

CHAPTER III

RESEARCH METHOD

This chapter discusses about setting, procedure of action research, target of the research, instruments of the research and data analysis.

A. Setting

The subject of this classroom action research was the eight grade of SMP Negeri 1 Adiluwih, class VIII B in 2011/2012 academic year. The researcher chose this class because it had the lowest rank in term of ability in vocabulary mastery. The researcher wanted to know whether using guessing words game can increase the student's vocabulary achievement.

It was done based on the problem faced by the students when they were learning English. The researcher also wanted to know whether Guessing Word Game can improve teacher's performance in teaching vocabulary. The Guessing Word Game which was used in her research was related to the topics, such as badminton, basketball, and swimming or words related to sports that are appropriate with the material that the students learn. The topics were related to the syllabus for Junior High school.

In this classroom action research, the teacher was researcher. The researcher made lesson plan and performed it in the classroom. The teacher implemented

Guessing Word Game in teaching vocabulary. Then, there were observers who observed the teacher's performance and the student's activity during the teaching learning process.

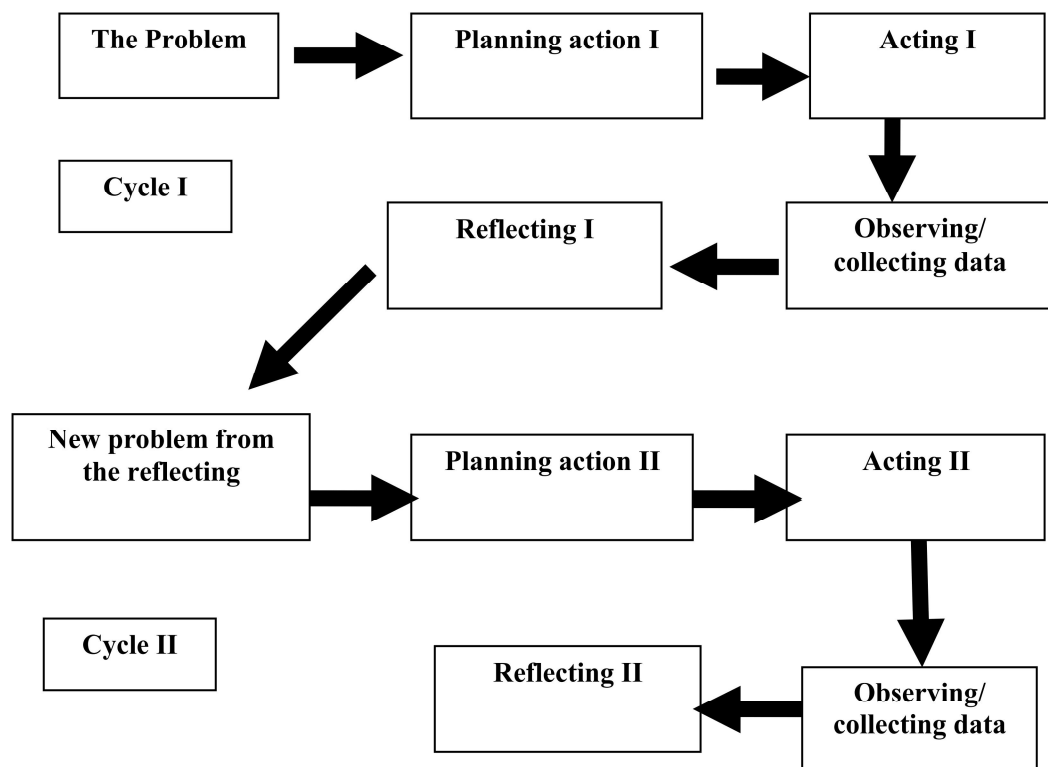
The solution which was applied is teaching vocabulary through Guessing Word Game. Then the lesson plans were designed and applied in the classroom. The researcher hold two meetings for each cycle. After giving the treatments, the researcher administered a test in order to measure the student's vocabulary achievement.

B. Procedure of Action Research

This research was done in the form of classroom action research. It was intended to increase student's vocabulary, to improve students' participation in learning vocabulary and improve teacher's performance in teaching vocabulary by using Guessing Word Game. The students' participation and the teacher's performance were scored by another teacher as observers. Arikunto (2007: 16) classroom action research is the research of learning activity in the class, which any interaction between teacher and student. It means that, the teacher gives report about student activity. The action, the learning English process search the result process, make result, discuss and other. From the definition above researcher could resolve that action research is an experiment arranged by the teacher in the class, which aims to increase the teaching learning quality. Here, the writer did four steps in the action research process, those were planning, acting, observing, reflecting. The researcher chose the design from Suharjono

(2008: 74). And in this research, the researcher planed to hold three cycles, but the indicators were achieved in Cycle 2.

Here are the steps of classroom action research design;



This Classroom action research consisted of 4 steps, namely:

1. Planning

In this case, the researcher arranged the plan of the treatment will be done.

The planning must be suitable with hypothesis. The researcher arranged the steps of teaching English vocabulary; it was used to solve the problem of

teaching English vocabulary in Junior High School by using Guessing word Game technique.

The steps of planning are;

- The teacher prepared lesson plan, list of student's attendance, technique (Guessing word game)
- The teacher prepared observation sheet for students.
- The teacher prepared the vocabulary test for Cycle 1.

2. Acting

The researcher was ready to do her research. In Cycle 1, she tried to use guessing word game technique in teaching English vocabulary. In this stage, the researcher applied the lesson plan that was prepared previously in the teaching learning process. In the activities, the teacher built up the students' mind to the material that was given by asking some questions. After that the teacher explained the material related to the topic. Then the teacher divided the students into five groups to compete in doing guessing word game that the teacher handed in. Then the teacher asked the students to categorize the words related to their vocabulary achievement after doing guessing word game. After finishing the treatments the teacher gave a vocabulary test to the students consists of 30 items. In each cycle, the researcher became a teacher and there were two observers English teachers, one teacher observed the teacher' teaching performance and the other observed the students' activities. The step covered pre activities, while activities and post activities.

3. Observing

Besides teaching English, the researcher observed the process of learning English in the classroom. Observation was used to see a phenomenon or behavior while it is going on.

The main advantage of using observation is to know situation of students while studying in the class, a feature which was very important in studying language behavior of the subject observed. In this research, the observer entered the class room and made some notes about the teacher and students' activities while the teaching learning process of vocabulary by using guessing word game.

4. Reflecting

In this step, the researcher and the observer analyzed the result of guessing word game of the students as the learning product. The researcher and the observers also analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the improvement after the teacher implemented guessing word game, in the classroom. In analyzing, the researcher together with the observers did reflection to discover the weakness and strength of the implementation of guessing word game, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the observers know what should be improved for the next cycle. If the indicators of the research haven't been fulfilled in the first cycle, the researcher together with the observers would plan the next step to make

betterment in the second cycle. On the other hand, if the indicators were already achieved the researcher and the observer did not need to hold the next cycle.

C. Target of the Research

In order to see whether guessing word game can be used to increase the students' vocabularies achievement, the researcher determined the indicator dealing with the learning process and products.

a. Learning Process

For this learning process, observation was done to both the teacher and the students by two observers (the observers were English teachers at SMPN 1 Adiluwih) during the teaching learning process by observing the whole activities in the class and by filling the observation form. The observation was done to know the students' activity during learning process, in which based on the problems faced by the teacher in teaching vocabulary was divided into three activities, they were, pre-activity, whilst activity, and post activity. In pre-activity the aspects which were observed were the students' responding to the teacher's question, paying attention to the teacher's explanation about the topic (sport), interested to study vocabulary related to the topic (sport), in whilst activity, the aspects observed were students' paying attention to the teacher's explanation, paying attention to the modeling of GWG, following/understanding the teacher's instruction (work in group), responding to the representative of group, understanding the

meaning of words, able to classify the words into noun verb and adjective, and in the post activity, the students' spelling the target language.

The indicator determined by the researcher concerns the students' activity was 80 percent. So, if 80 percent of the students were actively involved in learning activities when the guessing word game was implemented, it means that the use of guessing word game was applicable to improve students' vocabulary achievements. The researcher decided to set up 80% as the target since according to Arikunto (2004:4), if more than 75% students were actively involved in the teaching learning activities, it could be categorized as a good level. The researcher discussed it with the other English teachers.

Besides observing the students' activities, the observer also observed the teacher's performance during teaching and learning process. It was expected that the teacher's score for the teacher performance could reach score 80. So, if the teacher could get score 80 in her teaching performance, it means that she could teach very well. There were some aspects that were used to score the teacher's performances, such as doing the apperception, mastering the learning material, having the learning strategy, using the learning media, involving the students and having evaluation.

b. Learning Product

This target was 70% students gained score 66 (sixty six). This target was determined based on the target of KKM (Kriteria Kelulusan Minimal).

D. Instrument of the Research

In getting the data, the researcher employed two instruments. The first instrument was the vocabulary test as the main source of the information. The second one was observation checklist to support the analysis itself. The instruments could be specifically described as follow:

1. Vocabulary Test

The first instrument in getting the data was vocabulary test. It was chosen as the instrument because it required the students to master their vocabulary. Vocabulary test could also motivate the students to improve their English ability. The researcher used the vocabulary test proposed by Heaton (1991). The test assessed the student's understanding and the student's vocabulary by choosing the correct answer related to the topic. The vocabulary test consist of 30 items that divide into 12 nouns, 9 verbs, and 9 adjectives.

Table1. Table of Specification of Vocabulary in Cycle 1 and Cycle 2

No	Word classes	Vocabulary	percentage
1	Noun	cycling, boxing, cyclist, surfing, cheerleaders, referee, goal keeper, mitten, goggle, helmet, racket, stick, swimsuit, shoes, arrow, etc.	40%
2	Verb	shoot, beat, climb, throw, smacks, run, dive, kick, swim, want, need, smash, etc.	30%
3	Adjective	slow, injured, popular, beautiful, sweaty, noisy, competitive, glorious, strong, cooperative, etc.	30%

2. Observation.

Observation was conducted during the teaching-learning process. The observer observed the process happening in the classroom. All important things happened during teaching learning process were noted by the

observer. There were two aspects that were observed, they were teacher's performance and student's activities.

a. Teacher's Performance

Besides observing the student's activities, the observer also observed the teacher's performance during the teaching learning process. Some aspects were used to score the teacher's performance, such as doing the apperception, mastering the learning material, having learning strategy, using the leaning media, build up the students involvement, doing evaluation and doing reflection.

b. Student's Activities

The researcher observed student's learning process by using observation checklist and interpreted the result of teaching learning process. The observation is aimed to find out student's interest in following the class and responding to the teacher's question, paying attention to the teacher's explanation about the topic (sport), interested to study vocabulary related to the topic (sport), paying attention to the teacher's explanation, paying attention to the modeling of GWG, following/understanding the teacher's instruction (work in group), responding to the representative of group, understanding the meaning of words, able to classify the words into noun verb and adjective, spelling the target language. All of the important things occurred in the teaching learning process were also noted.

E. Data Analysis

The data analysis done during and after the data has been collected in every cycle. The researcher analyzed and made reflection from the data collected from the first cycle. From the analysis and reflection, the researcher found out the strength and also the weakness of the first cycle so that researcher and observer could improve the weakness aspect by giving solution in the following cycle.

In data analysis, the data was classified into two categories, they were the data of learning process and of learning product.

a. Learning Product

In order to find out the learning product, the researcher used vocabulary test to collect the data. The vocabulary test for Cycle 1 consists of 12 nouns, 9 adjectives, and 9 verbs. After giving test, the researcher gave the score. Besides, analyzing student's vocabulary score to find out the errors made by students. The researcher also specified the vocabulary mastered by the students into table of specification, whether it was noun, verb, or adjective that mostly mastered by the students. This analysis was very important to know what to improve in the next cycle. Next, the researcher calculated the number and percentage of the students who got 66 or higher, since the standard score of English subject at the second grade of Junior High School is 66.

The following formula was used to calculate the percentage of students who get ≥ 66 :

$$\frac{\text{Number of students get } \geq 66}{\text{Total number of students}} \times 100\%$$

The following formula was used to calculate the percentage of student's vocabulary mastery:

$$\frac{\text{Number of students' vocabulary mastery}}{\text{Total number of vocabularies}} \times 100\%$$

b. Learning Process

Observation sheets were used in collecting the data from the learning process. The result of the observation sheets were analyzed after every cycle was done. The observation was done to observe student's activities and also teacher's performance; and both were analyzed separately.

1. Students' Learning Activities

In analyzing the data from observation to students' learning activities, the researcher counted the number of activities done by the students and then calculate the percentage of students' activities. The following formula was used:

$$\% A = \frac{A \times 100\%}{n}$$

% A = percentage of students' activities

A = number of students' activities observed

n = number of students in the class

Next, the researcher made a description from the data that had been analyzed.

2. Teacher's Teaching Performance

In analyzing data from teacher's performance, the researcher counted the total score by summing up scores from all aspects covering teacher's activities in pre-activity, whilst-activity, and post-activity. The researcher also made a description from the data that had been analyzed.