CHAPTER III

RESEARCHMETHODOLOGY

This chapter presents the method of the research, the subject of the research, the time and place of the research, the researcher's role in the research, the research procedure, the classroom action research (CAR) procedures, the technique of collecting data and the technique of data analysis.

A. Research Design

This research has been done by using classroom action research (CAR),itwas consist of three words that was understood as follows understanding:

1. Research: The function is to examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researcher.

2. Action: It is a movement activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity.

3. Class: It is a group of students who are in the same time and receive the same lesson from a teacher, not a form of classroom but a group of student who were studying.

Doing the classroom action research (CAR) will facilitate evaluation and reflection in order to implement necessary changes in practice – both for an individualand within an institution – with increased understanding and confidence.[1]By combaining the understanding of three-word limit, it is conclude that the research is a class action againts activities that are

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[1] Valsa,Koshy, (2005)*Action Research For Improving Practice: A Practical Guide*, London: Paul Chapman Publishing, p. xiii

deliberately accruement raise and occurs in a classroom. Classroom action research is not really difficult, because the researcherhave been managed the method or strategy as a guidance to teach the students. The obstacles that possibly arise is how the researchers observe what is actually the problem in the learning process.

B. Research Setting and Sample

The subject of this study was studentatVIII-2grade Mts. Al-Washliyah Tembung in academic year of 2017/2018.It was done by carried out abouta week started from 04 until 12 May 2018. The researcher selected the Grade of VIII-2 which is consist of fourty (40) students. It was chosen based upon the pre-research that researcher that has been done before and based on the student at grade VIII-2 that their english skill is low, especially oncountable noun vocabulary.

C. Data Collection

In collecting data, classroom action research uses qualitative data and quantitative data. Qualitative data consist of observations within the physical activity in the classroom and done the interview to the teacher. On the otherside, the quantitative data uses pre-test and post-test. Further explanation as follows:

1. **Observation**

Firstly, the researcher used the unstructured observation to know the occurrences within learning process. It can be about the teachers performance during the classroom action research (CAR), students' vocabulary ability, and students' response to the application of Race to the Board game.

2. **Questionnaire**

The questionnairewas used after and before CAR. It should be done to know students' response as a subject of study concerning to the action. The researcher has also shared the questionnaire for english teacher to have more information about the research. Furthermore, the researcher was using answer descriptiondesign of the questioner form.

3. Test

The test used in this research was pre-test and post-test. The pre-test will be done before implementing Race to the Board game. This should be done to measure students' ability in learning countable noun vocabulary before implementing the game itself.

Meanwhile, the post-test was implemented after applying the Race to the Board game. In this research, the test has been done in form of multiple choices. The test was held on every second action of each cycle.

4. Documentation

The researcher took some photographs as documentation of the research that are contains any information in CAR process. It can be a proof to show that the researcher is not doing the manipulation in the research process.

D. Data Analysis

In this research, there are two kinds of data which will be collected by the writer as follow:

1. In conducting this research, researcher use the data analysis by Miles and Huberman. The activity in qualitative data analysis is done interactively and run continuously

until complete and the data saturated.[2] The activities in analysis the data are data reduction, data display, and conclusion drawing/verification.First, data reduction means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Second, data display can be done in the form of brief descriptions,charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.[3] The last is conclusion. The first conclusion proposed is still temporary, and it will change if there is strong evidences support the next stage of data collection.

2. Quantitative data comprises of student's score of learning putcome. This research can be considered success when students have understood the material of *countable noun vocabulary*. The increasing of their achievement can be shown with the increasing score which is gotten by the students from pre-test score to post-test score. The writer use three techniques in analyzing the numeral data as follow:

   a. The writer seeks the average students' vocabulary ability score within pre-action and post-action of every cycles by using the formula:

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

   $\bar{X}$ = the mean of the students

   Σx = the total score

   N = the number of students

   b. The writer seeks the class percentage which is passing the KKM score by using:

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

[2]*Sugiono, (2010), Metode Penelitian Kuantitatif Kualitatif dan R&D, Bandung:Alfabeta, hal 219*
[3]*Ibid*, 249.

Where :

P = the percentage of students who got up point 80

R = the number of students who got up point 80

T = the total number of students who took the test

c. Third, after getting mean of students' score in every per actions, the writer identified whether or not there might have students' improvement score in reading comprehension of narrative text from pre-test up to post-test in cycle I and cycle II. The formula:

$$P = \frac{y1 - y}{y} \; x \; 100\%$$

Where : P = Percentage of students' improvement

Y = The mean of pre-test result

y1 = The mean of post-test 1

$$P = \frac{y2 - y}{y} \; x \; 100\%$$

where : P = Percentage of students' improvement

y = The mean of pre-test result

y2 = The mean of post-test 2

E. Research Procedure

Hopkins provides a diagrammatic representation of an action research protocol, with each style cycle comprising four step: plan, action, observe and reflect.[4] The researcher will apply this research procedure as a guide in doing the research. This procedure also a common procedure that is used in many researches.

Based on this design of research, the researcher would like to explore further concerning of the cycles that is going to be apply in CAR.

1. **Pre-Research which includes the following activities:**

a. Preparing the research instrument

b. Interviewing the teacher to know the subject of the research condition

c. Giving a pre-test to the student

d. Giving pre-questionare to the student

2. Cycle 1

a. Planning, include the following activities:

➢ Curriculum study, programming and planning of learning which involves the application of the meetings.

➢ Preparing material tools

➢ Preparing lesson plan

➢ Preparing evaluation tools

b. Action, include the following activities:

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[4] Franco Vaccarino, (1933), *Action Research Reflection: The Wanganui Adult Literacy and Employment*, New Zealand: Massey University, p.6

- ➤ Doing the learning of the *countable noun vocabulary* material through *Race to the Board game*

- ➤ Giving post-test cycle 1 to the students.

c. Observation, include the following activities:

- ➤ Observing the student activities during learning acticities.

- ➤ Rewriting the events that appear during the learning process.

d. Reflection, include following activities:

- ➤ Analyzing data from the action implementation

- ➤ Evaluating the implementation of measurement that have been done on the cycle 1

- ➤ Planning the actions for the second cycle

3. Cycle 2

a. Planning, includes the following acticities:

- ➤ Planning the learning implementation consisting of one meeting

- ➤ Making the material of *countable noun vocabulary* instrument

- ➤ Preparing the research instrument.

- ➤ Preparing the evaluation tools

b. Acting, includes the following evaluation tools

- ➤ Implementing learning activity of *countable noun vocabulary* material through *Race to the Board Game*

- ➤ Giving the post-questioner

- ➤ Giving post-test cycle II to the students

c. Observing, includes the following activities:

> ➢ Observing the student activities during learning activities

> ➢ Rewriting the events that appear on the student during learning activities

> ➢ Observation data collected during the execution of learning activities

d. Reflecting, includes the following activities:

> ➢ Analyzing data from the implementation of action

> ➢ Evaluation the implementation of measure that have been done on the cycle II

F. Trustworthiness

Lincoln and Guba argued that there are four issues of trustworthiness, namely: credibility, transferability, dependability, and confrimability.[5]Trustworthiness is very important in qualitative research. The aim of trustworthiness is to support the argument that the inquiry's findings are "worth paying attention to".

1. **Credibility**

Credibility in qualitative research deals with the data and finding of research. The data and finding should be ensured to be credible or not. To ensure the data is credible, the researcher finds out the data is congruent with the reality. In this study, to make more credible, the triangulation used to make the data and the findings strength. Triangulation involves the use ofmultiple and different methods, investigators, sources and theories to obtain corroborating evidence.

Triangulation helps the investigator to reduce bias and it crossexamines the integrity of participants' responses. There are three major triangulation techniques. The first is investigator triangulation that uses multiple researchers to investigate the same problem, which brings different perceptions of the inquiry and helps to strengthen the integrity of the findings. The second is data tringulation/informants

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[5] Lincoln and Guba, (1985), Naturalistic Inquiry, Sage Publication, p. 301

triangulation that uses different sources of data or research instruments, such as interviews, focus group discussion or participant observation, or that utilizes different informants to enhance the quality of the data from different source. The third is methodological triangulation that uses different research methodson the effectiveness of licensed science teachers, the district education officials claimed that licensed science teachers were supported by the district through continuous professional development,

2. Tranferability

Transferability is similar with the applicability of the findings. It can be achieved by providing detailed description of displaying comprehensive description of both the process and the result of the research. It is done to enable the readers in evaluating the extent to which the conclusion drawn are transferable to other times, setting, situation and people.

The transferability of this research was achieved by giving adequate description of the research process and finding, and the researcher collected suffiiciently detailed descriptions of data in context and reported them with sufficient detail and precision which consist of types of feedback, process, and reason of giving feedback in thick description.

3. Dependability

Dependability is an evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation.In this case, all the activities or the research process were reviewed and paying attention to the conclusions would be discussed with other people who master in this research subject.Dependability could be looked at as the researcher's account of the changes built into any setting in addition to changes to the research design as learning unfolded

In this case, the thesis adviser would be done with examine the record products from their point of view. The discussion attempted the dependability of the research.

4. Confirmability

In line with the trustworthiness criteria, the accurateness of the data or confirmability can be found by confirming the findings to the reality. In other words, the researcher would make sure that thefindings are shaped by the subject, and not the researher bias, motivation or interest. To make the research confirmable, and audit trail would be made which consist of raw data, reduced data, and reconstructed data. The researcher showed the collected data to the readers by displaying the data so that the readers can re-check what the researcher diplays to what the researcher obtain from the research about the feedback used by lecturers in Medan.