

CHAPTER III

RESEACRH METHODOLOGY

A. Research Design

In this research the researcher uses a Classroom Action Research (CAR). According to Arikunto, Suharsimi (2010) classroom action research is a research activity carried out on a number of subjects being targeted namely students, aiming to improve the situation of learning in the classroom so that there is an increase in the quality of learning. Meanwhile, according to Sukardi (2011), namely planing, acting, observing and reflecting. The writer uses classroom action research as an effort to improve writing skill in the teaching process, because this problem needs to be solved using learning methods through classroom action research.

Furthuremore Rochiati Wiriadmadja (2010) state that Classroom Action Research is research which is conducted by teacher in this class by planning, acting, observing and reflecting in order to improve performance of teacher, so the result of students' learning can improve.

Based on definition above, the resercher concluded that classroom action research is a procedure used by teachers to improve learning activities in the classroom.

B. The Procedures In Classroom Action Research

According to Sukardi (2015) there are four important components that always exist in each cycle, and are characteristic of action research, namely plan, act, observe, and reflect or in short PAOR. In this research, the researcher plans to conduct two cycle in classroom action research. There are four steps in each cycle for doing classroom action research.

The researcher uses some steps that proposed by Sukardi (2015). The procedures are as follows:

1. Planning

Planning an action research by focusing on what, who, when, where, why and how the action will be done. There researcher designed a lesson plan to make the researcher easier doing a teaching learning in the class. In each cycle, there are lesson plan. Beside that, the researcher should

prepare lesson plan, syllabus, the subject of material before the material to be taught.

2. Action

In this step, the planning will be applied in teaching learning process.

3. Observing

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. Observation papers prepared by the researcher to know class condition when the action done, then the researcher and the collaborator (English teacher) discuss about the result of observation, what the problem faced by students and teacher when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes to know what the problem in teaching learning process

In this observation process, the data were obtained in several ways, namely (1) the test used to determine the students' vocabulary mastery by inserting cultural elements, seen improvement after done for two cycles, (2) The observation, which is done to know all portrait of behavior or activity of student during of learning activity take place. The observed aspect is the enthusiasm of the students before and after to follow the learning, the response or the attitude of the students when they introduced to local culture to improve student vocabulary, student responses in receiving material (questions) to be given, taught, enthusiasm and student responses in participating in English learning by using images related to local culture. (3) the interview, which is done to filter the data through student opinions that are done outside teaching and learning activities take place. This interview was conducted to find out student response to learning vocabulary.

4. Reflecting

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. The research can be said success if 75% students have a good participation along learning process, like they follow the lesson well, developing their knowledge in vocabulary and give good response to the teacher. Moreover, this research success if the students can increase their knowledge in vocabulary scores especially after inserting local culture

material. The criteria of success determines by researcher if the 75% students get score 70 or C as minimal completeness criteria. If less than 75% of students can reach grades 70 or C, it means that the researcher must proceed to the next cycle until the student's grades can increase. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.

C. research Setting

1. Time of the research

This research will be held from November until December 2020.

2. Place of the research

This research will be conducted at students in fifth grade in MI Bustanul 'Ulum Jaya Sakti in Academic Year 2019/2020.

D. Research Subject

The subject of this study is students at fifth grade in MI Bustanul 'Ulum Jaya Sakti Lampung Tengah in Academic Year 2019/2020. The total number of the students are 28 students.

E. Instrument of the Study

An instrument could be in form of interview guidelines, observation list, test, etc. in this study the researcher used interview guidelines, observation checklist and test.

1. Interview

The interview guidelines were used to support the observation in the classroom and became a tool for evaluating and reflecting about the teaching and learning process in vocabulary mastery through local culture content by using food.

2. Observation

Observation is data collection method by observing directly to the object that examined. In this observation, the researcher made some notes and checklist to recheck the data. It means to know the activity and the progress the students in the classroom.

3. Test

This technique provides two types of tests namely pre-test and post-test. Pre-tests are carried out before the implementation of the actions and post-tests will be carried out after the implementation of the actions. Pre-test and post-test in the form of performance tests. Students usually measure students' vocabulary knowledge about the topic being taught. Then the researchers and assessors assessed the increased ability to remember students' vocabulary. Pre-test and post-test data were collected in the form of student scores. Post-test results were calculated and compared with pre-test results.

F. Data Collection Technique

1. Interview

Wiriaatmajda, Rochiati (2008) interviews are a way to find out certain situations in the classroom from the point of view other people. The interview is an action to find out the incident or information that is located through interaction with the person being interviewed. Interviews can be recorded in three ways. The first method is recording interviews. The second way is to take notes. In this method the interviewer manages to take notes and then write down the important points during the interview process. The final method is to write down every detail of the interview immediately after the interview. The writer interviewed the English teacher before and after the class action research. The data is used to determine the development of students vocabulary mastery . It is used to determine the progress of students' vocabulary mastery through local culture content.

2. Observation

In classroom action research, teachers are advised to use participatory observation techniques, because researchers are also encouraged to participate in research activities. Observations were made to obtain information about the class situation, students, techniques, methods used by the teacher and to find out whether the teaching and learning objectives were achieved or not.

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in the form of performance tests. Then researchers and assessors assess students' vocabulary mastery through local culture content by using picture improve their vocabulary. Pre-test and post-test data were collected in the form of student scores. Post-test results were calculated and compared with pre-test results.

G. Technique of Data Analysis

1. Quantitative Data

The research uses Qualitative Research Techniques to analyze the data collected from field note in form of description, researcher uses Qualitative Research Technique developed by Miles. Huberman. (Sugiyono,2009).

Data from observations are grouped based on student behavior and student responses which can be taken as clues or indicators for student activity when the strategy are introduced. This research can be said to be successful if 75% of students have good participation through out the learning process, as they follow the lesson well and give a good response to the teacher. In addition, this study was successful if students could improve their vocabulary scores. Success criteria determined by researchers if 75% of students scored 56.5-60.4 or C as a minimum completeness criteria. The observations were analyzed as below:

Explanation:

M : The average of students' score

$\sum x$: Total score

N : The number of students

The researcher also uses mean formula in this research to know the average of students' score and to check students' improvement student's vocabulary.

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The researcher gets score from the one cycle conducted in the research. Mean of score from pre-test will be compared with mean of cycle one and the next cycle. It is to know how far the progress of students in teaching and learning process.

The researcher also used formula to find the final score based on the criteria value 56,5-60,4 or C of minimum completeness criteria. Students' vocabulary achievement with the minimum standard of score (KKM), which is 7.0.

H. Indicators of Achievement

This study was said to success if the research objectives' indicators were reached. In this research, th researcher formulated the research objectives' indicators as below:

1. Students' vocabulary achievement is improving after students are taught by inserting local culture material and get the minimum standard of score (KKM), which is 7.0.
2. The result shows that students have big interest and motivation in learning vocabulary based on local culture material.