

CHAPTER III

RESEARCH METHODS

Chapter three provides information about methodology of the research that the writer applies in this study. They are method of research, technique of collecting data Population, instrument of the research, method of data collection and data analysis.

3.1 Method of Research.

Based on the research questions above, the research intend to use classroom action research (CAR) focused on the use of cartoon movie to teach the vocabulary. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research. (Burns, in Cornwell, 1999, p. 5). Furthermore, According to Kemmis & McTaggart (1988) Action research typically involves four broad phases in a research process that forms a continuing cycle or spiral of research and action: (1) Planning—a problem or issue is identified and a plan of action is developed in order to bring about improvements in specific areas of the research context; (2) Action—the plan is put into action over an agreed period of time; (3) Observation—the effects of the action are observed and data are collected; (4) Reflection—the effects of the action are evaluated and become the basis for further cycles of research.

The researcher chose this type because to find the solution of the problems finding in pre-observation research significantly. The subject of research is the seventh grade students of SMP Bina Taruna Surabaya.

3.2 Technique of Collecting Data Population

The study of a social situation with the view to improving the quality of the action in it. (Elliott, 1991, p. 69). It means, the study of observation used to improve of cartoon movie in teaching vocabulary. And then, the cycles as follows for steps:

Introduction:

- a. Observing the school.
- b. Interview the teacher.
- c. Deciding the class.

The flow of the meetings:

- a. Cycle 1:
 1. Planning: The researcher have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, can be vary our media in teaching in order to give something new to the students. Next, in pretest, the students were assigned to list 20 of the things at home and make 10 sentences by using things at home.

For example:

“List of things at home! (20 words of things)”

“Make 10 sentences by using the things at home!”

So, in the design stage can be decisive and focused on the events that need special attention to be observed.

2. Acting and observing: the Implementation in this stage is the application of the contents of the design, which is wearing class action. In the beginning of teaching learning process, the teacher introduced what the cartoon movie is, the students are interested in the topic. After brainstorming, the teacher explained some features in the cartoon movie and what to do during the cartoon movie. Afterwards, when the video ended up being about some questions related to the cartoon movie about things at home. Next, the students started to do the worksheet in posttest, the students were assigned to make 10 sentences by using things at home.

In the observation of this stage, the researcher observed the students' response, participation, achievement and everything which was found during the teaching and learning process. When observing, the observer

noticed all of the activities in the classroom. There are some students who asked about the things at home. Some others asked about the questions they did not understand. It seems that their problem was all about vocabulary.

3. Reflecting: The researcher analyzed students' achievement and progress based on their test score. In this phase, the researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the researcher observation, it could be seen that some students still got difficulties in understanding the cartoon movie both generally or specifically and also from the vocabulary worksheet given in the classroom, some students still had low score. So that, according to the discussion with English teacher and the result of posttest 1, the researcher felt that it was necessary to continue the cycle because the researcher found only few progress which had been achieved by the students.

b. Cycle 2:

1. Planning: in Cycle 2 began from making new lesson plan. The researcher used varies activities to avoid students' boredom. It is also aimed to change some parts that need to be revised. As the planning phase in Cycle 1, here the researcher also prepared of Evaluation and post-test 2 were prepared to see students' achievements in the end of this cycle.

For example:

"Choose the correct answers"

"List of things at home with more specific in room!"

2. Acting & observing: in this stage the research emphasized more stimulation to the students in order to make them enthusiastic to find as many as words related to the topic. Different with the activity in the first cycle, here at the beginning of learning activity the teacher asked the students to write some vocabularies that possibly appeared in the cartoon movie. The students seem to do the task enthusiastically. It was

the revised lesson plan has started. The researcher observed students' participation and achievement in this phase. Here, the researcher noticed whether students improved their understanding or not then measured their achievements between cycle 1 and cycle 2. The researcher found that in this phase, students had a good progress. They improved their understanding of cartoon movie significantly and improving more vocabularies that has proved by successfully doing the post-test which the students were assigned to list of the things at home. The result of field notes showed the good points of the students. They are managed to mention more than 20 things at home. So, in the first meeting showed that: first, more students pay attention on a teacher's explanation, students more confidence in telling the words they find, they prepared well and some students participated in asking enthusiastically about the cartoon movie. After that, the students wrote and do their unfamiliar vocabularies list in individual and them very enthusiastically. In the second meeting, all of students did the task well.

3. Reflecting: The researcher analyzed students' progress based on their test score. The researcher also discussed the result of the implementation of the action should be continued or not. Based on the observation which had been done, it was known that the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya had been improved. Therefore, the cycle did not need to continue.

c. Evaluating all of cycles.

To analyze the data, the researcher use to the result of the students score in cycle 1 and cycle 2.

In this case, the population is of seventh grade students of SMP Bina Taruna Surabaya. The number of population that is used in this study is 20 students. Because of the limitation number of population which is only 20 students, the researcher use population research and take the whole population as the sample of the research.

3.3 Instrument of Research

In this study, the researcher use qualitative of data analysis. Students should do the activity in learning process based on the command given by the teacher. There are activities that should be considered by teacher in teaching vocabulary by using cartoon movies.

The researcher use two kinds of instruments in doing it, they are test, and questionnaire in order to identify whether or not it is an effective way to teach vocabulary to students.

3.4 Method of data collection

The technique use in this research is questionnaire and tests. The aim of using questionnaire in this research is to know how the students' respond about the teaching strategy applied and the tests method is use to know whether students are successful or not in teaching vocabulary using movie. So, in method of collecting the data, the researcher did three procedures. The researcher started with giving the pre-activity, the post- activity and ended with Questionnaire.

This study is undertaken through three activities. At first is a pre-activity, second is the post-activity 1 and 2 which to measure students' achievement, and third applying the questionnaire to know students' respond on strategy use by researcher. To give a clear understanding, the three steps of the activities will be explain as follows:

1. In pre-activity: the students were assigned to list 20 of the things at home and make 10 sentences by using things at home.
2. In post- activity 1: in cycle 1 the students were assigned to make 10 sentences by using things at home.
3. In post- activity 2: in cycle 2 the students were assigned to list of things at home with more specific in room. The aim is to measure the students' achievement and to compare the result between pre and post-activity that would be processed into data.

In addition, the researcher with three-phase technique to improve quality in teaching English specially in improving student's vocabulary mastery for junior high school.

3.5 Data analysis

The data analysis is use to draw the conclusion of the research data. Then, the researcher would compare them, in order to know the result of this study, whether or not, the improve in the students' results happen in this study. The questioner before and after Classroom Action Research (CAR) are used to analyze qualitative data and students score.

Then, after getting mean of students' score per actions, the researcher identifies whether the students improve their vocabulary from pre-activity up to post-activity1 in cycle 1 and post-activity 2 in cycle 2.

The researcher analyzed the information in the observation through the result of the observation checklist. After filling in the checklist, the researcher analyzed the activities done by the teacher when applied cartoon movie in teaching vocabulary. The field notes gave more explanation about some information which out of the checklist. Next, to analyzed students vocabulary mastery by using cartoon movie in teaching vocabulary, the researcher used the worksheet. It also supported by result of observation checklist and field notes.