

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

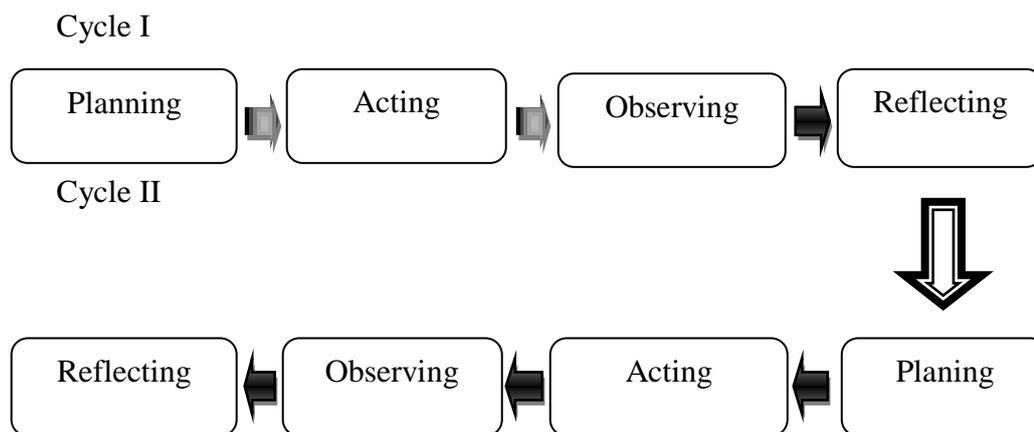
In this chapter, the researcher explains how the researcher collects the data. In this research, the researcher was used Classroom Action Research (CAR) as a method. This chapter includes the research design, the subject of the study, data collection technique, instrumentation and data analysis.

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

In this research, the researcher used Classroom Action Research as a form of research. Action research was a method used by teachers to find out the problems faced by students and then solve them. In classroom action research, the teacher was reflect on the teaching and learning process in the classroom using their own way (Burns, 2010. p. 2).

The main purpose of classroom action research is to identify problems in the classroom and then solve these problems. According to Burns (2010. p. 5) the main goals of Classroom Action Research is to identify the problem in the classroom and try to solve it. The purpose of this research is to overcome the problem of the lack of vocabulary possessed by the seventh grade students of SMPN 4 Tempunak. In this research, the researcher want to overcome the problems faced by these students. In this research, the researcher collaborated with the English teacher at SMPN 4 Tempunak in collecting research data. The researcher as a teacher and the English teacher was act as an observer whiles the researcher teaching.

In this research, the researcher divided the research in two cycles. In this research, the researcher adapted the cyle from Kemmis et al, as follow:



Model By Kemmis et al (2012 p. 19)

Figure 3. 1 Classroom Action Research Model

## 1. The First Cycle

### a. Planning

After finding students problems in learning vocabulary the researcher designed a plan to improve student's vocabulary mastery. The researcher plan and prepared the material based on basic competency, the kinds of vocabulary that chose based on standard of competence.

### b. Acting

In action the researcher teaches vocabulary to the students by using flashcards. The action was carried out into two cyles. The researcher implemented the lesson plan that had been designed in plainning stage. The action had been applied in two cycles, each cycle consist of two meetings.

c. Observing

During the action process the researcher observed students respond.

In this stage the researcher helped by the collaborator in observing the students activity in the classroom.

d. Reflecting

By doing this process, it was identified the weakness and strength of the action based on the result of planing, acting and observing. This result used as an input for the researcher, whether to stop or rearrange another action to solve the problem in the first cycle.

In this research, Classroom Action Research conducted to help the students to improve their vocabulary mastery. The researcher had collaborative CAR because the researcher directly works together with the English teacher of seventh grade students at SMPN 4 Tempunak. As a collaborator, the teacher involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

In this research, the researcher had divided the research into two cycles. The researcher considers several things before deciding to continue to the next cycle. First, if more than 70% of students' scores increase. Second, if more than 80% of students are active in the learning process. The last, if more than 80% of students gave a positive respond after the flashcard was implemented in class. If the students already reach the criteria desired by the researcher, the researcher will stop the research because the research is considered to success.

**Table 3. 1 Criteria of success**

No	Criteria of success	Instrummentation
1	70% students get score at least 70 is a good enough in success a reseach	Test
2	80% students are active during the learning process	Observation sheet and field note
3	80% students give a positive respon after flashcard are implemented in the class	Interview and recording

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

In this research, the researcher had conducted the research at SMPN 4 Tempunak. The school is located in Lalang Pedarak Street of Pulau Jaya Village, Tempunak sub-district, Sintang district. The subject of this research was seventh A grade students of SMPN 4 Tempunak that consist of 25 students. The students consist of 12 male and 13 female. The researcher chooses seventh A class because this class had a problem of lack of vocabulary and low of motivation in learning English.

### **C. Data Collection Technique and Instrumentation**

#### **1. Data Collection Technique**

Technique of data collection is the way that had been used by the researcher to collect the data. To get the data, the researcher applied some techniques to measure the data collected was truly valid. Based on Creswell (2012. p. 212) argues the technique of data collection was a strategy used by the researcher to get the data from a research. In this research, the researcher used some technique that was observation, measurement, documentation and interview.

a. Observation

Observation is the process of collecting data as it is viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. In this classroom observation, the object of observation was student's activities in learning vocabulary. The observation had carried out three time, they were pre-activity, main- activity, and post- activity. In this research, the researcher used observation sheet to make it more systematic (Creswell, 2012. p. 213).

b. Measurement

Measurement is comparing one quantity with another quantity. In this study, the researcher compared student scores in the first cycle and second cycle after flashcards were applied in the classroom (Chang, 2008. p. 367).

c. Documentation

In this research, the researcher used recording visual to collect the data. In this technique, the researcher took two documentation as information such as photo and video while the learning process (Creswell, 2012. p. 223).

d. Interview

Interview is a method used to get information from someone. In this study, the researcher conducted interview with several students to confirm after the flashcard was implemented in the classroom. Interview

is a collection of questions that asked to students to find out student responses (Creswell, 2012. p. 217)

## 2. Instrumentations

The tool of data collection is important to prepare by the researcher because it can give additional information for researcher. In this researcher, there are some tools that used by the researcher to get the data. Burns (2010. p. 56) stated that instrumentation is a tool that uses to get the data in a research. The tool use by the researcher as follows:

### a. Observation Sheet

Observation sheet was used to check the student's activity during the learning process. In this research, the activities had been divided into there part, that were pre-activity, main-activity and post-activity (Burns, 2010. p. 62).

### b. Testing

Testing is tool to measure the students' achievement. Testing is a method of measuring a person's ability or knowledge in finding the result about progress in teaching and learning process. In this research, the researcher used test to know the progress of student's vocabulary mastery after the learning process (Thornbury, 2002. p. 139).

In this research, the researcher recognizes the student's improvement in learning achievement from four aspects. They were quantity, pronunciation, speeling and meaning. To score the students performance, the researcher provide the scoring rubric adapted from Lado as cited in Mardianawati (2012

p. 19) which consist of pronunciation, spelling and meaning. In this research, the researcher adds one aspect that is quantity of vocabulary.

### 1) Scoring Rubric

In this research, the researcher made a strategy to get a score from the students. The researcher has some criteria in giving score to the students. It is to know how far students understanding of vocabulary after the subject given.

**Table 3. 2 Scoring rubric of vocabulary**

<b>Aspect</b>	<b>Description</b>	<b>Score</b>	<b>Actual Score</b>
<b>Quantity (30%)</b>	The students able to memorize 16-20 words	4	<b>X 7,5</b>
	The students able to memorize 11-15 words	3	
	The students able to memorize 6-10 words	2	
	The students able to memorize 0-5 words	1	
<b>Pronunciation (20%)</b>	The students able to pronouce the words perfectly	4	<b>X5</b>
	The students able to pronouce the words but not perfectly	3	
	The students able to pronounce the words but using mother tongue style	2	
	The students cannot pronounce the words	1	
	The students can spell the	4	

<b>Spelling</b> <b>(20%)</b>	words perfectly		<b>X5</b>
	The students can spell the words but not perfectly	3	
	The students can spell the words but using mother tongue style	2	
	The students cannot spell the words	1	
<b>Meaning</b> <b>(30%)</b>	The students able to understand 16-20 words	4	<b>X7,5</b>
	The students able to understand 11-15 words	3	
	The students able to understand 6-10 words	2	
	The students able to understands 0-5 words	1	

(Adapted from Lado as cited in Mardianawati 2012 p. 19)

$$\text{Score} = Q (\text{score obtaint} \times 7,5) + P (\text{score obtait} \times 5) + S (\text{score obtaint} \times 5) + M (\text{score obtaint} \times 7,5)$$

## 2) Classification of Score

**Table 3. 3 Classification of score**

No	Classification of Score	Score
1.	Excellent	80-100
2.	Good	70-79
3.	Fair	60-69
4.	Poor	40-59
5.	Fail	0-39

(Adapted from Arikunto in Furqon (2013))

#### c. Recording Visual

In this research, the researcher used recording visual to record the activity and the place of the research. The tool of recording data such as camera. The researcher used camera to take a photo or video as a proof of research (Burns, 2010. p. 70).

#### d. Interview Guideline

Interview guideline was a tool used by the researcher when conducting interviews. In this research, interview guidelines were a guide for researcher in asking questions to students (Burns, 2010. p. 86).

#### e. Field note

Field note is important in a research because it can help the researcher to get the information from the student in a real condition in the classroom. Field note is a written account about what the researcher hear, see, experience, and think during collecting and reflecting on the data in qualitative research (Creswell, 2012. p. 216). The researcher used field note which was it use to show how the description about the students in the real situation during a learning process.

### **D. Data Analysis**

Data analysis technique is the most decisive step of a research because data analysis serves to infer the results of research. In this research, the researcher used the technique of data analysis based on Miles and Huberman (1994) cited in Sugiyono (2020. pp.132-141) which were involving four steps: data collection, data reduction, data display, and conclusion drawing/verification.

### 1. Data Collection

The first step of a research is collecting data. In this research, the researcher collected all the data that found when the researcher teaching in the classroom. In this step there were many data that got by the researcher.

### 2. Data reduction

Data reduction is a form of analysis that reinforces, directs, and discards something that is not needed and organizes the data in such a way that it can be summarized and verified by research results.

### 3. Data Display

Data display is to make data more specific so that it is easy to understand. At this stage the presentation of data is usually made in the form of tables, charts, graphs and others. Through the presentation of data, the data is organized, arranged in a related pattern, so that it will be easier to understand.

### 4. Conclusion Drawing/Verification

Conclusion is only a complete configuration. The conclusions are also verified during the assessment. At this stage, the data must be tested for truth and compatibility so it is believed to be valid data.