III. RESEARCH METHOD

This chapter discusses about classroom action research setting, research procedure, indicators of the research, instrument of the research, data analysis.

A. Classroom Action Research Setting

This was a classroom action research. In this research, students' problem that was found based on students' score and interview were vocabulary achievement. It was found that the problem in understanding both receptive and productive language use was resulted from inadequate vocabulary mastery. And based on the interview to the teacher, the main problem of the students was that the students were not active and unenthusiastic when they were following English class. They found it was difficult to communicate because they lacked of vocabulary. They felt frustrated when they could not find appropriate word to express their thoughts and to grasp the meaning of someone's utterance. The problem mostly appeared when they were doing writing test; it was hard for them to recall the vocabulary they have got as they lack impression and eagerness in learning English. So, a classroom action research was done to increase the students' vocabulary achievement, and improve he teacher's performance. The researcher taught vocabulary through mnemonic story technique and saw the improvement from the process and product of teaching and learning. This research was done at second

grade of SMP Karya Bhakti Gadingrejo. It was done based on the problem by the students when they were learning. The story that was used in this research was narrative story since language contain in this kind of story is suitable for Junior High School language level. There were three classes of second grade of SMP Karya Bhakti Gadingrejo. The subject of this classroom action research was the students of class VIII A consists of 30 students. From the pre observation and the teacher's explanation this class was chosen because most of student in that class have the lower ability in vocabulary achievement from the other classes. It was shown from the mid test, not all of the students passed the target of KKM (Kriteria Ketuntasan Minimal). The target was 60 and no one of the students could reach it, their score was below the KKM, and the range of their score between 32-55. Beside that, she found that most of the students can not answer the teacher's question, they kept asking the teacher to translate the question into Bahasa Indonesia and they also could not answer it in English. It was known by the pre-observation conducted by the researcher and also from the English teacher's information. The researcher observed the problem and tried to find the solution for that problem. In this research, students' problem relate to vocabulary achievement.

The problem solution applied was teaching vocabulary through mnemonic story. Then lesson plan was designed and used. After that, all the students were asked to answer some teacher's questions related to their understanding of the story, and then they were also asked to choose the correct answer related to their vocabulary achievement. This research was done in collaboration with the other English teachers. There were two other English teachers. One English teacher observed

the teacher's teaching performance and the other English teacher observed the students' activity during the teaching learning process. Learning process analysis was done based on the student's observation and teacher's observation. Based on this analysis and reflection, it was decided the next cycle and it focused on the weaknesses in previous cycle.

B. Research Procedures

In this classroom action research, there were two cycles. However, the first cycle was based on the problem faced by the students and teacher. Each cycle consisted of a series of treatment. One meeting was held for 2 X 40 minutes. After finishing a treatment in the first cycle, the teacher gave test to the students in the form of vocabulary test consisting of 20 items. It was also given after finishing the second cycle. The main steps of the cycle were as follows:

1. Planning

   Based on the research problem, the researcher prepared lesson plan, select the material from the textbook or another book that was relevant to the curriculum of Junior High School, The story contained of material that could be applied for teaching junior high school, it was about story as in the syllabus. Additionally, observation sheet, and also the vocabulary task were provided.

2. Action

Action was part of the cycle where a teacher did the treatment, it was teaching English through Mnemonic story technique, in this stage, lesson plan was made and used in the teaching learning process. The researcher taught in the classroom as a teacher based on the lesson plan through out the teaching learning process. In this activities the teacher taught hand out practice material, and let the students read the story and checked their understanding by giving some question related to their understanding to the story given. There were two Cycles in this classroom action research. Each cycle consisted of two treatments, for 2x40 minutes. After finishing the treatments the teacher gave a vocabulary test to the students consist 20 items. In each cycle, the researcher became a teacher and there were two observers English teachers, one teacher observed the teacher' teaching performance and the other observed the students' activities. The step covered pre activities, while activities and post activities.
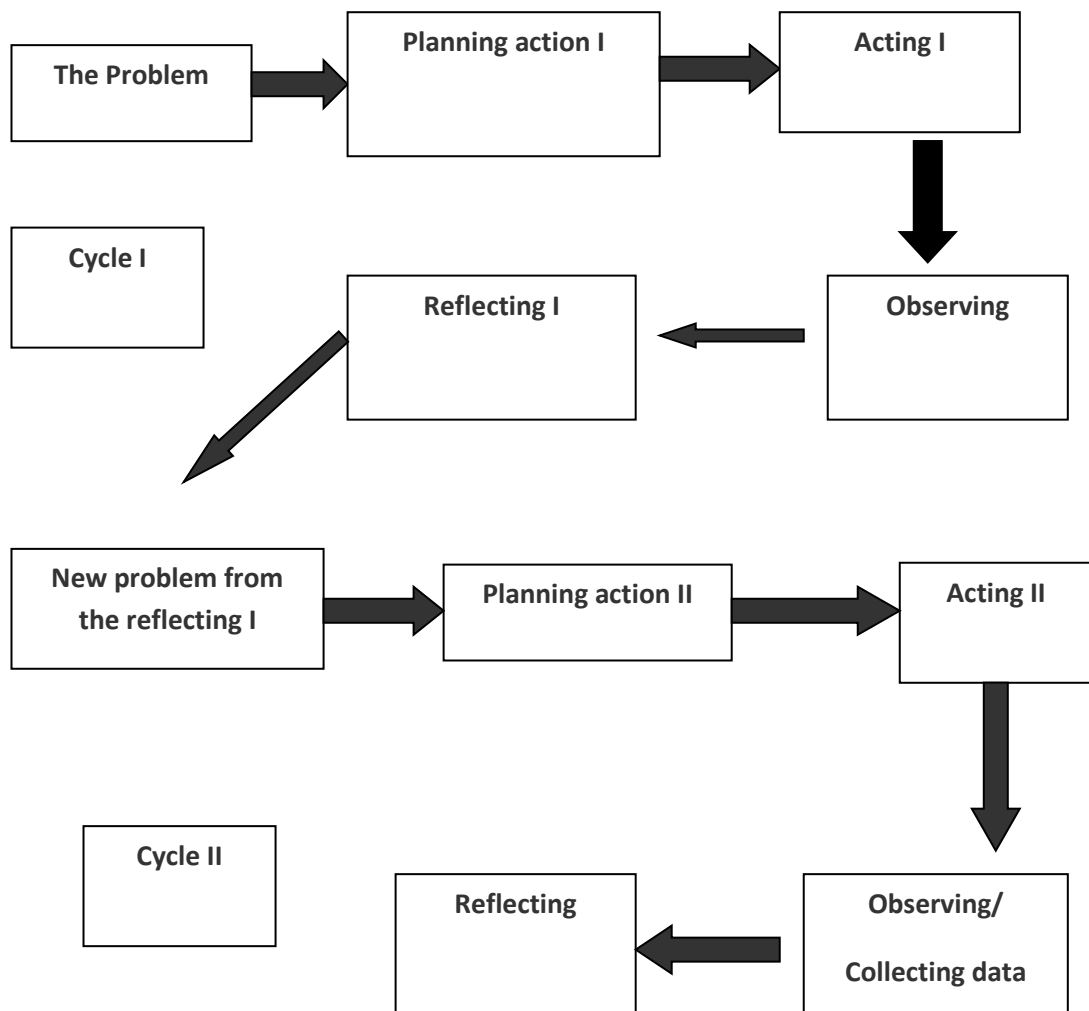
3. Observation and interpretation

During the teaching learning process, the students' activities were observed by the rater. The teacher performance was observed and noted by the teacher of the class by using observation sheet and interpretation the result of teaching learning process. This step was done while the teaching learning process occurred.

4. Analysis and Reflection

   Reflection means that the researcher analyzed and reflected the teaching learning process based on the observation result, students' performance and the vocabulary task to find out the improvement of students' achievement. The researcher analyzed the weakness and the strengths of the activity, material, media and students' achievement.

The steps of classroom action research design:

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┌──────────────┐        ┌──────────────────┐        ┌──────────────┐
│ The Problem  │ ─────▶ │ Planning action I │ ─────▶ │   Acting I   │
└──────────────┘        └──────────────────┘        └──────────────┘
                                                             │
                                                             ▼
┌──────────────┐        ┌──────────────────┐        ┌──────────────┐
│   Cycle I    │        │   Reflecting I    │ ◀───── │   Observing  │
└──────────────┘        └──────────────────┘        └──────────────┘
          │
          ▼
┌──────────────────┐    ┌──────────────────┐        ┌──────────────┐
│ New problem from │ ─▶ │ Planning action II │ ────▶ │  Acting II   │
│ the reflecting I │    └──────────────────┘        └──────────────┘
└──────────────────┘                                        │
                                                             ▼
┌──────────────┐        ┌──────────────────┐        ┌──────────────┐
│   Cycle II   │        │    Reflecting     │ ◀───── │  Observing/  │
└──────────────┘        └──────────────────┘        │ Collecting data │
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(Suharjono 2008, 74)

C. Indicators of the Research

In order to see whether mnemonic story can be used to increase the student's vocabulary achievement in this Classroom Action Research, the researcher determined the indicator dealing with the learning product and process.

1. Learning Product

   Based on the standard score or KKM (Kriteria Ketuntasan Minimal) stated by the school for English subject, the indicator of learning product is 60. So, the researcher and the teacher determine the target according to that standard, if at least 70% of students' scores can reach 60 or higher the test, it is assumed that mnemonic story is able to foster the learning product.

2. Learning Process

   For this learning process, observation was applied to both 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 form. The observation was done to know the students' activity during learning process, subject was based on the problem faced by teacher, and it was divided into three activities, they were, pre-activity, while activity and post activity. In pre activity the aspects observed were students' attention to the teacher's explanation, their focus on the aspects of vocabulary achievement, and their understanding to the content of story.

The indicator determined by the researcher concerning the students' activities was 80%. So, if 80% of the students were actively involved in teaching and learning activities when the use of mnemonic story was implemented, it means that the use of mnemonic story is applicable to improve students' vocabulary achievement.

The researcher decided to set up 80% as the target since according to Arikunto (2006:7), if more than 75% students were actively involved in teaching learning activities, it can be categorized as a good level. The teacher has discussed it to the other English teacher.

Beside observing the students' activities, the researcher also observed the teacher's performance during teaching and learning process. It was expected that teacher 's score for her teaching performance could reach 80%.So ,if the teacher could get score 80 in her teaching performance, it means that she could teach the students very well. There were some aspects that were used to score to the teacher's performance that was doing the appreciation, mastering the learning material, having the learning strategy, using the learning media, involving the students, and having evaluation.

D. Instrument of the Research

In getting the data, the researcher employed two kinds of instruments. The first instrument was the main source of instrument of information and the second one supported the analysis itself. The instrument were used (1) vocabulary task and (2) observation sheet.

The instrument could be specified as follows:

1. Vocabulary Test

   The first instrument used in getting the data was vocabulary test.

   Vocabulary test was chosen as the instrument because it required students to measure their vocabulary achievement. Vocabulary test could also motivate the students to improve their English. The researcher used vocabulary test proposed by Heaton (1991). The test assessed the students' understanding and the student's vocabulary by choosing the correct answer. The vocabulary test consist of 20 items divide into vocabulary of noun , verb and adjective.

   The instrument is given because it requires students to measure their vocabulary achievement. Vocabulary test can also motivate the students to improve their English. The researcher uses vocabulary test proposed by Heaton (1991).

   Table 1 of Specification of Vocabulary

Vocabulary in Cycle 1		Vocabulary in Cycle 2	Percentage
Noun	Town, cousin, dog, country, square, corn.	Town, journey, trap, corner, hole, dinner.	30%
Verb	Went, visit, lived, grew, gave, offer, stay, bark, ran, eat.	Come, catch, eat, happen, step, get, took, ran, begin, lived.	45%
Adjective	Tired, rich, friendly, big.	Dark, beware, small, big.	25%

2. Observation

In this research, observation was conducted during the teaching- learning process. The teacher and the rater observed the process happening in the classroom. The observation was done to find out the students' interest to follow the class, students' attention to the teacher explanation, their focus on the aspects of vocabulary achievement and the teacher's performance in implementing teaching vocabulary through Mnemonic story. All of the important things that happened during teaching learning process were noted by the rater and the teacher.

E. Data Analysis

According to Setiyadi (2006:254), data analysis is a process of organizing the data in order to gain regular pattern or form of the research. In this research, the teacher validated the data by using vocabulary test and observation. After getting the data from the test and observation, the teacher analyzed the data based on the limitation of the problem and objectives of the research.

In analyzing and interpreting data, the first step that the researcher did was making description of all data. Then the teacher selected the data relate to the research question. The next step, the researcher arranged all collected data by classifying the data. The data was in the learning process and learning product, they were observation and vocabulary task. The last step was making the report. When the data were taken, she interpreted all the collected data and described them into conclusion. And based on the analysis and reflection, it was decided to conduct two cycles.

1. Learning Product

To know the learning product, the researcher used vocabulary task to collect the data. There was the indicator that was used to analyze the data gained from the test:

If at least 70% of students' scores can reach 60 or more for the test, it is assumed that mnemonic story is able to foster the learning product.

To know the percentage of students who get ≥ 60, the following formula is 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 for the teacher and the students by the observer during the teaching learning process by observing whole activities in the class and by filling the observation form. The observation was done to know the students' activity and the teacher activity during learning process, and it was based on the problems faced by teacher.

a. Students' activity and Teacher's performance

There were some indicators that were used to analyze the learning process of the students and the teachers: If 80% of students were actively involved in teaching and learning activities when mnemonic story was being implemented, it means the target was achieved. If more than 80% of students were actively involve in teaching and learning activities, it categorized as a good level. To get data from the learning process, the

researcher used observation sheets. The result of the observation sheets was analyzed after every cycle have been conducted.

b. Observation

Since the observation was done for observing the students' activities, and also the teacher's teaching performance, the teacher 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:

1. Counting the total score

In this step, the researcher counted the sum of the scores from all of aspects. The aspects score covered the teacher's activities in pre activity, while activity, and post activity.

2. Making a description from the data to be analyzed

It is 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.