

CHAPTER III

METHOD OF INVESTIGATION

3.1. Subject of the Research

The research was conducted on MTs Al Muttaqin Rengging. MTs Al Muttaqin Rengging is an Islamic Junior High School. The school is located on Jl. Raya Jepara-Kudus km. 13. The research was conducted in the academic year of 2018/2019. The school has six classrooms. There are two classrooms for VII grade, they are divided into class A and B. Class A consists of 31 Students and Class B consists of 30 students.

The subject in conducting this classroom action research was the students of seventh grade A of MTs Al Muttaqin Rengging. Seventh grade A consisted of 31 students. There were 17 male students and 14 female students.

3.2. Time of the Research

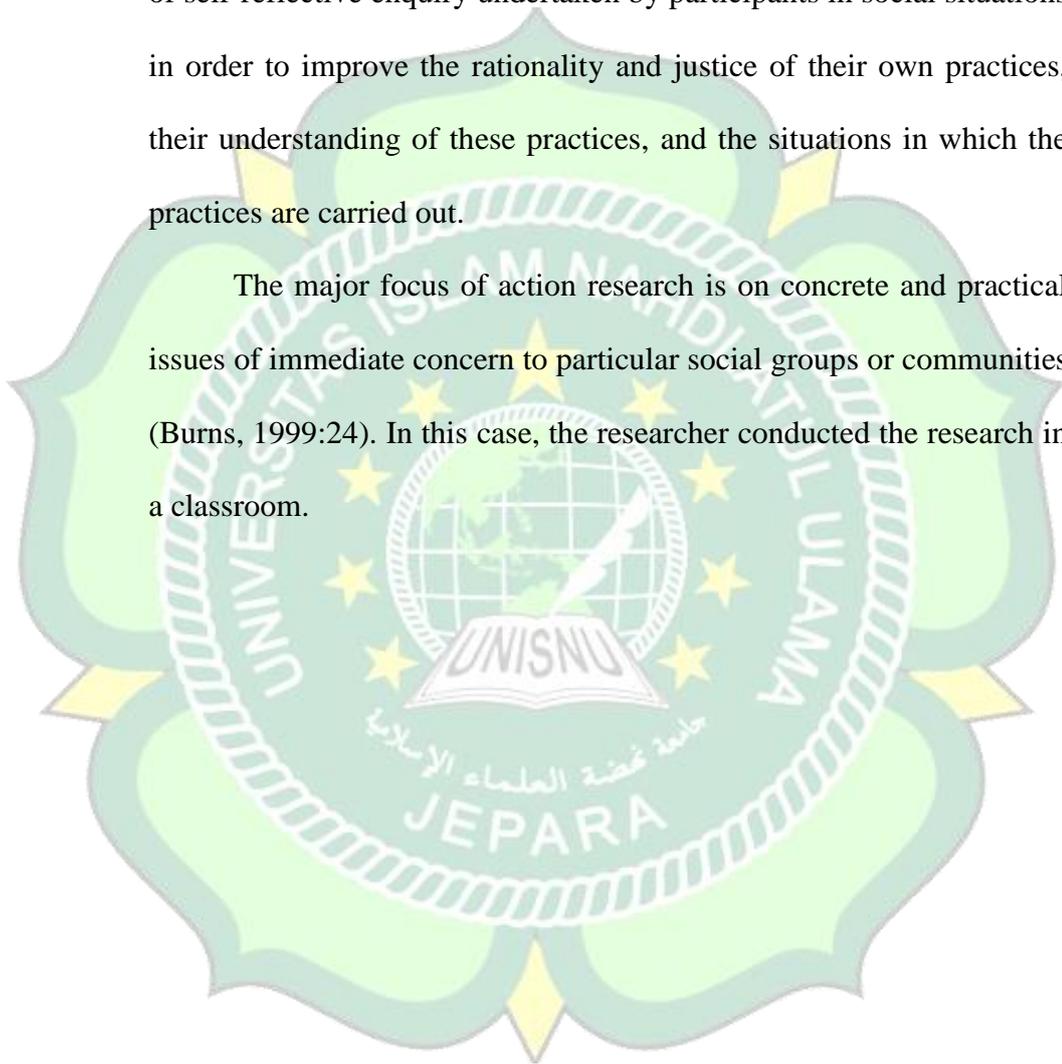
The researcher was conducted this research on the gasal semester of year of 2018/2019.

3.3. Research Design

The research method that the researcher used in conducting this research was classroom action research method. According to

Mubarok (2015:71), classroom action research is a research which is done in order to solve the problems and make improvement in the teaching and learning process in the classroom. The other researcher Carr & Kemmis (2004:162) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.

The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities (Burns, 1999:24). In this case, the researcher conducted the research in a classroom.



Cycle of conducting classroom action research

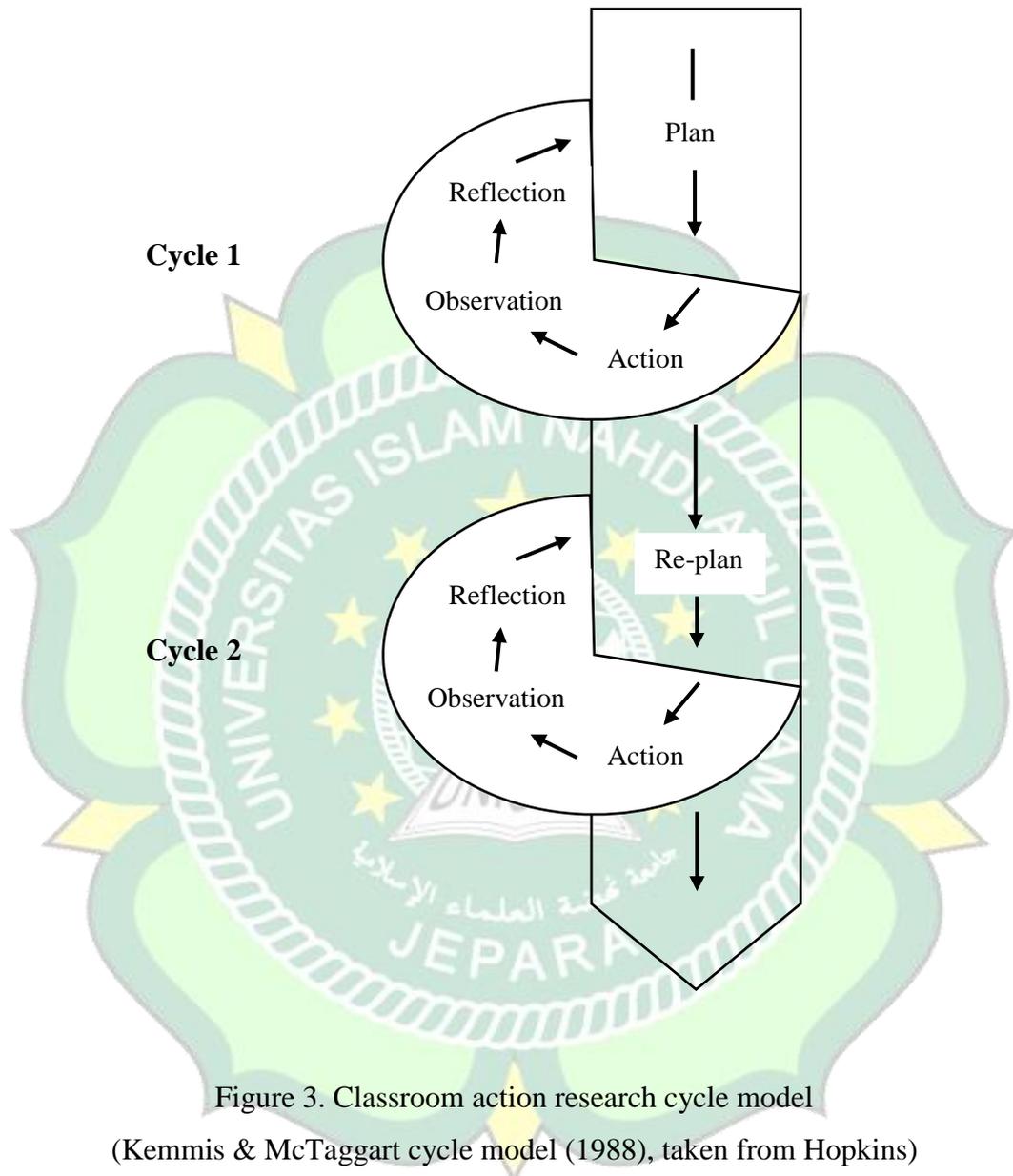


Figure 3. Classroom action research cycle model
(Kemmis & McTaggart cycle model (1988), taken from Hopkins)

In conducting this research, the researcher applied classroom action research as a research method. Before conducting the major cycles, the researcher conducted pre-cycle first. In pre-cycle the researcher gave test and questionnaire. The researcher gave test in

order to know students' vocabulary mastery ability before the implementation of crossword puzzle later. Then the researcher gave a questionnaire in order to find out what the students' problem in improving vocabulary.

After pre-cycle the researcher conducted the major cycle. There are four major steps for each cycle in conducting classroom action research:

a. Planning

Before conducting classroom action research, the researcher made a plan before doing the action. The researcher made preparation about what the researcher do in conducting this research such as:

- Preparing materials
- Preparing crossword puzzle
- Preparing the implementation of crossword puzzle
- Preparing lesson plan
- Preparing observation sheet
- Preparing test

b. Acting

The researcher did the plan that has been made. In this case the researcher implemented crossword puzzle in order to improve vocabulary in learning process. After the researcher implemented

the crossword puzzle in learning process, the researcher gave test to the students.

c. Observing

The researcher observed everything that necessary in implementing crossword puzzle in learning process. The observation was observed based on the observation sheet that has been prepared by the researcher before.

d. Reflecting

After the researcher analyzed the information based on observation sheet, the researcher made a plan for the next cycle. If there was problem that happen in the previous cycle, the researcher tried to solve the problem in the next cycle.

There were two cycles and one pre-cycle that researcher conducted in this research. Each cycle consisted of two meeting and pre-cycle one was one meeting. So, there were five meetings in conducting these cycles.

3.4. Method of Data Collection

There are several ways that the researcher use in collecting data for this research. In this research, the researcher used test, observation, and questionnaire.

a. Test

According to Mubarok (2015:68), in simple term, test is a method of measuring a person's ability knowledge, or performance in a given domain. The use of test in this research will be able to check the students' achievement before and after the implementation of the research.

There were three tests that the researcher conduct. The first test was in pre-cycle to find out the students vocabulary mastery before the implementation of crossword puzzle. The second and third tests are tests in cycle one and two in order to know the students vocabulary mastery after the implementation of crossword puzzle.

b. Observation

Creswell (2014:190) states that a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the researcher site. The use observation can make the researcher analyze the situation in conducting the research. Burns (1999:80) states that the use of observation enables researchers to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur.

The researcher observed anything that related to the research. They are the implementation of crossword puzzle in

learning process, the situation in the class, and the interaction that happen in the class, it could be between the student to the other student or the student to the teacher. They were recorded by using observation sheet.

There are two observation sheets. The first observation sheet is for student, and the second observation sheet is for the researcher. There are three indicators that researcher observed for students. They are classroom atmosphere, students' role and students' behavior. In classroom atmosphere indicator, the researcher observed the condition of the class. Meanwhile in students' role indicator, the researcher observed the students' activity in learning process. Then, in students' behavior indicator, the researcher observed students' behavior toward learning process. The second observation sheet is for the researcher. The use of this observation sheet is to find out the way in implementing crossword puzzle at class.

c. Questionnaire

Questionnaire is collecting data technique where the participant or correspondent fills a questions or statements then after they are filled completely, they give them back to the researcher (Sugiyono, 2014:192). The researcher used questionnaire to find out what the students' problem are in learning vocabulary. Questionnaire is also used to find out what is the

students' opinion during the implementation of crossword puzzle in learning process. The researcher used close questionnaire.

According to Mubarok (2015:53), in close questionnaire, researchers compile a questionnaire item either in the form of questions or statements and then give answer to be chosen. It means the use of close questionnaire make the students do not have free answer. There are two questionnaires that the researcher used in this research. The first one is in pre-cycle, and the second one is when all cycle is done.

3.5. Method of Data Analysis

After the researcher collect the data, the researcher analyzed the data that all researcher get using suitable data analysis theory. The data that researcher collected is qualitative. So, the researcher used Miles and Hubberman theory in order to analyze the qualitative data.

Qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs (Creswell, 2014:183). There are three steps in Miles and Hubberman data analysis theory:

a. Data reduction

There are a lot of data that gotten in collecting data. So, after collecting the data, the data will be reduced. Data reduction means

