CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study was a classroom action research aimed to enrich students' vocabulary. A classroom action research is a method in which the researcher collects, classifies and then analysis the data (Surachmad, 1991, p. 199). Then, this research had been intended to improve teaching learning process or solved the real problems happening in classroom. Therefore, the aim of classroom action research was to improve students' vocabulary by using songs.

The research was conducted in two cycles. In each cycle, there were four stages: planning, action, observation, and reflection. First, the researcher planed all the activity in the cycle. The researcher planed the lesson plan, tests (pre-test and post-tests), observation sheet, and questionnaire. Next, the researcher did the activity. After that, the researcher saw the observation from observer and questionnaire. Last, the researcher reflected the cycle. The populations from the research were 34 students and all of them were the sample

B. Research Setting and Subjects Features

This Research was conduct at SMP Santo Paulus, Tangerang. It was located in Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuceper, Kota Tangerang, Banten 15122. The research was focused to the 2nd graders. The researcher carried out 16

meetings through two cycles to conduct this study and to get the data. The study was ranged from April 2nd and ended on May 23rd of 2017/2018 academic year of the even semester.

C. Research Variables

This research used two variables. The independent variable was the variable varied or manipulated by the researcher, and the dependent variable was the response measured. The dependent variable of this research was students' vocabulary enrichment and English songs as independent variable.

D. Action Plan

This study was conducted in two cycles within two months at SMP Santo Paulus, Tangerang. Each cycle was divided into PAOR activities (Planning, Action, Observation, and Reflection) that were:

1. **Cycle 1**

Cycle I was designed to improve the subject ability to enrich English vocabulary which is problematic to the students. To achieve the aim, five sessions was planned to let the subject discuss and practice. Planning was the stage to the researcher to plan activity in her class. The researcher arranged the lesson plan first by analyzing the syllabus of that school. The second was preparing the teaching instrument, such as: test item (pretest, processing test and post-test), teaching aids

(speaker and laptop), observation sheet, questionnaires, students' attendance list, and the main things were English songs itself.

In the action stage, the method that was designed in this study conducts in class. To act this study, the researcher as a teacher taught the lesson that already prepared in lesson plan. The researcher asked the observer to evaluate the lack of teaching while the teaching conducted. The students did the pre-test, post-test I, and questionnaires in this stage.

The researcher observed her study together with the collaborator as a researcher's observer who scored the researcher through the filling observation table by checklist that readymade from the researcher and note for addition comments. This note helped the researcher to observe her teaching method during the research.

The reflection stage was carried out by considering the whole collected data in order to prepare better activities in cycle II.

2. **Cycle 2**

In cycle 2, based on the reflection and the post test result, the researcher designed some improved teaching plan comprising: 1. lesson plan; 2. preparing the teaching materials; 3. planning the evaluation that included test and non-test. The test was post-test II. Non-test included questionnaire and observation sheet.

The implementation of actions was conducted according to action plan and the meeting in every cycle. Action process in every meeting was the explanation of list the vocabulary, followed by the using of English songs. The researcher did all the

planning in this stage. There were post-test II, observation sheet, and questionnaire in this cycle.

The second observation was conducted as same as that in cycle 1. The collaborator observed acting in the classroom and put some notes in the observation paper for researcher. Observation stage was done in order to know the lack of teaching when the teaching learning conducted. In this stage, the post-test was measured.

The researcher reflected her teaching based on the notes in the observation paper, questionnaire, and the learners' test scores. If the students' post-test score above of Standard of Minimum Criteria (SMC); questionnaire and observation sheet was good enough, the researcher do not need to conduct next cycle.

E. Data Collection Instruments and Techniques

The data was collected through tests and non-test. The test consists of pre-test and post-test. The pre-test was administered before the researcher carried out the treatment, the progressing test was given between the post-test I to post-test II. This pre-test is a test on students understanding the meaning from vocabulary mastery. It is used to know the students' vocabulary ability before the method is done. The post-test was held after the treatment or teaching. The post-test was conducted again in the second cycle. The scores of pre-test and post-tests were based on the mean scores. The mean was compared to the Standard of Minimum Criteria (SMC) used by the

English teachers in that school. The mean scores calculation were based on the following formula:

$$\textbf{Mean} = \frac{\sum x}{N}$$

Explanation:
Mean : average scores
$\sum x$: Sum of scores
N : total of students

The non-tests were taken from the questionnaires and observation sheet. The observation sheet was taken from the observer. Observation sheet helped the researcher to improve the way of her teaching.

F. Data Analysis Techniques

After collecting the qualitative and quantitative data, the researcher analyzed the data. The data were all analyzed descriptively based on the mean, minimum, and maximum scores. The results of the qualitative data analysis were used to make sure that study was carried out in line with the action plan. The quantitative data was obtained from the test and was analyzed using descriptive statistical operation in the form of table and graphs.

G. Success Indicator

The teaching technique through songs had been categorized successful if the students' average scores in post-test of the last cycle achieved the Standard of Minimum Competency (SMC). If the scores were reached, the cycle will be stopped. The success indicator was the measurement used to see whether the technique was successful or not.

H. Research Procedures

In conducting the research, the researcher went through three phases; pre-research, research, and post research.

1. **Pre-Research**

   a. Taking the permission letter from Faculty of Education Teacher Training of *Universitas Kristen Indonesia*.

   b. Asking permission from the Principal of SMP Santo Paulus, *Tangerang* and from the English teacher.

   c. Finding the object for this research; the objects of this research were the 2nd graders which consisted by 16 girls and 18 boys (34 students).

   d. Preparing the instruments for this research.

   e. Preparing the teaching aids, covering lesson plan, pre-test, post-tests, observation sheet, questionnaire, and material.

2. **Research**

   a. Administering pre-test; in the first activity researcher carried out a pre-test to know the vocabulary mastery before the writer taught them. The pre-test was also to help the writer to design the next action.

   b. Giving the treatment. Time allocation for every treatment was 2 x 35 minutes.

   c. Carrying out the posttest; the post test was distributed in every cycle after the researcher had taught the classroom. The purpose of posttest was to know the progress of students' achievement using English songs.

   d. Calculating the scores (pretest and posttest) and giving questionnaire to the students.

3. **Post-Research**

   a. Processing and analyzing the data.

   b. Describing and interpreting the data.

   c. Summarizing the data.

   d. Writing a report.