

CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data collection technique, and data analysis. All of those elements are discussed as follows:

A. Research Design

The research is classified as Classroom Action Research. A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs.⁴⁰ In this study the researcher will act as a real teacher who teaches the students. Meanwhile the real teacher acts as observer who observes the teacher who applies the use of riddles game in improving students' vocabulary mastery when the teaching learning process conducted. Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classroom problem in the teaching of vocabulary. To cope with classroom problem in the teaching of vocabulary, the real teacher applies the use of riddles during the teaching learning process. The design of classroom action

⁴⁰ Bill Atweh, Stephen K, and Patricia W. *Action Research in Practice: Partnership for Social Justice in Education*, (London: Routledge, 1998). P. 212

research used in this study is cyclical process, which consist of four steps adapted from Kurt Lewin as mentioned below.⁴¹

- 1) Planning the action
- 2) Implementing the action
- 3) Observing the action
- 4) Reflection

Considering the purpose of the study, this research design employer in this study will belong to descriptive qualitative methodology. The use of riddles game in the classroom will be described in the form of words rather than in numbers. Below is the model of classroom action research.⁴²

First cycle	1. Planning the action: problem identification and solving the problem	Preparing lesson plan, instructional material and technique, some instruments, and the criteria of success.
	2. Implementing the action	Applying the first implementation based on the lesson plan.
	3. Observing the action	Conducting the observation and assessing to the result of the implementation.
	4. Reflecting the action	Evaluating the first implementation and the learning result and revising the first

⁴¹ Iskandar, *Penelitian Tindakan Kelas*. (Ciputat: Gaung Persada, 2009), h. 28

⁴² Ibid, h. 70

		implementation of plan on the evaluation result.
Second cycle	1. Planning the action	Identifying the problem, determining problem solving and developing the second implementation.
	2. Implementing the action	Applying the second implementation.
	3. Observing the action	Data collection of second implementation.
	4. Reflecting the action	Evaluating the second implementation.
The next cycles		
Conclusion, suggestion and recommendation.		

Table: Model classroom action research.

B. Research Setting and Subject

The setting of this study conducted at MTs Mifahul Ulum Bendung Mojokerto. This school is located in the village. Although like that, this school is very strategic and easy to reach by everyone. Because the location is on the main road and it is very crowded. The subject of this study is the second grade students of MTs Miftahul Ulum Bendung Mojokerto.

C. Population and Sample

Population is a set or collection of all elements possessing one or more attribute of interest.⁴³ There are five classes of MTs Miftahul Ulum Bendung Mojokerto, two classes are the first class, one class is the second class, and one class is the third class. The collected of students from those classes is part of researched population. Sample is part of population which researched. The researcher will take the second class as a sample because during observation she found that most of the second grade students of MTs Miftahul Ulum Bendung Mojokerto have very poor of vocabulary, they often found difficulties in getting information from the English text. Because of it, the writer chose them as sample of her research.

D. Research Procedure

The study conducted under the following procedures: preliminary study, planning, implementation the action, observing, and reflection.

1. Preliminary study

A preliminary study was carried out to get information about the model of teaching and learning English at MTs Miftahul Ulum Bendung Mojokerto, especially in teaching and learning vocabulary. In addition the researcher attempts to get

⁴³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Bumi Aksara, 2008) Edisi Revisi V, h. 1008

information about the problem in teaching and learning process and especially in teaching learning vocabulary.

In this preliminary study, the researcher meets the headmaster of MTs Miftahul Ulum Bendung Mojokerto to talk about the plan of research and English teacher of second grade students for an informal interview and doing direct observation in teaching and learning process. Conducted an informal interview with the English teacher, the analyses are carrying out. From the analysis, the researcher found out the student's vocabulary competence. The data obtained from those is used to set up an action plan.

2. Planning

In relation the application of action research, the researcher will make a prior preparation to the implementation of the action based on the preliminary study. In this case, the researcher prepared suitable model of using riddles game to improve students vocabulary competence, design a plan, prepare instructional material, technique, topics, criteria of success, and test.

a. Lesson Plan

The lesson plan is design by considering the following items: “standard of competence, based competence, indicator, materials, teaching learning process, assessment, source and media of learning, task, project, and evaluation.” (See appendix 3, 4, 8, 9, 13, 14)

b. Instructional material and technique

In conducting the research, the researcher prepared the instructional material and technique, which are relevant with the topic for the vocabulary. The researcher takes the material from the textbooks or other available sources and selected by the researcher, while the method the researcher uses riddles game as technique. (See appendix 5, 6, 10, 11, 15, 16)

c. Criteria of success

The criteria of success are set up to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see whether the application of the use of riddles game technique in improving student vocabulary competence was successful or fail.

There are three used in the research based on Iskandar to measure the success of the action, they are as follows:

- Based on the observation checklist, the teacher has good performance in implementing the use of riddles game technique.
- Based on the questionnaire, the students are enthusiastic and approximately 75 percent of them participate during the teaching learning process.
- Based on the assessment, more than or equal to 60 percent of the student's score of vocabulary competence test is greater than or equal to 8.⁴⁴

⁴⁴ Iskandar, *Penelitian Tindakan Kelas*. (Ciputat: Gaung Persada, 2009) h. 32

3. Implementing the Action

After the planning is finished, the researcher implements the use of riddles game to the second grade students of MTs Miftahul Ulum Bendung Mojokerto. In implementing this study, the researcher as a practitioner will be carried out the lesson plan while the real teacher plays as an observer during the instructional process. This section is carried three in three cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in three meeting in which each meeting takes about 2x45 minutes.

4. Observation Checklist

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teacher's activity and students' activity. (See appendix 7, 12, 17) those items describe the activity from the beginning until the end of teaching and learning process that should be applied by the teacher.

E. Data Collection Technique

The data obtained in the study are in the form of transcript of observation and student's scores, and questionnaire. The first data is concerning with the process of the implementation of the action in the context of teaching and learning process. They are gained from the result of observations. The second data is obtained after the

students have a test conducted at the end of each cycle, and the third data is gained from the result of questionnaire.

There are some instruments prepared in order to easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:

- Observation checklist

The researcher employed observation checklist to find out the data about “riddles game” as a technique to teach vocabulary. The indicators being measured in the checklist are; the topic, the technique of conducting the games, the teaching learning process. (See appendix 7, 12, 17)

- Assessment

In assessing the student’s improvement of vocabulary, she will use the ten multiple choice questions which are related to the material. She will give the assessment in the end of each cycle for evaluation. (See appendix 6, 11, 16)

- Questionnaire

The researcher will give questionnaire to the students in the last cycle, to know what the students responses toward teaching learning process.

F. Data Analysis

The researcher analyzed the data obtained from the three meeting by using descriptive qualitative manner. The data were analyzed from the observation checklist; result from assessment and from questionnaire. From the observation checklist result, she will describe the implementation of using riddles in teaching vocabulary to the second grade students of MTs Miftahul Ulum Bendung Mojokerto during three cycles. Then from assessment will used by researcher to investigate how the students' improvement of their vocabulary after used riddles game in teaching vocabulary by comparing the students' score in each cycle. And the last from questionnaire, from this result the researcher will describe the student's responses to riddles material used by the teacher in vocabulary class by accounting the percentage of students' score which taken from questionnaire then comparing the result from each cycle.