data analysis will serve as the basis for determining the success of the provision of action and the basis for carrying out the next action, if the provision of the previous action is unsuccessful. Based on the data analysis will be found which need to be improved for the implementation of the next action

#### **D. Procedure of the research**

Description of the four stages listed in the spiral cycle Kemmis and Mc Taggart.

Figure 3.2 CAR design by Kemmis and Mc. Taggart



## 1. Planning

Planning stage is an early stage in the research conducted. The action plan undertaken to draft the implementation of which will be applied. Planning includes curriculum action to establish the basic competencies that will be delivered to students through online games. Next create a lesson plan (RPP), set up instruments of this research were observation sheet to observe the activities of teachers and students when learning is taking place, preparing learning media associated with the material, making sheet group work and student worksheet to be used in each lesson. These are steps in planning

### a) Socializing the Research problem

The researcher went to school to meet the students who will be taught and the teacher also the headmaster to socialize the research program.

Table 3.1 Research Program

No	Action	Time		
		Day	Date/Month	Hour
1.	Preliminary	Tuesday	April, 10 2018	11.00 - 12.00
2.	Cycle 1			
	– Meeting 1	Monday	April, 16 2018	13.30 – 14.30
	– Meeting 2	Tuesday	April, 17 2018	11.00 – 12.00
	Cycle 2			
	– Meeting 1	Monday	April, 30 2018	13.30 – 14.30
	– Meeting 2	Wednesday	May, 2 2018	11.00 – 12.00

### b) Providing strategy

The researcher provided the game used in this program, that is Scrabble Game. The researcher learned the game in order to be able to apply the game in the classroom

Table 3.2 Teaching and Learning Activity

Pre-activity	<ul style="list-style-type: none"> <li>– Teacher opened the program by greeting the students and reciting surah “Al-Fatihah” together</li> <li>– The teacher checked the attendance list.</li> <li>– The teacher asked the students prior knowledge about the material</li> </ul>
Main-activity	<ul style="list-style-type: none"> <li>– The teacher explained the material</li> <li>– The teacher gave example of material and media.</li> <li>– The teacher made a group, one group consists of three up to four students</li> <li>– Each leader group was be rock-paper-scissor to determine who picked the letters first.</li> <li>– Each group took seven letters in the glass.</li> <li>– The teacher explained rule of the game.</li> <li>– The teacher gave students fifteen up to twenty minutes to arrange and combine the letter and word that was available correctly</li> <li>– After finishing, the teacher and students discussed the answer and the score</li> <li>– The winner was the group that had the highest score</li> </ul>
Post-activity	<ul style="list-style-type: none"> <li>– The teachers made conclusion of the material from teaching and learning process</li> <li>– The teacher gave feedback to the students about the material.</li> <li>– The teacher closed the program by reciting hamdallah together</li> </ul>

**c) Designing lesson plan**

The researcher wrote the plan of the implementation of research in form of lesson plan which consists of standard of competence, basic competence, indicators, objectives, teaching method, teaching procedures, learning procedures, learning sources, and assessment procedure.

**d) Preparing of the criteria of success**

The criteria of success are set to see whether the implementation of scrabble game technique is successful or not.

The predetermined criteria of success in this study is 80% among whole students in the class get 85 score or more. So the students who get 85 score or more is classified into pass and less than 85 is failed.

**2. Implementation**

The next stage is the implementation. In the action stage, observer began monitoring the actions performed. In accordance with the plan that there is collaboration, then the implementation phase of this action can be done by the teacher or researcher. In this research, the implementation of activities is a researcher and teacher.

**3. Observation**

Stage of observations was made simultaneously with stage of implementation of the action. This activity is done carefully as to its



content of action, action, nor the consequences arising from such action. At this stage, the emphasis is on the problems that will be used as the basis for a stage of reflection to come. The objective of the observations to identify, record, documenting the changes that occur as a result of planned actions. The data collection techniques at the stage of observation is through observation sheets that have been prepared

#### **4. Reflection**

Reflection is a stage in which the researchers to evaluate what has been done, which is reviewing with fixing deficiencies that exist in the learning process. Reflection made after the observation phase implemented. The results of this reflection activity used as consideration for learning in the next cycle with various revisions and improvements.