

### **III. THE RESEARCH METHODS**

#### **A. Setting**

This is a classroom action research. This research was conducted in the second quarter of the first year students of SMPN 6 Bandar Lampung. Based on the interview done by the researcher to the English teacher, it was known that most of students of SMP N 6 Bandar Lampung were far from gaining the target planned. In accordance with the English teacher, the performance of the first grade students of that school is far from the expectation of the curriculum from the students final test result was found that the results were still far from the target aimed as the KKM (Kriteria Ketuntasan Minimal) of the class of that school was 60 and the average score of final test result is just 40.38. Obviously it could be seen that the English score was very low, globally almost all the English skills are still far from the target. From the teacher's experience, it was found that most of students could not answer the teacher's question, they kept asking the teacher to translate the question into their mother tongue language (Indonesian) and they could not answer it in English.

This research was conducted in the new language laboratory of the school that had been facilitated by video devices.

## **B. Subject**

There are six classes of the first grade in SMPN 6 Bandar Lampung. The subject of this classroom action research was the students of class VII F that consisted of 36 students. From the observation and the teacher' explanation this class was chosen because most of students in that class have the lowest ability in vocabulary achievement among the other classes. It was shown from the final test; most of the students could not pass the target of KKM (Kriteria Ketuntasan Minimal). The target is 60 and no one of the students could reach it, their scores below of the KKM, and the range of their score between 35- 40.38. Obviously it could be seen that the English score was very low, globally almost all the English skills were still far from the target. From the teacher's experience, it was found that most of students cannot answer the teacher's question, they kept asking the teacher to translate the question into their mother tongue language (Indonesian) and they could not answer it in English. The researcher observed the problem and tried to find out the solution for that problem. In this research, students' problem related to vocabulary achievement.

## **C. Research Procedure**

This classroom action research was conducted based on the problem faced both by students and teacher. In this classroom action research, there were two cycles. The first cycle was based on the problems faced by the students and teacher. Then second cycle was done based on the result of the analysis and reflection of the first cycle. Each cycle consisted of four steps. They are as follows:

## 1. Planning

Based on the research problem, the researcher prepared lesson plan, selected the material from the text book, and prepared the vocabulary task for the students and also observation sheets that were filled out when the observer was observing the students' activities and the teacher's performance.

## 2. Action

Action is the part of the cycle where a teacher does the treatment; it was teaching English through watching slide video. In this stage lesson plan made was used in teaching learning process. In the activities the teacher handed out practice material, and let the students watched the slide and checked their understanding by giving some questions related to their understanding to the slide video given, and then the teacher also asked the students to choose the correct answer related to their vocabulary achievement.

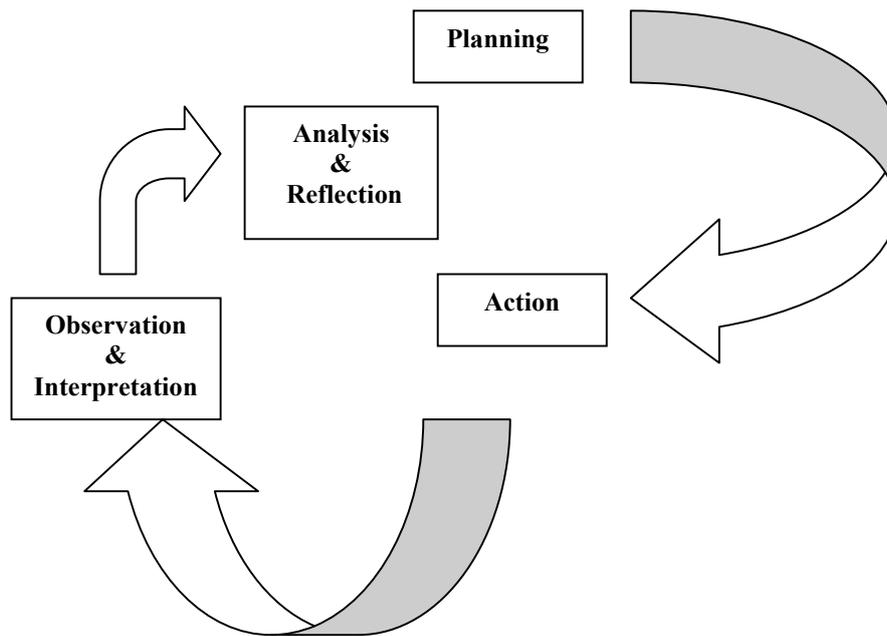
During the teaching learning process, the students' activities were observed. Observation was done by the observer during the teaching and learning process. The observer observed the students' activities and also the teacher's performance, then the result of the observation was filled out in the observation sheets. The researcher and the observer also interpreted the result of the observation. This step was started during the teaching learning process occurred.

### 3. Observation and Interpretation

The researcher analyzed the teaching learning process based on the observation result, students' performance and the vocabulary task to find out the improvement of students' achievement. In this step, the researcher and the observer analyzed the result of vocabulary task of the students as the learning product. The researcher and the observer also analyzed the students' activities, the teacher's performance and also everything occurred in the teaching learning process. It was done to find out the improvement after the researcher implemented the teaching and learning by using slide video in the classroom.

### 4. Analysis and Reflection

After analyzing, the researcher together with the observer did reflection to discover the weaknesses and strengths of implementing the teaching vocabulary by using slide video and also to know the problems faced during teaching and learning process. By doing so, the researcher knew what should be improved for the next cycle. He analyzed the weakness and the strength of the activity, material, media, students' achievement and teacher's performance toward the teaching learning done. If the result in the first did not achieve the indicators, the next cycle would be conducted.



The Cycle of Classroom Action Research (Arikunto, 2006:33)

#### **D. Indicators of the Research**

In order to see whether slide video can be used to increase the students' ability in vocabulary achievement in this Classroom Action Research, the researcher determined the indicators dealing with the learning products and learning process.

The indicators are:

##### **1. Learning Product**

Based on the standard score or KKM (Kriteria Ketuntasan Minimal) considered by the school for English subject of learning product is 60. So, the researcher and the observer determined the target according to the standard (KKM), if at least 70% of students' scores can reach 60 or more for the test, it means that slide video is applicable to improve the students' vocabulary achievement.

## 2. Learning Process

For the learning process, there are two aspects which become the focus of this research, they are, the students' learning activities and the teacher' teaching performance. The observation was done to know the students' activity during learning process based on the problem faced by the teacher, and it was divided into three activities: pre-activity, while-activity, and post activity. In pre-activity the aspects observed were the students' interest to follow the class and respond to the topic, in while-activity the aspects observed were students' attention to the teaching' explanation, their focus on the aspects of vocabulary achievement, and in post activity the aspect that was observed were the students' vocabulary achievement after being taught through slide video.

The target determined by the researcher concerning the students' activities is 80%. So if 80% students are actively involved in teaching and learning activities when the use of slide video is implemented, it means that the use of slide video is applicable to improve students' vocabulary achievement.

The researcher decided to set up 80% as the target since according to Arikunto in Thaib (2004:4), if more than 75% students are actively involved in teaching learning activities, it can be categorized as a good level. The researcher had also to discuss it to the English teacher.

Besides observing the students' activities, the observer also observed the teacher's teaching performance during the teaching learning process. It was expected that

the teacher can get score 80 in his teaching and learning process. So, if the teacher can reach the target, it means that the teacher's teaching performance is good. There are some aspects that were scored for the teacher' teaching performance, they were: doing the appreciation, mastering the learning material, having the learning strategy, using the learning media, involving the students, and having the evaluation.

### **E. Instrument of the Research**

In getting the data, the researcher used two kinds of instruments. The first instrument was the main source of instrument of information and the second one supports the analysis itself. The instruments used here were vocabulary task (to know the students' vocabulary mastery) and observation. The instrument can be described like the following:

#### **1. Vocabulary Task**

The first instrument used in getting the data was vocabulary task. Vocabulary task was chosen as the instrument because it required students to measure their vocabulary achievement. Vocabulary task can also motivate the students to improve their English. The researcher used vocabulary test proposed by Heaton (1991). The task will assess the students' understanding and the students' vocabulary by choosing the correct answer related to the material taught. The vocabulary task consisted of 64 items divided into vocabulary of noun (53), verb (8), article (2) and affix (1).

Table 1 The Vocabulary taught to the Students by Using Slide Video

<b>Vocabulary</b>	
<b>Noun</b>	Policeman, law, order, police uniform, gun, police patrol car, police station, Cook, food, stove, frying pan, wok, bowls, salt, Carpenter, furniture, hammer, nails, saw, axe, Postman, letters, parcel, stamps, post box, post office, Doctor, patients, stethoscope, thermometer, X-ray, syringe, hospital, Tailor, clothes, sewing machine, thread, needle, buttons, scissors, measuring tape, Fireman, fire, hose, fire engine, ladder, helmet, fire station, Teaching, school, white board, books, classroom.
<b>Verb</b>	Want, keep, prepare, make, deliver, treats, fight, teach.
<b>Article</b>	a, an,
<b>Affix</b>	“s” indicating plural form.

## 2. Observation

In this research, observation was conducted during the teaching learning process. The observer observed the process happened in the classroom. Since the observation was done for observing the students' activities and also the teacher's teaching performance, the researcher analyzed the result of the observation separately. So, there were two kinds of observation sheets, they were observation sheets for the students' activities and the observation sheets for the teacher's

performance. The observation was done to find out the students' interest to follow the class, students' attention to the teaching explanation, their focus on the aspects of vocabulary achievement and the teacher's activity in implementing the teaching vocabulary through slide video. The aspects of the students' activities observed covered their activities in pre-activity, while-activity and post-activity. Similar to the students' activities, the aspects of the teacher's teaching performance covered the teacher's activities in pre-activity, while-activity and post-activity. To score the teacher's teaching performance, the researcher used the guidelines from National Department of Education 2006. All of the important things happening during the teaching learning process were noted by the observer.

#### **F. Data Analysis**

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis is done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setiyadi, 2006).

In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collected data. After conducting the research, the researcher made an abstraction of all data collected. Then researcher selected the data related to the research problem. Then the researcher arranged all data collected by classifying the data. In this case, the researcher classified the data

into two categories: the data in learning product and the data in learning process, they were observation and vocabulary task. When the researcher got the data, the researcher tried to interpret all collected data from each cycle. And based on the analysis and reflection of each cycle, the researcher decided whether there would be the next cycle or not.

### **1. Learning Product**

To know the learning product, the researcher used vocabulary task in form of matching word and multiple choice items to collect the data. There was the indicator used to analyze the data gained from the test:

If at least 70% of students' scores could reach 60 or more for the test, it was assumed that slide video was able to foster the learning product and increase the students' vocabulary achievement.

To know the percentage of students' who get  $\geq 60$ , the following formula was used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

### **2. Learning Process**

In this learning process, observation was done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation was done to know the students' activity and the teacher's activity during the teaching learning process based on the problems faced by the teacher.

The indicator that was used to analyze the learning process of the students and the teacher was: If 80% or more of students were actively involved in teaching and learning activities when slide video was being implemented, it meant the target was fulfilled. If more than 80% of students were actively involved in teaching and learning activities, it could be categorized as a good level. If the teacher could get score 80 in his teaching performance, it meant he could teach the students very well by using slide video as the media of teaching. So, if the teacher could reach the target, it meant that the teacher's teaching performance was good.

And if one of the indicators above was not achieved in the first cycle, the researcher would apply the next cycle. To get the data from the learning process, the researcher used observation sheets. The result of the observation sheets was analyzed after every cycle had already been conducted.

### 2.1. Observation

Since the observation was done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately. In analyzing the data from observing the students' activities, the researcher counted number of students who were actively involved in the teaching learning activities and also calculated the percentage of the students. In addition, the researcher made abstraction or description then selected the important data which related to the activities of the students.

Meanwhile, in analyzing the data from observing the teacher's teaching performance, the researcher did the following steps:

#### 2.1.1. Counting the total score

In this step, the researcher counted the sum of scores from two aspects they were the students' learning activities and the teacher's teaching performance. The aspects that were scored covering students' learning activities and the teacher's performance in pre-activity, while-activity and post-activity.

#### 2.1.2. Making a description from the data to be analyzed

It was similar to analyze the students' activities, in analyzing the teacher's teaching performance the researcher also made some description from the collected data which enriched and supported the result of the analysis.