

### **III. RESEARCH METHOD**

#### **3.1 Setting**

The researcher, as the class teacher, conducted the research at the grade fourth students of SDK BPK Penabur Metro. She took one of her classes in which the students had lower average score and low motivation. They also were not active when they were following English subject. Based on the teacher's experience during teaching learning process and students' result test in vocabulary test, the teacher found problems such as incapability of the students in answer the vocabulary test well. After finished the problems, she examined the problem solution. The problem solution was teaching vocabulary through spelling games.

The researcher taught it based on the lesson plan made before. After teaching, the researcher asked the students to spell the word and then in the last meeting she gave them questionnaire. All the activities during teaching learning process were observed by a rater. The researcher together with the rater analyzed and discussed the observation results during teaching learning process (based on the observation and questionnaire results) and learning result (vocabulary test). Based on this analysis, the researcher did the next teaching cycle that was focused on the weakness in the previous cycle. She did the research only in two cycles since the research indicators had been reached in the second cycle.

### 3.2 Research Procedure

In this research, the researcher did Classroom Action Research in two cycles. Each cycle consisted of planning, action, observation and interpretation, analysis and reflection.

#### 1. Planning

The first step in this stage was identification of the problem. The researcher identified the problem based on the researcher's experience as the English teacher in the classroom. Having found the problems, she formulated and analyzed the problems that were important to be treatment. Then, the researcher made lesson plan based on the formulation of the problem by using spelling games. She also planned the type of the test and teaching material.

#### 2. Action

After making lesson plan, the researcher as the teacher taught the students by using spelling games. She helped by a rater. observed the students' activities during teaching learning process. The rater also observed the teacher's performance when the teacher taught the lesson. Then, the students were given questionnaires after teaching learning process.

#### 3. Observation and Interpretation

Observation and interpretation were done during teaching learning process using spelling games in the class. The observation was done at the same time with the action that had mentioned before. The researcher asked a rater to observer the teaching learning process.

#### 4. Analysis and Reflection

The researcher (helped by the rater) analyzed the result of the class observation during and after teaching learning process. This stage was done to see the weakness or strengths in each cycle.

### 3.3 Indicators of the Research

The researcher used two indicators in this research; they were learning process and learning product. They were used to see whether spelling games could be used to increase the students' ability in vocabulary.

#### 1. Learning process

To know the implementation of spelling games during teaching learning process, the researcher asked a rater to observe the teacher's performance and students' participation. The researcher used observation sheet and questionnaires. The indicators of the observation sheet were if the teacher gets minimum 70%, she could achieve the target. Meanwhile, the indicator of questionnaires was 95% students were active during learning process under spelling games.

#### 2. Learning Product

The observation of the process of teaching was based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while activity, and post activity. The target is that 75% of students are active during the process. Students' activity will be measured through a form of observation sheet from the researcher and the collaborator (see appendix)

### **3.4 Instrument**

In getting data, the writer employed two kinds of instruments. They are as follows.

#### **1. Observation**

Observation is a data collection strategy in which the activities of subjects are visually examined. The purpose of observation is to explain the situation being investigated; activities, people, or involved in an activity and the relationship among them (Setiyadi, 2006). Observation is done to get a clear image of a certain activity.

The subject of this research was the grade fourth students of SDK BPK Penabur Metro. Teacher's performance and students' participation during teaching learning process become the focus of the research. The researcher classified each aspect into five categories, very satisfactory, satisfactory, sufficient, insufficient, and very insufficient.

#### **2. Questionnaires**

Questionnaires are list of a question, which are distributed to a number of people in order to collect information about something. In this research, questionnaires were given to the students in order to know their participations during teaching learning process. They were given to the students after teaching learning process. They covered the students' opinion about their class experiences and their difficulties in mastering vocabulary within the implementation of spelling games.

### **3.5 Data Analysis**

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. In using qualitative research, we will be collecting and analyzing at the same time. These processes inform each other. Be open to new ways of thinking as you learn more from your data. In this research, the researcher validated her data by using observation and questionnaires.

Having collected the data from observation and questionnaires, the researcher analyzed the data that was based on the limitation of the problems and the objectives of the research by using qualitative description. In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collected data. Then, she selected the data that related to the research questions and classified them into one category (data in learning: questionnaires and observation). The last step was making a report. The writer interpreted the data into substantive theory about the research on spelling games.