

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is a *Classroom Action Research* (CAR). CAR is a method of finding out what works best in your own classroom so that you can improve student learning²⁸. A teacher can take many ways to develop the teaching knowledge. He might practice personal reflection on teaching formal empirical studies on teaching and learning. CAR is more systematic than personal reflection but it is more informal and personal than formal educational research²⁹. CAR has an aim to improve teaching classroom, department, or school.

B. Setting and Subject of The Study

This research take place at SMP AL-Ghazali Sumenep Madura and take students at grade VII (seven) as the subject of this study. The researcher chooses students of SMP AL-Ghazali at grade VII because of some reasons.

²⁸ Gwynn Mettetal. "The What, Why and How of Classroom Action Research" *JoSoTL* Volum 2 Number 1, 2001, 7

²⁹ *Ibid.*

1. It has English intensive program every morning and evening. However, their vocabulary mastery is still weak; this is shown by their difficulty to communicate in English.
2. This school locates in the village which most of the students social background are villager. They never experience some terms that student from town think it is usual, such as birthday, mall and so on.
3. Base on researcher preliminary research, the English teacher of this school, just such as some teachers in some other schools in Sumenep, still use text book-based teaching. The teacher does not use their daily life vocabulary.
4. The researcher takes the students at grade VII because the students have not participated in English Intensive Program yet and they do lack of skill in English. This will help researcher to ensure that the vocabularies they will get are from this technique, because they have no these vocabularies before.

This research is conducted for six weeks which there are two cycles that researcher does and every cycle consists of four steps, namely planning, action, observation, and reflection.

C. Data And Source Of Data

- The first data is student's vocabulary mastery skill. Researcher gets this data from the test result for every cycle.

- The second one is condition of teaching and learning process. To find this data, researcher takes it from the observation checklist.

The source of the data are the students and teacher at grade seven of of SMP Al-Ghazali Batang Batang, Sumenep.

D. Research Procedure

This research is a Classroom Action Research based on the Taggart principles which include *planning, action, observation, and reflection*³⁰. These four activities are repeated in cycles. There are two cycles here:

1. First Cycle

Planning

1. Observing and listing the vocabulary that students use in their daily life
2. Designing a vocabulary teaching material based on the vocabulary taken from students' daily life
3. Designing Lesson Plan based on the material
4. Designing pre test for students based on the material. The pre-test is used to measure the students' vocabulary mastery level before teacher implements this technique.

³⁰ Zainal Aqib. *Penelitian Tindakan Kelas*. (Bandung: Yrama Widya, 2009), 30

5. Designing post test for students. This test become the instruments to measure whether this technique solve the problem or not. The post test is the test in every cycle.

Action

1. Implementing the students' daily life based learning using designed material and lesson plan before.
2. Testing the students

Observation

1. Observing the implementation of students' daily life based learning using designed material before.
2. Observing the test result of students

Reflection

1. Analyzing and concluding the result of the first cycle

2. Second Cycle

Planning

1. Evaluating the reflection, discussing, and finding problem solving for the problems found in the first cycle to be implemented in next teaching process.

2. Designing problem solving based on the reflection of the first cycle in form of material, lesson plan and test.

Action

1. Implementing the students' daily life based learning using revised-designed material and lesson plan before.
2. Testing the students

Observation

1. Observing the implementation of the students' daily life based learning using revised-designed material and lesson plan before and the result of students test
2. Noting the changes that occur during the implementation of the teaching vocabulary based on students daily life using revised-designed material.

Reflection

1. Analyzing and concluding the result of the second cycle.

E. Success Criteria

When the students get high score in the test, at least the average of all of the class' score is 75, it means that this technique is success. The test that students get is written test. Researcher uses written test because this test can measure the ability of a number of students in separate places and at the same time. In a

written test, students have more freedom to answer the question, because there is not a lot of influence of the personal presence of the educator in the test. So that psychologically, students do not feel anxious. There are two kinds of test is used, *first* is **gap filling**, where students must choose correct word to be placed in some blanks of a paragraph. For this test, there are ten blanks that students must fill, and every correct answer get 5 score. *The second one* is **matching**. In this test the students must match some words to some pictures. There are ten words that they must match with the picture. Every correct matching get 5 score.

Then, to organize the score of every type of test, researcher uses this formula

$$Me = \frac{\sum x_i}{n}$$

Me = the classroom average

$\sum x_i$ = The students' total score

n = the number of students³¹

F. Data Collection Technique

In this research, there are some data that researcher want to find. They are the students' vocabulary mastery and the condition of teaching and learning

³¹Sugiyono. *Statistik untuk Penelitian*. (Bandung: Alfabeta, 2010), 49

process. To find the data, researcher did some techniques below:

1. Test

To find the data about students' vocabulary mastery, researcher gives test to the students after the implementation of daily life based learning in their classroom. This is in line with Sudjana's argument which said that test is used to measure or asses the result of students' learning³².

2. Observation

To find the data about the condition of teaching and learning process, researcher conducted an observation. The observation is participant observation, which means that researcher also participates in teaching and learning process. The purpose of this observation is to describe the setting we learn³³.

G. Research Instrument

1. Test

Test is used to measure and asses the students vocabulary mastery. The test that researcher uses here is written test. Written test is used because this test can measure the ability of a number of students in separate places and at the same time. In a written test, students have more freedom to answer the

³² Nana Sudjana. *Metode Statistik*. (Bandung: PT Tarsito, 2005.),.35

³³ Poerwandari EK. *Pendekatan Kualitatif dalam Penelitian Psikologi*. (Jakarta: LPS3P, UI, 1998.),
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question, because there is not a lot of influence of the personal presence of the educator in the test. So that psychologically, students do not feel anxious.

2. Observation Checklist

Observation is conducted in the classroom when the teaching and learning process is conducted to find data. There are some aspects that researcher observes. They are

- a. Students' response in receiving vocabulary material taken from their daily life. To observe this, researcher will pay attention to the students' activeness in the class.
- b. Problem that teacher might face when teaching.
- c. Students problem in learning the vocabulary

H. Research Schedule

TABLE I : RESEARCH SCHEDULE

NO	Activities	Time
1	1st Cycle	Planning
2		Action
3		Observation
		July, 20-22 th 2012
		July, 23 th 2012
		July, 23 th -24 th

			2012
4		Reflection	July, 24 th -30 th 2012
4	2nd Cycle	Planning	July, 31 th – August, 6 th 2012
5		Action	August, 7 th 2012
6		Observation	August, 7 th - 8 th 2012
7		Reflection + Report	August, 9 th – 15 th 2012