

CHAPTER III

RESEARCH METHOD

A. Research Design

In order to investigate the utilization of English Speech on YouTube Videos to enrich students' vocabulary, Classroom Action Research (CAR) was applied in this study. To put it simply, Classroom Action Research (CAR) is a powerful strategy to enrich the teacher's performance and students' quality in learning English which is attempted to enhance an innovational strategy that can achieve success in learning (Latief, 2011). In addition, Classroom Action Research is also implemented when students', teacher's and classroom's problems are found and revealed. As a result, as a professional teacher, being aware of the problems found is necessary in order to overcome them all (Latief, 2011).

Hence, as a result, Classroom Action Research was firmly picked as the method or steps to overcome the problems faced by the students in enriching vocabulary (Kemmis & McTaggart, 2002). The vocabulary would be increased by applying its steps, which are impactful, and by using the English Speech Videos on YouTube.

Furthermore, Latief (2011) also states that Classroom Action Research is a successful tool in improving English both teachers' quality performance in teaching and students' achievements in learning English in the classroom. In Classroom Action Research, every English teacher would determine their own teaching ways and plan development related to the outcome of the assessments.

In this case, the outcomes are the innovations in English instructions. Additionally, Classroom Action Research is directed at developing teachers' learning strategies to help increasing students' learning achievements. Unfortunately, if students fail in learning English, teachers will be blamed for it. And to respond to this, a professional teacher has to be able to find out and solve students' problems in learning English.

In this case, Classroom Action Research is suitable to be used to finish this research. The process of Classroom Action Research covers repeated cycles, such as: planning the action, implementing the action, observing the action, and reflecting the action Kemmis and McTaggart (1988, 2002) as cited in (Latief, 2011). The figure 3.1 displays the spiral of Classroom Action Research.

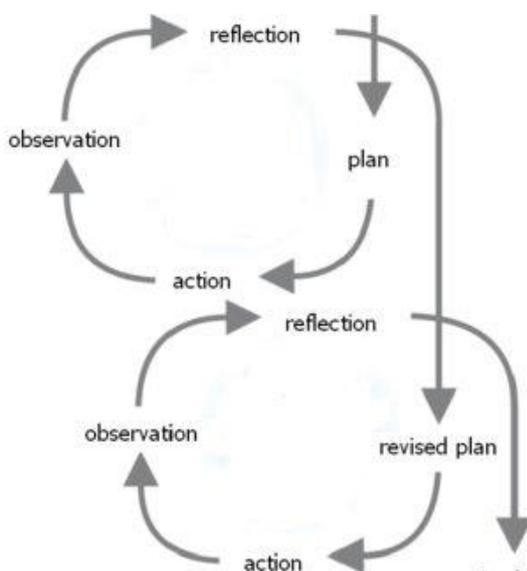


Figure 3.1: The spiral of Classroom Action Research adapted by Kemmis and McTaggart (1988).

The above figure obviously displays the nature of action research along with the major steps, which are plan, action, observation, and reflection. All

those steps must be applied until Classroom Action Research is successfully done.

In the plan stage, it is the step where preparing the classroom instructional strategy to solve the problems is firstly done, and the criteria of success have to be made as well (Latief, 2011). In addition, the researcher does not process the implementation of the plan, but the researcher has to try out the strategy to test how effective the strategy used in the classroom is.

Latief (2011) has given directions that the step of action refers to the process of applying the strategy planned. It is the second stage to measure how far and how much the strategy used can overcome the problems.

Particularly, the next step is the observation which is the step where the researcher needs to observe the success of the strategy in overcoming the problems found in the classroom (Latief, 2011). Therefore, observing the things that need to be revised for the next cycle is done in this stage. In other words, this cycle refers to the process of gaining the data that indicates the success of the strategy used in solving the problems. There is one question that has to be considered in observing that is "*How well does the strategy solve the problems?*" (Latief, 2011).

Additionally, the product of Classroom Action Research consists of ensuring that the strategy used can solve the problems and the criteria of success can successfully be reached (Latief, 2011).

The last stage of Classroom Action Research is the reflection which refers to the process of analyzing the data to establish how far the data collected have

revealed the success of the strategy used in solving the problems (Latief, 2011). Additionally, the reflection stage is also designed to evaluate the criteria that have been achieved successfully and the criteria that have not been achieved successfully.

The four key terms are inseparable units. And all of the repeated cycles above were accomplished by the researcher to solve the problems, and to achieve successfully the criteria of success. Therefore, here are the implementations of maximizing the English Speech on YouTube Videos in cycle-1 and cycle-2:

1. Plan

In this stage, watching the English Speech Videos and selected the vocabulary to be added in the power-point were the first things to do. Making the lesson plan including the activity check-list was done after that. In addition, making the tests questions and the criteria of success was also accomplished here.

2. Action

Doing the all plans is the thing to do in the action stage. Preparing the equipments needed in the classroom and watching the English Speech Videos on YouTube were done. Teaching and learning based on the vocabulary from the videos and conducting the tests were done in this stage as well.

3. Observation

The observation was done during the action. Hence, while doing the action, observing was also done here, which to observe the students' enthusiasm, responses, and the classroom environments. On the other side, observing the problems and things to be fixed was done as well.

4. Reflection

Making beneficial reflections based on the observation results was done to measure the criteria of success.

B. Research Setting

The researcher took place to conduct this study in the Junior High School of SMP Muhammadiyah 1 Banjarbaru, South Kalimantan, Indonesia. The institution was chosen due to it has some additional programs for the students, such as language classes (including Arabic and English), digital classes, tahfiz classes, and so on. And the language class was chosen in this research. In addition, the researcher decided to conduct the research in the school because the researcher would like to know how far the improvements of the English Language Class are and would like to assist in enriching the students' vocabulary in the classroom.

First, the researcher obtained the permission of the school by giving them a valid research letter. Besides, the researcher would conduct the study with the students in the school chosen.

C. Participants

The participants of this study were students of the 7th grade of Junior High School at SMP Muhammadiyah 1 Banjarbaru, South Kalimantan, Indonesia. It involved one class consisting of 28 students 7 males and 21 females. The research was conducted through the teaching and learning process in the classroom. The researcher decided to choose this class due to the researcher noticed the problems of the students, the students' enthusiasm in learning English in the classroom and would like to assist enriching the students' vocabulary.

Moreover, out of 28 students, there were only 20 students, 4 males and 16 females, who became participants of this research. The 3 students are the students with special needs, and the 5 students are the students who did not have complete scores of the whole test of the research. Hence, 20 students became the participants to obtain the valid data for the research.

D. Data

The data in this study was obtained from the results of the observation, interview, and the pre-test and post-test scores of the students in utilizing English Speech in YouTube Videos to enrich the students' vocabulary

In order to obtain the available data, the researcher needed the source of data. The data source was the subject of the research. In this research, the data was obtained from the students of the seventh grade of Muhammadiyah 1 Banjarbaru Junior High School, who became the participants in this research.

E. Technique of Data Collection

In order to obtain the data, the researcher employed four techniques of data collection, and they are: interview, observation, documentary, and test (pre-test and post-test). And each technique of data collection has its instrument used to ease the researcher to collect the data in this study. Here are the following techniques of data collection:

a. Interview

The first technique of data collection used in this study was the interview. The interview is beneficial to have verbal communication to obtain data about the participants' behaviour, beliefs, and experiences (Nathan et al., 2019). Moreover, Latief (2011) also informs that the data on students' problems can be obtained from interviews, observation, and documents.

The process of the interview involves an interviewer arranging the process and asking questions and an interviewee responding to the questions given. In addition, an interview can be conducted face-to-face or through a phone call.

Therefore, in this research, the researcher interviewed the students and the other English teacher in the school. Firstly, the researcher interviewed the students in order to know what exactly the problems faced by the students in vocabulary and the English teacher in order to know the students' vocabulary problems and competence and his method in teaching vocabulary to the students to support the data of the observation.

Additionally, interview guideline questions for the English teacher and the students were made and used to ensure that the interview runs well to collect the data.

b. Observation

The second technique of data collection in order to gain the data was observation. In particular, observation is an effective tool for gathering data of research systematically and observing a real phenomenon in occurred place being observed (Almeida, 2017).

Therefore, this technique of data collection was accomplished in order to know the class situation, students' behaviour, and the students' lack or problems in vocabulary by asking the students to guess the meaning of words that will be given. It is in line with Latief (2011), who states that observation can be used to know the students' attitudes, classroom environments, and students' problems.

c. Documentary

The second technique of data collection that was used to conduct this research by the researcher is documentary. The documentary has Some instruments of documents, and they are lesson plans, PowerPoint materials, field notes, students' paper tests (pre-test and post-test), and photographs. The documents were used to collect the data in this study such as:

1) Lesson Plan

The lesson plans were made and used in order to guide the teaching and learning process more easily. The lesson plans were made before the teaching and learning process as well.

2) PowerPoint Materials

The PowerPoint materials were used to ease the researcher to teach in the classroom. The PowerPoint materials consisted of explanations of the materials being taught in the classroom.

3) Field Notes

Field notes can be utilized to collect information about the classroom situation, the teaching and learning process, and the students' behavior. The field notes were used to record activities happening in the classroom in written form. The teacher's and students' activities could be recorded in the field notes in order to collect the data.

4) Students' Answer Sheets or Paper Tests

The pre-test and post-test need answer sheets in this research. The pre-test was conducted in order to identify the students' vocabulary before the action is applied, while the post-test was done to measure the enrichment or improvement of the students' vocabulary after applying the action.

5) Photographs

The photographs were used to inform the real description and situation during the teaching and learning process. The researcher took pictures or videos to collect additional data.

d. Tests (Pre-test and Post-Tests)

The last technique of data collection that was used in this study is a test (pre-test and post-test). The instruments of the test that were used are the students' test paper sheets. In this case, the test was definitely needed to measure students' comprehension and ability of the lesson being taught. The test is a process of trying out the language being taught that students have to be able to do, and then they are tested (Harmer, 2007). Moreover, also states that the goal of a test is to figure out what students have known and what students have not known.

The researcher conducted both pre-test and post-test in order to know the students' improvements in vocabulary. Whether or not the students' vocabulary bank will enrich by applying this way. In both pre-test and post-test, the students were required to answer questions related to vocabulary. In particular, the questions were 40 questions for each test (multiple choice) with 60 minutes for each test.

F. Data Analysis

In analyzing the data, a Classroom Action Research needs to analyze the data systematically. In addition, to avoid any misunderstandings or misconceptions, the observation and interview were administered to prove the

first research question. In contrast, the whole test of this research was used to answer the second research question. In particular, the items have passed the content and face validity since it was made based on the students' beginner levels and the book and syllabus used in this class (Harris 1969). Moreover, to make the data findings of this research presentable, an interactive model of data analysis by Miles et al. (2014), which covers data reduction, data display, and conclusion verification.

The first step is data reduction which is the process of selecting, focusing, simplification, abstracting, and transforming "raw" data from written-up field notes; data reduction occurs continuously throughout the life of any qualitatively oriented project (Miles et al., 2014).

The data reduction in this research was used to simplify the data findings of this research and to limitate the focus of this research which are the implementations and the improvements of the strategy in maximizing the English Speech on YouTube Videos to enrich students' vocabulary. Additionally, the data reduction was used to write the necessary aspects of the research only.

Data display is the second major flow of analysis activity. A 'display' is an organized collection of information that allows for conclusions to be drawn and actions to be taken. The narrative text has been the most commonly used method of displaying qualitative data (Miles & Huberman, 2014).

The data display in this research focused on displaying the findings of the research. The findings of the research were displayed in tables, diagrams, and

descriptively to make it presentable. The qualitative was written descriptively by writing all the needed findings, and the quantitative data was written through tables and diagrams.

The third type of analysis activity is drawing and verifying conclusions. The qualitative analyst begins to decide what things mean as soon as the data is collected, noting regularities, patterns, expansions, possible configurations, causal flows, and propositions. Final results may not be available until all data has been gathered (Miles & Huberman, 2014).

The drawing conclusion in this research was obtained after all the data is written. As a result, getting the final conclusion based on the focus of the research must be obtained in the conclusion drawing. The conclusion drawing answered the research questions proposed.

In addition, analyzing the observation is needed. The observation is the step that was done in the pre-research to show the students' ability in vocabulary. The researcher then analyzed how good the students' vocabulary was. This observation would also be supported and reinforced by the interview of the other English teacher. Furthermore, the classroom environments, including the students' enthusiasm and responses during the teaching and learning processes were also observed to analyze the data of this research.

Moreover, analyzing interviews is necessary, the interview was done at the beginning of the research. Firstly, the researcher interviewed the students in the classroom to prove the students' difficulties in enriching vocabulary. Besides the teacher also interviewed another English teacher in purpose to gain more

data about the students' challenges in enriching vocabulary and the teacher's steps and challenges in teaching vocabulary.

As the analysis of the quantitative data, analyzing the Students' Pre-Test, Post-Test 1, and Post-Test 2 is absolutely needed. Additionally, the data from the pre-test, post-test 1, and post-test 2 were calculated by using a scoring guidance as shown below:

$$\mathbf{Final\ Score} = \frac{\mathbf{Correct\ Answer\ x\ 100}}{\mathbf{Total\ of\ Questions\ (40)}}$$

Moreover, to calculate the average score, the teacher-researcher calculated the mean score by using the following formula:

$$\mathbf{Mx} = \frac{\sum \mathbf{x}}{\mathbf{N}}$$

Description:

Mx : The mean

X : The individual score

N : The number of students

Furthermore, in order to obtain the class percentages which pass Minimum Mastery Criteria (MMC) / *Kriteria Ketuntasan Minimal (KKM)* 75 in 75% out of the 25 students, if the students get a score under 75, then it means she/he is unsuccessful in enriching the vocabulary. Hence, the teacher-researcher used the formula below:

$$P = \frac{F}{N} \times 100\%$$

Description:

P : The class percentage

F : The total percentage score

N : The number of students

The scoring guidance and the explanation of the criteria of the test result adapted by Harris (1969) was also used in this research, the describe the students' improvements, here it is:

Table 3.1:

The Level of Ability Adapted by (Harris, 1969)

NO	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Average
4.	0-49	Poor

In this research, the criteria of success were also used in order to see how well the strategy could solve the problems in the classroom. Classroom Action Research would be assumed successful if it can enrich the students' vocabulary by maximizing the English Speech Video on YouTube and fail if it cannot enrich it. In particular, the research would succeed when the following criteria below are achieved. Here are the criteria for the success of the research adapted by (Latief, 2011):

1. The students' score improvements if 75% of the students can reach the Minimal Mastery Criterion (MMC) level, which is 75, by indicating the score pre-test, post-test 1, and post-test 2
2. The improvements of the classroom environments.

The first criteria of success will measure by analyzing the scores of the pre-test, post-test 1, and post-test 2 to determine whether the scores would improve or not. Meanwhile, the second criterion of success will be stated as a success if the classroom environments improve from each meeting by observing by using field notes.

If all the criteria of success are succeeded to be achieved, then the research implementation would be stopped. However, if the criteria of success mentioned above have not been reached yet, then it would be continued in the next cycle. The table following 3.2 displays the matrix of this research:

Table 3.2
The Matrix of the Research Instruments and Data Analysis

No of RQ	Data Collection Technique	Instrument	Participants	Investigated Data	Design	Data Analysis Technique
1	Interview	Interview guideline, field notes	Students and teacher	<ul style="list-style-type: none"> • The students' problems in enriching vocabulary • The other English teacher's problems and techniques in teaching Vocabulary 	Case Study	Interactive model of data analysis
	Observation	Field notes	Students	<ul style="list-style-type: none"> • The students' problems, enthusiasms, and classroom environments 	Case Study	Interactive model of data analysis
	Documentary	Lesson plan, power-point materials, field notes, students' paper tests, and	Students	<ul style="list-style-type: none"> • The teaching and learning process • The students' enthusiasms, • The students' test scores • The classroom environments 	Case Study	Interactive model of data analysis

		photograph s					
2	Tests	Students' answer sheets	Students	•	The students' test scores and the percentages	Case Study	• Interactive model of data analysis • Checking students' scores and percentages