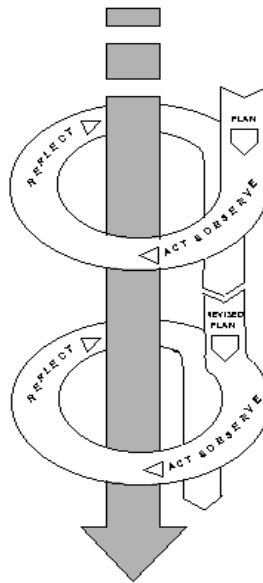


## Chapter III Research Method

### 3.1 Research Design

This research is categorized as action research. In this research, the writer uses the principles of action research. Action research is used to find and implement actions to improve the use of Mobile Assisted language learning as a media in teaching English Vocabulary at The Fifth Grade Students of SDN 1 Sukamanah.

There are several concepts of a classroom action research. The writer chose one of them which is from Kemmis and McTaggart (1988). The process is presented below.



**Picture 2.** *The Steps of Action Research.*

The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, re planning, acting and observing again, and then reflecting again. Those steps are done to find out the

most appropriate actions to improve the use of Mobile Assisted language learning as a media in teaching English Vocabulary at The Fifth Grade Students of SDN 1 Sukamanah.

### **3.2 Research Method**

Judith Preissle in Creswell J (1998) states about qualitative research as Qualitative research is a loosely defined category of research designs or models, all which elicit verbal, visual, tactile, olfactory, and gustatory data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio and videotapes and other written records and pictures or films.

### **3.3 Research Setting**

The writer takes place the research at SDN 1 SUKAMANAH.

### **3.4 Subject of the Research**

The subjects of the research are some students of SDN 1 SUKAMANAH. There are 10 students of fifth grade students of SDN 1 SUKAMANAH who have Smartphones.

### **3.5 Time of the Research**

The time to conduct the Research would be in the non-effective time of teaching and learning in school.

### **3.6 Procedures of the Research**

The writer uses Kemmis and McTaggart's model in this research as discussed in the beginning point of this chapter. There are three steps in a cycle. They are planning, implementation, observation, and reflection. These steps are involved in cyclical structure.

### **3.6.1 Planning**

After the writer has identified the problems, the writer will make some planning to choose the actions that are feasible to be implemented in the field. The writer plans to have the action research in English Club of fifth grade students of SDN 1 SUKAMANAH in several cycles. The writer has discussed with the English teacher to determine the actions to solve the existing problems.

### **3.6.2 Actions and Observations**

This step is the implementation of the action plans made after the writer got the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom.

### **3.6.3 Reflection**

After doing activities in the first cycle and then observing the problems, there will be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before. Responses and suggestions are accepted by the writer from the other participants of this research, especially from the collaborator. The results of the identification from the actions are determining as successful or unsuccessful ones.

## **3.7 Data Collecting Techniques**

### **3.7.1 Observation**

The observation is done to know what happen in the classroom when the research is being conducted. The result of the observation is using to get information for supervising and inspecting the next research plans. In this case, the observation is reporting in the form of field notes. It describes what it happens

in the classroom. The class observation has also completed with the photographs taken from the writing teaching-learning process. The photograph is one of the references to support the notes about what happened in the classroom.

### **3.7.2 Compare the score**

After the implementation of mobile assisted language learning, students are given assignments and after several meetings the writer compares the results of the student assignments and writes the results

### **3.7.3 Interview**

The interviews are held to get the data about the students' interest about the technique during and after the teaching-learning process. The data interviews are transcripts. The interviews are arranged in a procedure. It means the teacher and the students answer the questions relate to their opinions and suggestions about the teaching learning process by using the mobile assisted language learning. The English teacher and some students interview soon after the research have been implemented by the writer.