

CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of the study, data and data source, method of collecting data and research procedure.

3.1 Research Design

This research conducted by applying Classroom Action Research (CAR). Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. Classroom Action Research consist of three words, there are:

a. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying. By combining three words above, classroom

action research reflection to activity which is intentionally appeared and happened in class. In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle.

He procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

3.1.1 Cycle I

a. Planning

The following points are the specification of the planning are first cycle:

- 1) Conducting the cycle in two meetings.
- 2) Administrating the vocabulary learning process according to lesson plan.
- 3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary.
- 4) Preparing material for vocabulary mastery.
- 5) Conducting a test of vocabulary mastery by fly swatter game in last meeting.
- 6) Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students will be taught how to increas vocabulary mastery by using Islamic riddle poem.

c. Observation

The observation will conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflection has evaluative aspect to effect of spacious issues and suggest handling it. The researcher takes the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher makes decision that the researcher need to continue to the research into cycle II.

3.1.2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, whit of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' achievement in mastery vocabulary.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 25 questions multiple choices.

3.2 The Subject of the Research

The subject of this research is students' at grade VIII of SMP Islam Al Azhaar Tulungagung. This participant of the class consists of 49 students. 3.3 Place and Time of the Research

3.3.1 Place

SMP Islam Al Azhaar Tulungagung

3.3.2 Time

The time to perform acts ranging from Cycle I and Cycle II for 1 month

3.4 Procedure of Classroom Action Research (CAR)

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and

interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VIII grade at SMP Islam Al Azhaar Tulungagung. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. Acting Phases

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity. In this phase it begins the process of going more deeply into the issue being researched.

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to holdevaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until t solve.

3.5 Instrument of Data Collection

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.

3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).

4. Diary Notes: is personal records usually done by the researcher itself that will be writing up daily. The diary notes are useful for knowing all the students' activities during teaching and learning process.

5. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

a. Pre-test is done before implementing the Classroom Action Research (CAR).

b. Post-test is implemented after implementing the Classroom Action Research (CAR).

3.6 Technique of Collecting Data

Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows:

a. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the use of vocabulary by fly swatter game.

b. Interview

The researcher asks the teacher to know the students' difficulties in English vocabulary, students' condition involving in English class activity, and Islamic riddle poem used by the teacher in teaching English vocabulary.

c. Questionnaire

The researcher conducted the pre-questionnaire and postquestionnaire. The questionnaire is conduct to obtain the data indicating students' motivation in learning English vocabulary

d. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing Islamic riddle poem game in vocabulary. It is to measure students' vocabulary comprehension at first. Meanwhile, the post-test is implemented after using Islamic riddle poem in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

e. Diary Notes

The researcher observe the students' activities. The activities of students' to solve the clues of Islamic riddle poem in diary notes. The improvement of students in vocabulary mastery also keep paying attention for teacher in every meetings.

f. Study Documentation

Study documentation use to show the teaching and learning process by using the photograph. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

3.7 Technique of Data Analysis

This research used qualitative and quantitative data. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action research (CAR).

The quantitative data there was a vocabulary test and it were about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score

R: The number of correct answer

N: The number of question

To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:

$$X = \frac{\sum X}{N}$$

Where:

X: mean

$\sum x$: total score

n: number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at SMP Islam Al Azhaar Tulungagung. It uses the formula:

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

Where:

P: the class percentage

F: total percentage score

N: number of students

After getting mean of the students' score per actions, the researcher identifies whether or not there might have students' improvement score on vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

Where:

P: percentage of students' improvement

y: pre-test result

y1: post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

y

Where:

P: percentage of students' improvement

y: pre-test result

y₂: post-test 2