

CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of the study, step of classroom action research.

3.1 Research Design

Research design in this study is to seek and to answer the question of the study, “How can CTL improve vocabulary at SMP NEGERI 1 BUNGAH?” in doing so, the researcher intends to use Classroom Action Research to complete this study. The researcher conducts classroom action research in the teaching learning processes. According to McNiff (1992), the purpose of action research is for environment. Furthermore, Mills (2007:5) stated the goals of action research are gaining insight, developing reflective practice, effective positive changes in the school environment, and improving students outcomes. It means that the goals of action research are to solve the problem which has occurred in the classroom and improve students outcomes.

In this study, the classroom action research is design to implement CTL to improve vocabulary. The research is intended to develop a strategy to solve the problem that found by the teacher in teaching vocabulary. It is conducted by giving certain action to improve the quality of teaching practice in the classroom activities more effective. The goal of this study is to improve student’s vocabulary by Contextual Teaching and Learning (CTL) SMP Negeri 1 Bungah.

3.2 Subject of the Study

Eight grade of the students in the class is 27. The study english once in a week and the duration of each meeting is 60 minutes. They get difficulty in vocabulary because they often forget the vocabulary words which have been taught.

3.3 Identification of Problem

Lestari in widayanto (2005) told that: there are many people said that now a days, english teaching and learning did not get successful enough. the reasons in the way to teach the students in the class is not appropriate or suitable in teaching and learning. Most of the time, when the teacher taught english the students only have a nice sitting,listen seriously to the teachers explanation and obey the content of material's explanation. Sometime the students are very crowded when the teacher explains the lesson. Another reason is when the teacher gives them some english words they often forget with the vocabulary. It can be the big problem for the teacher and the students when they do the assignment or answer the teacher question.

Therefore, the researcher found out that the crucial problem that should be solved earlier is about how to improve the students vocabulary mastery. The reason why the researcher decides to take the vocabulary mastery as the first problem to be solved soon is because when the researcher did some observations in the class, the resarcher saw that the students had a big difficulty to remember some english words which had been taught by the teacher in the teaching and learning process. The researcher saw that the students were very low in their vocabulary mastery. Only one and two students pay attention to the teacher. Even in the teaching and learning process the teacher always repeated the word but they still felt that english was very difficult. A students at the age of 13-14 years is always interesting in recognizing and knowing new words. Then the researcher tries to find a new strategy to teach

vocabulary to the students. The researcher decides to use CTL method to teach students in improving their vocabulary.

3.2.1 Plan Action Research

In the planning stage, after identifying the problem, the researcher formulates the problem statement then the researcher tries to find the solution related to the problem. The researcher uses Contextual Teaching and Learning (CTL) to solve this problem. After that, the researcher prepares everything which is deal before applying CTL in the classroom. In this step, the researcher should prepare the material, indicators, teaching aids, and time allotment which are formed in the lesson plan. The researcher also arranges the schedule for the implementation of Contextual Teaching and Lear

a. Designing the lesson plan

The lesson plan proposed in this action research based on its purpose to improve students' vocabulary by using CTL.

b. The number of meeting

To conduct the research, the researcher need 5 meetings. It means in a week there are 2 meetings, for each meeting consist of 60 minutes. For the first meeting is pre-test and the second up to fourth meeting are teaching learning using CTL and the fifth is giving post-test and questionnaire.

c. Preparing of the student list and scoring

The researcher must prepare the name of the student that follow the teaching activity in the class and it makes a teacher easy to scoring every students.

d. Preparing sheets of classroom observation

to know the situation of teaching-learning process when the method or technique or mode is applied the researcher should prepare the sheets of the classroom observation by using checklist.

e. Preparing the criteria of success

This study deals with improving students' vocabulary by using CTL. Based on the theory and the condition of the students, the criteria of success of the study determined as follows:

- if the students' average score of English test is 75

3.2.2 Acting

In this stage, the researcher implements CTL as a strategy to teach vocabulary in the classroom. In implementing the use of CTL the researcher uses lesson plans. The researcher can make a change based on the situation in the class. The researcher will conduct 5 meetings in one cycle. To reduce the weakness in this stage, the researcher needs to prepare everything dealing with the teaching learning process. The teacher partner also observes the researcher by using observation checklist in the class for improvement in the next meeting.

3.2.3 Observing

The third step is observing. The researcher observes the classroom situation before and during the research is conducted to know the subject of the research well. In this steps the researcher collects the data. While conducting research in the class, the researcher also observes the students and the situation of the classroom by using field notes. To get valid data, the researcher cannot observe the classroom by herself. So, in this case, the researcher should be accompanied by another person. In this researcher, the researcher is accompanied by a teacher partner. The teacher partner helps the researcher to observe and record everything that happens in the class. The researcher prepares the observation checklist for the teacher partner. The data of the study are some information about CTL which are used in teaching english process, and the information that arises because of CTL. It means that the

data comes from how the teacher uses Contextual Teaching and Learning (CTL) to improve students vocabulary mastery.

The data are the result of the observation filed notes, questionnaire, and students vocabulary mastery using CTL. The result of observation checklist, field notes, and questionnaire are used to describe the use of CTL to improve students vocabulary using CTL. While students vocabulary mastery using CTL is used to investigate the way of CTL to improve students vocabulary.

a) Observation

There are two instruments in the observation. The first is observation checklist. Checklist are basically sets of questions one answers on self Elliot, J.,(1991:81). The second is field notes. A filed notes is a diary written by the researcher and teacher partner. In the field notes, both teacher and teacher partner write everything deals with the teaching learning process from beginning to the ending. It includes the situation in the class and the response of the students. While teaching, the researcher observes the students and the classroom by using field notes. In order to get valid data, the researcher is accompanied by the teacher partner. He helps the researcher to observe the situation in the classroom by using observation checklist and field notes.

b) Test

Referring to en. [Wikipedia.org/wiki/test_\(student assessment\(2007\)\)](https://en.wikipedia.org/wiki/test_(student_assessment(2007))) that education,certification,counseling, and many other field, a test or exam (short for examination) was a tool of technique intended to measure students expression of knowledge, skills and/or abilities. A test had more questions of greater difficulty and requires more time for completion than a quiz. It was usually divided into two or more

sections, each covering a different area of the domain or taking a different approach to assess the same aspects. In completing this study the test will be pre test and post-test. The purpose of giving the classroom tests is to check the students achievement as an indicator of progress toward educational objectives set for the students.

c) Questionnaire

According Oxford university press (2007) said that a questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they were often designed for statistical analysis or responses, this was not always the case. In conducting this study, the researcher uses multiple-choice questionnaire, in which, the respondents only select one of the provided answers (by crossing A, B, C, or D in each question).

3.5 Reflecting

Supardi (2009:133) stated that reflection is reviewing the change that happened to the students, situation of the class, and teacher critically. In this stage, the researcher and teacher partner analyze the data which had been collected to be summarized. If the result of the study shows the target of criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study cannot reach the criteria of success. . The results of the observation are analyzed to remember what have happened and have been recorded. After getting result, the researcher evaluates the teaching learning process during the implementation phase, then makes a decision whether the technique she has implemented reach the goal of improvement. These step of finding of the study reflected from the implementation of the strategy in the 1st cycle. If there is still no significant improvement or there are still many aspects that still need any correcting or improvement, then the next cycle

will start from here. The researcher just needs to revise the plan and the result of the first cycle will be the data for the next cycle.

Collecting data is one step used in an action research since the data is absolutely needed to answer the research problem. In this research, the researcher observes and records all things that happen in the classroom. There are two steps of collecting data as follows:

- a. applies CTL to improve students vocabulary. In doing this, the researcher observes and records all the things in the classroom by using observation checklist and filed notes. The researcher is accompanied by a teacher partner in applying the strategy in the classroom. She helps the researcher to record everything activities in the classroom.
- b. distributes the questionnaire to the students.

After collecting data of the students assignment including pre-test and post-test, observing class, and giving questionnaire to the students, the researcher needs to analyze some findings that will be helpful for teaching and learning to improve vocabulary.

Firstly, the researcher needs to analyze the students vocabulary in their daily score. The passing grade (SKM) for english is 75. It means that the students minimum score is 75.

Secondly, the researcher and the teacher partner describe the information that is going on in the classroom during the implementation of CTL to improve students vocabulary by using observation checklist. If the students still achieve the qualification under good category, the researcher revises again some parts of the lesson procedures. The questionnaire is used to find out the students responses toward the use of CTL.

Finally, the researcher analyzes and reflects all information concerned to the study then discusses all information to get research findings. After getting the result, the researcher

decides whether continue to the second cycle or not based on the criteria of success. The result of observation, questionnaire, and students score must be analyzed with the criteria of success. The criteria of success of the study is determined The students average score of vocabulary mastery test is 75.

After the study has completed, the researcher concludes her research findings as the answer to the research question.