

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of some discussions; those are research design, population and sample, research instrument, and procedure of collecting data.

3.1 Research Design

Research design in this study is to answer the question of the study, how *Make A Match strategy* improve students' vocabulary mastery at third of Elementary school in SDN Cerme Lor. In doing so, the researcher intends to use Classroom Action Research to complete this study. According to Suharsimi (2011:3), Classroom Action Research is an action which showing and happening intentional in the class. The researcher conducts classroom action research in the teaching learning processes, so that the researcher solves problem in the classroom and find strategy which suitable with condition in this classroom.

3.2 The Step of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1988) in Burns (1999:32) who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process.

They are as follow:

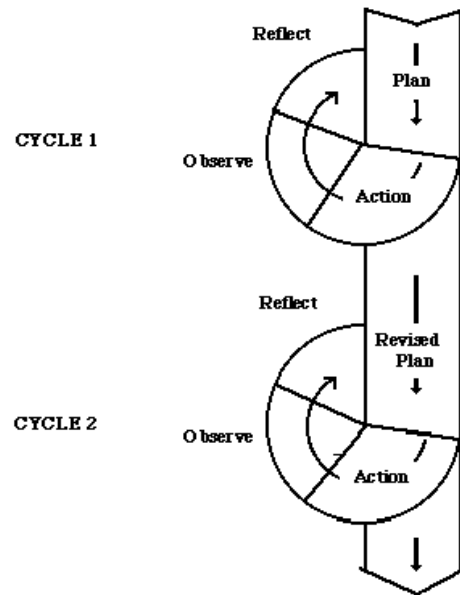


Figure 3.1 Action Research Protocol by Kemmis and McTaggart (1988) in Burns (1999:32) taken from

<http://physiced.buffalostate.edu/danowner/actionrsch.html>

First step when the researcher conducts Classroom Action Research, the researcher do observation in the classroom at 8th February 2016. In this observation, the researcher found 70% student who has low understanding about English vocabulary because when the teacher explain the material by using lecturing method, most of them look bored so it make them uninterested to study and of course it make them cannot understood about what the teacher has explain. Students in third grade still like something that has correlation with game which can make them move their body. By using *Make A Match strategy* in teaching and learning process, hopefully it will help them interested to study and it can help them improve their vocabulary mastery. The students will be grouped into two groups which consist of question group and answer group, and then they should be able to find their match. When all the steps has been done then the results shows bad condition comparing what have been expected before, it can be continued to the cycle

II with some revision in terms of the way in action and the material by considering the result of cycle 1. Another revision will be made by seeing the result of previous cycle.

As detail information related to the steps of action research will be explained as follows:

3.2.1 Planning

In this stage, the researcher trying to find solution by implementing *Make A Match strategy* to solve the problem in this case. After finding suitable strategy, researcher prepares all of thing about teaching learning English vocabulary in classroom, such as ; lesson plan and material. Good lesson plan is the art of mixing techniques, activities and material in an ideal balanced. By creating lesson plan, the success of teaching is exposed because it will make the teacher easier in conducting teaching and learning process. There will be 3 meetings to conduct action steps. So, the researcher constructs 3 lesson plans for 3 meetings. It will be standardized based on the syllabus. Then, the materials which the researcher uses are based on the competency standard which has been designed by the government. The material will be taken from internet and also the guidance book of the teacher. It also considers the need of the students while doing the activity in the school in order to maximize the use of the vocabularies. The researcher will prepare 75 words in the forms of verbs that will be learned by students while implementing this treatment in 3 meetings.

The evaluation test will be held in the last meeting. List of materials will be explained in this table:

No.	Meeting	Topic	Vocabularies	Technique
1.	First meeting	Time	25 vocabularies	<i>Make A Match strategy</i>
2.	Second meeting	Food and Drink	25 vocabularies	<i>Make A Match strategy</i>
3.	Third meeting	Animals	25 vocabularies	<i>Make A Match strategy</i>

3.2.2 Action

The action contains of some activities that has been designed in lesson plan. There will be 4 meetings during the research; the last meeting will be used to hold evaluation test, then the rest meetings are treatment meetings. The researcher will give 75 vocabularies contents of nouns.

Thus, there are four meetings in this research. All the activities will be based on the lesson plan.

The action activity can be reflected as follows:

No.	Topic	Meetings	Technique
1.	Time	1	<i>Make A Match strategy</i>
2.	Food and Drink	1	<i>Make A Match strategy</i>
3.	Animals	1	<i>Make A Match strategy</i>
4.	Evaluation test	1	Evaluation test

Table implementation Classroom Action Research :

No.	Meeting	Material	Activity
1.	First	Time	Researcher divided students in to two groups (question and answer). Then researcher divided vocabulary card for them, after that they find their partner and in the end of learning activity teacher helps students to discuss it. In this meeting, the researcher will give point for students who get their partner early. And for the final of the activity, to measure the understanding of students about English vocabulary, researcher will give student worksheet.
2.	Second	Food and Drink	Researcher divided students in to two groups(question and answer). Then researcher divided vocabulary card for them, after that they find their partner and in the end of learning activity teacher helps students to discuss it. In this meeting, the researcher will give point for students who get their partner early. And for the final of the activity, to measure the understanding of students about English vocabulary, researcher will give student worksheet.
3.	Third	Animals	Researcher divided students in to two groups(question and answer). Then researcher divided vocabulary card for them, after that they find their partner and in the end of learning activity teacher helps students to discuss it. In this meeting, the researcher will give point for students who get their partner early. And for the final of the activity, to measure the understanding of students about English vocabulary, researcher will give student worksheet.
4.	Fourth	Evaluation test	Researcher gives them evaluation test.

3.2.3 Observation

When conducting research in the class, the researcher needs a help from other teacher as her partner to observe the students and the situation of the class room. The researcher will give checklist for teacher to observe class when researcher applies this strategy. It makes easy the researcher to observe the class in every meeting. The researcher uses instruments as followed:

a. Observation Check List

The writer used observation checklist as one of the instruments. The function of the observation checklist is to observe process teaching learning in a class. So that, researcher know about condition class with checklist. The observation check list itself was in the form “yes” and “no” answer. In addition, the indicator of the observation checklist comprised students’ response, the technique, the material and learning process using *Make A Match strategy*.

b. Test

The type of test is objective. Here, there are two kinds of the scores, the first taken from the students’ worksheet, and students’ evaluation test. In conclusion, this research uses three kinds of the test instruments; they are students’ performance, worksheet, and evaluation test.

Evaluation test was in the form of written test which consist of 3 sections. The first section there was 10 questions which matched the picture with the English. The second section there was 20 questions which wrote the English of each picture. And the third section there was 15 questions which matched the words with the meaning. As the standard of scoring for evaluation test, the researcher also makes a score rubric:

No.	Question Section	The number of question	Criteria of Content	Total point
1	1 st	10 questions	3 point for each correct answer	30
2	2 nd	20 questions	2 point for each correct answer	40
3	3 rd	15 questions	2 point for each correct answer	30
Total score				100

Table. 3.1. Score Categorization for evaluation test

And here the category for students' score level in evaluation test :

No.	Score Level	Category
1	<65	Failed
2	65-74	Low
3	75-79	Medium
4	81-90	Good
5	91-100	Awesome

In addition, to measure the success of the 1st cycle, the researcher will observe the student's score. If the scores are better than student's score in the book score, so it can be concluded that the 1st cycle is successful then it does not need to conduct cycle 2. The result of students' score was accumulating from 40% student's score in worksheet and 60% student's score in evaluation test. To see the progress of students' skill compared between their score in teacher's book score and students' score after treatment.

$$\text{Final score} = (40\% \times \text{worksheet}) + (60\% \text{ evaluation test})$$

As the standard of students' score categorization, the researcher makes a score rubric:

No.	Category	Score
1.	High	>80
2.	Medium	76 – 80
3.	Average	65 – 75
3.	Under average	<65

Table. 3.2. Score Categorization toward Students' vocabulary mastery

3.2.4 Reflection

After doing the action, the researcher continues to the step namely reflection. In this step the researcher reflects how the teaching and learning process runs. The function of reflection is to know the weaknesses and the strengths of the action. Both of them have been standardized by using score rubric, besides it can be seen from the result of observation. The observation becomes one of the steps in cycle and also as the instrument of this research.

After collecting all the result, the researcher discards the data that is not relevant with the research. As the last, the researcher draws the conclusion as the final report of this research. If the study cannot reach the criteria of success, so the researcher needs to modify the strategy and implement the modified strategy in the next cycle.

While collecting data by observation checklist and test to the students', the researcher needs to analyze some findings that will be helpful for teaching and learning to improve student's vocabulary mastery.

Firstly, the researcher analyzes final score of the students. The passing grade of the student (SKM) is 65. It means that the minimum score of the student is 65. Secondly, researcher and the partner describe checklist which researcher given to the partner in every meeting. Those data were analyzed by using descriptive manner. The researcher described the observing concerning what was going on in the classroom while the teacher implemented *Make A Match strategy* in teaching English vocabulary.

Finally, the researcher analyzes and reflects all information concerning the study then discusses all information concerning the study to get research findings. After the study has completed, the researcher concludes her research findings as the answer to the research question.

3.3 Subject of the Study

The subject of the research is the third grade at class 3B of SDN Cerme Lor. The total numbers of the students are 22 students (10 male and 12 female). They study English once a week (Tuesday). The duration of each meeting is 70 minutes. The election of subject in the third grade at class 3B of SDN Cerme Lor grounded by problems which found in English learning process especially in vocabulary mastery. In the teaching and learning activity, students in this class very like activity which make them move their body, make whole students can join the activity, and make them easy to know the spelling and also memorize English vocabulary, so applying *Make A Match* strategy in this class is appropriate.

3.4 Data of the Study

The data of this study were the scores of the test and the result of the observation checklist. The result of the observation checklist was presented descriptively.

The data are the result of the observation and students vocabulary test using *Make A Match* strategy. All the data will describe how this strategy can improve students' vocabulary mastery. When the data shows a good impact of this strategy which is reflected from the improving students' vocabulary mastery and they get good score in final score, so this research can be categorized as successful research.

3.5 Data Analysis

While collecting data by observation checklist and test to the students', the researcher needs to analyze some findings that will be helpful for teaching and learning to improve students' reading comprehension.

Firstly, the researcher analyzes final score of the students. The passing grade of the student (SKM) is 65. It means that the minimum score of the student is 65.

Secondly, researcher and the partner describe checklist which researcher given to the partner in every meeting. Those data were analyzed by using descriptive manner. The researcher described the observing concerning what was going on in the classroom while the teacher implemented Make A Match strategy in teaching vocabulary.

Finally, the researcher analyzes and reflects all information concerning the study then discusses all information concerning the study to get research findings.

After the researcher gets the result from students' score from student's performance, worksheet, evaluation test and observation checklist, she triangulates them with the criteria of success whether continue to the second cycle or not. The researcher uses triangulation to avoid biases and the researcher's opinions. The triangulation in this research is in the form of (1) cross-checking with other teachers and (2) cross-checking with the advisors. The researcher also analyzes the result of observation, and students' scores with the criteria of success.

The criteria of success of the study are determined as follows :

- The students' average score is 65 (the passing grade for english lesson at school).
- More than 50% students get score above the SKM.
- The students are motivated to join activities on the strategy. (75%).

After the study has completed, the researcher concludes her research findings as the answer to the research question.s