

## CHAPTER III

### RESEARCH METHODOLOGY

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

The subject of this research is the ten grade students of SMK PGRI I Transpram II, East Lampung. There are some definitions of action research proposed by experts. Wallace (2008: 4) states that action research is a way of reflecting on our teaching (or teacher-training, or management of an English department, or whatever it is you do in CAR). It is done systematically collecting data on our everyday practice and analyzing it in order to come to some decisions about what our teaching future should be.

Burns (2009:47) says that action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action within involving the collaboration and cooperation of researchers, practitioners and laymen. Propose action research as the systematic collection of information that is designed to bring about social change.

Mason and Bramble (2007: 113) say that action research is a research which is designed to uncover effective ways of dealing with real world problems. The research is not confined to a particular methodology or paradigm. It may utilize qualitative or quantitative methodology or a mixture of both. Action research is distinguished more by attention than methodology.

Based on the definitions above, this action research is self-reflected inquiry conducted by teacher researcher in the teaching-learning environment, to gather information about the ways a teacher teach and how well their students learn with view to improve the quality of teaching and learning process.

## **B. Research Variable**

Variable can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences.

In this research the independent variable is students' reading motivation and vocabulary mastery. Dependent variable is writing ability in recount text (Y)

### **1. Conceptual Definition of Students' Writing Motivation**

Motivation is internal condition or someone's willingness to do something. In this case reading motivation is the willingness of someone to do reading activity as one of good activity which can cause many benefits.

### **2. Operational Definition of Students' Writing Motivation**

The result of students' understanding motivation will be known by the score which is gotten by the questionnaire given. The content of questionnaire is about some indicator which related with students' reading motivation

### 3. Conceptual Definition of Vocabulary Mastery

Vocabulary is a set of word or all the word in a language that has meaning and it is used to make a sentence. Vocabulary is also as tool of communications and all people in this world should master it so we can communicate to other people in all aspect.

### 4. Operational Definition of Vocabulary Mastery

Students' vocabulary mastery is the score that is gotten from the test that have done by the students, the material as follows: noun, pronoun, verb, adjective, adverb, preposition, conjunction, preposition, interjection.

## C. Research Population, Sampling Technique, and Sample

### 1. Population

Population is SMK PGRI 1 Transpram II. There are 34 teachers, 6 officers, 2 office boys, in this school and the total students from the X until XII grades are 556 students. In this research, the researcher chose one class only. The researcher chose the eleventh grade as the object, because it class is appropriate with the characteristics of the research. It is expected that the result of the researcher useful to improve the student's achievement .This research in SMK PGRI I Transpram II, Central Lampung, XI grade consisting of 29 students.

Table 3.1 The Object of The Research

No	Class	Sex		Total
		Male	Female	
1	XI	9	20	29

## **2. Sampling Technique**

Sampling technique is a technique to take the sample. Basically, there are some varieties of sampling techniques, which are grouped into two namely probability sampling and non-probability sampling. In this research the researcher use non-probability sampling namely saturated sampling. Saturated sampling is the technique to determine sample if all of the members of population are used as sample. This mater often be done if the amount of population is relative small.

## **3. Sample**

SMK PGRI I Transpram II. There are 34 teachers, 6 officers, 2 office boys, in this school and the total students from the X until XII grades are 556 students. While the main object of this research is X grade consisting of 29 students.

## **D. Research Instrument**

Research is a classroom action research conducted based on the problem faced by the students. In doing the research, the researcher collaborated with the English teacher to increase the students' grammar achievement through Other People's Views (OPV). While the teacher did Other People's Views (OPV) in the classroom, the researcher did observation the teaching learning process and made some necessary points from that process. In that process, the teacher also hold grammar test by asking the students to analyze a present perfect tense. The focus of analyze in the grammar of that text.

The teacher and researcher did analyze the result of the grammar test. The teacher and the researcher also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it can be decided whether the next cycle would be held or not, and the next cycle be focus on the weaknesses in the previous cycle.

According to Mcniff and Whitehead (2002:15) that action research is done by you, practitioner research, or a similar name such as practitioner – led or practitioner based research. It means that action research that use to investigate and evaluate their work in teaching learning process and it is doing by researcher self.

Arikunto (2006:43) says that Classroom Action Research (CAR) is the inquiry about teaching and learning process by action in the class. It means that classroom action research is obvious research that used to investigate and evaluate their work in teaching and learning process in the class. In the classroom action research, researcher does classroom action in two cycles. Between one cycle with the other has relationship. They are including planning, action, observation, reflection.

The specification table of instrument (test of pretest and posttest 1, pretest and posttest 2) can be shown below;

Table 3.2 The specification table of instrument (test of pretest and posttest 1, pretest and posttest 2)

Research Variable	Material	Indicator	No. item	Total score
Grammar mastery	Present perfect tense	The student are able to determine the use of present perfect tense	1-20	100 (1 question has 5 score if wrong, the score is 0

Here is step classroom action research design in this research:

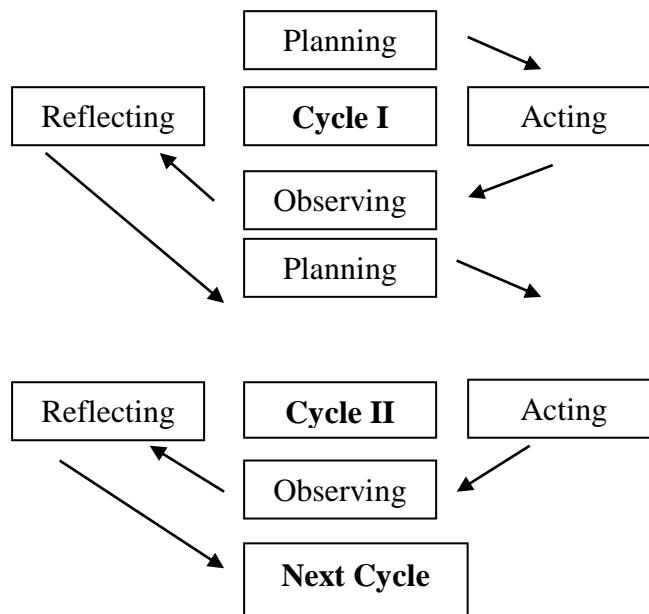


Figure 1. An illustration of Action Research Cycle

**a. Cycle 1****1. Planning**

Planning is the first step in each activity.” Researcher explained about what, why, when, where, who, and doing action”. Without planning, researcher’s activity would not be focus. The planning would be reference in doing action.

The steps that the researcher will make in planning are:

- a. The researcher does preparation the lesson plan as follow; the material, time, place, media.
- b. The researcher does the problem identification and finds the cause of the problem.
- c. The researcher gave the task and evaluation.

**1. Acting**

Doing action is the second step in the activity.” It is the realization from the planning that the researcher has make.” Without the action, the planning just is imagination that never be real. In this step, the teacher applies Other’s People’s View’s (OPV) on the grammar materials. The teacher taught the material about present perfect tense. In teaching, the teacher invited the student’s participation, so that the students could be more active in teaching learning process. It is done in order to make the students familiar with what they do. Next, the teacher asks the students to practice doing. The researcher will do observation the situation in the class and made some necessary notes.

## **2. Observing**

Observation is the activity of recording the event and action. Based on the observation, the researchers determine whether there is anything that the researcher has to be improving soon in order that action achieves the aim of the researcher wants. The observations did in teaching learning process. The researchers observe the students' activity using notes. It is do to know how far the students' grammar achievement.

## **3. Reflecting**

Reflection is the last step in this process. The researcher made analyzeze and discusses result during teaching learning like the weakness and strength done by the researcher and also to know the problems faced by the students during teaching learning process by using Other's People's View's (OPV). By doing so, the researcher and the teacher know what should be improved for the next cycle. If the indicators of the research haven't been fulfill in the first cycle, the researcher with the teacher planned the next step to make betterment in the next cycle. On the other hand, if the indicators are already achieved the researcher and the teacher do not need to hold the next cycle.

## **E. The Technique of Data Analysis**

Anas Sudijono (2008:43) Data analyzing was conducted step by step taking the average score of the post-test on each cycle. Furthermore, to know the increasing the result, the researcher compared between post – test on the each cycle.



The formula to get the average as follow:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$  = Average

$\sum x$  = Total of score

N = Total of Students

To get the class percentage which passes the minimum mastery criterion- Kriteria Ketuntasan Minimal (KKM) 65 (sixty five), the researcher uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total Percentage scor

N = Number of students

The last, in analyzing students' improvement scores from pre-test to post-test score in cycle 1 and cycle 2, the researcher uses formula:

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

P = Percentage of student's improvement

y = Pre-test result

y1 = Post-test I

$$P = \frac{y_2 - y}{y} \times 100\%$$

P = Percentage of student's improvement

y = Pre-test result

y<sub>2</sub> = Post-test II

The researcher used qualitative data in this study; it consists of observation of student's activities in teaching learning process, field note, and interview which are done before and after implementation of CAR.

#### **F. Data Collection Technique**

The instruments used to collect data in this research are as the followings:

##### **1. Test as Main Instrument**

In present research, the researcher use test for the instrument. Test is some questions or exercises and the other tool used to measure the skill, knowledge, intelligent, capability or talent is had by individual or group. The tests are divided into two parts: pre-test and post-test.

The first test used was pre- test to know how far the students understand about present perfect tense.

Then, post-test is given in the last meeting after three treatments for each cycle, in order to find out whether the treatments give any contribution to the students' achievement in the research. The improvement can be seen if the mean score of the cycle 2 is higher than the cycle 1.

Every pretest and posttest of grammar mastery especially present perfect tense consists of 20 questions of multiple choices. There are 4 alternatives for each question; a, b, c and d. Here the formula to count the score of vocabulary mastery test

$$score: \frac{R}{N} \times 100$$

Note

R : the right answer

N : total number of questions

## **2. Supporting Instruments**

### **1) Documentation**

Brown (2000:384) defined documentation as the method which is use to get information from the written source or document (for example; books, magazines, notes, and the other). It means that documentation is note of information in the form of documentation. In this research the researcher takes the data from the school such as the total of the students, teachers and condition of the school.

### **2) Observation**

Observation can be defined as the selection, alteration, recording, and encoding a series of behavior and mood related to the organism in accordance with the objectives of the empirical. The researcher observes the students activities during the action of the research in teaching learning process. It is also used to find out the strengths and the weaknesses of the teaching learning process using the Other's People's View's (OPV).

The researcher observes the students activities on their participation in learning such as finishing the task, asking and answering questions, interacting among the students, and making a note or summary. The researcher judge the observation aspect by ticking the correlation condition using observation sheel.

### **3) Interview**

Interview is a dialogue or question and answer make by the interviewer to obtain information and interview either directly or indirectly to the source data. The writer interviews the headmaster to know the school history and the first headmaster. The writer also interviews the officer to know the situation of the school and students.