

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter is focused on a description of research design, subject of the study, research instrument, data of the study, research procedures, data collection technique, data analysis, and the criteria of the success. All of those components are discussed in this chapter as follows:

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

The research design in this research is CAR (Classroom Action Research). Arikunto stated that CAR is an activity which is expressly appeared and happened in a class.<sup>1</sup> In this research, the researcher will act as a real teacher and implement the material in the class research. Meanwhile, the real teacher will act as an observer in a learning process. Kemmis and Mc Taggart as quoted by Louis Cohen et.al,<sup>2</sup> stated that to do action research is to plan, act, observe and reflect more carefully, more systematically and more rigorously than one usually does in everyday life. The researcher chooses this design because she wants to know the application of this research and the students' improvement after getting the material.

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<sup>1</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, ( Jakarta: PT. Bumi Aksara, 2009), 17.

<sup>2</sup> Louis Cohen et.al, *Research Method in Education Sixth Edition* ( New York Routledge,2007),298

Based on the preliminary study at this school, the researcher finds that student in this class had a difficulty in vocabulary mastery. To solve that problem, the researcher applied teaching vocabulary through reading anecdote text to enrich the students' vocabulary mastery by doing repeated cycle until the problem could be solved

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

This research takes place at MA al- Huda Bogo, which is located on Jl. A.R. Shaleh IV, 56A, Nganjuk. The subject of this research is the student of the tenth grade, which consists of 20 students. The writer chooses this class to conduct this research because this class has several problems in vocabulary mastery. They would be more interested and enjoy in learning vocabulary through something fun, the example is anecdote text. The writer chooses anecdote text to make students interest and get their attention in learning process. In addition, this school never used this technique to improve their students' vocabulary.

## **C. Research Procedures**

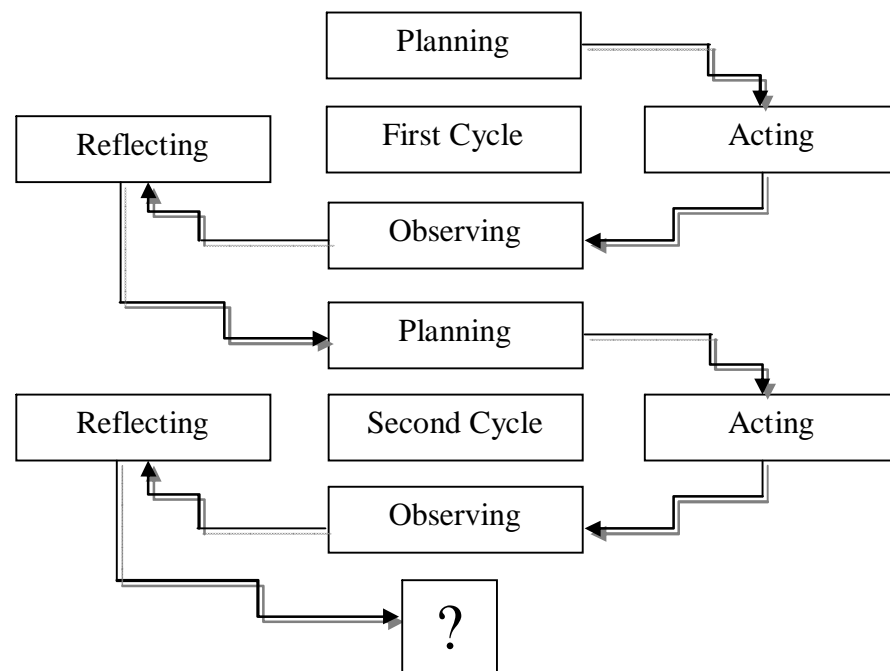
To implement the research procedure, the research used the model which is illustrated by Suharsemi Arikunto. In his book, Arikunto said that commonly, there are four steps in research design, namely planning, acting, observing, and reflecting. For the detailed explanation about the model of classroom action research that was drawn by Arikunto, it can be seen in the picture 3.1 below:<sup>3</sup>

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<sup>3</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas...56*

Picture 3.1

Model of classroom action research



This study was conducted under the following procedures: planning, implementing the action, observing, and reflecting.

#### 1. Planning

In this step, the researcher prepares anything which is related to her research, including the activity (lesson plan), the material, pretest and posttest, the criteria of the success, and the possibility which happens in the class.

a. Lesson plan;

The lesson plan was designed by considering the course identity, time allocation, learning objectives, activity of teaching and learning process, instructional material, assessment and evaluation.

b. Preparing the material

The researcher prepared the instructional material and media which were relevant with the topic for three meetings related with syllabus.

c. Preparing the test

In this research, there are two kinds of test for the students. They are pretest and post test. This test was made after consulting with the English teacher about the material.

d. Preparing the criteria of the success

This criteria is set up to understand whether the implementation of the action is effective or not, and measure the successfulness of the action.

2. Implementing the action

After making some plannings about anything which is related with learning process, the researcher implements the material based on her planning. The implementation of the plan for every cycle takes about 2x40 minutes.

### 3. Observing

During the lesson, the real teacher will act as observer who observes the class research to know the difficulties and the situation in implementing the material. Observation was conducted at the same time when the action is being implemented. In this step, the researcher made observation checklist and note based on the situation in the class.

### 4. Reflecting

This is the last step, which is done after the researcher implemented the material. Reflection is done at the end of each cycle in classroom research. It is to reflect the teachers' experience from the researcher, to know the strength and the weakness of this research. From this step, the researcher and the teacher will discuss about the successfulness about this technique. Also, the reflection will be evaluated to modify the first action and the test material to the next cycles until the objective research can be achieved.

## **D. Data Collection Techniques**

After preparing everything dealing with the study, including the instrument and permission to establish study, the writer started to collect the data.

There are several steps to collect the data. They are:

### 1. Observation

In this step, the teacher fills the checklist and makes note, during the implementing process, from 16<sup>th</sup>- 18<sup>th</sup> July 2012. The observer observed directly the real situation in learning process from the beginning until the end of class.

The observer observed how the researcher used anecdote as material to teach vocabulary. Also, the observer observed how the students' responses from learning vocabulary through anecdote. It can be seen from the data in appendix 4. All of the results from observation will be written descriptively.

## 2. Questionnaire

The researcher copied the questionnaire sheets in suitable with the number of XA students. This instrument was given to the student at the last of meeting at 18<sup>th</sup> July 2012. The students must choose one of multiple choices according to their opinion. It can be seen from the data in appendix 5.

After students submitted the questionnaire sheet to the researcher, then she analyzed all of the answers to conclude the result. The writer analyzed the data by using percentage technique. The conclusions of the students' response of one question were divided into the number of the students who participate in the class and multiplied 100%.

## 3. Test

It consists of pretest and posttest. The students get pretest at the first meeting, before they get the material. In posttest, the researcher asked the student to do the exercise at the end of teaching learning process. The

researcher gave the student test four times, which consists of one pretest and three posttests, at 16<sup>th</sup>-18<sup>th</sup> July 2012. This way is very important to determine whether this study is effective or not for the student.

### **E. Research Instrument**

To collect the data that were needed for this study, the researcher used three forms of instrument. They were observation checklist, question test, and questionnaire. The detailed explanation of each instrument can be seen bellow:

#### **a. Observation Checklist**

This instrument was used by the researcher to describe the activity of the student and teacher in learning process. It contains the materials and the activities of the students in the learning process. It was intended to anticipate the possibility of losing the relevant data during the implementation the action. In addition, the real teacher of this class will observe the classroom research to understand the strength or weakness of using this technique. This activity is used to answer the first question about the implementation of reading anecdote to enrich the students' vocabulary mastery.

#### **b. Test**

Test is method to get data by giving several questions for the student. This is the most important instrument in this research. The

researcher used this instrument to measure how far the students' improvement after getting this material. Based on his book, Arthur said that there are several purposes for giving testing for the students. They are:<sup>4</sup>

1. To measure language proficiency. These proficiency tests are designed to show the level of the student in language abilities. As a result, they can be placed in an appropriate level;
2. To discover how the successfulness of the students in achieving the material. It can be seen from the result of test. If most of students get the good score from the test, it means they get the successfulness in achieving the material;
3. To diagnose students' strength and weakness, to identify what they know and what they don't know;
4. To analyze the appropriate material for the student in learning process. From this activity the teacher can find out what the students know and don't know. As a result, they can get an appropriate material for they learned.

The tests which were given to the student are vocabulary test (synonym and antonym of the words), translation of the text, making new sentences and arranging a new anecdote. It consists of pretest and posttest. The researcher gives pretest at the first meeting before this technique is

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<sup>4</sup> Arthur Hughes, *Testing for Language Teachers*( Cambridge University Press,2005),8



applied, and gives post test three times at the end of class meeting. This technique is used to answer the second question of the research problem.

c. Questionnaire

The other technique to collect the data is using questionnaire. A questionnaire is a form which is prepared and distributed for the purpose of securing responses.<sup>5</sup> This activity is used to know the students' responses about the technique. It is list of questions about the problem that will be analyzed<sup>6</sup>. The researcher will give this instrument in the last meeting, to know the students' response about this technique. The students were given some questions with four alternative answers which have to be chosen by students.

**F. Data Analysis**

After collecting all of the data, the researcher analyzes the result of the research activity from three meetings. In this research, the writer used quantitative method. Data analysis method which is used in this study is statistical method. Activity that was done in this analysis is to count the enrichment of the students' vocabulary by using anecdote text. From the observation checklist result, the researcher will describe the learning process of the class research. Also, from the test result, the

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<sup>5</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International(P) Limited,2006),191.

<sup>6</sup> Moh. Nazir, *Metode Penelitian.*( Ghalia Indonesia,1983), 246

researcher will know the improvement of the students' vocabulary after getting the material.

To classify the percentage of the successfulness of this technique and measure the result of the students' score, the researcher used the criteria of the success of Arikuntos' book. They are:

Table 3.1

The criteria of the success of Arikuntos' book

Percentage	Criteria
81-100%	Very good
61-80%	Good
41-60%	Fair
21-40%	Poor
0-20%	Very poor

In addition, to know the successfulness of this technique from the test activity, the researcher will count the score using this formula:

$$\text{Mean} = \frac{\sum}{N} = \text{_____}$$

Note

Mean : students' average score

$\sum fx$  : total of the score

N : the number of the students in the class

The last, from the questionnaire result, the researcher will analyze the students' responses about this technique from filling the questionnaire. The

researcher will analyze the response in percentage. The technique from percentage is formulated in this form:

$$\frac{\text{---}}{\text{---}} \times 100\%$$

#### **G. Criteria of the Success**

To know the successfulness of this method, the researcher decides the criteria of the success. More than or equal 60% students in the class get score more or equal 75, which is dealing with the KKM (Kriteria Ketuntasan Minimal) of English subject in this school. In this case, the researcher focuses on the students' vocabulary mastery. To know the students' vocabulary enrichment after this action, the students can tell the story using their own words.