

III. RESEARCH METHODS

This chapter describes place and time of the research, method of the research, model of the research, indicators of the research, and instruments of the research.

3.1 The Place and Time of the research

This classroom action research was conducted in SD N 02 Kresnowidodo. It is located in Kresnowidodo, Tegineneng, Pesawaran.

This research involves the fourth grade students of SD N 02 Kresnowidodo. It consists of 30 students. This research was carried out in March – April 2014. It focused on the use of flashcards as a media in teaching learning.

The fourth grade classroom is located between the three and fifth grade classroom. The learning equipments that are provided in this classroom are: tables, chairs, a whiteboard, a set of teacher desk, a o'clock, a set of cleaning equipment, picture of the president and vice president of Republic Indonesia, a attendance board and educational picture. They are a good condition; the room itself is well ventilated. Therefore, it can be generally said that the classroom and it is facilities support the teaching and learning process.

3.2 The Subject of the Research

The subject of this research is the fourth grade students of SD N 02 Kresnowidodo they consists of 30 students. The students had low vocabulary mastery, and find difficulty to pronounce and memorize the meaning of English words.

3.3 The Method of the Research

In this research, classroom action research is used. Wallace (1998:4) in Burns (1999:30) action research is done by systematically collecting data on your every day practice and analyzing it in order to come to some decisions about what your future practice should be.

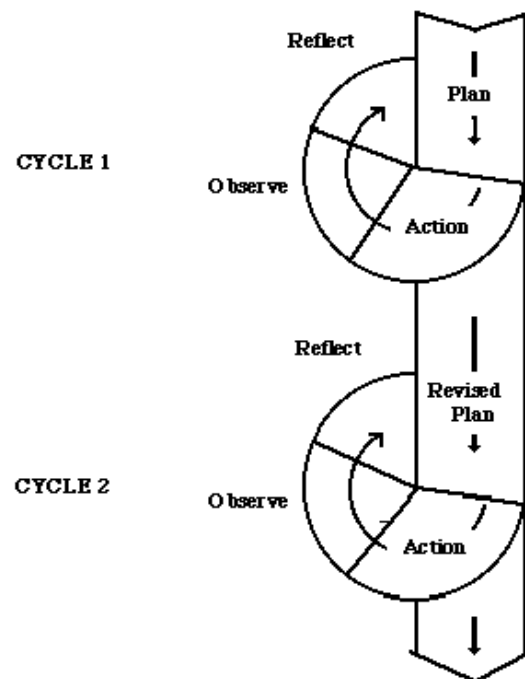
While Carr and Kemmis in nunan (1989:12) states that action research is a form of self-reflective enquiry and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. It is supported by Burns (1999:30) that defines action research as the application of fact finding of practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen.

In this research, action research has conducted in order to improve the students vocabulary mastery by using flashcards. This research is carried out by involving the headmaster as observer.

3.4 The Model of the Research

Based on Kemmis and McTaggart (1980) in Burns (1999: 30) Action research occurs through a dynamic and complementary process, which consists of four essential moments : (1) planning, (2) implementing, (3) observing, (4) reflecting.

The stages are illustrated as follows:



Source; Action Research Protocol after Kemmis (cited in Hopkins, 1985)

(1) Planning

Planning is the stage where the problem causes are identified. By knowing the causes, the focus of the problem can be formulated in the importance of the implementation that will be given. After deciding what the problem and the causes are, the appropriate technique is selected. And based on the problem and the teaching technique, the material and

teaching aids and the type of test are planned. To get a complete series of data, a rater is involved to observe the teaching-learning process.

(2) Implementing / Action

Action is the part of the cycle where the researcher as a teacher does the treatment, i.e. teaching procedure text through picture-sequence technique. In this stage, the lesson plan which has been made before will be used and dialogue technique implemented for teaching speaking.

(3) Observing and Interpreting

The researcher will be helped by his partner as an observer who will take a note or do the observation on the teaching-learning activity. All the important things during the teaching learning-process will be recorded. Observation and interpretation toward the action in the class will be done together with the action.

(4) Reflecting

In this step, the result of the writing test as the learning product will be analyzed, together with everything that have occurred in the teaching-learning process based on the observation sheets. It is done to find out the improvement after dialogue technique has been implemented in teaching speaking of. In analyzing, the researcher together with the partner will do reflection to discover the weakness and strength(s) of the implementation of dialogue technique, and also to identify process.

By doing so, what improvements should be made for the next cycle can be determined. If the indicators of the research have not been met in the first and in the second cycle, next steps would be planned to make betterment in the next, the third cycle. On the other hand, if the indicators are already achieved, there's no need to conduct the third cycle.

3.5 Indicators of the Research

In order to see whether by Using Flash Cards can be used to increase the students' ability in vocabulary achievement in this Classroom Action Research, the researcher was determined the indicators are :

3.5.1 Learning Product

Based on the standard score or KKM (Standard Score Criteria) considered by the school for English subject the learning product is 60. So, the researcher and the observer was determined the target according to the standard (KKM), if at least 80% of students' scores can reach 60 or more for the test, it means that teaching vocabulary by using Flash Card is applicable to improve the students' vocabulary achievement.

3.6 Instruments of the Research

3.6.1 Vocabulary Test

The first instrument used in getting the data is vocabulary test. Vocabulary test is chosen as the instrument because it requires students to measure their vocabulary achievement. Vocabulary test can also motivate the students to improve their English. The researcher was used vocabulary test

proposed by Heaton (1991). The test was assessed the students' understanding and the students' vocabulary by choosing the correct answer related to the topic taught.

To know the learning product, the researcher used vocabulary test in form of matching word and multiple choice items to collect the data. There is the indicator used to analyze the data gained from the test:

If at least 80% of students' scores can reach 60 or for the test, it is assumed that teaching vocabulary by using Flash Cards is able to foster the learning product and increase the students' vocabulary achievement.

To know the percentage of students' who get ≥ 60 , the following formula is used :

Number of students who get ≥ 60 $\times 100$

Total number of students