

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the research used in a classroom action research. It includes research design, research setting, research procedure, and research subject, source data, data collection, and instrument, data analysis and criteria of success. The research procedure covers preliminary study, planning, acting, and reflecting implemented in the both of cycles, first cycle and second cycle.

A. Research Design

The design of this research was classroom action research (CAR) using Kemmis & Mc. Taggart's model (in Arikunto, 2010:16). This research investigates teaching and learning activity by using realia to improve students' vocabulary. The subjects who were involved in this research were the seventh grade E students of MTs Assyafi'iyah Gondang in academic year 2013/2014.

This study is a collaborative action research type in which the researcher collaborates with one of the English teacher of MTs Assyafi'iyah Gondang. The teacher, as collaborator, is involved in the whole process of the research activities. In this research process, the researcher implements the media used in this research. The researcher acts as the English teacher who applies realia in the class. The collaborator helps the researcher observing students' activities during the

process of teaching and learning. Figure 3.1 shows model describing the classroom action research phase.

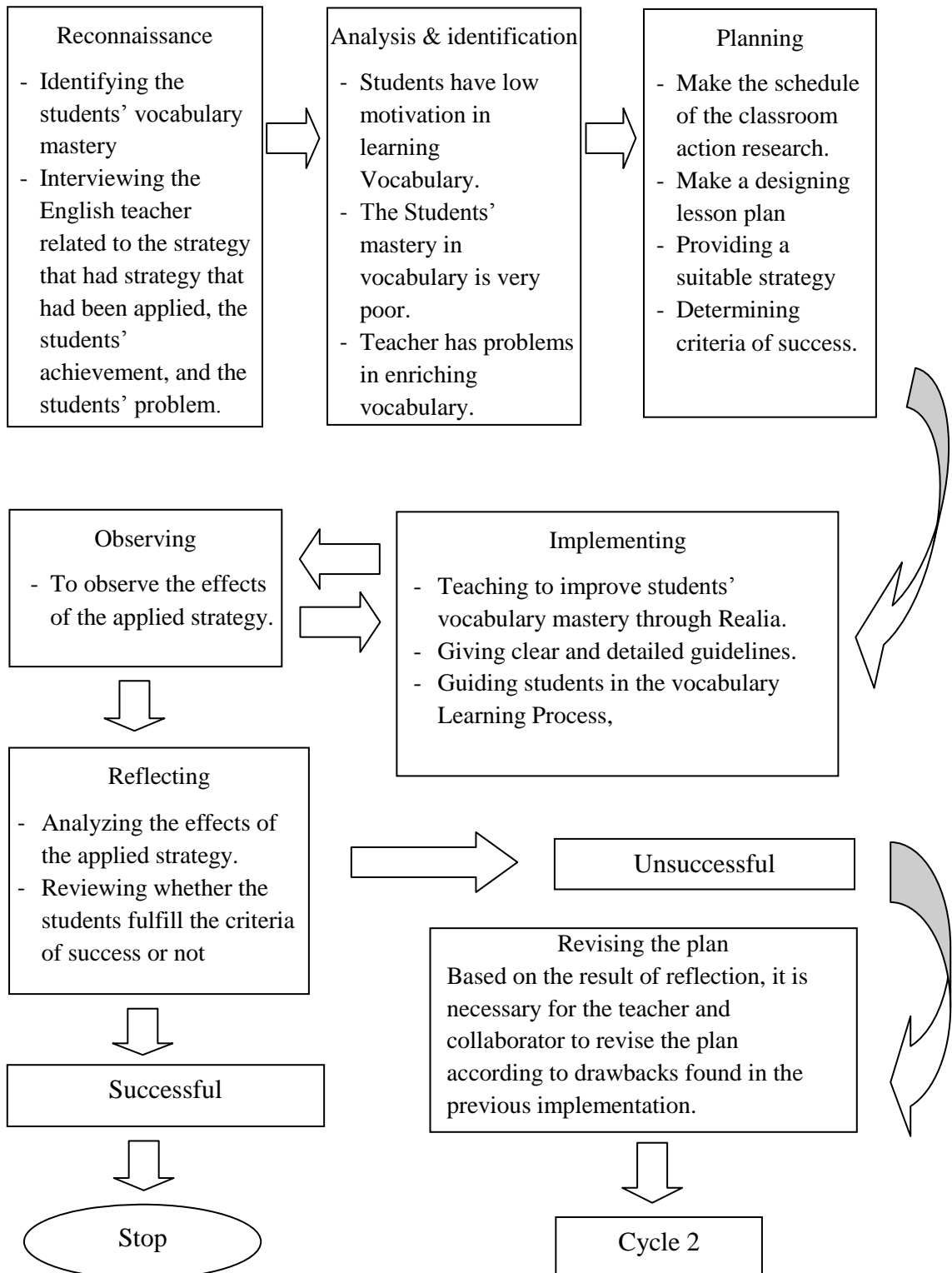


Figure 3.1 The Procedure of Classroom Action Research

Adapted from Kemmis and Mc Taggart’s model (in Arikunto, 2010:16)

Based on Kemmis and Mc Taggart's model (in Arikunto, 2010:16), the classroom action research phase are:

1. Planning

Planning is the first step in which the researcher planned. The researcher prepared everything needed in this research. It includes the preparation of the teaching technique that would be implemented, the instructional material and media needed, the instrument that used to collect the data, and how to conduct and observed the research. In this research, classroom activities, the material, the media were planned and prepared accurately and the instrument to collect the data were developed.

2. Implementing

In this stage, everything had been planned in the previous stage is implemented. The researcher implemented realia to improve students' vocabulary mastery. It was done in order to solve the research problem in the process teaching and learning.

3. Observing

It is the next stage after planning and acting. It is done after acting phase of this research has been done. It is intended to know the result of the implementation of the research. In other hand, it is also intended to find out the weakness and improvement in it.

4. Reflecting

Reflecting is the final of these stages. The objective of the reflecting is to reflect the result of the observing phase. This phase could show whether research problem was solved or not and whether there was new problem found during the acting phase. The main point of this phase was making decision whether to stop the research or to continue on the next cycle.

B. Instrument of Collecting Data

The instrument is a mean used by the researcher to collect the data. The instrument in this research are;

- *Interview sheet.* It is the list of questions that is used to get information needed for the research. The researcher creates 5 questions for students, and 7 questions for the teacher. Those are used to get information in teaching vocabularies process.
- *Observation guide.* It is the list of some points that the researcher want to observe when observation taking place. So, the researcher observes what I want to know and need for gaining the information. In the observation of the study, the researcher observes the school condition and teaching vocabularies activity in the classroom.
- *Documentation.* It is the pictures or photos that the researcher gets from the process of the observation. In this study, the researcher captures the

school building and all students learning process of vocabularies in the classroom such as memorizing and doing some exercises.

- *Field notes*. It includes the notes of whatever the researcher does during conducting the research from the beginning until the end. It also includes the schedule of the observation done. So, in this research researcher write down the schedule and time of observation including the researcher's activities when doing observation in the field.

The interview is done by the instrument of interview sheet to guide the researcher in interviewing the interviewee. Also by observation guide, the researcher uses it to guide in observing the students' activities. All of those instrument mentioned above will be very useful in conducting this research.

C. Validity and Reliability of The Instrument

The technique used by researcher to increase the validity and reliability of instrument in this research is called *Triangulation*. "Triangulation is defined as technique of collecting data by combining of some different techniques of collecting data and some different data sources" (Sugiyono, 2009:83). The main of triangulation is to increase one's understanding of whatever being investigated. In this study the researcher uses two kinds of triangulation. Those are *data collecting technique triangulation* and *data sources triangulation*. These can be explained as follows;

1. Data Collecting Technique triangulation

This technique means the researcher uses some different techniques in collecting the data from one subject or same source. In this study, the researcher interviews a certain students with different techniques. Here the researcher gets information from different ways those are interview, observation, and documentation. It emphasizes on the use of different technique to get the data from the same informant.

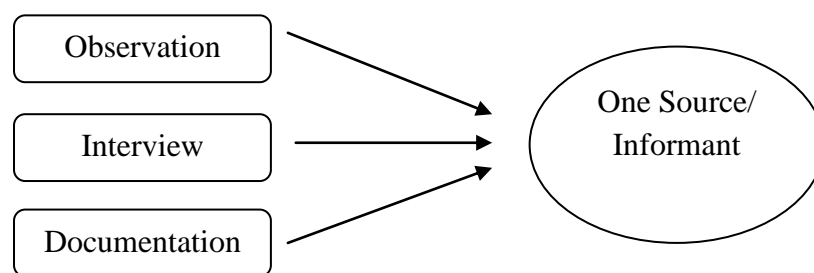


Figure 3.2 : Data collecting technique triangulation

2. Data Sources Triangulation

This triangulation means the researcher uses the same technique to get data from some different sources or informants. “ It came to mean that many sources of data were better in a study than a single source, because multiple sources lead to a fuller understanding of the phenomenon you were studying” (Bogdan and Biklen, (1998;104). In this study the researcher interviews 3 different informants with the same question. Those informants are the headmaster, the teacher, and the student. Finally the researcher gets valid information about teaching vocabularies process in this school.

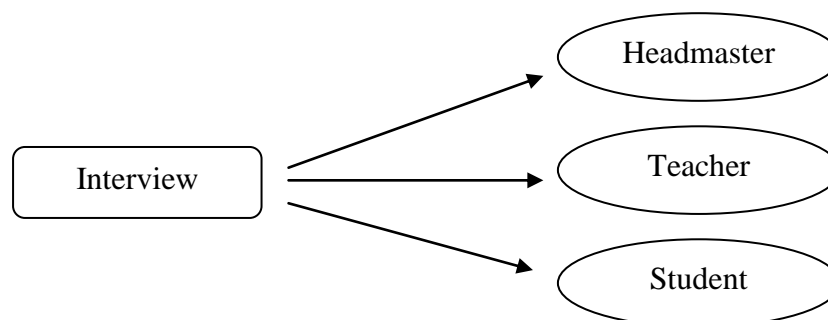


Figure 3.3 : Data sources triangulation

D. Subjects and Setting of the Study

The classroom action research was conducted for 1 month in the second semester of the academic year 2013/2014 that was in May 2014. Before the researcher starts doing the research, she observed the teaching learning process in the class, and then the other English teacher is teaching.

The study was conducted at MTs Assyafi'iyah Gondang, Tulungagung in the academic year 2013/2014. This school is located Ds. Gondang, Kec. Gondang, Kab. Tulungagung. There were 29 students as the subjects of study. The class had 13 males and 16 females.

The location which is chosen by the research is MTs Assyafi'iyah Gondang, Tulungagung. This location was chosen because this school needs to be renewed in teaching-learning English in which many students have difficulties in memorizing vocabulary, so that, students in the classroom are passive and less creative. Consequently, the students still get less achievement in the English lesson.

E. Procedures of the Study

The procedure of this research is divided into general procedure and procedure in detail. The general procedure describes about the process conducting the research in general such as asking permission by submitted proposal to the head master, and as both researcher and the teacher certainly knows the problem in the class. Research procedures in detail tells about the four stages within one cycle in research procedure adapted from the model Kemmis and Mc. Taggart in Suharsimi Arikunto (2010:16), they are planning, implementing, observing and reflecting. But before doing the first stage (planning), the researcher took a preliminary study. It was intended to find out practical problems of the class.

The preliminary study was done by observing students activities in the classroom, interviewing the English teacher informally, giving questionnaire to the students, and administering a preliminary test. The researcher observed the seventh grade E that consisted of 29 students. Based on the observation, it was found that the students' vocabulary mastery was not as the researcher expected. Most of them had some difficulties in answering question from the researcher even in simple questions and they just knew a little about vocabularies in English. So, the students didn't participate actively in the classroom. Then, the result of preliminary test showed that there were 12 students of 29 students or 41% of students passed the Minimum Mastery Criterion (KKM/ Kriteria Ketuntasan Minimal). Therefore the researcher planned to employ realia to improve students' vocabulary mastery. She began to conduct a classroom action research in cycle.

This cycle covering planning, implementing, observing, reflecting. The researcher took 2 cycles.

1. Planning

The researcher made a plan to implement realia after getting permission for conducting the research. In the planning stage of Cycle 1, the researcher socialized the research program, providing the media realia, designed a lesson plan, prepared the criteria of success. While in the Cycle 2, the researcher made a revision and designed new lesson plan.

a. The researcher socializing the research program

The research was carried out in seventh grade E students. The researcher and classroom teacher hold the meeting in MTs Assyafi'iyah Gondang, Tulungagung. In this meeting, the research used Kemmis and Taggart's cycles and every cycle divide three meeting. The researcher and the teacher collaborator arranged the research schedule and discussed the instructional materials. The material is selected based on the topic in research and they are appropriate with syllabus in English lesson for seventh grade of Islamic Junior High School.

Table 3.2 presents the activities done by the researcher in conducting action research.

Table 3.2 The Schedule of the Classroom Action Research

No	Action	Time		
		Day	Date	Hour
1.	Preliminary Study 1	Saturday	10 th May 2014	07.00 – 07.40
		Monday	12 th May 2014	07.00 – 07.40
2.	Cycle 1			
	a. Meeting 1	Tuesday	13 th May 2014	07.40 – 09.00
	b. Meeting 2	Wednesday	14 th May 2014	09.00 – 10.20
	c. Meeting 3	Tuesday	20 th May 2014	07.40 – 09.00
3.	Analysis, and preparation			
4.	Cycle 2			
	a. Meeting 1	Wednesday	21 st May 2014	09.00 – 10.20
	b. Meeting 2	Wednesday	28 th May 2014	09.00 – 10.20
5.	Data Analysis Reporting the finding			

b. Providing the Media

The researcher provided realia to solve the students' problem in vocabulary mastery especially to memorize vocabulary in the class. To improve the students' vocabulary mastery by using realia, the researcher guided the students to implement realia. Some steps of implementing realia in cycle 1 as follow:

- 1) The researcher gave quiz to the students to measure the students' vocabulary before applying realia. Some activities in the quiz were: the researcher asked one of the students as model to come forward in front of class and asked other students to answer the question related to the

topic “part of body”. And then the researcher asked them to answer the question orally and asked one of them to write the answer on the whiteboard.

- 2) The researcher wrote some vocabularies related to the topic “part of body”, and then read it each word. The researcher asked the students to repeat what that the researcher said each word. After that, the researcher asked the students to write the vocabularies in their book.
- 3) The researcher showed the visual aids to the students and asked them to answer what is the part of body that touched by the researcher on the visual aids. And then the researcher asked the students to raise the hand if they can answer the question and wrote the answer on the whiteboard with simple sentences.
- 4) The researcher asked the students to describe their friends in front of class.

c. Designing lesson plan

The lesson plan was arranged and developed based on the syllabus of the second semester of seventh year class. The lesson plan comprised identify of school, indicator, instructional objective, instructional material, teaching and learning activities, source of material and evaluation.

1) Identify of school

It consisted of name of school, subject, level, time allocation, standard competency and basic competence that used.

2) Indicators

It described the standards which the students had to master the knowledge well.

3) Instructional objectives

Instructional objectives were the learning outcomes by the teacher which due students learned.

4) Instructional material

It consisted of the material that is used by the teacher. The material was vocabulary. Those materials were taken from internet and book.

5) Instructional media

The instructional media that she used in the teaching and learning process was visual aids as media realia to explain the vocabulary.

6) Teaching and learning activities were divided into three stages:

- Opening activities

- a) The researcher opened the lesson by explaining the objectives of the lesson and

informing to the students that she would apply realia.

- Main activity
 - a) The researcher gave quiz to the students to measure the students' vocabulary before applying realia. Some activities in the quiz were: the researcher asked one of the students as model to come forward in front of class and asked other students to answer the question related to the topic "part of body". And then the researcher asked them to answer the question orally and asked one of them to write the answer on the whiteboard.
 - b) The researcher wrote some vocabularies related to the topic "part of body", and then read it each word. The researcher asked the students to repeat what that the researcher said each word. After that, the researcher asked the students to write the vocabularies in their book.

c) The researcher asked the students to translate the text related to the topic “part of body”.

- Closing activity

a) The researcher gave conclusions

b) The researcher did some evaluations

c) The researcher gave motivation

7) Source of material

It covered the source of materials that were used in teaching learning process.

8) Evaluation/ assessment

This part contained a description of assessment in teaching vocabulary.

Because the researcher took this research through two cycles, so the researcher also made a planning for cycle 2. (See Appendix 6)

d. Preparing the Criteria of Success

To determine the successful of the research, the researcher set the criteria of success. It would show whether the research were successful or not. Involved:

1) The improvement of students’ participation in the teaching and learning vocabulary.

- 2) The target of the success was 80% from 29 students who get score >75, if 29 students get score <75 therefore this research is failed.

In order to know the students qualification on vocabulary based on the result of the test, criteria for a degree of mastery for this research is based on “Departemen Pendidikan Nasional Republik Indonesia (National Education Department of Republic Indonesia) 2004” shown in the table 3.3

Table 3.3 The Degree of Mastery Vocabulary Achievement

Degree of Mastery	Qualification	Grade
85 – 100	Very good	A
75 – 84	Good	B
60 – 74	Fair	C
40 – 59	Poor	D
0 – 39	Failed	E

2. Implementing

The second step after planning was implementation, to implement realia that had been planned in the lesson plan. The researcher had already mastered the instructional scenario before starting implement realia. In implementing realia the researcher used Kemmis and Taggart procedure of classroom action research. Each of cycle consisted of 3 meetings i.e. 2 meetings for implementation the realia and 1 meeting for a test. This was act as in the cycle 1 or cycle 2.

3. Observing

Observation was the process of collecting data about the effect of the applied realia during and after the implementation of the action. The instruments used to collect the data were (1) observation sheet (2) test and (3) questionnaire.

Instruments are the implementation apparatuses which are used in performing the action, especially for delicate or scientific work (Hornby, 200:443). At this observation stage, the researcher and the collaborator had determined the instrument to collect data. The instrument consisted of interview guide, questionnaire, observation sheets, and test.

Kinds of the data collected in this study were both qualitative and quantitative. Mc Niff (1996:15) stated that classroom action research could employ both qualitative and quantitative data.

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

The researcher took unstructured *interview* to the teacher. The interview would be accomplished after the implementation of CAR to know the teacher's response toward the idea of realia.

The *questionnaires* given before and after the teaching learning process is done to measure the students' motivation whether it is improving in the teaching and learning process.

That *observation sheets* concern with two kinds of sheet, a teacher observation sheet and a student observation sheet, which are used by the researcher during the observation of the teaching and learning process in the classroom. The researcher used observation to evaluate the process of the use realia in learning vocabulary. The students' observation sheets, it is used to observe the students' activity in the class during the teaching and learning process.

The *test* was 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 third meeting of each cycle to measure quantitatively whether or not the criteria of success had been achieved. In this study, there were 20 questions related to the topic.

4. Reflecting

Reflecting is an effort to appraise whether action of teaching learning has been successful or not. Moreover, in other hands, reflecting implied an activity to analyze the data taken during conducting observation whether or not the criteria of success had been achieved. Reflecting is a significant way to develop the next cycle. The researcher tried to find weaknesses of the three meetings and made it better. Reflection was also intended to defend some factors supporting the success.

The reflecting stage was aimed at evaluating which criterion on the target of success had been achieved, which one had not been achieved, and determining the possible reasons what made those targets were not achieved yet.

The result of reflection was used to determine part of the technique needed improvement.

The researcher analyzed data using qualitative and quantitative method. The qualitative data were obtained from the result of interview, observation of the students' response during teaching activities by using realia, and questionnaire. Meanwhile the result of the test was classified as quantitative data.

Result of the test used to measure the result of the study after teaching and learning process using realia. The researcher made test based on material that had been taught. According Ur., (1996;41) there are 3 stages in designing test; preparation, performance, and feedback. Vocabulary test, objective and subjective, this usually test vocabulary, and is rather awkward to administer: thus it is best presented written on the board or on paper, though responses may be either oral in writing.

Scoring in procedures is for giving numerical values or scores to the responses in a test. Researcher using 2 aspects correct answer and spelling. The formulas are used.

<p>Correct answer</p> <p>Grade: ----- x 100</p> <p>Total Question</p>	<p>Frequency</p> <p>% : ----- x 100</p> <p>Total Students</p>
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