III. THE METHODS OF THE RESEARCH

In this chapter, the writer discussed: Research setting, General description of the research, Specification of research procedure, indicator of research, instrument of research and data analyzes.

3.1 Research Setting

This was a classroom action research one in which was implemented to see whether there was an increasing on students' vocabulary mastery trough Whispering game technique. The subject of this action research was the students of class VIIA of SMP N 2 Talangpadang, Tanggamus. This action research was done during the class period by using two teaching hours (2x40 minutes) per meeting using the material which were in accordance with those that should be presented at this class. So the action research did not disturb the regular teaching and learning activities at this school

She took one class and chosen class VII A in which the students had lower average score compared to the other classes in English test, had low motivation, looked unenthusiastic in following the subject and the students' achievement was unsatisfactory. Then as a solution she conducted the research by teaching applying Whispering game technique. Next, she analyzed the strength and weakness of the students' activities in learning process by using whispering game technique and learning result by giving vocabulary test. Based on the result of learning process

analysis and reflection, it was decided to conduct the next cycle by focusing on the weakness of the previous cycle.

3.2 General Description of the Research

Mettetal (2002; 1) states that classroom action research (CAR) is systematic inquiry with the goal of improving practice in particular situation. In addition, he says that classroom action research is a way for instructor to discover what works best in their own classroom situation.

Therefore, in this classroom action research, first of all, the researcher did an observation to the students i.e. diagnostic test activities to ensure the difficulties faced by the Students. Based on the problem found by the teacher (as researcher), identified problem causes and then found solution. Problem solution was done is teaching vocabulary by using whispering games. She made a lesson plan, noted the important things happened in teaching learning process. After finishing that, she analyzed the result of observation during teaching learning process. (such as strength and weaknesses which was done by the teacher and the students during teaching learning process by using whispering Games) and learning result in written test. The analysis of learning process was done based on her observation and students' score of the written test. Based on this analysis and reflection, she determined the next cycle, which was focused on the weaknesses in the previous cycle. Furthermore, when the result had met the indicator of learning achievement, she stopped the cycle.

3.3 Specification of Research Procedure

This research was done through the application of an action research, following Angelo and Cross, (1993:1) who defines the action research as follow:

"A systemic inquiry with the goal of informing practice in particular situation. It means that classroom action research is a way for instructors or teachers to discover what work best in their own classroom situation. thus allowing informed decision about teaching.

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and application and to become more aware of the options and possibilities for change. It means that the teacher participating in action research become more critical and reflective about their own practice.

Kemmis' model follows the cycle of: Planning, Acting, Observation and Reflection. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the acting stage. The practitioner tried out the strategy. The observation stage includes recording data on the result of the strategy. Finally, during the reflection stage, practitioner makes conclusions so that a new can begin.(Kemmis, 1982: 5). So this classroom action research can be figured out as the following scheme:
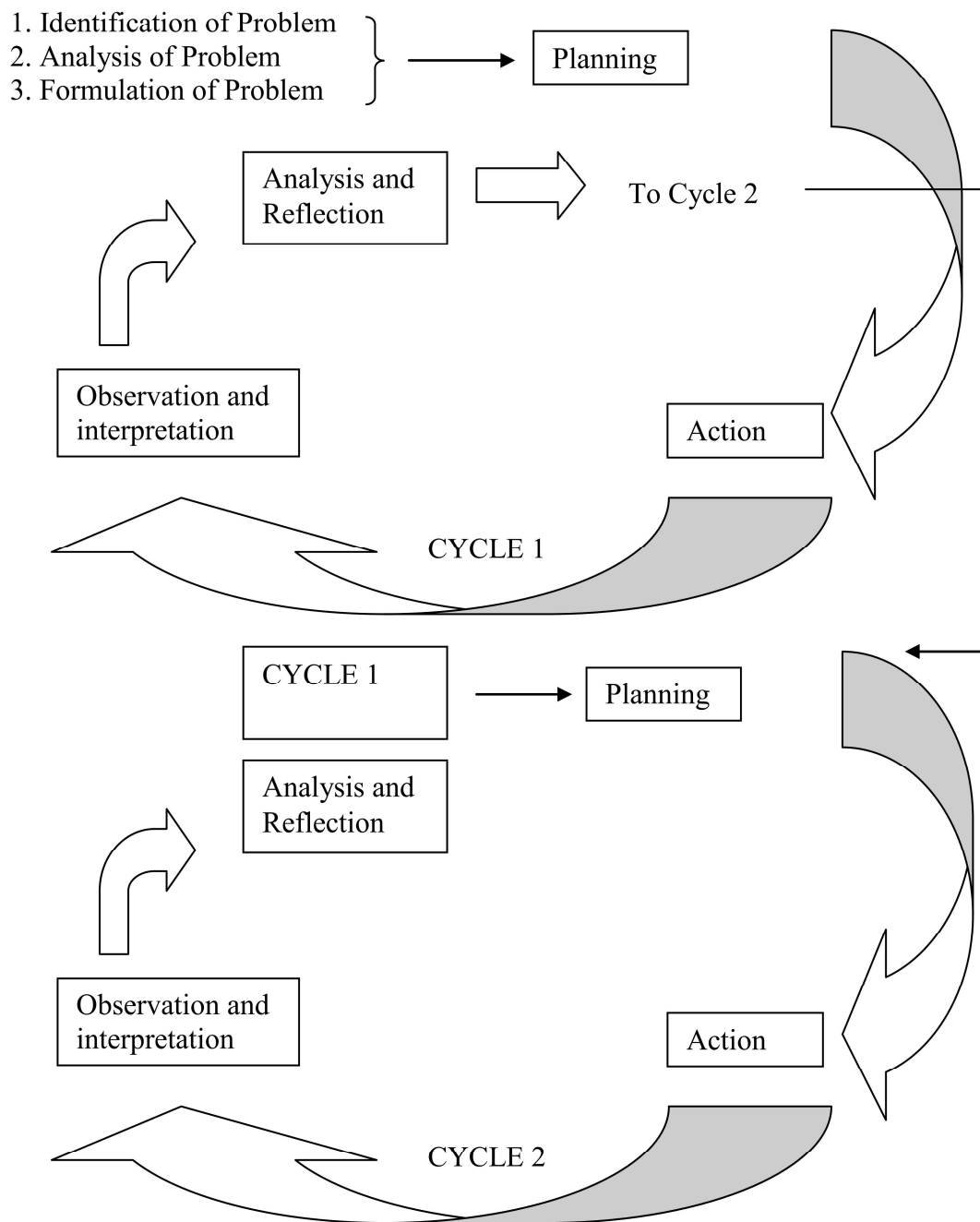
1. Identification of Problem
2. Analysis of Problem
3. Formulation of Problem

Planning

Analysis and Reflection

To Cycle 2

Observation and interpretation

Action

CYCLE 1

CYCLE 1

Planning

Analysis and Reflection

Observation and interpretation

Action

CYCLE 2

Figure 1. the cycle of classroom action research (Suyanto: 2003)

1. Planning

Based on the teacher's experience in teaching learning process in her class, she identified the problem causes. After knowing the problem, she formulated them as the important things to be given an action immediately. Based on the formulation of the problem, she made a lesson plan that was teaching vocabulary by using whispering game.

2. Action

By using a lesson plan, which has been made before, she taught in her class while the observer (teacher partner or collaborator) was sitting in the back chair of the class to observe the teaching-learning activities and filled the students' observation sheet.

3. Observation and Interpretation

Observation and interpretation toward an action research was done during the teaching learning activity by focusing on whispering game. Shortly, this observation is done along with an implementation of action research as mentioned before at the implementation of research stage.

4. Analysis and Reflection

Analysis and reflection were done after a teaching learning activity was over. In this step she and the collaborator analyzed the result of the vocabulary test as the learning product. In analyzing the result of the vocabulary test, she used

percentage table of students score. She also observed the students' activities during the teaching learning process by using observation sheet, for students' activity. In this analysis, she and the collaborator also did reflection to find out the weakness and strength in each cycle.

3.4 Indicator of Research

To see whether whispering game technique could improve students' vocabulary mastery or not, she determined the indicator which deals with learning process and learning product.

3.4.1 Learning Process

In the learning process, the writer focused on one aspect that is students' activities.

Students' activity

The writer observed the students' activity, by using observation sheet of students' activities. The target determined by the writer concerning with the students' activities was 80% of students participate actively in teaching learning process, it meant that the students were active in teaching learning process by using whispering game technique. She decided to set 80% as the target since according Arikunto (1993: 2:6) states if more than 75% of the students were active in teaching learning process, the classroom action research was success.

3.4.2 Learning Product

For the learning product, indicator was 80% of students get score at least 65 (sixty five) or more in vocabulary test. The target of 65 was the standard score or KKM (kriteria ketuntasan minimum) stated by the school for English subject. So if at least 80% of students could reach score 65 or more for vocabulary test, it meant that whispering game technique could be used to improve students' vocabulary mastery. In giving the students' score, she used scoring criteria formulated by Arikunto(1997: 212) as follows;

$$S = \frac{R}{N} \times 100$$

Where;

* S refers to the score of test

* R relates to the total of right answer

* N the total item.

3.5 Instrument of the Research

In gaining the data she used two kinds of instruments. The instruments were vocabulary test and observation sheet.

3.5.1 Vocabulary Test

The first instrument used in getting the data was objective vocabulary test or multiple choice test and it was be an exact answer. The number test items were 40 with four options; A, B, C, and D) one was the correct answer and the rest were

distracter. The test was conducted for 80 minutes. It was given in order to see the increase of students' vocabulary achievement. In this research she asked the students to answer the test by choosing a correct option of four options given. Because objective test, so in the test she used individual rater. The writer acted as a judge or rate.

The test would be determined according to the material that has been taught to the students. In other word, she made the test based on content validity and material in KTSP 2006 SMP English curriculum for the first year of junior high school students. The items of the test evaluated the students' ability in finding out the meaning of vocabulary including noun, verb, adjectives and adverb, as the following table:

Table of specification (Vocabulary Test)

Words class/ Aspects of vocabulary	Test Items Number		Total	Percentage
	Test I	Test II		
Noun	1.,2.,3.,4.,5.,6.,7.,8.,9.,17.,18.,19.,21.,23. and 40.	1.,3.,5.,6.,7.,10.,11.,12.,13.,14.,15.,33.,34.,35. and 39.	15	37,5%
Verb	11.,13.,14.,15.,,21.,24.,25.,26.,27.,31.,32.,33.,35.,36.,37.,and 39.	16.,17.,18.,19.,20.,21.,22.,23.,24.,25.,26.,27.,28.,29.,and 30.	15	37,5%
Adjective and adverb	10.,12.,16.,20.,22.,28.,29.,30.,34.,and 38.	2.,4.,8.,9.,31.,32.,36.,37.,38. and 40.	10	25%
Total	40	40	40	100%

3.5.2 Observation Sheet

In the research, she as teacher and a senior teacher as collaborator observed directly what was occurring during teaching learning process when she was implementing Whispering game technique in teaching vocabulary and filled observation sheet by using check sign based on the real situation. She observed the aspects of students' activity and. The aspects of students' activity include, pre acting, while acting and post acting.

3.6. Data analysis

Analyzing the data was very necessary step in this research. Bambang Setiyadi (2006: 255) said that data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. The term interpretation could be defined as procedure of giving meaning on the result of the analytic process.

In this research, she validated the data by using vocabulary test. In determining the vocabulary test score, the writer used scoring criteria for objective test proposed by Arikunto (1997: 212). After validating the data, she determined average score by using the formula proposed by Hatch and Farhady (1982: 55) as follow;

$$\overline{X} = \frac{\sum X}{N}$$

Where; $\overline{X}$: mean

$\sum X$: students' score

N: total number of student.

After that the average score of test I (cycle I) was be compared with test 2 (cycle 2) average score. The data of learning process was from observation toward students' activities after observed the teaching-learning process. In the mean time, the data of learning product was the score of students' vocabulary test. After the writer has got the data, she tried not only interpreted the data but also described them in a detailed report.