

CHAPTER III

METHOD OF INVESTIGATION

A. Research Method

1. Design of Research

In this study, the method used is classroom action research. Ebbutt states that action research is the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.¹

According to Carr and Kemmis classroom action research is a form of self reflective research which is done by participants in social situation in order to improve the rationality and justice.² Action research also called teacher research and teacher-as-researcher, is an approach designed to develop and improve teaching and learning.³

Classroom action research is research which is conducted by teacher in his class by planning, acting, and reflecting in

¹ Rochiati Wuriatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2010), p.12.

²Wijawa Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta : Indeks, 2010), p.8.

³L. R. Gay, and Peter W. Airasian, *Educational Research: Competencies For Analysis and Application*, (New York: Prentice Hall, 2006),p.261.

order to improve performance of teacher, so the result of students' learning can improve.⁴

Saur Tampubolon explains that classroom action research is research which is applied in learning process in the class in order to improve teaching learning process in the class.⁵

Based on the explanations above, the writer concludes that classroom action research is research that is done to solve problem through an action. This kind of research is appropriate research to increase quality of teaching learning process.

2. Characteristic of Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are: It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers, it is collaborative and it is aimed at changing things⁶

According to Saur Tampubolon, classroom action research has some characteristics : There is real action from teacher or researcher, because both of them conduct two roles as teacher and researcher, the action is conducted through

⁴Wijawa Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta : Indeks, 2010), p.9.

⁵Saur Tampubolon , *Penelitian Tindakan Kelas*, (Jakarta:Penerbit Erlangga,2014),p.20.

⁶ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p.17.

learning process which is done by researcher, to solve problems and *What* is the problem, *why* it happens, and *how* to solve⁷

3. The steps of Classroom Action Research

In this research, the researcher plans to conduct two cycles of classroom action research. There are four steps process in each cycle for doing classroom action research. All those steps can be explained as follow:

1) Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done.

2) Acting

In this step, the teaching strategy will be applied in teaching learning process. It is using list-group-label strategy in improving students' vocabulary.

3) Observing

In this step, the researcher observes and takes notes during teaching learning process.

4) Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe

⁷Saur Tampubolon , *Penelitian Tindakan Kelas*, (Jakarta:Penerbit Erlangga,2014), p.21.

whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.⁸ Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

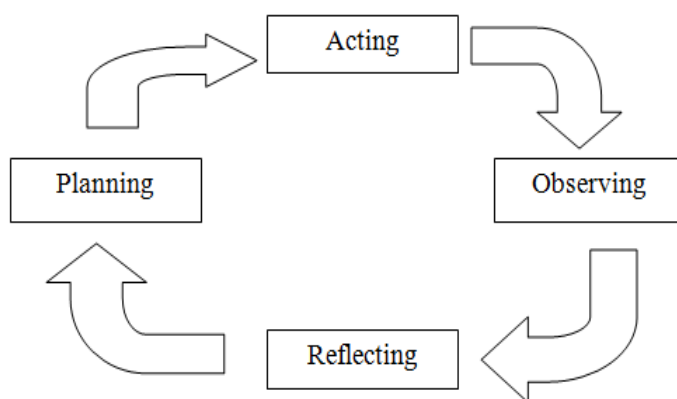


Figure 1. Action Research Cycle

B. Setting of the Study

In this study, the researcher conducted the classroom action research on May 2016 at the eighth grade students of MTs. NU 01 Banyuputih in The Academic Year of 2015/2016. It is located in Jetis, Banyuputih, Batang.

⁸ Suharsimi Arikunto, *Penelitian Tindak Kelas*, (Jakarta: PT. Bumi Aksara, 2008), P. 75-80

C. Subject of the Study

The subject of this research was the students of the eighth grade of MTs. NU 01 Banyuputih Batang. There were two classes of this grade, the reseacher chose class VIII A for this research. It consisted of 26 students.

D. Collaborator

Collaborator in the classroom action research was a person who helped the researcher to collect the data. The collaborator in this research was the English teacher who taught English lesson to students of eighth grade at MTs. NU 01 Banyuputih Batang, she was Mrs. Mukholida, S. Pd.

E. Techniques of Collecting Data

1. Documentation

Documentation helps researcher to collect the needed data. The researcher used documentation which related with this research. They are students' name list, students' English mark, students' worksheet and photos of teaching and learning process by list-group-label strategy.

2. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the

language classroom are enacted.⁹ Observation used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form.

3. Test

Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual or a group.¹⁰ Test is an important part every teaching and learning experience.

F. Techniques of Data Analysis

The aim of this study is to find out whether list-group-label strategy could increase the vocabulary in recount text. There are test of pre cycle, first cycle and second cycle. These tests are used to measure the students' progress in mastering vocabulary in recount text. The steps of data analysis are:

⁹ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 93.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2013), p. 193.

1) Analysing Observation Checklist

Researcher used observation checklist for students and collaborator during the teaching and learning process in cycle I, and cycle II.

Then the result of observation checklist would be analysed by calculating the percentage as following.

The formula to measure is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score

N = the sum of total score

% = the percentage of the expectation.

From the formula above student's participation could be categorized as follow:

a) Poor

The aspect of activity that would be observed above, reaches about 20% from overall percentage 100%.

b) Fair

The aspect of activity that would be observed above reaches out for about 21-40% from overall percentage 100%

c) Average

The aspect of activity that would be observed above reaches out for about 41-60% from overall percentage 100%

d) Good

The aspect of activity that would be observed above reaches out for about 61-80% from overall percentage 100%

e) Excellent

The aspect of activity that would be observed above reaches out for about 81-100%.

2) Method of Analysing Test

When the researcher conducted the treatment using list-group-label strategy, the researcher determines the test results that is measured by using the formula as follows:

a) Measuring the mean

After calculate the students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean score of the class can be searched by using this following formula: ¹¹

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

Where :

M = The average of students' score

$\sum x$ = Total score

n = The number of student

b) Measuring students' mastery learning

While the students' mastery learning could be

¹¹Suharsimi Arikunto., *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2011) Edisi Revisi, Cet. 12, p. 264.

searched by using this formula :

$$\% = \frac{\text{Students' number who mastery learning}}{\text{The number of Students}} \times 100\%$$

From the result of those formula the researcher analyzed the score of task and the result from observation checklist to find out the improvement of students' vocabulary achievement through list-group-label strategy.

G. Indicator Achievement

The students' success and failure in doing the planned activities are assessed by referring to the increasing students' vocabulary achievement through list-group-label strategy. The proficiency could be said that they are successfully gained by students if the students had improvement in every cycle.