

### **III. RESEARCH METHODS**

This chapter discusses about the research methods that in this study, such as: setting, procedure of action research, research indicators, instruments of the research and data analysis.

#### **3.1 Setting**

This is a classroom action research. This research was held in class three Bilal bin Rabbah of SDIT Baitul Muslim. The students' problem was that most of them were passive in learning process and got poor score in vocabulary test. It happened because they had a little vocabulary mastery. Most of students got poor score when they did vocabulary test. In learning process, they felt bored and passive. They liked playing with their friends better than participating in teaching learning process. Therefore, when teacher gave vocabulary test, they got poor score.

The research and teacher decided to change the technique in teaching English to increase the students' vocabulary mastery and the teaching learning process by using guessing game. The guessing game, which was used in this research, was related to the topic. The topic in this research was kinds of profession, such as

doctor, teacher, police etc. This was appropriate with the material that the student learnt.

The material in this research was related to the syllabus for elementary students that the third grade students of elementary school were able to repeat new vocabulary with strong voice and the students were able to respond to the teacher's instruction. The subjects of this research were the students in class three Bilal bin Rabbah of SDIT Baitul Muslim, Way Jepara, East Lampung. This class consisted of 22 students. Most of them had lack of vocabulary. Their vocabulary mastery was relatively low. It was shown from the result of middle test and preliminary test. The students result was below KKM. The standard score of KKM stated by SDIT Baitul Muslim for English subject in class three Bilal bin Rabbah is 60.

In this classroom action research the writer acted as a teacher and her collaborator acted as a researcher. The writer made lesson plan and the teacher implemented guessing game in teaching vocabulary. Then, the researcher observed the students' activity during the teaching learning process occurred.

### **3.2 Procedures of Action Research**

In this research, the researcher held the CAR in two cycles. The first cycle was based on the problems, the second cycle based on the result of the analysis and reflection of the first cycle. Each cycle consisted of four steps, such as planning,

acting, observation, analysis and reflection. The main steps of the cycle are as follows:

### **3.2.1 Planning**

Based on the problem of the research, the researcher prepared lesson plans and selected the topic that relevant with curriculum of elementary school. After that, the researcher made instrument and evaluation that were used in this research. The guessing game was presented as the material, which was applied for elementary students. It was about profession as in the syllabus. This cycle covered the content word especially concrete nouns that consisted of 19 nouns and 11 verbs. Additionally, observation sheet and vocabulary test were provided.

### **3.2.2 Action**

The action was the part of the cycle where the teacher did the treatment. It was teaching vocabulary through guessing game. In this stage, the researcher applied the lesson plan that was prepared previously in the teaching learning process. In the activities, the teacher gave some questions related to the material to develop the students' mind to the material. After that, the teacher explained the material related to the topic. Then the teacher divided students into five groups to compete in doing guessing game that the teacher handed in. In the end of activity, the teacher asked students what they had learnt and reviews the vocabulary that they had learnt. The observers observed the situation in the classroom and made some necessary notes.

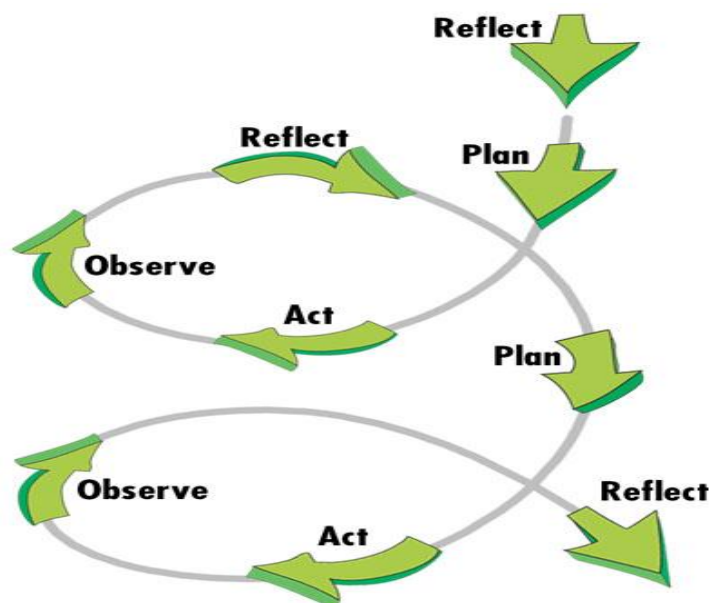
### 3.2.3 Observation and Interpretation

During the teaching learning process, the researcher observed the students' activities. The researcher used observation sheet and interpreted the result of teaching learning process. This step was done while the teaching learning process occurs.

### 3.2.4 Analysis and Reflection

Analysis and reflection meant that the researcher analyzed and reflected the teaching learning process based on the observation result, students' performance and the vocabulary task to find out the improvement of students' mastery. The researcher analyzed the weakness and the strength of the activity, material, media, and students' mastery. Based on the result of this reflection, the researcher could conclude whether next cycle needs to be done or not.

In this classroom action research the writer used classroom action research model from Carr and Kemmis (1986). The cycles consist of planning, acting, observation and reflection.



The cycle of Classroom Action Research ( Carr and Kemmis's, 1986 )

### **3.3 Research Indicators**

This part consists of the research indicators, such as, learning process (students' activity) and learning product. For learning process (students' activity), the indicator is 80 % of students' actively involved in teaching learning process and for learning product the indicator is 60. It is based on the standard score of KKM (Kriteria Ketuntasan Minimum) stated by SDIT Baitul Muslim for English lesson.

#### **3.3.1 Learning Process**

The research indicator in learning process is about students' activity. In teaching learning process, the observation had been done to the students by the observer. The observer observed the whole activities in the classroom and by filling the observation form. The observation was conducted to know the students' activity during the learning process and it was divided into three activities, that is: pre activity, while activity and post activity. In the pre activity, the aspect observed were students' interest in following the class and responding to the topic. In the while activity, the aspect observed was students' attention to the teacher explanation, their respond to the teacher's question and following the teacher's instruction. Meanwhile, in post activity the aspect observed was the students' ability in responding to the teacher's question.

The indicator determined by the researcher concerning to the students' activity is 80 percent. So, if 80 percent of the students actively involved in teaching and learning activities when the guessing game was implemented, it meant that the use of guessing game was applicable to improve students' vocabulary achievements. According to Arikunto (2004:4), if more than 75% students actively involved in teaching learning activities, it was categorized as a good level. Based on Arikunto's statement, the researcher decided to set up 80% as the target in students' activity and discussed it to the other English teacher.

### **3.3.2 Learning Product**

In line with the standard score of KKM (Kriteria Ketuntasan Minimum) stated by SDIT Baitul Muslim for English Subject, the indicators of the learning product for the third grade is 60. Therefore, the researcher and the teacher determined the target according to that standard, if at least 80 % of the students' get score 60 or higher in the test, it was assumed that guessing game was able to foster the learning product.

In order to see whether guessing game could be used to improve the students' vocabulary mastery in the classroom action research, the researcher determined the indicator dealing with the learning process and learning product.

### **3.4 Instruments of the Research**

In getting the data, the researcher employed two instruments, namely vocabulary test and observation checklist. The two instruments are specifically described as follows:

#### **3.4.1 Vocabulary Test**

The first instrument in getting the data is vocabulary test. It was chosen by the researcher as the instrument because it required the students to measure their vocabulary mastery. The researcher used the vocabulary test proposed by Heaton (1991). The test assessed the students' understanding and the students' vocabulary by choosing the correct answer related to the topic.

#### **3.4.2 Observation Sheet**

Observation was conducted during the teaching learning process. The observer observed the process happening in the classroom. The observer noted all-important things, which happened during teaching learning process. The observer observed students' activities.

- Students' Activities

The researcher observed students' learning process by using observation checklist and interpreted the result of the teaching learning process. In this research, the writer act as a teacher and her collaborative friend act as a

researcher. The observation was aimed finding out students' interest in following the class and responding the topic, students' attention to teacher's explanation, their focus on doing the exercise, and their ability in responding the teacher's question. All of the important things that occurred in the teaching learning process were also noted by the researcher. Here is the table of students' observation checklist.

**Table 1. Students' Observation Checklist**

No	Students' Activities	Students' Code					
		1	2	3	4	5	6
1.	Pre-Activities <ul style="list-style-type: none"> <li>• Responding to the topic enthusiastically</li> </ul>						
2.	While-Activities <ul style="list-style-type: none"> <li>• Paying attention to the teacher's explanation</li> <li>• Responding to the teacher's question</li> <li>• Following the teacher's instruction (work in group)</li> </ul>						
3.	Post-Activities <ul style="list-style-type: none"> <li>• Able to respond to the teacher's question</li> </ul>						
	<b>Percentage of Students' Activities (%)</b>						

### 3.5 Data Analysis

The data analysis was done during and after teaching learning process 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 the weakness of the first cycle, so that researcher and teacher could improve the weakness aspect by giving solution in the following cycle.



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

### **1.5.1 Learning Process**

In order to find out the learning process, the researcher analyzed one aspect, namely students' learning activities.

- 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 calculated the percentage of the students' activities. The formula that was used is as follows:

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

Where:

% 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.

### **3.5.2 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 consisted of 30 multiple choices.

The researcher made multiple-choice test based on the material. The researcher used multiple-choice test, to know the students' vocabulary mastery after teaching learning process.

In validating the data, the researcher used vocabulary test and observation sheet about students' activities. She analyzed the data based on the limitation of problems and objectives of the research. To determine the subjects' vocabulary test score, the researcher directly act as judge or rater since the test was objective form. After validating the data, the researcher determined average score by using the formula proposed by Hatch and Farhaddy (1982: 55) as follows:

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

Where:

$\bar{X}$  : mean  
 $\sum X$  : students' Score  
N : total number of students

After that, the average score of Test I (Cycle I) was compared with the average score of Test II (Cycle II) .

To calculate the number and the percentage of the students who got  $\geq 60$ , the researcher used the following formula :

$$\frac{\text{Number of students who get } \geq 60}{\text{Total Number of Students}} \times 100\%$$

The vocabulary test was used to know how many students can get 60 score as a standard score of KKM. If at least 80 % of the students' get score 60 or higher in the test, it can be assumed that the teaching learning using guessing game is successful. If the students' get score 60 is less than 80 %, it means that improving vocabulary mastery through guessing game is unsuccessful in cycle one. Therefore, the researcher and teacher decided to do the next cycle.

In this research, the writer also made table of specification about content words and schedule of the research. This study was held in two cycles. The first cycle was started by introducing the material and the second cycle was continued to explain the material about content words especially nouns and verbs. Below is the table of specification of content word and schedule of research.

**Table 2. Table of specification of content word**

No	Content Word	Words	Test Item Number	Regular Verbs	Irregular Verbs	Total of Number
1.	Noun	Driver	1			19
		Architect	2			
		Postman	3			
		Gardener	4			
		Nurse	5			
		Farmer	6			
		Mechanic	7			
		Singer	8			
		Student	9			
		Doctor	10			

		Chef	11			
		Police	12			
		Pilot	13			
		Sailor	14			
		Tailor	15			
		Soldier	16			
		Principal	17			
		Seller	18			
		Dancer	19			
2.	Verb	Dance	20	√		11
		Help	21	√		
		Design	22	√		
		Drive	23		√	
		Sing	24		√	
		Cook	25	√		
		Study	26	√		
		Plant	27	√		
		Sell	28		√	
		Sew	29		√	
		Deliver	30	√		

**Table 3. Schedule of the Research**

No	Day/Date	Activities
1.	Monday, January 12 <sup>th</sup> 2012	Pre observation, including preliminary vocabulary test.
2.	Friday, June 8 <sup>th</sup> 2012	Proposal Seminar.
3.	Tuesday, August 28 <sup>th</sup> 2012	The first treatment (Cycle I).
4.	Thursday, August 30 <sup>th</sup> 2012	Vocabulary test I.
5.	Tuesday, September 4 <sup>th</sup> 2012	The second treatment (Cycle II).
6.	Thursday, September 6 <sup>th</sup> 2012	Vocabulary test II.