

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher describe the research methodology; it consists of research design, subject and setting of the study, research procedure, data collection method and data analysis.

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

This study use descriptive qualitative research method and the design in this study was used Classroom Action Research design. Classroom Action Research (CAR) has four steps based on Kemmis and McTaggart model that consist planning, action, observation, and reflection. Planning means the process of thinking about and deciding on a plan for the action that would be conducted in order to improve vocabulary mastery, in details and clear manner. This planning was made based on the problems encountered. Action means the process of doing the planning. Generally this action was in form of learning using Word Wall media according to the planning. Observation means the process of concerning data from the action. Reflection means analyzing and interpreting the results of Classroom Action Research had performs, might also perform subsequent action planning to improve its lack. The sequence of planning, action, observation, and reflection is one cycle. The results of reflection in the first cycle determine whether the second cycle needs to be done or not.

Although many models of classroom action research, there are CAR characteristics that differentiate it from other research types. In this study the

model chosen was adapted from Kemmis and Taggart. The flow of CAR is consisted of planning the action, implementing the action, observation, analysis and reflection, planning and action implementation in second cycle, etc.

In this Classroom Action Research (CAR) the researcher used one to two cycles which in every cycle will give a test. And then the scores of test are compared with the Criteria of Success. If the 80% students get score exceed  $\geq 75$ , the research will be categorized success and did not continue to the next cycle.

Researcher implementing this research is to improve students vocabulary mastery through media namely, word wall which modified with picture. This study is an individual research which the researcher is not helped by the collaborator teacher to observe the students' participation during the process of teaching and learning activities.

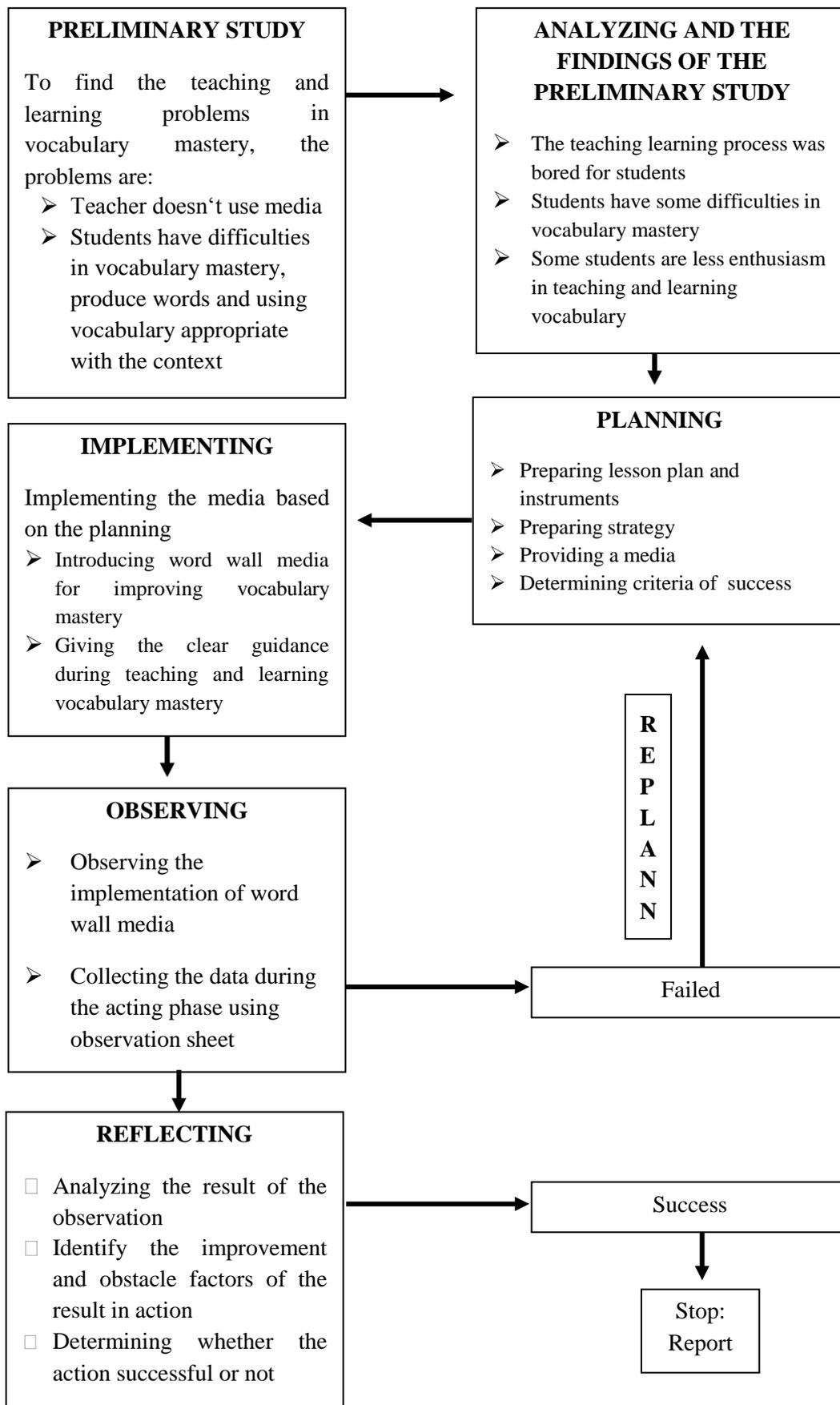


Figure 3.1: Action Research Kemmis and Mc Taggart's model

Figure 3.1 shows that the cycle of the research consists of four phases, namely planning, implementing, observing, and reflecting. If the first cycle failed, the research should be continued to the next cycle by revise the weakness of implementation.

### **B. Subject and Setting of the Study**

This research was conducted in MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung, specifically in VIII B class academic year 2019/2020. This class consists of 38 female students. MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung was chosen for the reasons because the researcher ever taught in internships 1 and 2 so the researcher have some understanding of the real condition and problem encountered in the class. In internship 1, the researcher made observations on class culture. Continued on internship 2, the researcher taught in eighth grader approximately 2 months. From internship, she find out students' of MTs Darul Falah bendiljatikulon Sumbergempol Tulungagung had the problem in vocabulary mastery.

### **C. Research Procedure**

This action research used the model developed by Kemmis and McTaggart in Burns (1999:32). In this model, the implementations of the action research include four steps consist of planning, implementing, observing and reflection. These four steps were included in part procedure of research implementation. The procedure of action research in this research as follows:

## **1. Preliminary Observation**

Preliminary study is very important to conduct in order to define the real problem in vocabulary mastery. It was done before the researcher start the action research and during the teaching process to see what problem really exist during the teaching and learning in the effort of vocabulary mastery. It was done before the researcher began conducting action research in eighth grade of MTs Darul Falah.

Before doing research, the subject was chosen by researcher. Then the researcher as a teacher introduces about the research and the material to the student. After that the researcher does the preliminary test.

Preliminary study was done by the researcher in internship one and two. She came into the class at eighth grade of MTs Darul Falah to observe and practice teaching and learning process. So the researcher interviews some student to get some information about students difficulties in learning vocabulary. The researcher determined what media could be used to stimulate students to improve their ability. In this phase, the researcher also gives information to the students that the researcher will use word wall media to increase students' vocabulary mastery. So she gives information about the step how to conduct it in the class.

Based on the result in the preliminary study, the researcher knew that students in the eighth grade of MTs Darul Falah especially in class VIII B had the difficulties in memorizing and using vocabulary appropriate to the context. So she planned to use word walls media to solve their problems.

The researcher use observation sheet to prove that statement. The researcher held preliminary study on September 2019. She takes note the situation that happens in the class. Then, rewrite in the observation sheet. It could be seen from observation sheet below :

Observation sheet 1 : September 9<sup>th</sup> 2019

### **Reflection Instrument for Preliminary Study**

#### **OBSERVATION OF LEARNING ACTIVITIES**

##### **a. Opening**

The researcher open the lesson by saying greetings, praying with students and checking the attendance list. Next, the researcher introduce herself to the students, made an apperception by explaining the material should be learned, showing the learning objectives, and the competencies to be achieved.

##### **b. Core Activity**

The core activity begins with giving questions to students with the aim of knowing students' prior knowledge. After that, researcher explain the material about past tense. From 28 students there were half students who were not involve actively in teaching and learning process.

##### **c. Closing**

Sum up the results of learning and discussion.

##### **d. Problems in learning process and how the teacher overcomes**

Several problem are happens in teaching and learning process such as half of students inactive in discussion, most of students were sleepy, and they were not focus in researcher explanation. Then, researcher did

some effort to overcome. One of the ways are approach the students gradually and ask them to take ablution water.

**e. Other important findings that support learning process**

Most students were bored with conventional learning models and found some difficulties in vocabulary mastery.

**f. Reflection**

There are several reasons why students who still have difficulty mastering English vocabulary, including:

1. From the curriculum and the school system and boarding school which is very dense
2. Lack of reading material and books that help increase the number of students' vocabulary
3. Lack of innovation related to methods, models and learning media

From some of these things, the researcher decided to solve the problem of the difficulty of mastering vocabulary by using learning media

....., .....

Researcher,

.....

NIM.

Based on the observation sheet in preliminary study above, the researcher conducts a Classroom Action Research (CAR) by using *Word Wall media* that modified with picture to improve vocabulary mastery of the eighth grade

students' at MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung. This Classroom Action Research (CAR) consist of four steps they are planning, implementing, observing and reflecting, would be explain below :

## **2. Planning**

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems (Latief, 2011: 148). Before doing this research, the researcher make a plan then prepared to do the action. In the first step the researcher prepared the media and the procedure that will be implemented in the research. Then, the researcher set the proposed solution and the criteria of success. Next, the researcher prepared everything needed to conduct the research such as the instructional material, media, strategy, and the instrument used to collect and analyze the data. Based on the result of preliminary observation, the researcher tries to train students' vocabulary mastery by using word walls.

In the planning of Cycle 1, the researcher socializes the research procedure, prepare applied word wall media, design lesson plan, prepares the research instrument, instructional material and sets the criteria of success. While, in Cycle 2 the researcher made a revision and design new lesson plan. These are some activity in planning as follow :

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

The first activity in planning is, the researcher met with the headmaster and the vice chairman of curriculum to asked permission conduct this research at MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung. The

research also met with Mr. Rofik Zam Zami, S.Pd.I as the English teacher of eighth grade to discuss the research procedure would be used during conduct the research and the time allocation needed in this research. The researcher who act as the observer and teacher during teaching and learning.

#### b. Providing the Media

The researcher provides Word Wall media to solve the vocabulary mastery problems which found in the class. The steps are, researcher identify the difficult vocabulary by giving pre-test. From the results of the pre test, the researchers chose difficult vocabulary and compiled it on prepared media. List of vocabulary is added with pictures to make it easier for students to remember it. At the treatment meeting, the researcher placed the media in front of the class and discussed vocabulary one by one. She also explain about the meaning, the word class, and how to use that. From each vocabulary, the researcher asks students to make sentences that fit the given context.

#### c. Designing the Lesson Plan

The lesson plan is designed before the action. The following activity is to developing lesson plan. First, the researcher met the lecture as advisor to develop the test of lesson plan. After have feedback from the advisor, the researcher met with English teacher of class VIII B MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung to discuss about the materials of lesson plan and the media would be used in the research.

The researcher design lesson plan in cycle 1 and cycle 2 based on the second semester Syllabus. It includes some steps. There are course identity,

instructional objectives, procedure of teaching and learning process, and the vocabulary assessment.

### **3. Criteria of Success**

A criterion of success was set to determine whether the learning activity in the research was successful or not. The criteria required were the eighth graders at MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung are able to master vocabulary in degrees of comparison individually or group. The students considered master in vocabulary if they fulfill the target of success. The target of success is 80% , it means that 80% of total students get more than 75 as the minimum standard of passing grade scores.

### **4. Implementing**

In this step the researcher introduced herself and she explains about the research she was conducting. The researcher also told to the student that she would conduct several intensive meeting and their English teacher will be observers the activities during the process. The steps and activities in implementing the action were based on the scenario. So in this step, it was real action to solve the founded problems through the process of preliminary study.

In implementing the researcher used Kemmis and Mc Taggart's procedure of classroom action research. Each of cycle consisted of four meeting. The first meeting the researcher gives pretest to know the real ability of the students. The second and third meeting the researcher trying give material using Word Wall media. During the activity, researcher tries to monitor the students' activity and help or guide them when they find difficulties. Then the researcher

instructed the students to make a sentence, explain them about the use of vocabulary, memorize it, and ask the students to write the difficult vocabulary.

In these meeting, the researcher uses Word Wall media that modified with picture to teach the second grade students at MTs Darul Falah Bendiljati Kulon Sumbergempol. In the last meeting the researcher tests the students by using post test in order to know their vocabulary achievement. The test is carried out for individual student.

## **5. Observing**

Observing is the process of collecting data indicating the success of the media in solving the classroom problems (Latief, 2011: 149). The researcher collecting data about many aspects which happened during the implementation of the action in the class. Data was collected using observation sheets, data of questionnaire and work sheets in the form of pre-test and post-test.

Kind of the data collected in this study were both qualitative and quantitative. McNiff (1996:15) stated the classroom action research could employ both qualitative and quantitative data. In this study, qualitative data was the result of the observation concerning the researcher's planning, the assessment activity. Quantitative data were related to the students' score in answering the writing text given through the teacher. They could determine the student's writing ability.

## **6. Reflection**

The researcher made an evaluation towards what she had observed to find the weakness of the teaching activity having been carried out. The weakness

was revealed from whether the students active or passive during the teaching learning process and whether their scores after pre and post-test increased or decreased. If their scores increase, it means that the researcher could continue the next cycle with same implementation. But if their score decreased it means that the researcher had to revise the implementation with some advances needed, finally using modified word wall to improve students' vocabulary mastery was determined. The evaluation was taken down as field notes.

### **7. Revising the Plan**

Revising the plan is needed when the action cycle does not make any improvement on the students' vocabulary mastery. Based on the weakness which were found in reflecting process, the researcher revised the plan for the next cycle.

## **F. Data Collection Method**

Data collection techniques in this classroom action research carried out by observation sheet, questionnaires and tests.

### **1. Observation Sheet**

Observation activities carried out to determine the learning system, learning material and systematic recording of all forms of behavior, actions, and objects contained in the classroom as well as other things needed in research.

### **2. Test**

Test was tool to measure the students' achievement. Test was a method of measuring a person's ability or knowledge in a given domain. According to

Arikunto (2006:150) test is set of question or exercise or other instrument is used to measure skill, knowledge, intelligent, and aptitude of an individual or group. The result of writing test was compared with the criteria of success to know whether the students had got improvement in writing ability or not.

### **G. Data analysis Method**

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The whole points of action research was that analyzed the data, interpret it and developed theories about what means were constantly feed back into practice (Bun 1999:155). The researcher used descriptive analysis and percentages. The descriptive analysis was used to analyze the data of point written in the lesson plan, while percentages was used to analyze the teacher's and students' answer of the questionnaires and the writing tests.

1. Data analysis of observation sheet
2. Data analysis of test

The students' score of pre-test and post-test obtained from the process are used to see the improvement of understanding and the students' achievement. The formula was used to know successful or not as follows (Agustina, in Dwi 2010:34).

The percentage of individual success

$$\%X = \frac{X1}{N} \times 100\%$$

Notes:

%X : the percentage of individual success

X1 : obtained score

N : the maximum score

The researcher compare the result with criteria of success. If the percentage of success is 75% or more, it means that the class was successful. But the percentage of success less than 75% the class is unsuccessful.