

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the writer will present with the method of the study, which was important as a guideline to attain the objectivity of the study. It provided with research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR). These will be mentioned as follows:

#### **3.1 Research Design**

This study uses action research design because this study aims to solve the problem of many teachers in their class, and especially for this study will solve the problem in vocabulary class to find out how to improve students' vocabulary comprehension skill.

According to Watts (1985) in book "Action Research" by Eileen Ferrance (2000). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Teachers and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their professional development.

Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Action research

is not a library project where we learn more about a topic that interests us. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is not about doing research on or about people, or finding all available information on a topic looking for the correct answers. It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students. (Eileen Ferrance, 2000).

### **3.2 Subject of the Study**

Focusing on the topic of The Use of Video Tutorial as a Strategy to Improve the Students' Vocabulary, this research will conduct in SDN KARANGTURI Gresik, the subjects are the third grade that the total numbers of the students are 14 students which include 7 girls and 7 boys. The subject of the study are the students that never been taught vocabulary with using Video Tutorial in their class.

### **3.3 Problem Identification**

As the result of observation, the researcher found that there are several problem in the SDN KARANGTURI Gresik especially students in the third grade. The English teacher told that she is difficult to teach the third grade, because they are still young. She is difficult to hold the students and to manage the class. Besides that most of the students has low ability and low score in English subject especially in vocabulary. They are easy to forget with the vocabulary that has been studied. Because of that, in this research the researcher focuses on improving students' vocabulary.

Besides that, when the teacher teaches in the class, most of the students do not give attention for the teacher because the teacher just explain the lesson, invite them to imitate to read the vocabulary, and also order them to memorized the vocabulary. It may make bored the students when study in the class.

### 3.4 Steps of Classroom Action Research (CAR)

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy Kemmis & McTaggart (1988) in Mohammad Adnan Latif (2009) See Figure 1:

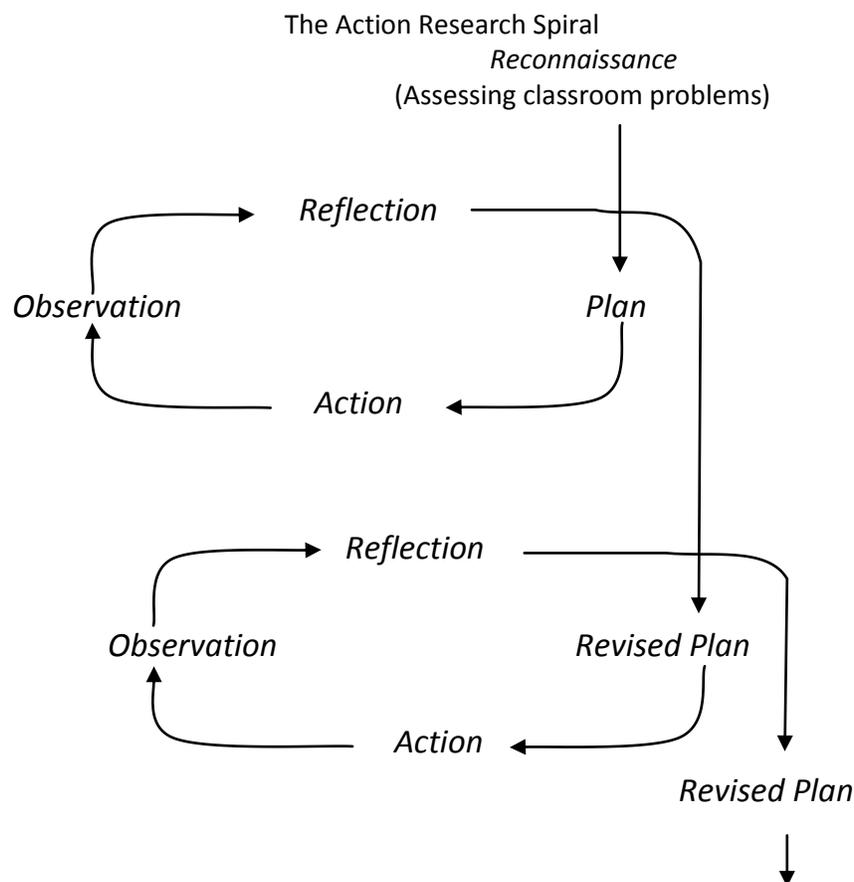


Figure 1  
Kemmis, S., McTaggart, R. (1988)

### **3.4.1 Planning**

Planning is the first step the researcher has to do before doing something. The planning is expected to be flexible to face with some non-anticipated effects. By the planning, we can prepare to handle the troubles early. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.

After finding the students' problem, the researcher prepares the lesson plan, material, and the media that will be used to teach in the class to improve the student's vocabulary, such as: some pictures in the video tutorial that appropriate with the guidebook, music.

All material is prepared by the researcher; the material is about parts of the body. By applying the material, it is hoped that the students' vocabulary mastery will be increased. So that they do not get the score in the under average.

The criteria of success of the study are determined as follows:

- The students' average (KKM) score of English test is 70.
- The students are motivated to join activities in the classroom. It can be seen in the students' activity/ participation and classroom atmosphere.

### **3.4.2 Acting**

This step is used to implement the planning. Here, the researcher had two roles as a teacher and observer. Whereas, the English teacher had role as a teacher partner who helped the researcher to did observation. The researcher took place in the Lab computer when implemented video tutorial as a strategy to improve students' vocabulary. The students studied English was twice in a week and the time allotment to study was 70 minutes. There were three meetings for applying this strategy. The researcher also used lesson plan as the guideline. In the lesson plan

three were three parts; they were pre teaching, whilst teaching and post teaching. The steps of video tutorial was in whilst activity. The implementation of parts of the body in the video tutorial was used to answer the problem statement. I play the video again and then they continue with by the person next to them. I stop the music again, they passed the pictures and it continues until the end of the song. When all students finish, each student will have a picture that is several student's contribution. Then I show the picture they made and ask them to guess what pictures is this with write the answer in the blackboard. When the students wrong in guessing the picture or wrong in writing the vocabulary, I directly help them by giving some clues and finally the correct answer.

In addition, after the activity above completely conducted, then I give a simple test to check the students' understanding toward the vocabularies gained. Here, I do not only introduce and explain some basic vocabularies based on the topic, but I also give them the way how to pronounce the vocab.

For the second and the third teaching is still same with the first teaching, but in the second teaching I do not give each student a piece of paper to coloring but I give them a piece of blank paper. I tell them that I will play music and I asked them to draw a thing refer to the clue in the paper, and the clue is still refers to the topic.

For the third teaching is same with the first teaching, I give each students a piece of paper. Here I draw the schedule to do this research.

Schedule of action research will be conducted by researcher, as follows:

### **SCHEDULE OF ACTION RESEARCH**

<b>Meeting</b>	<b>Activity</b>	<b>Topic</b>
First	Socialization and pre-test	Parts of the Body
Second	First teaching	
Third	Second teaching	
Fourth	Third teaching	
Fifth	Post-test and	

Table 1

the research will stop until the data is enough, and then the researcher will draw the analysis, but if this cycle is not good enough the researcher will continue with the second cycle to re-follow the first cycle with adding, deleting or revising some inappropriate items in this research.

#### **3.4.3 Observing**

The third step is observing. Observing is used to see and capture some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation.

In the observation, the researcher using field notes and observation checklist of the process in observing the students and the situation in the classroom while conducting research in the class. In this case the researcher cannot observe the classroom by herself, because to get a valid data, the researcher should be accompanied by a teacher partner.

In observing, the researcher must get the data collection. The data collection is an important step in deciding what action should be taken. It will collect in the second semester.

The researcher uses three techniques to get complete the data from the subject. They are; giving vocabulary test, observing.

The sources of data in this study are the students as the subject of the study, the English teacher as the observer, the researcher as the teacher and as the observer in this research and the class atmosphere to find out any information about the teaching learning process while using video tutorial is implementing.

To collect the data, the researcher uses three instruments, they are: test, observation in order to identify whether or not it was an effective way to teach vocabulary to elementary school students.

The first is giving test. In this study, it will conduct to elicit responses on the basis of which a numerical score can be assigned. The researcher will give two test, they are: pre-test and post-test. The researcher will conduct the pre-test in the second meeting after socialization. Pre-test consist of twenty items in the form of multiple choices. The second test is post-test, post-test will be given after doing socialization, pre-test, and first cycle. Post-test consist of twenty items in the form of multiple choices also. The materials of the test will take from the vocabulary in the guidebook for the third grade.

The second is observation. In this study, observation will conduct when teaching learning process, they are: students attention, students interaction, and all that will needed to collect the data. There are two instrument in observation will use by the researcher, they are: observation checklist and field notes. Observation checklist is used to collect the data about students' activities in the implementation of the action. Whereas the field notes is used to note the facts dealing with implementation of the actions that cannot be put in observation checklist.

#### **3.4.4 Reflecting**

Reflecting is the activity that consists of: analysis, synthesis, explanation, and conclusion. The reflection's result is having revision of the planning which has been done, and it can be used for repairing the teacher's performance in the future. So, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

In this step, all of the data that will be analyzed have collected and the result will be reported in descriptively. All the instruments that the writer used in conducting this research will answer the research question. In this step, the researcher analyzes the data from the test, observation.

The first is test; the researcher needs to analyze the students from pre-test and post-test. The passing grade (KKM) for English is 70. It means that the students' minimum score is 70. If there is still student get score under 70, so the researcher has to revise the planning.

Secondly, the researcher analyzes the data from observation checklist and field notes of students' performance in the class. The observation checklist will be checked by the English teacher as an observer, and the notes also made by the English teacher as an observer.

After the researcher gets the result from students' score, observation. The researcher compare them with the criteria of success whether continue to the second cycle or not.