

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The researcher would find the effective method to improving students' mastery about English for hotel. The researcher would make the CAR (Class Action Research) to get the result of the effectiveness from integrated approach in improving students' vocabulary mastery. Classroom Action Research (CAR) was used by the researcher with quantitative research as the research design. CAR was kind of research that is conducted by researcher which focus on solving problem faced in the classroom (Burns, 2010). Creswell (2014) states that research designs are plans and procedures for research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. By arranging a good research design, the writers will get the data as their expectation.

In arranging this study, the design used is Classroom Action Research (CAR) design since this study intends to improve students' skill in writing descriptive text about family. CAR is a collaborative activity between the teacher and students to discover what design can work best in their classroom situation. It starts from teachers' concern about their success in their own instructions and 23 students' learning progress which they assess throughout the whole process of instruction for the purpose of planning, implementing, and evaluating improvement. This study uses preliminary study as the basic measurement in using scrapbook as the media in writing

descriptive text. The result will be explained whether there is an improvement or not.

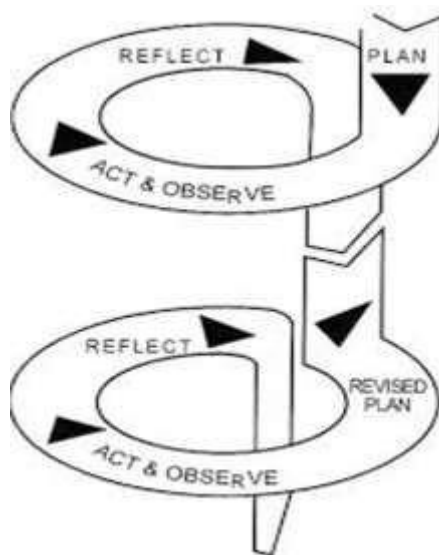


Figure 3.1 CAR Model By Kemmis And Mr. Taggar

3.2. Research Subject

The researcher will do this research in SMK Swasta Imelda Medan. The researcher will research this treatment in grade X. There will be 30 students in the class and the researcher will divide to 2 groups. One group of 15 students. Based on the opinion of the English subject teacher at the school, all the students had a hard time learning English, one of them for vocabulary mastery material. Based on this experience, researcher will take the initiative to do the research at this class.

3.3. Research Procedure

Procedure of the research is divided to two cycles. Cycle 1 and cycle 2

a. Pre Cycle

In pre cycle, in the class the teacher teach writing procedure text using common model learning. The class teacher will not use TPS. In the class the teacher give test toward the end of class. The purpose of test is to measure student's comprehension of procedure text. The class teacher then ask the students to write 13 a recipe. When the class finish, the researcher and the teacher analyze the data and make lesson plan for cycle 1.

b. Cycle 1

1. Planning

The researcher prepare materials and the instructional tools, The researcher arrange a lesson plan based on data analysis in pre cycle, and The researcher prepare observation sheet.

2. Acting

Researcher give topic about English for hotel, the class make became 2 groups, Researcher ask students to make role play as guest and front office attendant, Researcher prepare several class contains with pieces of papers which any terms about hotel in front office about product in one hotel, the students make a conversation about check in in hotel.

3. Observing

The researcher observe students' activity during research, when the discussion is in progress the researcher help students with their trouble in understanding the material.

4. Reflecting

The researcher will evaluate the result of cycle 1 and discuss it with class teacher to make lesson plan on cycle 2.

c. Cycle 2

If the planning in cycle one fail, the researcher will make another cycle to make the progress of teaching learning effective.

1. Planning

The researcher will prepare materials and the instructional tools, The researcher arrange a lesson plan based on data analysis in cycle, The researcher prepare observation sheet.

2. Acting

The researcher give some examples of explanation of the terminology about Hotel in the whiteboard, and then researcher will ask the students to memorize the terminology, Students asked to come in front of the class and speak up what they already memorize.

3. Observing

The researcher observe the activity during research keep an eye on students when they work in pair and helped them with the difficulties on understanding the terminology in hotel. Researcher also helping the students with observation sheet to monitor student's performances.

4. Reflecting

The researcher then analyze the teaching process whether it success or not according to criteria of success. The observation sheet and the students' recipe were analyzed to measure the success. The researcher used elements score of writing by (Alderson, J & Bachman, 2002) to indicate the success rate based on students work.

This research conduct in several cycles in case the criteria of success was not accomplished. When it does failed, the researcher will reflect on the observation and carrying out the information with the researcher to revise next cycle.

3.4. Data Collecting Technique

In this research, the data are collected through observation, interview, tests, and documentation. Observation is carried out by the researcher and the teacher as the collaborator in the classroom during the teaching and learning process. It is used to get the data about the students' participations, attentions, and activities in the classroom. Interview is conducted by the researcher to the teacher

and students. It is important to know the students' problem in improving vocabulary mastery especially in English for Hotel.

While tests are undertaken in order to know the students' improvement of using integrated approach at SMK Swasta Imelda Medan academic year 2022/2023 . The tests consist of pre-test and post-test. The pre-test will be given to know the students ability in vocabulary mastery before getting the treatment. While post-test is given after the students' getting the treatment. This research is conducted three times in which two times as teaching and learning process and the last for the test. The students will ask to make some conversation using hotel terms that usually use in hotel.

3.5. Data Analysis

According to Ary et al. (2010), data analysis is a systematic process of searching and arranging data which are conducted by the researchers to increase their understanding and enable them to present what they have learned. There are two kinds of data that should be analysis. There are quantitative and qualitative data.

1. Quantitative Data

The numerical data in this research is students' scores of pre-test and post-test will analyze based on the quantitative principle dealing with statistical numbers. To know the mean score of students in the class, the formula will be used as follows:

$$x = \frac{\sum K}{N} \times 100\%$$

Notes :

X = The mean of students' score

$\sum x$ = The total score of students

N= The number of students

The success of the learning activities can be seen whether the students can pass the Kriteria Ketuntasan Minimal (KKM) which has been set by the school or not. 29 In addition, SMK Swasta Imelda Medan is 75. If there is an improvement from the result of the post-test, the scrapbooking treatment was appropriate to improve students' ability in improving vocabulary mastery.

2. Qualitative Data

The qualitative data that will be collected in this research is the data from the field notes. It is analyzed using qualitative data analysis. It has three stages, those are; organizing and familiarizing, coding and reducing, and interpreting and representing described as follows:

a. Organizing and Familiarizing

The researcher is required to have well understand with the data through reviewing and rereading so the data can be easily retrieved. In this stage, the researcher read the field notes that had been collected in each meeting during the cycle.

b. Coding and Reducing

Coding and reducing are the stage where the researcher classified the data. The researcher in this research categorized the field notes data into two parts, those are the strength and the weakness research's application of writing.

c. Interpreting and Representing

The last stage is interpreting and representing. The researcher reports the data that had been collected by explaining and describing. It is in the form of 30 students' improvement in the class activity in responding and correcting their errors. Then the researcher can conclude the whole qualitative data.

3.6. Scoring

The scores from vocabulary size tests have typically been interpreted as demonstrating that the target words are "known" or "learned." But "knowing" a word should entail the ability to use it in real language communication in one or more of the four skills. It should also entail deeper knowledge, such as knowing the word's derivative forms or collocations. However, little is known about how informative various vocabulary item formats are about lexical employability or mastery of aspects of word knowledge. That is, we have little idea about what score interpretations are warranted from various item formats (Benjamin kremmel 377-392).

Table 3.1 Table scoring

No	Name	Score	Criteria
1	Student 1	81-100	Excellent
2	Student 2	71-80	Very Good
3	Student 3	61-70	Enough
4	Student 4	50-60	Less
5	Student 5	Under 50	Failed

