

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research conducts at SMP Azizi Medan, Jl. Pahlawan Deli Serdang. This school consists of 9 classes. The reasons why I choose the school are: (1) There is no researcher that conducts study in this school with same title before. (2) The school is near from my boarding house.

Meanwhile, the subject of this study is the second grade students of SMP Azizi Medan which consist of thirty students.

B. Data and Data Source

There are two kinds of data in this research: qualitative and quantitative data. The data sources of this study are the students of grade VIII SMP IT Azizi Medan and one collaborator.

The procedures of collecting data conducts in two cycles and there meetings of each cycle. Some of authors give different action research model, but as we know there are four steps for this, they are: planning, acting, observing and reflecting.¹

Planning is the first step of the conducted cycle which concerns with teaching preparation designed by the researcher. It included the lesson plan the containing the instructional objectives to be achieved, the material to be taught, the teaching media is used and task given the students as the evaluation of the applied

¹ Arikunto, *Penelitian Tindakan Kelas*. (Jakarta:PT.Bumi Aksara, 2012) p.16

strategy. It dealt with making observation sheet and field note, documentation used the data during the teaching learning process.

The second step of the conducted cycle is implementing or action the plan which deals with strategy in teaching vocabulary in the lesson plan to their students in the class. During the implementation of the strategy observation is also conducted simultaneously together the data is needed in the study and to make sure that teaching learning activities being conducted is in line with the prepared lesson plan.

In reflecting on the action, the activity focuses on analyzing collected data from each to determine whether or not a following cycle will be stopped if the criteria of success is used in the study is achieved. On the other hand, if the criteria of success have not achieved yet, it is necessary for the researcher to revise the plan and to have another cycle for implementing the following action.

C. Research Method

This research is a classroom action research (CAR), which is using qualitative and quantitative approaches. Action research is very effective way of helping teachers to reflect on their teaching and to come up with their own alternative to improve their practice. It is aim to improve students' learning result and the outcomes of teaching process.

According to Kemmis is adapted by Chandra and Syahrums, Action research as a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of (1) their

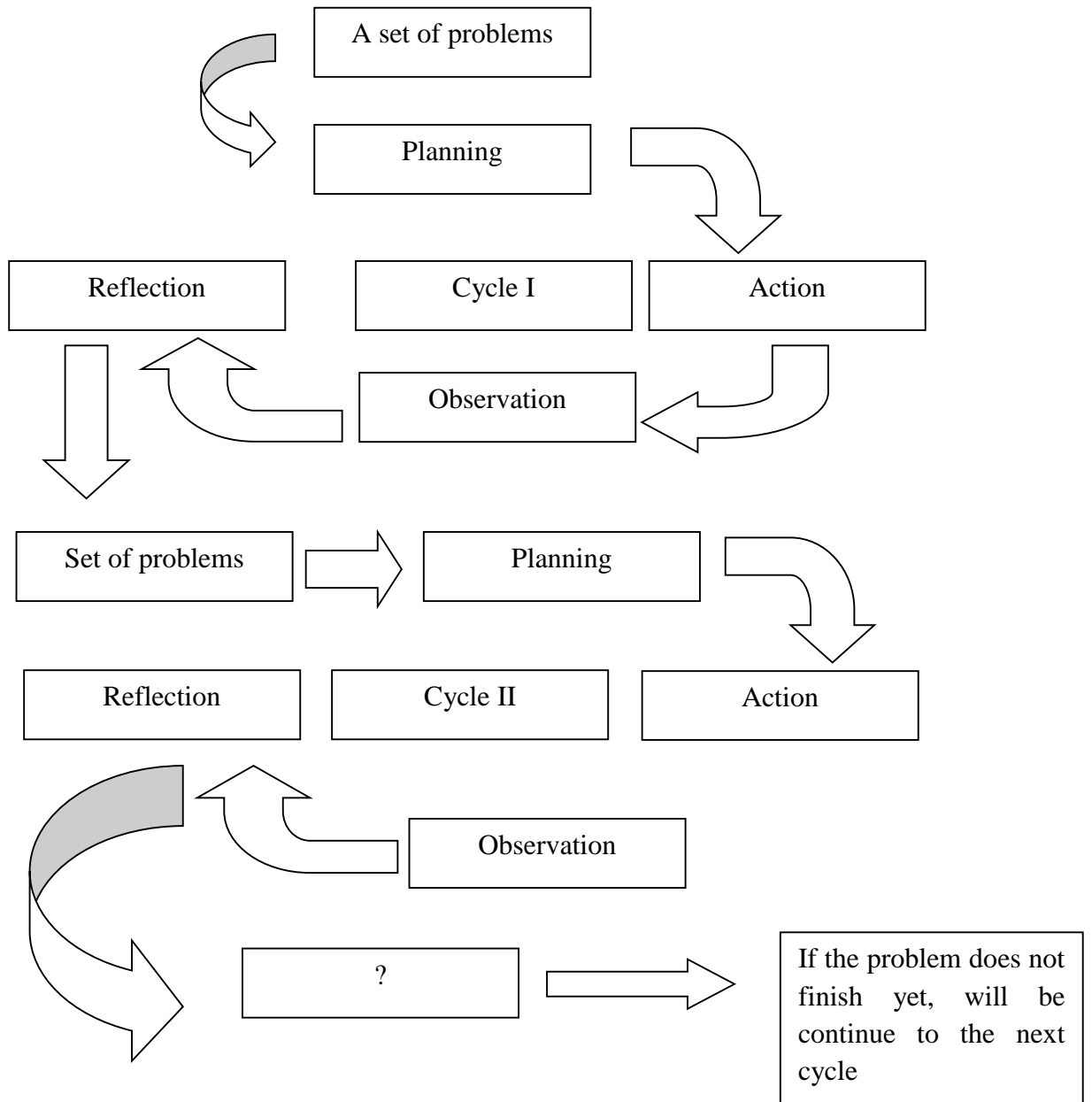
social or educational practices, (2) their understanding of these practice, and (3) the situation in which practices are carried out.²

This research is intends to provide information on how the appropriate action to increase the activity of learners impact in improving student learning outcomes. Classroom action research is conduct in the form of cycles. Researchers try to find solutions to improve the ability to speak, it is important because it relate to research carried out which implement.

The procedures are conduct by making two cycles. Cycles I consist of three meetings; first, second and third meeting. Cycle II consist of three meetings; fourth, fifth and sixth, so there is six meetings all together. Each cycle is compromise into four steps, such as planning, action, observation and reflection. To know the improvement of the students' score, the writer states the means and the percentage score which must be achieve by the students. The procedures of data collecting used in this research are:

²Candra Wijaya and Syahrur, *Penelitian Tindakan Kelas* (Latansa Press: Medan. 2012) P. 3-4.

Preliminary Study



1. Cycle I

a. Planning

In this step, everything which is needed in teaching and learning process had be prepared by the researcher. There are many activities which had be done in this step. They are: (1) prepare the lesson plan. (2) prepare all materials that used in this cycle. (3) prepare the teaching facilities. (4) prepare research instruments, such as: interview sheets, the diary notes, and observation sheets. (5) determined the collaborator who helped the writer to do this research, to analyze the weakness of process and to reflect the result in learning and teaching.

b. Action

In this step, the planning activities will be done by the researcher. These activities are conducted by the teacher. It will be suitable from the RPP that the reasecher has be done.

c. Observation

In this step, the collaborator is the English teacher of SMP Azizi Medan, the students will be observed by the English teacher while they are learning vocabulary by using riddle game and alsowill be investigated the situation and the problems or obstacles that are find during the teaching learning process. Observation is aimed to record the process and to get the information of action during teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen.

d. Reflection

Reflection is the feedback from the action that has been done. It is very important to help the writer in making decision for what to do or revise. In this stage, the problem and cause that existed in the observation is analyzing. The researcher will reflect the entire problem in the cycle I. as a result, the writer will add some activities in the learning process.

2. Cycle II

Cycle II will be continued by the researcher if the student's score is still low that it will be seen by the students' score and reflection in the first cycle. It means that the researcher has made the new lesson plan. The researcher will add some activities in action that could increase their score in mastering vocabulary. This cycle also consisted of four steps, they are: planning, Action, Observation and Reflection.

D. Technique of Collecting the Data

The kinds of the data that is used in this research are quantitative and qualitative data. In Quantitative data, the researcher uses oral test as instrument to measure the students' vocabulary mastery. The students are tested by asking them to guess the teacher's riddle. In scoring the students' test, the writer uses some point. To get the point the researcher gives vocabulary test on the first meeting, test on cycle one and test on cycle two for the students. The test usually is called re-test and post-test.

So, The technique of collecting data of this research are: (1) Test, (2) Interview, (3) Observation, (4) Diary note.

a. Pre-test

As a preliminary test which is administered to determine the students' baseline knowledge about their vocabulary mastery. In pre-test is intended to know how well the student had mastered vocabulary before taught by riddle game. The researcher gives the test for the students before taught by using the technique so that the researcher will know the students' vocabulary mastery.

b. Post-test

In post-test, The researcher will give the material for the students. The researcher will explain about riddle game. And the test that will be given by the researcher is similar in pre-test. The researcher will use it to know the students' vocabulary mastery after using riddle game.

In addition, The technique for data collection to support the quantitative data is qualitative data. And the technique for data collection in qualitative data are:

a. Interview

Interview sheet consists of some questions that is asked to the students, the English teacher and the headmaster before doing research and after doing research in the school. Through interview, the researcher will know the problem their weakness and problem in vocabulary mastery. The writer also will interview the teacher to know his ways in teaching English especially in vocabulary mastery.

b. Observation

The Researcher will observe and investigate the students, the situation and the problems will find during teaching and their ability. The observation is done in the classroom while the teaching learning process done. It is about the attitude and

all of the activities while giving the action. The result of observation will be put on observation sheet.

c. Diary Note

The researcher will note the activities that have done in the class when learning teaching process in the class. How the researcher felt and how the students did. The researcher would know the improvement of the students' responses and the students' score every meeting through diary note.

E. Technique for Analysing Data

This research will be applying qualitative and quantitative data. The qualitative data will be analyzed by using Miles and Huberner technique: data reduction, data designing and verification. While quantitative data take from the oral test that use to analyze the improvement of the students' ability at mastering vocabulary.

To find the mean score in each cycle, the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Class of mean score

$\sum X$ = Total score

N = Total number of students

The percentage of students who get success and unsucces in speaking test for each cycle apply the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students who get success and unsucces

R = Total of students who get success and unsucces

T = Total number of students³

F. Technique of Establishing the Trustworthiness

The tehcnique of establishing the trustworthiness, they are credibility, comfirbility, transferability and dependability.

In this study, the researcher would like to establish the trustworthiness things credibility. According to Holloway and Wheeler that is adapted by Vicent N. Anney Creadibility is defined as the confidence that can be placed in the truth of the research findings. They are prolonged engagement in field or research site, use of peer debriefing, triangulation, member checks, negative case analysis and persistent observation.⁴

³ Anas Sudjono, *Pengantar Statistik Pendidikan*, Jakarta: Rajawali Pers, 2004, p. 81.

⁴ Vicent N. Anney, *Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria*, p. 8, Accesed on January 06 2017, (<https://pdfs.semanticscholar.org/1419/f7b54e6b7f1215717a5056e0709f8946745b.pdf>)

The research only use triangulation that there are three kinds of triangle, they are method, source, investigators. Triangulation in research means According to Onwuegbuzie & Leech Triangulation “involves the use of multiple and different methods, investigators, sources, and theories to obtain corroborating evidence”. Triangulation helps the investigator to reduce the systematic bias and cross-examine the integrity of participants’ responses. There are four major triangulation techniques: first, investigator triangulation - use of multiple researchers in investigating the same problem. Use of multiple investigator brings different perception into the inquiry and help to strengthen integrity of the findings; second, data triangulation/informants triangulation - use of different sources of data or research instruments such as interviews, focus group discussion or participant observation or utilizing different informants to enhance the quality of the data from different source; fourth, methodological triangulation - use of different research methods.⁵

Based on the explanation above, The study only use source as the technique to establish the trustworthiness. The source of the research is the second students of SMP IT Azizi Medan that learning english especially in vocabulary mastery and the English teacher of SMP IT Azizi Medan.

The resercher got the fact when doing PPL that the students’ vocabulary is still low. It can be seen from the scores of the students when learning vocabulary by the teacher. It is not just it, the students also have less motivation from the

⁵ *Ibid*, p. 10

teacher so that they felt bored when learning. Besides that, the teacher also does not give the effective strategies for the students. Therefore, the researcher would like to apply riddle game to improve the students' vocabulary mastery