

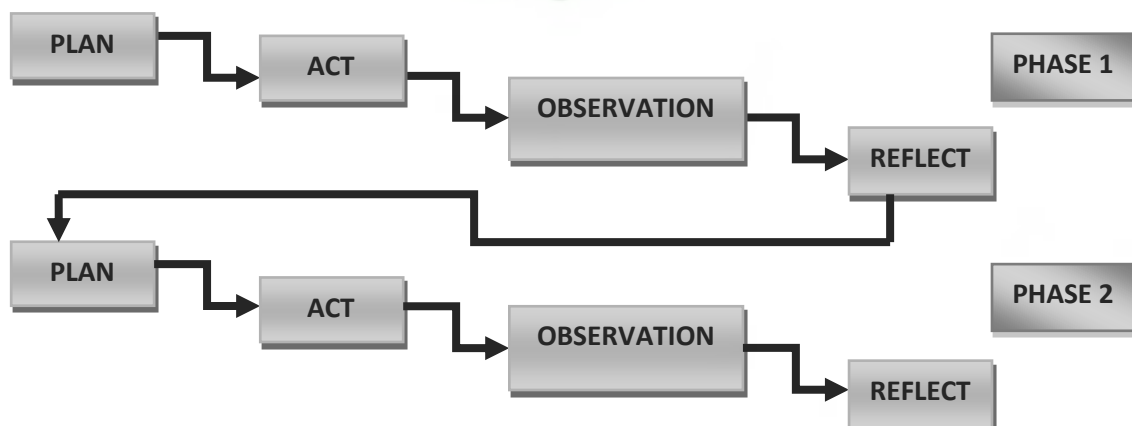
## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

This research is an action research. Carr and Kemmis (1986) define action research as a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out. Action research is essentially a series of cycles of reflection, planning and action. Kemmis and McTaggart (1988) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting. The main reason for action research is for teacher to engage in the improvement of their own teaching. Action research leads the teacher to come to their own understanding about their own teaching. Most importantly, action research seek to change some of the believes teachers have about how students learn and to improve the quality of education. The purposes of this research is to know the improvement of students' vocabulary using dictogloss. In this study the researcher focused on a description of person. Here is the form of the action research in each cycle which is commonly known as action research spiral:

**Diagram 1. The diagram showed the action research in each cycle**



## Carr and Kemmis's Action Research Model (1986)

The diagram shows the four steps in action;

a. Plan

Planning is a kind of activity to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepared some materials that will be used in research process. Such as pictures with words, song to stimulate students in order that interest to lessons mainly in writing and spelling word, field note to take note about students activities and responses.

b. Action

This section discusses about the steps and activities that would be taken by the researcher. Researcher tries to take how much students' abilities to understand in vocabulary, give students treatment ways to remember every word in spelling and writing, give them assignments both individual or group, evaluate their mistakes and make summarize about materials.

c. Observation

In this step, a researcher has to observe all events or activities during the research. 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.

d. Reflection

Reflecting is the inspection effort on the success or the failure in reaching the temporary purpose in order to determine the alternative steps that are probably made to gate final goals of the research.

### 3.2. Location and Time of The Research

This research will be conducted at SMK IBNU TAIMIYAH Pekanbaru. The time of the research from April to June 2015.

### 3.3. Participants

The participants of this research is the second grade students of SMK IBNU TAIMIYAH Pekanbaru in academic 2014 / 2015. The amount of participants are 20 consist of 8 males and 12 females in class XI AK.

### 3.4. Instruments

The instrument of the research is a tool or facility that is used by researcher for collecting the data in order to get better result .

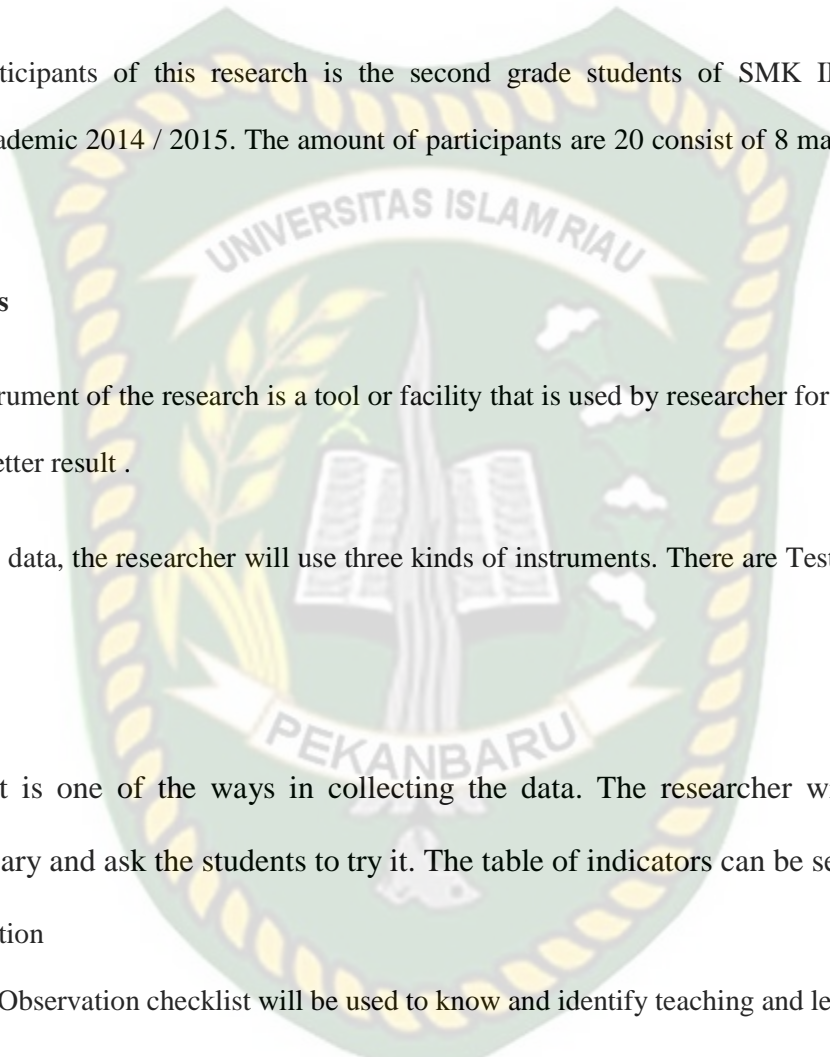
In collecting data, the researcher will use three kinds of instruments. There are Test, Observation, and Field note.

1. Test

The test is one of the ways in collecting the data. The researcher will give a test of vocabulary and ask the students to try it. The table of indicators can be seen as follow:

2. Observation

Observation checklist will be used to know and identify teaching and learning activities. It is about the teachers' performance during Classroom Action Research and students' response concerning the use of dictogloss technique. The following are teachers' observation and students' observation sheet:



**Table 3.1**

**Teachers' Observation Sheet**

No	Observation points	Yes	No
1.	Teacher divides students into group		
2.	Teacher explains to the students about their material and what they are going to do		
3.	Teacher gives an example of text		
4.	Teacher introduces and explains the dictogloss technique		
5.	Teacher gives the topic to the students		
6.	Teacher asks to the students to investigate the topic		

**Table 3.2**

**Students' Observation Sheet**

No	Observation points	Yes	No
1.	Students are divided into group by the teacher		
2.	Students are explained about their material and what they are going to do by the teacher.		
3.	Students are given an example of text by the teacher.		
4.	Students are introduced and explained the dictogloss technique by the teacher.		
5.	Students are given the topic by the teacher		



### 3. Interview

Interview uses to collect the data relate to the student's vocabulary by using dictogloss technique. This instrument will be used to collect supporting data that can not be obtain by using observation sheet. The interview questions can be seen as follow:

**Table 3.3**

**Interview for the English teacher before Classroom Action Research**

No.	Questions
1.	How is the English learning process in the classroom?
2.	What are the activities to do in teaching english?
3.	What are the media to use in teaching english?
4.	What is the most difficult skill in English teaching and learning process?
5.	What are the strategies do you use in teaching vocabulary?
6.	Have you ever heard the dictogloss technique in teaching vocabulary?
7.	Is this technique effective to be applied in teaching vocabulary? In your opinion, can this technique increase the students' ability?

### 4. Field note

The ways of collecting data, qualitative data, by using a field note since it is imposible to record all specific thsngs that happend in the class. What should be written in a filed not is a specific thing happen in the class whether for students and teacher also about every stage was doing in the class. The teacher (researcher) needs collaborator to note down their behaviour. The field note can be seen as follow:

**Table 3.4**

**FIELD NOTE**

**Cycle/Meeting** :

**Day/Date** :

**Time** :

**Theme/Sub theme** :

No.	Notes	
	Teacher	Students
1.		
2.		
3..		

This research needs raters in giving score in each of students' work. They are English teacher of SMK IBNU TAIMIYAH PEKANBARU:

1. Riefna Syarief, S.Pd

**3.5. Procedure of the Research**

This is a classroom action research which has some cycles process. In every cycle will containe some procedures. The procedures or the research are: planning, action, observation, and reflection.

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably finding a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what will happen in every phase, here are the explanations:

## 1. Plan

Planning usually starts with something like a general idea. This phase is the first step of research procedure. This is the most important step in conducting Action Research as by knowing the problems. Besides, it is also used to identify the issue to be changed, looking elsewhere for information, developing the questions and research methods to be used and developing a plan related to the specific environment. And the last, the specific planning will be formed into lesson planning based on the current used syllabus.

## 2. Action

The acting phase should be implemented at least two cycles continuously; and the time period for each cycle depends on the material need that existed in the semester or annual program designed by the teacher. Related to the condition of limited teaching learning period, the researcher and the teacher take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action.

In action, the researcher will be implemented the plan arranged. In this case, the teaching and learning activities carrying out based on the lesson plan using dictogloss technique.

## 3. Observation

This is phase, the activity of collecting data to supervise to what extent the result of acting reach the objective. It is carried out to find and obtain the development of the learning process and the effect of action. The data will be taken both quantitative and qualitative data. The quantitative data covers the students' progress (the students' score), while the qualitative data comprises the students' interest and students' response.

In this research, the observation will be done during the teaching and learning process conduct.

- a. The collaborator must observe students' activities and students' involvement during whole teaching and learning process
- b. During the implementation of speaking process in classroom, the teacher made writing notes to see the process of technique application. Starting from beginning until the end of the lesson.

- c. The collaborator will use observation sheet and field notes. The collaborator will use the observation sheet that has been prepared before. The teacher and researcher not only use the observation sheet, but also use field note.

#### **4. Reflection**

After collecting the data, the researcher analyzes the data of teaching learning process. Then, the researcher reflects herself by seeing the result of the observation, whether the teaching learning process of speaking using role play technique is good to imply in teaching and learning process at second grade students of SMK IBNU TAIMIYAH PEKANBARU or not. If the first plan is unsuccessful, proven by students' achievements, the researcher will make the next plan (re-planning) to solve students' problems and to get a better score in order to achieve at least 75% students who passed KKM 75 (seventy five). In short, here are some steps in this phase:

- a. Evaluating the first cycle of the process
- b. Implementing the findings or new strategy
- c. Revisiting the process

In short, here is the detailed procedure of Classroom Action Research will be conducted by the researcher by using role play as the technique.

#### **3.6. Technique of Collecting the Data**

The data in this classroom action research consists of quantitative and qualitative data. Quantitative data will be taken from the writing test, including the students' score on pre-test and post-test. While qualitative data will be taken from the result of observation and field note during the process of teaching learning when dictogloss technique applied.

Test is a technique of assessment to get information about the current mark of students' achievement and improvement. The researcher uses the observation checklist and field note in order to



measure students' behavior, attitude, enthusiasm and participation during teaching learning process. The observation and field note will be conducted by the researcher and collaborator in every meeting.

### 3.7 Technique of Analyzing the Data

After collected the data, those are analyze quantitative and qualitative. It was analyzed by the researcher, collaborator, and students.

#### 1. Quantitative

In analyzing the quantitative data and finding out the level of students' achievement in improving the students' vocabulary at the second grade of SMK IBNU TAIMIYAH PEKANBARU through dictogloss technique. The formula of percentage that is used to analyze the result of the test as in Sudjono (2008) suggests :

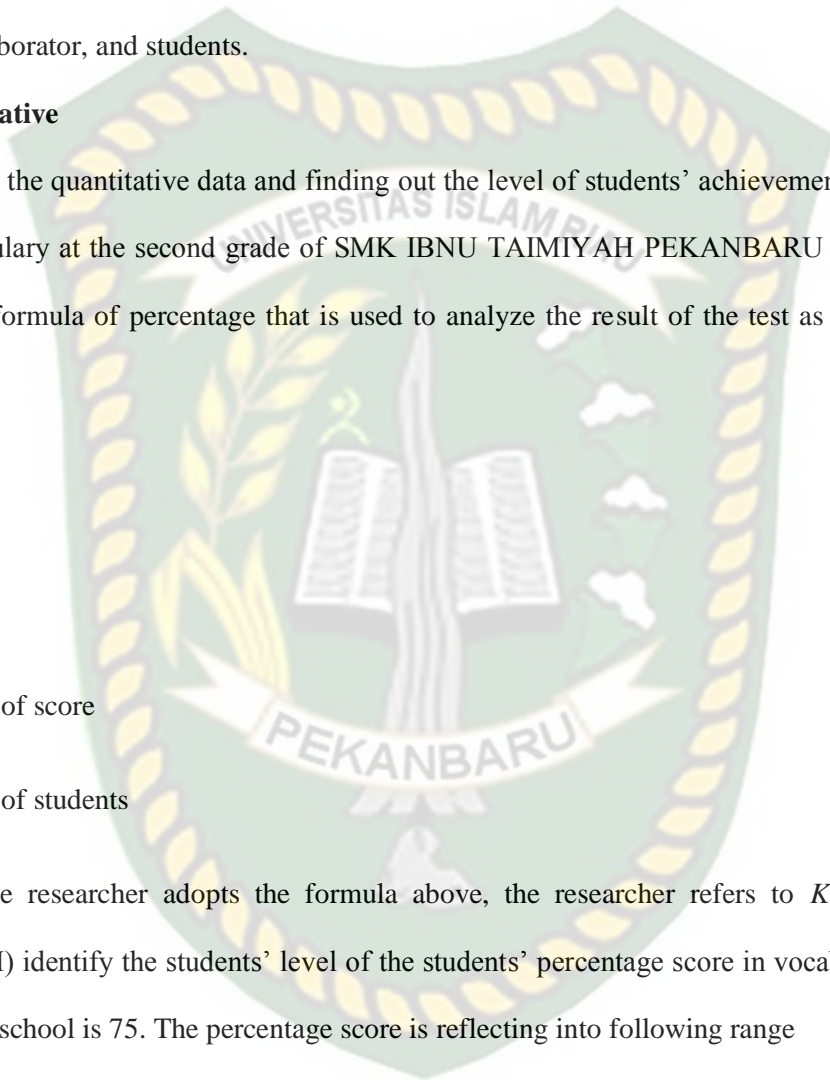
$$Mx = \frac{\sum X}{N}$$

Mx = Mean

$\sum X$  = Total of score

N = Total of students

After the researcher adopts the formula above, the researcher refers to *Kriteria Ketuntasan Minimum* (KKM) identify the students' level of the students' percentage score in vocabulary. in this case the KKM of the school is 75. The percentage score is reflecting into following range



**Table 3.5**  
**The Level of Students' Score**

No.	Range of Score	Level
1.	<59	Poor
2.	60-70	Fair
3.	71-80	Good
4.	81-89	Very good
5.	90-100	Excellent

*Oshima 2006*

It uses to measure the student's achievement after being taught using dictogloss in teaching learning.

## **2. Qualitative**

The data that will be got from the observation, interview and field note are analyzed through some process of qualitative data analysis. Gay (2000) explains the steps of analyzing the data qualitative as in the following :

### **1. Data managing**

Data managing involved creating and organizing the data collected during the study. There are two main purposes for the data managing. The first is to organize the data and checklist for competence. The second is to start the researcher on the purpose on th eprocess of analyzing and interpreting the data.

## 2. Reading and Taking Notes

The first step in analysis is reading/memoing the field notes, transcripts, memos, and observe comments to get a sense of data. Find a quiet place and plan in reading for few hours at time during the initial of the data.

## 3. Describing

Description addresses this issue : what was going on in this setting and among these participants? It was based on the observation and field notes collected by the qualitative researcher. The aim is to provide a true picture of the setting and event which took place on it. So, the researcher and the reader would be understood the context in which the study took place.

## 4. Classifying

Qualitative data analysis is basically a process of breaking down the data into smaller unit, determining the important of these units together again in an interpreted form. The typical way of qualitative data will be broken down and organized through the process of classifying, which meant ordering filed notes or transcription into categorize that represented different aspect of the data.

## 5. Interpreting

Data interpretation is based on the connections, common aspect, and linkages among the data, especially the identified categories and patterns. One is not classified data into categories when it is not considering about the meaning of the categories.

