

CHAPTER III

METHODOLOGY

3.1 Research Design

Determining the design was needed to conduct the research to find the result based on the statement of the problem. The design of this research was an action research, a qualitative action research. Action research was consisting of five steps (a) Problem formulation (b) data collection (c) data analysis (d) reporting of results (e) action planning. The action research process helps students to learn experience through a cyclical step-by-step process. The action research process was collaborative and investigative where practitioners work together to design and follow through with research on practical problems in their classrooms (Brown, 2002).

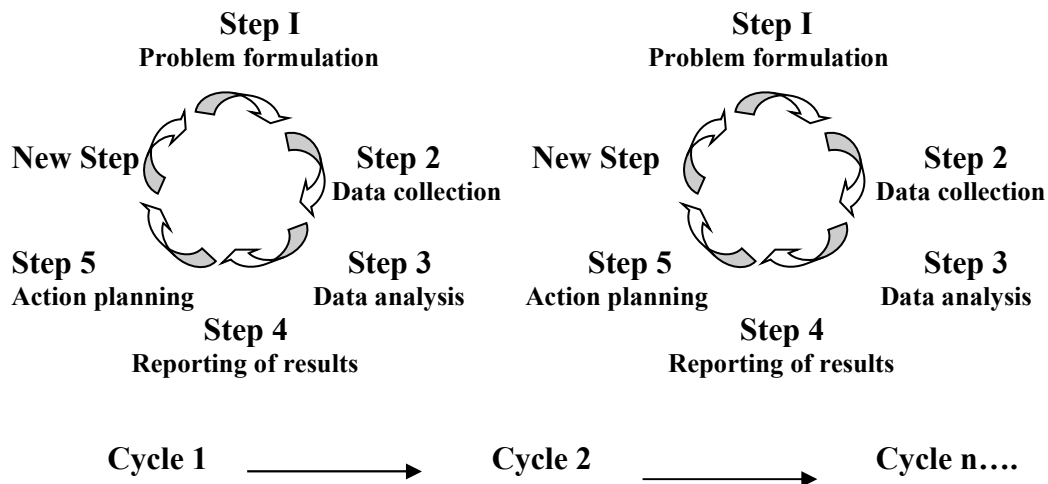
Furthermore, in action research, the researcher trade on qualitative data than statistic data (Setiyadi, 2006). So the most appropriate method for conducting a research on the impact of action research on classroom teaching practices was to use qualitative methodology.

3.1.1 The Characteristics of Action Research

There are three characteristics of action research: First, the problem which was being researched was the real problem. Second, this kind of research was conducted to investigate the local problem occurs in the local setting. Third, it had purpose to improve one specific point in a teacher's technique to improve the teaching-learning process.

3.1.2 Cyclical-step in conducting Action Research

There are five steps that were usually covered in conducting an action research and the diagrams are:



According to Sagor (1992) the collaborative action research process has five sequential steps: (a) problem formulation (b) data collection (c) data analysis (d) reporting of results (e) action planning.

Step 1 is problem formulation. Researcher identifies the issues to be studied. The researcher should describe the situation she wanted to change or improve. Then, the researcher should identify the questions that need to be answered. In this research, the researcher tried to improve vocabulary achievement students of fourth grade in SDN Karangkering.

Step 2 is data collection. During data collection, the individuals involved in the collection process devise a plan for collecting and assembling three sets of different data. This allows the researcher to compare and contrast the independent sets of data. Sagor (1992) believed that data collection was the heart of the five-

step process. It was the data that enable the teacher to look at the issue through different lenses.

Step 3 is data analysis. Sagor (1992) said that “If data collection is the heart of the research process, then data analysis is its soul”. It was during this step that the researchers look for trends or patterns and draw conclusions.

Step 4 is reporting of result. During the fourth step, the researchers communicate their results. It was here that the education profession could benefit and learn the most. Sagor (1992) said that “Thus, it is imperative that teams of action researchers find as many appropriate forums as possible to shared what they are learning about teaching and learning”,

Step 5 is action planning. After completing the action research process, action plans are used to readdress the original problem and to improve schooling practices.

3.2 Subject

In this research, the subject is eighteen students consist of 11 male and 7 female (the researcher did not differ them) at SDN Karangkering Gresik.

3.3 Instrument

According to Brown (2002) case study is different types from action research of qualitative data were collected from interviews of participant teachers, classroom observations, students’ work samples, teachers documents and records and researcher field notes. In other word, this research used qualitative data which were collected from questionnaire, interview, record, and teacher’s journal.

3.4 Data Collection

Based on research design above, that the researcher decides to use action research, especially in qualitative action research. In order to collect data, the researcher applies several which were considered as follow: First, the researcher gave questionnaire to the students and short interview to analyze their needs. Second, based on the result of the questionnaire, the researcher found that the student's weakness was about vocabulary so the researcher would use multisensory technique to help them to improve vocabulary achievement. Third, when the researcher applying multisensory technique, the researcher records all activities into a diary journal. Fourth, the researcher involves an assistant to help her giving contribution to her data collection. However, as the complete process the researcher never forgot to discuss with her assistant to get some suggested ideas and also the assistant could control the data collection process.

3.5 Data Analysis

The purpose of data analysis was to compare the condition before being given treatment with the condition after being given treatment. It finally, got obvious and significant impact or differences before and after this research was conducted. In this discussion the researcher wanted to explain more detail about improving vocabulary achievement by multisensory technique to analyze the data. The data based on observation, questionnaire, recording, interview, diary journal, and assistant's notes. This helped the researcher to identify change and growth. These results were compared and analyzed for emerging themes and patterns.