

CHAPTER III

RESEARCH METHOD

In this chapter the researcher will discuss about the method used by the research. This chapter is aimed at describing the research method used to examine how the implementation of silent card shuffle method improves the student's vocabulary. The discussion will cover research design, setting and subjects of the study, and research procedure.

A. The Research Design

Research design is the procedural details of a study by which a researcher collects data, and which offer some level of control over the research situation.¹

The design of the research is Classroom Action Research (CAR) since it deals with the classroom setting.² It focused on a particular group of students in a certain classroom. As a defined by Kemmis and McTaggart, action research is a form of self reflective inquiry experienced by the participants (the teacher, the students, and / or the principals) in the social (including educational) situations in order to improve the rationally and justice of (a) their own social and educational practices, (b) their understanding of

¹Beiger George R. and Gail J. Gerlach, *Educational Research* (New York: Delmar Publisher, 1996), 51.

² Sarasati, nurin. *The implementation of Cooperative-TGT to increase the first grade students' writing skillof SMA I Wates, Kediri*, (Unpublished SI thesis, . 2011)

these practices, and (c) the situations (and instruction) in which these practices are carried out.³

Classroom action research is conducted in some cycles. It means that if the first cycle fails and the phase should be continued to the next cycle and it will not be stopped before the criteria of success achieved.⁴

The model action research used in this study is the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps of teaching: planning, acting, observing, and reflecting. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

- a) Planning : Develop a plan of critically informed action to improve what is already happening. In this stage, research should arrange his classroom procedure very clearly. Specific goal, meaningful activity, and realistic should be on the research considerations.
- b) Implementing : Act to implement the plan. In this stage, the researcher does the plans and the classroom procedure that he has made before. It can be seen the correlation between the goal, activity and the outcomes.
- c) Observation : Observe the effects of the critically informed action in the context in which it occurs.

³ Ibid

⁴ Stephen kemmis and Taggart Mc. *The Action Research Planner*. (Victoria : Deakin university Press, 1981) 1

- d) Reflection: Reflecting process on these effects as the basis for further planning, subsequent critically informed action so on, though a succession of stages.

B. The Subject of Study

In this research, the subject of the study are student and teacher of MTsN Purwoasri Kediri which located in MTsN Purwoasri village located on Jl. Pahlawan Boyolali, Purwoasri district. MTsN Purwoasri bordering the west of Purwoasri village, the eastern borders with Wonotengah village, bordering the north of the village of Pandan Sari, and borders the southern part of the village Mranggen. And where it is physically MTsN Purwoasri is easy to reach either by public transport or vehicles. Because of the location of the school is close to public transport like cars or buses. In addition to the existing road in front of MTsN Purwoasri is also in good condition because it has been paved, it making easier to transport.

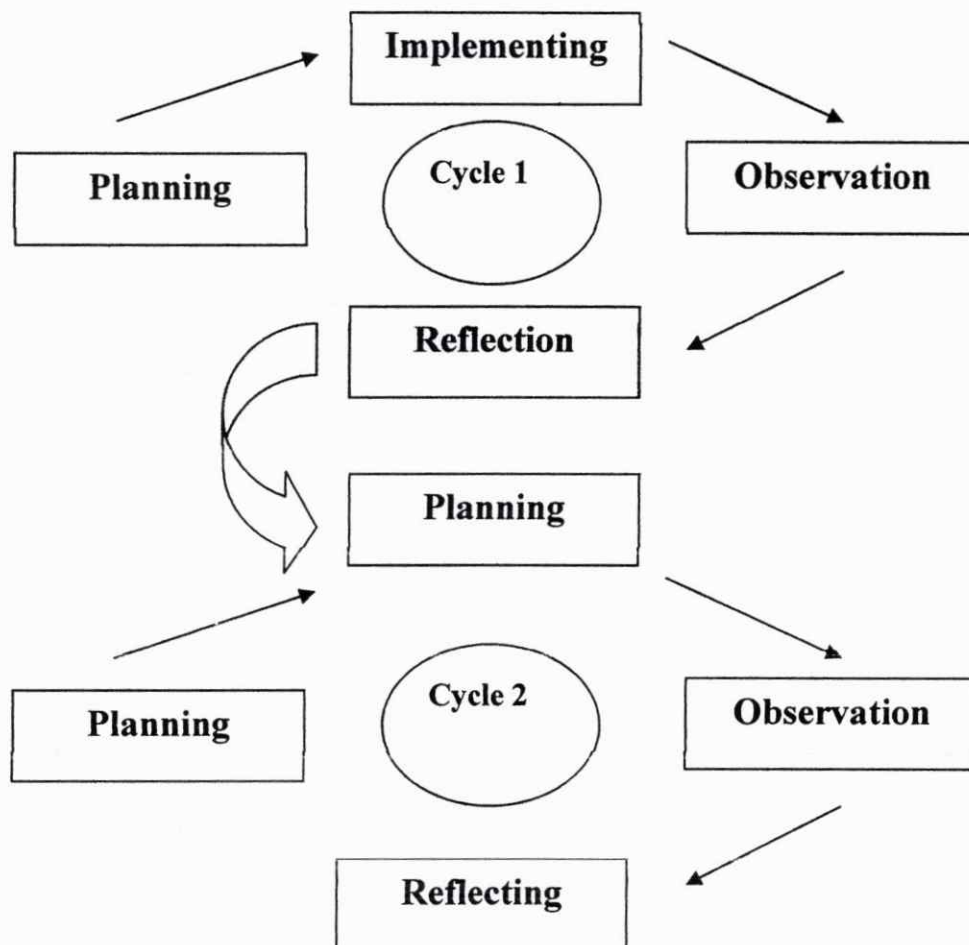
From the student, in this case the researcher is going to get information about how to make them more interested in English and can improve their vocabulary mastery. For the teachers, in this case the researcher is going to know the implementation of silent card shuffle the second graders of MTsN Purwoasri Kediri. MTsN Purwoasri has nine class of second grade. In MTsN. Purwoasri, there are many students' especially class VIII-G who find it difficult to attend classes on a particular aspect of English vocabulary. The researcher conducted on the beginning May 20th 2013. The subject of this study is VIII-G which consist of 40 student. that are conducted by Mrs. Roikhatul Jannah S.Pd. (See appendix 13)

C. The Research Procedure

This research uses CAR (Classroom Action research). According to Stephen Kemmis and Mc Taggart (1988) Classroom action research is applied by planning, implementing, observing and reflecting. The first is action, the researcher conducted preliminary study. Preliminary study intended to know the real condition of the classroom.⁵ Preliminary study is useful to identify and analyze the problems. The next is planning. Planning is intended to arrange the plan involving all of the aspects that are related to classroom action research, then followed by implementing the method that is used in learning process. The next is observing, when the researcher implements the method the collaborative teacher was collecting the data by observing the teaching learning process in the classroom. The collaborative teacher fill the checklist that available by the researcher. The last is reflection. Reflection is used to measure evaluation during learning process and to make data analysis. By the reflection, success or failure can be determined.

⁵ Wijaya Kusumah & dedi Dwitagama. *Penelitian Tindakan kelas*. (Jakarta: PT Indeks Jakarta. 2010) 45

The action plan will be implemented each cycle below ⁶:



Cycle of classroom action research by Kemmis and Taggard.

1. Planning

So that the plan is not much bothered by the teacher or school activities, it should be made in the schedule of activities. The steps that should be taken are :

⁶ Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*. (Jakarta Barat: Indeks, 2012) 21.

- a. inventory all of the activities that will be carried out from the beginning.
- b. estimate the time required to complete activities
- c. create a matrix called a Gantt chart that contains the sequence of events and the time required.⁷

2. Implementing the Action

Implementing the action is an act of planning. After all of the preparations have been done. The researcher comes to the class and implements the action. This study uses silent card shuffle . the researcher introduces silent card shuffle to the students. First meeting, the researcher gives explanation about the material and then asks the studnets to make a group, but the group determined by the researcher. After that the researcher gives the reading worksheet to the group discussion. Every group in this part must analze what instructions in reading text are and the students have to answer the questions.

in the observation phase, the researcher will observe and collect tha data about any aspects or events that had happened during the implementation of the action in relation to the objectives of this study.

1. preparation the initial implementation activities

- a) make a dialogue with principals and teachers about classroom action research plan to finalize plans
- b) make a training for teacher.

⁷ Mahmud, *Metode Penelitian pendidikan* (Bandung: CV. Pustaka setia, 2011), 222

- c) making classroom and school situations
- d) training with simulation and giving some example how to applied the implementation of classroom action research.
- e) preparation method to monitoring and recording the data .
- f) preparation tools and materials needed to carry out the action.
- g) preparation to discuss the results of monitoring or observation with teacher.

2. *Preparation*

The first day is the most unpleasant. therefore, need to be prepared mentally. teachers who will carry out need to be motivated and encouraged. if necessary, the researchers gave the example of how to perform actions directly in class preparation time.

Likewise, the preparation of students and classroom situations, ought not to cause a sudden shock. make the situation perfectly natural. Do not tell students to be quiet, should not be noisy, eyes turned to the board, if not ruled should not be doing, and so on.

3. *Implementation in the class.*

when the action started, the researcher assisting classroom teachers so that when somethings happen that cause hesitation the teachers implementation, researchers can help, without make confusion to the students.

presence of the researcher, in addition to assisting teachers also followed the developments and changes resulting from the action. monitoring process is very important. with an overview of information will be known whether the implementation process as planned. Researchers do not let the teacher alone with no one to accompany and monitor what he was doing, as well as studying the reactions and responses of students.

At the rest of study, researchers talked with students to obtain information about their feelings and perceptions. what researchers obtained during monitoring should be discussed and made a reflection together, make results can be used to improve the procedures and how to act is done by the teacher.⁸

4. Observation

According to Muslich, observation is used to get information about human being in the reality.⁹ the function of observing to see and documentation all of teaching process in the class. There are observing about activities of the students respond of the students, class condition, activities result of observation untill the observation was done by the researcher can describe the real condition.

⁸ Ibid .,222-224

⁹ Muslich, mansur. *Melaksanakan PTK itu mudah* (Jakarta: Bumi Aksara 2009), 106

5. Reflecting the Action

This research was conducted in two cycles planned on learning vocabulary by using the method of silent card shuffle. Data were collected in the form of success rate per cycle, ie an increase in student achievement. In accordance with the instruments we use, the data collection techniques used is the provision of test, because this technique is used to determine the level of learning success that has been implemented. Data analysis did not use statistical tests.

Besides, the qualitative data taken from field notes, the data were also obtained from result of the vocabulary assignments which were classified as quantitative data since these data appeared number, in the form of students' scores was computed by applying simple statistical procedures. The formula used to derive the mean of the students score of the vocabulary assignments.¹⁰

In determining whether the research stopped or continued to the next cycle, the collected data were analyzed. The result of the analysis of the data was matched with the predetermined criteria of success of both process and product based on the reflecting that researcher have done in each cycle. This reflecting used to analyze the success or failure factors in implementing silent card shuffle in cycle and then to determine whether the research have to finished and report or continue to the next cycle until the data reach the criteria of success.

¹⁰ Djiwandono, M Soenardi, *tes Bahasa dalam pengajaran*(malang: UM press)

D. Types and Sources of Data

This research collected by the two types of data, namely quantitative and qualitative. The data is used to describe the changes that occur, either change student performance, teacher performance, and changes in the classroom. Quantitative data in the form of student learning outcomes, whereas qualitative data are sentences that describe the expression on the level of student understanding, enthusiasm, confidence, motivation. Data is the basis of information or material which is used for generating hypotheses. The source of the data in this study were students, teachers, peers.

1. Student

To obtain data on student learning outcomes and activities in the learning process.

2. Teacher

To see the level of success in the application of group discussion method.

E. The Location of Research

This research was conducted in MTsN Purwoasri Kediri, which is located at Jl. Pahlawan Purwoasri - Kediri. The researcher chooses this school because there is some problem there. This school is a school that the researcher has not known before¹¹, as one of principles that mentioned in AriefFurchan's book. So it avoids the researcher to do manipulation in way to

¹¹Arief Furchan, *Pengantar metoda Penelitian Kualitatif* (Surabaya: Usaha Nasional, 1993), 57.

keep the existence of the school. In other words, the researcher reports the real condition.

F. The Research Instrument

In this research, the most important instrument is the researcher herself, because she directly observes, collects, identifies, interprets, analyzes and reports the data, but to do all of activities well, she needs the other instruments, they are:

1. Lesson plan

The first thing that the researcher want to know in English teaching learning process at MTsN Purwoasri is about the lesson plan that be used and applied in the learning process. It is because lesson plan is the foundation to do teaching learning process.

It is possible for the researcher to find any kinds of data that relates to the study outside the classroom. So the researcher may make filed-note that consists of some data that support the research.

Based on the interview with MRs. Ikha, she told that the lesson plan that she used to teach the students in MTsN Purwoasri. She makes the lesson plan in that her teaching because the contents of the lesson plan including : The standart competence, the basic competence, the objectives, and the material of English lesson in doing teaching learning process. So that, she use the lesson plan.

2. Document

Documents deal with any data relates to the research, students' data, teachers' data, the satndart minimum of MTsN Purwoasri, the paper test and so on.

G. The Data Collection

The technique of qualitative data is drawn by sentences in paragraph to get conclusion.¹²

By considering the title of the study and research instrumern used, then this study using test data collection. At the end of each cycle students were given a set of questions to be done, then given a score on each correct answer as a guide to provide value to students.

1. Documentation

In this study , the data was also gotten by collecting documentation. Documentation method is data collecting method used by the researher by written object.¹³ Here, the researcher investigaed written things like : books and documents, that be used by the English teacher and students in MTsN Purwoasri. The researcher did the documentation to get valid data and it could be the evidence that the researcher did not manipulate the data. In this way, the researcher used camera as then equipments to get the data. As a secondary data sources which help in

¹² Sutrisno hadi, *Metodologi Research*, (yogyakarta: andi offset, 1989), 48.

¹³ Ibid, page 245

obtaining data related to the study. This documentation can be data completeness students and other supporters.

2. Interview

The researcher also got the data from interview. In this way, the researcher made interview with the English teachers and some students of MTsN Purwoasri in order to get some informations that be needed by the researcher, including what was the lesson plan used, etc. The interview and interview guide to collect data.

3. The Data Analysis

This study is classroom action research. After the researcher collects the data, the researcher will score the result of the student test. As determined above, the score is taken from the criterion of success on the process of silent card shuffle to improve students vocabularies.

The data on the classroom action research from every cycle analyzed descriptive uses presentage technique to see inclinations that happen in the learning process. The classroom action research uses a formulation below to analyze the data from test

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

In this research the researcher and the teacher was made an agreement that students' achievement will improves if there is more than

75% students get score 75 minimally in test and if the average of students score is at least 75.¹⁴

Presentage of the students getting 75 minimally	Qualification
75 % - 100 %	The students achievement in English improve and the method that be applied can improve the students achievement in English sccessfully.
40 % - 74 %	The students achievement in English improve enough and the method that be applied is not successfully yet in improving the students' achievement in English.
0 - 39 %	The students' achievement in English does not improve and the method applied fails in improving the students' achievement in English.

¹⁴ Suharsini Arikunto, dkk, *Penelitian Tindakan Kelas*.(Jakarta: Bumi Aksara, 2008),210

If there were at least 75 % students got score 75 minimally in the test, the criteria of success was met. It means, if there were less than 75% students got score 75 minimally in the test , the criteria of success was not met. The score 75 was agreement of this school as a standart successful students minimum score based on the school policy.

As mentioned above that criteria of success in this study was criterion of success on the process of students' individual test. The way in analyzing the criterion of success is data analysis based on the criterion of success on the students' individual test. To analyze it,the researcher uses the final result of students' score test. The result of the students' test will be in good level if they are able to get score 75 minimally of at least 75% of students' achievement