

CHAPTER III

RESEARCH METHOD

This chapter discusses the procedure for conducting research with regard to the improves of using Wondershare Quiz Creator in vocabulary classes. This includes the research approach and design, the researcher presence, research locations, data and data sources, research instruments, data analysis techniques.

3.1 Research Design

Research design is a system used in doing the research. The purpose of this study is to improve the students' vocabulary mastery in SMK Pawyatan Daha 1 Kediri. How to teaching vocabulary with Wondershare Quiz Creator. The main objective of this research was to find out how to use Wondershare Quiz Creator to teach vocabulary. This research used Classroom Action Research (CAR) to improve the quality of teaching learning process in the classroom. The researcher used a Classroom Action Research (CAR) designed by Kemmis and Taggart that include four steps in each cycle namely, planning, acting, observing, and reflecting.

3.2 Setting and Subject of The Research

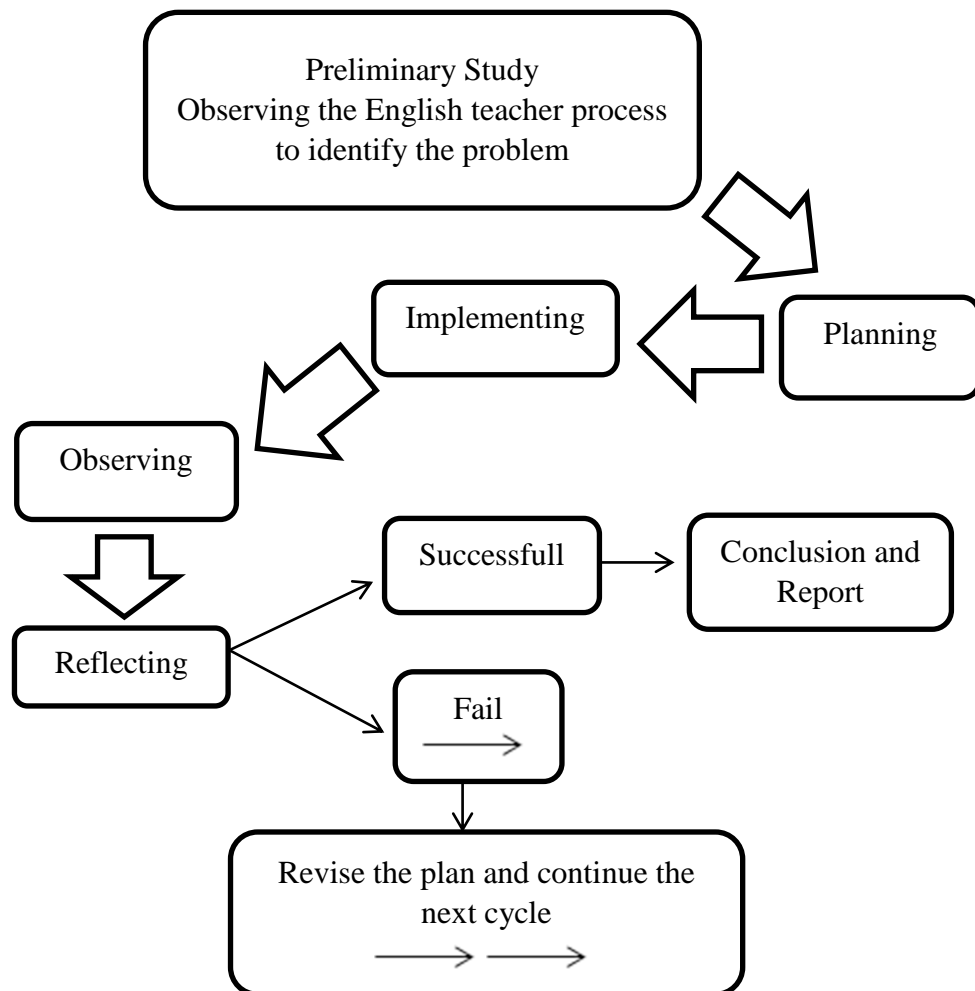
Looking at the research objective which was aimed improve the students' vocabulary mastery in SMK Pawyatan Daha 1 Kediri, the research was conducted at SMK Pawyatan Daha 1 Kediri. SMK Pawyatan Daha 1 Kediri is one of private school in Kediri and it was chosen because

the school were willing to facilitate the researcher with computer laboratory. Then, the subject of the study was X ATK 1 class of SMK Pawyatan Daha 1 Kediri in the academic year 2019/2020. There were 31 students who were assigned in this classroom action research.

3.3 Research Procedure

This part discusses the steps of conducting the research. In classroom action research, there some steps that should be done in order to achieve the goals. According to Tuckman (1999) there are four steps that should be followed by researcher in conducting action research, they are planning, acting, observing, and reflecting. In this classroom action research, the research processes were conducted collaboratively with a teacher of X ATK 1 class was taking account as the facilitator and the observer, while the researcher implemented the action.

Figure 1

Flow of Classroom Action Research Steps

Before going through to the research steps, the researcher did preliminary study to the X ATK 1 class in SMK Pawyatan Daha 1 Kediri. The preliminary revealed that the students were having lacks of vocabulary mastery and development. Then, the researcher interviewed the teacher to clarify the found problem. Moreover, the researcher also observed the condition in teaching learning process, the students' attitude and another to ease the planning steps.

3.3.1 Planning

The first procedure to consider seriously in action research is planning. This is the important base that is used to plan the whole action in the action research. Latief (2015) states that this stage covers selecting the instructional strategy, detail scenario and criteria of success measurement. The selected instructional strategy is used to overcome the problem founded in the classroom. Then, the detail scenario or lesson plan to do the implementation of the selected instructional strategy. This focus on the how the strategy can be elaborated to solve the problem, so that this doesn't focus on the outcome of the research. The scenario also details with some necessary instruments, like materials, teaching instruments, and also assessment and evaluation instruments. In this stage, the criteria of success

need to be defined. This criteria of success will help the teacher to ensure whether the implementation of strategy is fulfilled the objective.

Then researcher made a plan to do research in the form of lesson plan based on National Curriculum K13 the complete lesson plan can be seen in Appendix 1. The lesson plan was consisted of standard competence, indicators, learning materials, teaching and learning activities, sources, media and assessment. The focus of the lesson plan was to teach the students on how to improve vocabulary using Wondershare Quiz Creator.

For criteria of success, the researcher made an agreement that the student's achievement improves if at least there are 75% of students who get score at least 75 and the average score is at least 75.

Table 3.1

Percentage of the student getting 75	
The Criteria of Success Specification	Qualification
minimally	
75% - 100%	The students' achievement in English improves well and the method that is

applied can improve the students' vocabulary mastery successfully.

50% - 74%

The students' achievement in English improves enough and the method that is applied is not successful in improving students' achievement in English. Then, the researcher needs to revise the cycle.

< 50%

The amount of students that have low vocabulary mastery achievement are dominant. The students' achievement in English does not improve enough and the method that is applied is fail in improving students' achievement in English. Then, the researcher needs to revise the cycle.

3.3.2 Action

After the planning is well-planning, the execution of the planning need to be done. At this stage, the researcher implements the planned instructional scenario in the class. It is suggested to do collaboration between the researcher and the teacher (Latief, 2015). One collaborator is asked to observe whether the action has been truly reflecting to the plan. Due to that suggestion, if the objective isn't met yet, the repeated cycle is started from the acting.

This step is consisted of four meetings. The researcher gave pre-test before did the step in advance to know students' current achievement. In the first meeting, the researcher explained talking about self, and gave the example for students. In the second meeting, the researcher applied Wondershare Quiz Creator in learning vocabulary on talking about self. The researcher gave assignment to answer and discuss the question of the topic. In third meeting the researcher gave assignments to students to answer the question.

The teacher was doing observation and evaluation of what being done by the researcher was in implementing the planning. The teacher also gave comments and reflection to the researcher in order to have good

performance. Then, the teacher and the researcher closely evaluated what lacks in the acting were.

3.3.3 Observation

The next step is observing. In classroom action research, the data collection is done through step of observing. At this stage, the researcher collects the data include all information related to the criteria of success. The type of data, data instruments, data sources, and data collection techniques are cleared out to answer the research question (Latief, 2015).

To collect the data, a test was given to measure students' vocabulary mastery. Then, the test was for determining the ability of students after the action was performed. The test was developed based on the curricula objectives to meet the criteria of success. For knowing the test model, see Appendix 2. Next, the researcher also observed students' learning process by using observation sheets and also interpret the result of the teaching learning process. The observation aimed to find out students' interest in following the class, students' enthusiastic to do task and responding to the teacher. See in Appendix 3.

3.4 Reflection

The last step is reflection. According to Latief (2015), this stage focuses on the process of data analysis. Moreover, this stage also focuses on reporting some factors that affect the results of the research, and discuss them with the data analysis result. The result of analysis of the observation is performed by comparing the data collected with criteria of success. Then, this step also determines whether the researcher needs to conduct new cycle or not after calculating the results.

After finishing the previous steps, the researcher cited the result of the activities happened in classroom as the reflection of action. The form reflection was students' success and failure in doing activities. It was assessed by referring to the criterion issued by the school. The data collected by the researcher for knowing the used Wondershare Quiz Creator application in teaching learning English can improve the students' vocabulary mastery. Then, to calculate the data, the researcher used this formula to analyse the data from test:

$$\text{Percentage} = \frac{\text{Total Students Get a Score 75 Minimally}}{\text{Total of Students in this Class}} \times 100\%$$

As stated in the planning, in this research the researcher and the teacher made an agreement that students' that the Wondershare Quiz Creator was successfully improving students' vocabulary

achievement if there were more than or equal to 75% students got score 75 minimally. In the opposite, if there were less than 75% students got score 75 minimally in the test meant that it was not successful in improving students' English vocabulary mastery. Then, the acting needed to be revised.