

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter discusses about teaching English in MTs Assyafi'iyah Gondang, the research design, the subjects and setting of the study, the preliminary study, and the procedure of the study.

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

The research design used in the study was classroom action research. Classroom action research is one of design study which focuses on a particular problem and a particular group of students in a certain classroom. Cohen et al (2005:226) state that action research is a powerful tool for change and improvement at the local level. It was concerned on teaching descriptive text to improve mastery in vocabulary by using two kinds of tests, initial reflection or pre-test and reflection or post-test. Initial reflection (IR) was used to evaluate the ability of the students in mastery in vocabulary before doing the implementation. Reflection (R) was used to administer the students' achievement in mastery in vocabulary after doing the treatment that was done at the end of each cycle. The researcher followed some steps in the cycle of an action research as suggested by Kemmis and McTaggart (1988).

1. Reconnaissance : in this first step, what the researcher did was finding the school facts and analyzing them. The researcher interviewed the

classroom teacher and the headmaster to identify the existing problems in the field.

2. Planning : in this step, the researcher also prepared the instruments such as the course grids, lesson plans, dialogue scenario, technique and the instruments to observe and evaluate the teaching and learning process.
3. Action : in this stage, the researcher carried out the actions in the class that had been planned before. The actions were implemented in some cycles depends on the needs of the research. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented, and analyzed.
4. Reflection : in this stage, the researcher made an evaluation. At the end of action, she made a reflection about the problems occurring during the action implementation.

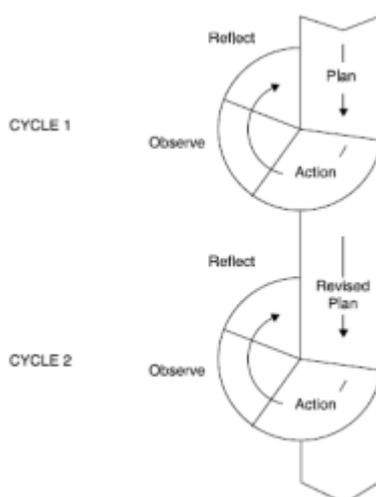


Figure 3.2. Cyclical Action Research Kemmis and McTaggart (1988)

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

The place of this study is MTs Assyafi'iyah Gondang which is located in Ds. Gondang Kec. Gondang Kab. Tulungagung. The time of study starts from planning until reflection begins from April 15<sup>th</sup>, 2016 until April 22<sup>nd</sup>, 2016 at the second semester in the academic year of 2015/2016. The students of Class VII B selected as the subject of the study which consisted of 30 students, 16 males and 14 females were considered representative enough for the purpose of this study. The study was conducted to the seventh grade students of MTs Assyafi'iyah Gondang. The students of VII B were selected as the subject of the study because based on the preliminary in which the researcher interviewed the English teacher to know the students' ability in vocabulary. The result showed their mastery in vocabulary was low, it was supported with the result of the pre-test. The length of the study starts from cycle I until cycle II is around 7 days.

## **C. Procedure of The Study**

In this Classroom Action Research (CAR), the writer did two cycles to collect the data and each cycle consisted of four elements. In this study, the writer attempted to use an action research as methodology in teaching English vocabulary to young learners, particularly to the fourth graders. Action researchers undertake a study because they want to know whether they can do something in a better way. Thus, people who do action research are people who want changes of what they have done during the time and want it better.

### a. Preliminary Observation (Reconnaissance)

To know the students' condition, the researcher did preliminary study before doing action in classroom. The researcher interviewed the English teacher and the students of VII B class. Based on the interview, the student got difficulties in vocabulary because they have difficulties in memorizing the words, they were lazy to look for the meaning of difficult words in the dictionary, and when they do the daily exercise, the students' only getting low score. The test result of the students' achievement in vocabulary is most of them getting bad scores. So the researcher plans to improve their vocabulary achievement through video.

### b. Planning

#### 1. Socializing the Research Programs

The English teacher and the researcher entered the class for observing and interviewing the students related with the problem that they found when they were studying English especially in vocabulary.

#### 2. Providing the Strategy

Based on the result of preliminary study, the researcher found that there were some problems in mastery vocabulary of the students in VII B class. So the researcher prepares the strategy to solve it. The scenario of teaching vocabulary through video strategy as follow:

Activity	Teaching Activity
Pre-teaching	1. Teacher prepared laptop, LCD projector, loudspeaker, 2. Teacher prepared video collections with materials part of body

Activity	Teaching Activity
	3. Teacher give questioning and answering with students as brainstorming 4. Give material to the students
Whilst-teaching	1. Teacher give material to the students 2. Teacher plays the video about the vocabulary 3. Teacher makes questions about the video.
Post-teaching	1. Teacher and the student discuss together about the story on the video played 2. Teacher gives the conclusion of the material. 3. The last meeting the teacher gives post-test to the student. 4. Teacher closes the class by pray together.

### 3. Designing the Lesson Plan

After providing the strategy in teaching vocabulary through video strategy, the following activity is developing lesson plan.

### 4. Preparing the Criteria of Success

The predetermined criteria of success in this study were: first, the students' participation and active in vocabulary activity. Second, the student's score reach 75 and up. Third, the teacher feels convenient in using video in teaching vocabulary. The students' achievement in mastery in vocabulary after doing the treatment that was done at second cycle.

## 5. Training the Collaborator Teacher

In this research the researcher is a student, so it was done with collaborative teacher. As a collaborator, the teacher was involved in the process of the activities.

### **c. Implementing**

#### 1. Opening the class (Warming Up)

In the first meeting applied teaching method by using video in the students of Class VII B selected as the subject, the teacher gave motivation to the students by name the part of body. Besides, the teacher gave exercises to move their body by ask what the name of the body. She greeted the students. She did discussion a certain topic which was suitable to the theme. For example, the teacher asked them about their hair, their hand, their experiences or other facts dealing with the topic that would be discussed that day.

#### 2. Presentation

In this stage, the teacher play video with 5.18 minute duration the material that have been prepared for each cycle. The teacher asked the students to face the video to watch and the teacher in the center of them. The teacher play video each cycle was going to be conducted in a meeting of 1 x 40 minutes.

#### 3. Practice

In this stage, the teacher asked the students to practice that have been prepared for each cycle. The students chose one or three corners to

play and learn suitable to their need or interest. They played in the corner without disturbing their friends. Every student used a sign on their uniform when he entered the corner of playing, it looked like small circle or rectangle made of paper.

#### 4. Production

In this stage, the students were expected to be able to tell their activities suitable to the places that have been chosen. The students were expected to be able to answer the teacher's question. To obtain the purpose, the teacher had to create classroom atmosphere as well as possible.

#### 5. Closure

In this stage, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder at home. Besides, she gave chance whether the students wanted to ask some questions. If there was a question, the teacher answered the students' question. On the contrary, if there was no question, the teacher ended the class.

#### **d. Observing**

It is time to gather evidence. It analyzes to device whether solution successful or not. The researcher recorded the important occurrences during the teaching learning process. Her collaborator helped her to observe student's activities during the teaching learning process. Therefore, she gave some inputs or suggestions. She noted the lack and

superiority of the implementation of the lesson plan using video as the teaching technique, she noted the result of observation from first meeting to fourth meeting.

**e. Reflecting**

The teacher has to analyze the evidence that he has gathered. Has the problem been solved or not? If not, what steps will he try next? At the end of this period of reflection, ideas will usually arise for further cycle of action research.

After carrying out the teaching learning activities by using videos as media in teaching English, the writer recited the occurrences in the classroom as the effect of the action. She evaluated the process and the result of the implementing video in teaching English, including the weakness and strength with collaborator and classroom teacher. The evaluation benefits to give recommendation what the researcher should do in the next cycle.