CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

In this research the researcher used a classroom action research. This research was aimed to improve and change what goes in the classroom. To do an action research, the researcher should identify the problems, then gather and record the relevan data, propose the practical action that can solve the problems, design a plan of action and implements it, and after that the researcher should monitor and record the results.

To evaluate the changes or the improvement of action taken or treatment, the researcher reflects on teaching based on the note taken, the observation sheets and the score of students in answering the comprehension questions. The aim of reflection is a feetback for the researcher to determine what action be taken for the next cycles.

On the other word McNiff (1992) states that the basic reason in doing a classroom action research is purposed for reparing, further he said that in a classroom research, a techer is challenged to improve his effort and to open himself to the new teaching learning process, it could be said that a classroom action research based involvement, the teacher is involved, and improvement, the teacher's commitment in doing reparing, changing.

Mettetal (2001:7) states that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students' learning. It is evaluative and reflective as it aims to bring about change

and improvement in practice. It means in classroom action research an approach to improving education by changing strategy in teaching and learning process.

According to Gall (2003:579) states that Classroom action research in education is a form of applied research whose primary purpose is the improvement of an educational professionals own practice. Classroom Action Research means for changing from current practice toward better practice carry by the teacher.

Based on the quotations above, this researcher is conducted in a form of classroom action research because it pays more attention on improving students' vocabulary.

B. Procedure of research

The model of classroom action research in this research uses the model developed by Hopkins (1993 : 48) there are four steps in this model of classroom action research namely; planning, implementing the action, observing, and reflecting. As shown in diagram below;

Figure 3.1:
Clasroom Action Research Process
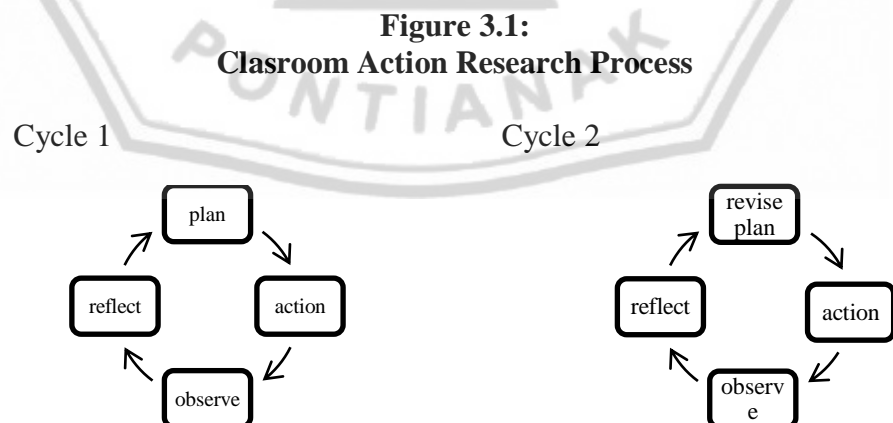
(Adopted from Hopkins,1993:48)

According to Hopkins (1993 : 48) the procedures of classroom action research each steps can be explained as follows ;

a. Planning

The researcher as the English teacher planned a teaching learning. The plan included the preparation before the teaching learning activity as follow:

1) Sylabus

Sylabus is used as guidence in planing and implementing the learning program curricullum.

2) Learning materials

The learning materials that is used authentic materials as teaching learning process.

3) Lesson plan

Lesson plan is helpfull for the teaching in teaching learning process in the class. It is the guideline for the teacher in the learning objectives, materials teaching technique and all activity in the class.

b. Acting

Action is the second step in Classroom Action Research refers to what the researcher does in the classroom and how the class manages based on the teaching learning process. The researcher would tought teach the students based on the lesson plan and authentic materials. The researcher gives expression say greeting and prays first. The researcher check attendance of the

students and also give motivation with ask some question based on the material vocabulary.

Furthermore, the researcher give the material, the researcher uses authentic materials to improve students' vocabulary. Besides, the researcher collaborator will observe the class condition also the performance of students and researcher during the process of teaching and learning. The collaborator will fill the observation checklist and field note to get the data from the activity of teaching vocabulary using authentic materials in order to know the effect of the action.

c. Observing

Observation is the next step in Classroom Action Research refers to a process of analysis about the result of the action. The researcher and collaborator evaluate teaching and learning process and analyze the students' achievement in learning vocabulary by using authentic materials.

d. Reflecting

This is the last stage, the researcher recalled all information which provide based on the revised plan for the next cycle. From the teaching learning process the researcher gets some important feetback. The feetback is very important in re-planing and re-prepare the next action. It can change a certain action or add some more actions to improve the next teaching learning process.

Each cycle have been evaluated to find out wheter the activity in the classroom runs well based on planing. The researcher has contion the next

cycle, if the result of the cycles before is poor. On the next cycle the result hoped better than before

C. **Subject of Research**

The subject of this research is the students of MA Mandor, on the first semester of X Grade student in academic year 2014-2015. The study is conducted in Class X A, There are 26 students, 10 male and 16 female. The students considered have a low grade point among another class and the researcher finds that this class have problem to memorize vocabulary.

D. **Technique and Tools of Data Collecting**

In this research, the research data is collected by using suitable technique and relevant tools, as follow:

a. **Technique of data collecting**

1) Observation technique

Observation technique is use to see the classroom climate during teaching and learning process, such as students' behavior and events happening during teaching and learning process.

2) Measurement technique

The measurement technique is use to know the improvement of the students' vocabulary mastery. The researcher used written test and oral test as tools of collecting the data, the written tests are used to know the students' vocabulary mastery in word usage and spelling, and oral test to know the students' vocabulary mastery in pronounciation. The written tests consists of fiveteen item in form multiple choice, and the oral test

consists of ten item in form pronounciation. So, all of the test vocabulary mastery twenty five item, the test is conducting in every cycle.

b. Tools of data Collecting

1) Observation Checklist table

Observation checklist table has used to observe the students and the teacher in conducting the activity. In this observation cheklist table, the teacher measured outcome the students' ability in presenting the material, the effect of the media to the students, and the students' respond to the authentic materials that applied by the researcher.

2) Field notes

In this part the researcher made record the important events that appear as long as teaching and learning process when the treatment is applied, include students interaction and activity during the students learn vocabulary by using authentic materials to support the data from observation checklist.

3) Test form vocabulary test

In the research, the researcher has used writen test form. In the writen test there are Questions in the form :

 a) Jumbled

 b) Multiple choice

4) Video recorder

The video recorder was use to monitor the activities in the classroom, so the researcher ask a friend to record what happening in the

class. The process of record tools that used in this researcher were video and photo recording. Its function was to catch the class situation and the details of importing and special event or the illustration of certain episode that used to describe what the researcher not in field note.

E. Data Analysis

There are two kinds of data in this research. They are qualitative and quantitative data to observe the students attitude or behaviour during teaching and learning process. Mean while to analyze the data, the researcher used Miles and Huberman model. Miles and Huberman (2012:337) stated that the activity or data analysis involved reduction data display data, and conclusion data.

a. Qualitative

1) Data reduction

In data reduction, the researcher has selected proper information that the researcher needs in conducting research from observation checklist and field notes report. According to Milles and Huberman (1994:10) state that data reduction refers to the process of selecting, focusing, simplying, and transcriptions.

2) Data display

After reducing data, the next steps that should be done by the researcher is to display the data generically, a display is an organized, compressed assemb by of information that permits conclusion drawing and action Milles and Huberman (1994:11). In data display, the researcher has displayed the data through short naration.

3) Conclusion

After reducing and displaying the data last step is to concluded the data, in this step, the researcher concluded the data that got during the researchers observation, from the begining of data collection, the qualitative analys is regining to decide what things mean is nothing regularities, patterns, explanations, possible configurations causal flows, and propositions. Final conclusions, may not appear until data collection is over Miles and Huberman (1994:11) in the other word, the researcher tries to fine out the model, theme, the similar data, thing/data that had appeared. So, from the data obtained by the researcher, the researcher has tried to make the conclusion.

b. Quantitative

Then quantitative data was gotten from the vocabulary test of the students in each meeting. It was intended to know students' score. By knowing students' score could make the researcher was easier in analyzing cycle by cycle about improvement of students' vocabulary mastery measurement in every cycle should be know by the researcher with using the formula about mean score of the students and it was described as follow:

1. The Average of the student's individual score is quantified by using the following formula

$$S = \frac{R \, X \, 100}{N}$$ where : S = Student's individual Score

R = Total Score of the Right Answer

N = Total aspect of the Right Answer

2. Students' mean Score

The Average score here is used to classify the qualification of students' action. The formula is qualified as follow:

$M = \frac{\sum X}{N}$ Note : M = the average of students' score
$\sum X$ = the sum of total score
N = the number of students have been observed
(Adopted from Heaton,1998:146)

To classify the data, the researcher provides the table below:

Table 3.1
Test Score Classification

Test score	Classification
80-100	excellent
70-79	good
60-69	Average
50-59	Poor
<50	Very poor

(Adopted from Heaton, 1998:146)

The score classification is given based on mean score in each cycle. The function of the score qualification is to know whether the students' vocabulary achievement based on the score qualification. The score qualification could identity the quantitative data for each cycle in this research.

Meanwhile observation checklist is use to observe the teacher and the students during learning activities in the classroom. It is place at the appendix. The field notes are use to record the important events that appear during teaching learning process.