CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used Classroom Action Research (CAR). According to Hopkins, action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform. [26] In addition, Stephen Kemmis as quoted by Hopkins, [27] states that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'.

Kemmis and McTaggart as quoted by Louis Cohen et.al, [28] argue 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. At this

[26] David Hopkins, *A Teacher's Guide to Classroom Research Fourth Edition* (New York: Open University Press, 2008), 47
[27] David Hopkins, *A Teacher's Guide...* 48
[28] Louis Cohen et al, *Research Method in Education Sixth Edition* (New York: Routledge, 2007), 298

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point, the researcher chose this design because she wanted to know the application of board work and to know students' vocabulary improvement after board work activities are applied.

In this study, the researcher acted as a practitioner who taught the eighth graders of MTs Fatahillah Simongagrok Dawarblandong Mojokerto by applying board work activities, while the English teacher became an investigator who investigated during the teaching and learning process.

B. Subject of The Study

The subjects of this study were the eighth graders of MTs Fatahillah Simongagrok Dawarblandong Mojokerto. The researcher chose the eighth graders because she had an assumption that they already had background knowledge that support them to follow this research. They would be more active and interested in learning vocabulary through the board work activities. There were two classes at eight graders which consisted of 28 students for A class and 29 students for B class. In this research, the researcher chose A class as the recommendation from the teacher.

C. Setting of The Study

The data of this study were taken from the eighth graders of MTs Fatahillah which is located on Desa Simongagrok Dawarblandong Mojokerto. The

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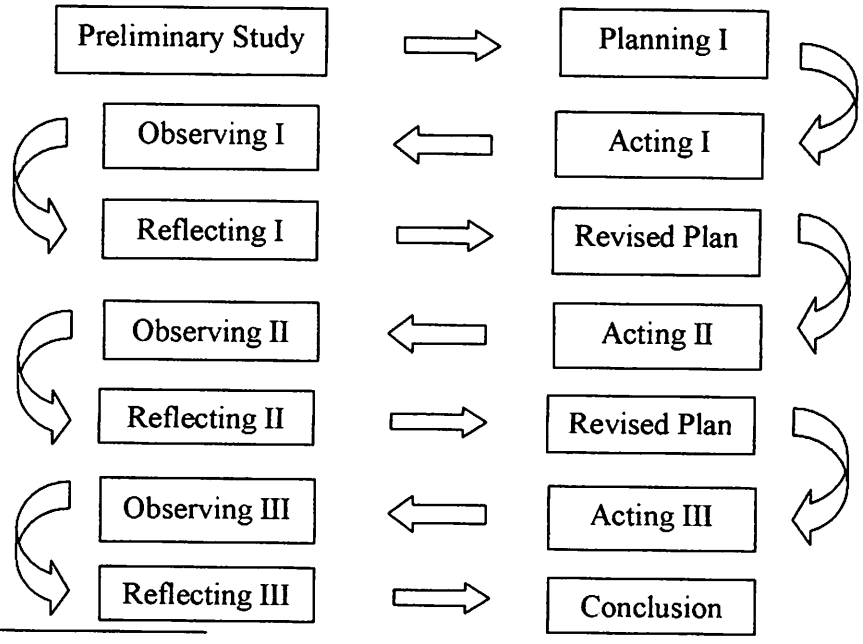
researcher chose this school for some reasons. Firstly, the board used in learning is still traditional and there is no projector or LCD as supporting media in teaching. Therefore, the writer will modify it by designing board work activities through facility which is available. Secondly, the location of this school is easy to be reached than other schools in Dawarblandong because it is near the street. Finally, it is the first research in this school in using board work activities as media to enrich students' vocabulary.

D. Research Procedure

To implement the research procedure, the researcher used the model which is illustrated by Kemmis and Mc Taggart as quoted by Syinfatul Was'iyyah[29] as follows:

CYCLE 1, 2, and 3



[29] Syinfatul Was'iyyah, *The Use of Authentic Reading Materials to Improve First Year Students' Vocabulary at SMPN 2 Surabaya,* (Surabaya: IAIN, 2010) 22

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Based on the design above, the procedures are explained as follows:

1. Preliminary study

Preliminary study is done to find and identify the classroom problems. In this stage, the researcher met the head master of MTs Fatahillah Simongagrok Dawarblandong Mojokerto and the chief of curriculum on Monday, May 2nd, 2011 to talk about the plan to do the research at that school. After that, the researcher interviewed and consulted with the English teacher to get information about his or her teaching techniques, the class which was suitable for being the subject research, the material, and about students' difficulties in the learning process. Based on the interview, the researcher found the problems that the eighth graders had problem in understanding vocabulary especially in remembering new words and identifying whether those were noun, verb, or adjective. The teacher admitted that she used the board to write new vocabulary and asked the students to find out the meanings. She also used the board for explaining the material according to the textbook used by school. It was because of lack media and facilities to support in teaching process. Therefore, the researcher offered board work activities by designing the board through board games, pictures, and well-organized writing to attrack students' attention and interest in learning English. Then the teacher agreed it. She suggested that the researcher to choose A class to be the subject research.

To get other information needed, the researcher gave pretest for the students to know students' vocabulary before board work activities were applied. it was

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done on 11 May 2011. Pretest was made after consulting with the English teacher about the material. Then, the researcher and the teacher set up the action plan.

2. Planning Stage

In this stage, the researcher did some steps as follow:

a. Preparing the lesson plan

The lesson plan was designed by considering the following items: (1) course identity, (2) time allocation, (3) learning objectives, (4) procedure of teaching and learning activities, (5) instructional material, (6) assessment and evaluation (see appendix)

b. Instructional material and media

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

c. Preparing observation checklist and field note to observe the teaching and learning process through board work activities. The researcher also prepared students' participation checklist to observe the students who participate during the lesson (See appendix)

d. Deciding the suitable actions to apply board work to enrich students' vocabulary including board games, pictures, and well-organized writing on the board.

e. Preparing the vocabulary tests for pretest and posttest.

f. Criteria of success

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Criteria of success is set up in order to judge whether the application of the action is effective or not. Therefore, this indicator will be used to see whether the application of board work activities is successful or failed. There are four criteria used in the research to measure the success of the action. They are:

i) The teacher has good performance in applying board work activities

ii) The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process

iii) The students get more than or equal to 75 in vocabulary test according to minimum score of English targeted

iv) The average score is more than or equal to 75

3. Acting stage

At the first meeting, the students will get pretest to know their vocabulary mastery before the application of board work activities. The action given is teaching vocabulary by applying the board work activities. It is given to the subject of the research in three meetings. The implementation of the plan for each cycle in three meetings is that in each meeting it takes about 2x40 minutes. At the end of each meeting, the students will get posttest to measure their vocabulary improvement (see appendix 9, 10, 11).

4. Observation

During the lesson, the teacher will observe the researcher teaching by applying board work activities and the students' observable behaviors to know their difficulties and participation in the class. It will be done through observation

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checklist and field note, while the researcher will observe students' participation in the learning process through students' participation checklist.

5. Reflection stage

Reflection is done at the end of each cycle based on the result of class observation, field note and vocabulary test. This is intended to know whether the actions given are successful or not. It is also intended to know how the progress or change happens after board work activities have been applied in the classroom. Then the result of reflection will be evaluated to modify the first action and the test material to the next cycles until the objective research achieved.

E. Instrument of The Data Collection

There are instruments that the researcher uses, those are:

1. Observation

Observation is used to know the application of board work activities. There are three kinds of observation cheklist. The first is observation for the teacher and the second is students' participation checklist. Observation is done by the researcher while the teacher teaches the students using board work activities. It contains the materials, the teacher's techniques and activities and students' activities during the learning process (see appendix 23, 24, 25). Moreover, students' participation checklist contains students' participation of answering and asking questions, mentioning new words and

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giving idea during the learning process (see appendix 29, 30, 31). The third is field note form. It contains written descriptions of what the English teacher (as an observer) hear, see, think during the lesson while board work activities are applied. It was intended to anticipate the possibility of losing the relevant data during the implementation of action. These are used to answer the first question about the application of board work activities.

2. Vocabulary Test

It consists of pretest and posttest. Pretest is given to the students at the first meeting to know their vocabulary before board work activities are applied. The posttest is given in three times of three meetings (of each cycle) to know the students' vocabulary improvement. It is used to answer the second question about students' vocabulary improvement after board work activities are applied.

3. Interview

The researcher will interview the English teacher about his or her teaching techniques and the students' difficulties in learning process (see appendix 22).

4. Questionnaire

Questionnaire is used to find out the students' responses toward learning vocabulary whether the application of board work activities is effective or not. It can be additional instruments to know students' interest of board work activities.

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5. Documentation

Documentation is used to get information about syllabus, students' name and students' score.

F. Data Collection Technique

1. Test

The test is given to know the students' vocabulary before board work activities are applied and to know the progress of their vocabulary after board work activities have been applied. Here the researcher will give pretest and posttest to the students and the result will be used as the data. Pretest will be done at the first meeting based on their knowledge (See Appendix 8). Then the students will get some treatments through board work activities included board games, pictures and well organized writing. It will be done three times in three meetings. At the end of each meeting, the researcher will give posttest to the students. (See appendix 9, 10, 11)

2. Observation

There are two kinds of observation checklist; for the teacher and for students' participation during the lesson. Observation checklist is done by the English teacher while the researcher teaches using board work activities. It contains the material, teacher's technique and activities and students' activities during the learning process. The students' participation checklist contains their participation during the learning process. Both of them are used to answer the first question about the application of the board work.

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3. Field Note

Field note will be done by the English teacher in a time when the researcher is applying board work activities. It contains the notes about teacher's and students' activities during the lesson. It is used as supporting data besides using the observation checklist and the students' participation checklist to know the application of board work activities.

4. Questionnaire

Questionnaire is done to know the students' responses and interests toward the application of board work activities. It will show whether board work activities are effective or not to be applied. It contains the students' opinion about their score before board work activities are applied, learning vocabulary, the technique, the topic, the material, vocabulary input and their vocabulary improvement after board work activities are applied (see appendix 21).

5. Documentation

It contains the syllabus used by school, students' name and students' score. It will be useful to make lesson plan for teaching and assessing the students during the application of board work activities.

G. Data Analysis Technique

After collecting all data, the researcher analyzes the result of teaching and learning process through board work activities from three meetings. There are

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several kinds of data thatmust be analyzed. *First*, the data concerning the result of application of board work activities. At this point, the researcher will explain about the application of board work activities. The data are taken from the observation checklist, the interview, the field note and the students' participation checklist when board work activities are applied. the researcher will also explain the students' responses and interests toward the application of board work activities. It is useful to know whether board work activities are effective or not to be applied to enrich students' vocabulary. To find out the percentages of students' participation to know whether approximately 75 percent of students participate actively during the teaching learning process according to criteria of success, the researcher uses the formula:

$$P = \frac{Active\ students}{sum\ of\ the\ students}\ x\ 100\%$$

Note:

P = Percentage of active students

The researcher will also explain the students' responses and interests toward the application of board work activities. It is useful to know whether board work activities are effective or not to be applied to enrich students' vocabulary. To find out pencentages of students' attitude, interest, and opinion, the researcher uses formula:

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$$P = \frac{f}{N} x\ 100\%$$

Notes:

P = Total score (percentage)

f = Total of students' response

N = Total of students

Second, the data concern students' vocabulary improvement. Before analyzing it, the researcher will explain about the students' vocabulary before board work activities are applied. The data are taken from pretest that is done before the board work activities are applied. It will be useful to know the improvement of students' vocabulary before and after board work activities are applied. Then the researcher will explain students' vocabulary improvement after board work activities are applied. The data are analyzed based on students' scores after getting postest in three meetings. The results of the test indicate the students score. There will be improvement of students' vocabulary if students' last score is better than previous assessment.

To measure whether the results of the students' scores are in accordance with criteria of success, Dr. Suharsimi Arikunto classifies the percentages of the students' achievement as follow[30]:

[30] Dr. Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p.57

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

H. The Indicator of Achievement

The indicator of achievement is set up in order to judge whether the application of the actions is effective or not. Therefore, this indicator will be used to see whether the application of board work activities is success or failed. The formula used to calculate the mean of student's score as follows[31]:

$$M = \frac{\sum fx}{N}$$

M = Mean of the score

$\sum fx$ = The sum of whole students' vocabulary score.

N = The number of testee

[31] J. B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), 179

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