

## CHAPTER III

### RESEARCH METHOD

This chapter will explain about some steps that will be done by the researcher. It consists of research design, subject, and setting of the research, procedures of the research, data collection, and data analysis.

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

Research design is a strategy to arrange the setting of the research in order to get valid data based on the research problem in order to be able to explain more comprehensively.<sup>20</sup> The design of this study is Classroom Action Research ( CAR ) which is focused on improving the students' vocabulary, especially signed to solve the problem dealing with the teaching and learning of vocabulary of the 7<sup>th</sup> year students of MTs Sabilul Muttaqin Mojo Kediri.

CAR is name given to a series of procedures used by teachers to improve their teaching method and to evaluate success and suitability of certain activities and procedures. According to Ferrance, action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.<sup>21</sup>

While Masnur Muslich said that Classroom Action Research is reflective learning that is done by the researcher to improve rationality of the action in implementing the duty and deeper understanding based on teaching

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<sup>20</sup> James Neill, Research on line, [http://wilderdom.com/.../class4\\_aquantitativeresearch\\_design.htm](http://wilderdom.com/.../class4_aquantitativeresearch_design.htm)

<sup>21</sup> Eillen Ferrace, Action Research (USA: Brown university, 2000), 1.

learning process.<sup>22</sup> So, from some definitions which are given above, the researcher gets three points.

First is classroom, because the class conducted in our own. Second is action because that is the action we examined. Research because we do research not just writing

Three characteristics on action research are that practitioners (for our purpose, classroom teachers) rather than outside researchers carry it out: secondly is collaborative, thirdly is aimed at changing things.<sup>23</sup> While in this research, the researcher uses collaborative action research that involves the participation of friends, or teachers with researchers. With this collaborative research is expected to make easy for the researcher to implement crossword puzzle . The goals of Car are as follow:

1. To improve the quality, process and result of learning
2. To create the culture of research for teacher continuously
3. To increase productivity of research of teachers, especially to find the solution toward learning process
4. To improve collaboration between education in solving learning problems.<sup>24</sup>

Classroom action Research in learning English drives to find teaching- learning strategies which is match learners' style and strategies. CAR may be done in several cycles if the result does not match with the criteria of success.

<sup>22</sup> Masnur Muslich, *Melaksanakan PTK Itu Mudah* (Jakarta: Bumi Aksara, 2009), 43.

<sup>23</sup> David Nunan, *Research Method in Language Learning* (Usa: Cambridge University, 1992), 17.

<sup>24</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT Rineka Cipta, 2000), 107.

## B. Subject and Setting of The Research

In this research, the researcher will do research in Mts YP Sabilul Muttaqin Mojo Kediri 7<sup>th</sup>- 2 grade . Why the researcher chooses 7<sup>th</sup>- 2 grade, because this class is lowest value if it is compared with the others classes. There are 22 students consisting of 10 boys and 12 girls in this class. Besides that, why the researcher crossword puzzle because so far the teacher never uses this method for teaching vocabulary. So, the researcher wants to introduce this method hoped the students will be attract and get improvement in their vocabulary. The researcher does observation at MTs Sabilul Muttaqin Mojo Kediri on April and May of 2013. It is done in semester 2 after middle test activity. The 7<sup>th</sup> – 2 grade has English class on Monday at the 7<sup>th</sup> -8<sup>th</sup>, and on Thursday at 1<sup>st</sup>-2<sup>nd</sup>.

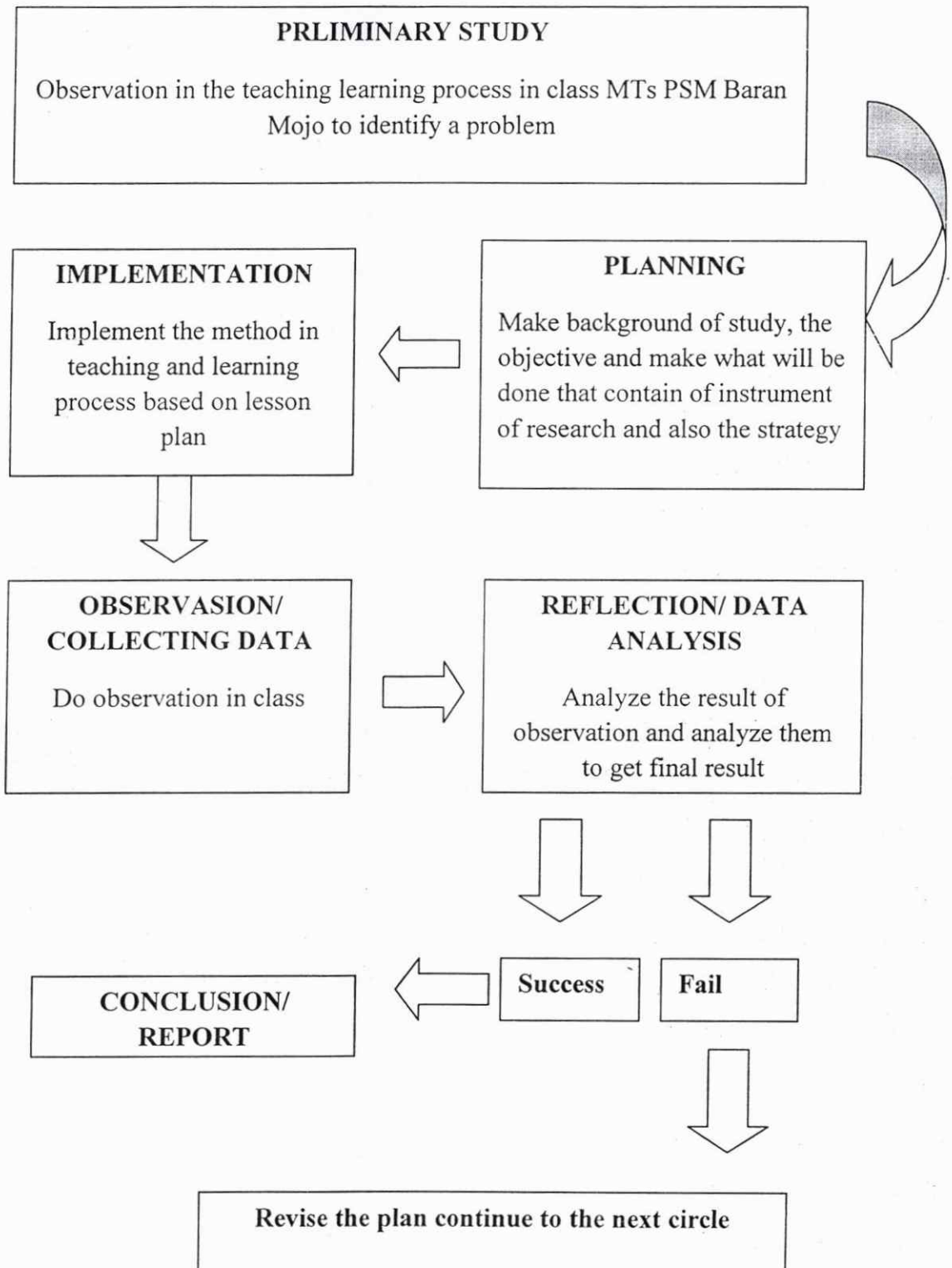
## C. Procedure of The Research

Based on the theory of Classroom Action Research, the researcher has to beyond four steps. They are planning, implementing, observing, and reflecting. Before conducting this research, preliminary study is important to do at first to identify, analyze the problem and take the problem that will be solved. After that, it will be continued with the planning, implementing, observing, and reflecting. Below is the diagram of the four step of classroom action research.<sup>25</sup>

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<sup>25</sup> Latief, M. Adnan.2003. *Penelitian Tindakan Kelas Pembelajaran Bahasa Inggris, Jurnal Ilmu Pendidikan*, 10(2): 99-115.

Diagram of Classroom Action Research by Mc Taggart



## 1. Preliminary Study

To know the problem of teaching and learning process, the researcher analyzes and identifies the students and the teacher. The researcher interviews the students and the teacher about English lesson. Most of students says that English is very difficult for them, moreover to remember the words or vocabularies. Besides that, the researcher gives pre- test to the students of MTs Sabilul Muttaqin 7<sup>th</sup> grade 2. It consists of 20 questions about vocabulary. From the interviewing and giving test to the students, the researcher knows that the vocabulary mastered the students is low. Start from this statement, the researcher makes a plan to start the cycle in classroom action research.

### a. Planning The Action

In this part, the researcher will make set of activities that will be done as the plan of the action. They are preparing the strategy by designing the lesson plan, preparing the material and the media, and making the observation sheet to observers the activities done by the teacher and the students

- 1) The lesson plan is made in order to the process of teaching learning running well. The curriculum is made appropriate with the KTSP berkarakter nasional as used in MTs Sabilul Muttaqin. It consists of standart competency, based competency, indicator, and instructional objective

- 2) Preparing material is the most important thing to make the researcher easy teaching the students because the researcher knows what they will tell to the students. So, the objective can be achieved as well as possible. While the media is supporting tool that has important role in order to improve the students' interest in studying English.
- 3) The researcher makes two observation sheets to know the activities of the students in teaching and learning process. It is made for observing the teacher and observing the students' activities when implementing Crossword Puzzle.

b. Implementing The Action

In this part, the researcher acts as the teacher who gives material that is suitable with standard and base competence in the lesson plan and discussed with the teacher. The researcher uses crossword puzzles in teaching to improve students' vocabulary and to make the students do not forget the vocabulary that were introduce before.

c. Observing The Action

To get data about the implementation of the action, the researcher does observation to know directly the real condition in class with the observer. The duty of observer is to observe the students activities and the classroom management. To know the improvement the students' activities and the researcher' classroom management, the

observer brings observation sheets. This observation is done when crossword puzzle implemented in teaching learning process.

d. Reflecting The Action

Reflecting the action is the process of analyzing the result of implementing the action.

- 1) The researcher will evaluate after the implementation that has been done by her
- 2) Correct the action appropriate the result of evaluation used for the next cycle. So, the researcher can know that the method and the objective appropriate with the target or not.
- 3) In this part, the researcher will know the result of the first cycle. So the researcher can take decision. The research will be done in several cycles if in the first cycle does not get success result yet. The researcher will revise and continue on the next cycle or second cycle.

**D. Data Collection**

In this research, the researcher uses some instruments to collect the primary and supporting data. Some instruments are used to make easier and systematic in processing the data. Those instruments are observation, test, and documentation.

### 1. Observation

According to Basrowi and Suwardi, observation is the method or the ways to analyze systematically the action by watching and viewing individual or group directly.<sup>22</sup> This method is used to know situation in the field in order to get wider description about the problem that is analyzed.

Like Basrowi and Suwardi, Sukardi gives statement that the instrument of observation will be effective if the information that will be taken the condition of the natural fact, behavior, and the result working of correspondence in the natural situation.<sup>23</sup> So, doing observation means that the researcher come to the location of the research and follow the class then observe the process of teaching and learning to obtain the data. The purpose of observation is to get the valid data.

### 2. Documentation

Documentation is the note of the past event.<sup>24</sup> Documentation is used to get data needed in the research that contains of situation of the students and also the school at MTs YP Sabilul Muttaqin Mojo. The form of documentation can be file or pictures.

### 3. Test

To analyze the success rate or the percentage of student success after the learning process, the researcher gives test. It is given to measure the students' achievement. Based on Djiwandonono, test is a set of tool, procedure or an activity presented or an individual in order to elicit

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<sup>22</sup> Basrowi dan Suwardi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipata, 2008), 93.

<sup>23</sup> Sukardi, *Methodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2007), 78.

<sup>24</sup> Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2005), 82.



attitude that give information about the basis of individual knowledge in certain subject.<sup>25</sup> The test is given in preliminary study and the end of every cycle.

#### **E. Data Analysis**

In this research, the researcher uses descriptive qualitative. Descriptive qualitative is a method of research that describe the fact that appropriate with the data gotten to know the achievement of the students and to know the respond of the students' activities during in learning process. The data is gotten from the observation which has done by the researcher.

In this part, the researcher needs to determine the criteria of success to access the students' ability in memorize vocabulary by using crossword puzzle. The researcher makes agreement with the teacher to make criteria of success. The provision or criteria of success that is made by the researcher and the researcher is :

$$\frac{\text{Total students get score 75 minimally} \times 100\%}{\text{Total students in class}}$$

The criteria of success is : at least 60% students get score 75 or more.

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<sup>25</sup> M. Soemardi Djiwandono, *Test Bahasa Dalam Pengajaran* (Bandung: ITB, 1996), 1.

## Percentage criteria of the successful treatment

Percentage of the students getting 75 minimally	
60%- 100%	The students' achievement in English improves well and the method that is applied can improve the students' achievement in English successfully
30%-59%	The students' achievement in English improves enough and the method that is applied not successfully yet in improving the students' achievement in English
0-29%	The students' achievement in English do not improve and the method that is applied is fail in improving the students' achievement in English

Criteria of the students' test score<sup>26</sup>

Score	Predicate	Note
>80	A	VERY GOOD
60-79	B	GOOD
40-59	C	FAIR
20-39	D	POOR
0-20	E	VERY POOR

<sup>26</sup> Zaenal Aqib, dkk. " *Penelitian Tindakan Kelas*" (Bandung: Rama Widya, 2010), 41.