

CHAPTER III

RESEARCH METHOD

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

3.1 Research Design

Reflecting the problems in the class that are students' lack of motivation during learning English vocabularies which impacts to their scores which more than 50% less than 70 as the standard score. As the consequence of it, a new strategy could be implemented in the class in order to solve the problem. Thus, the researcher intends to conduct a research related to the condition in the class by using Classroom Action Research as the design. According to Brown (2000),” action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

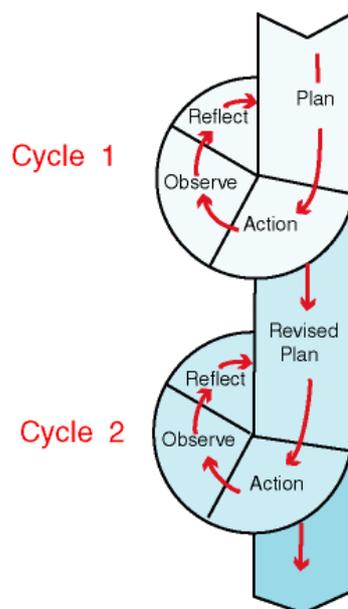
According to Burn in Donato (2003), action research is the application of fact finding to practical problem solving in a social situation with a view treatment to improve the quality of action within it, involving the collaborative and cooperation of researcher, teacher and students.

Knowing the concept above, it shows that action research is conducted to improve learning condition in order to gain better results after a learning process. As the purpose of this research is to improve student's vocabularies using Jigsaw, the English teacher informs 5th grade students of SDN 3 Randuangung especially in class 5A who are less motivation in studying English. There are 24 students in the class who will be the subject of this research. The research will be conducted in 6

meetings. There will be pre and post in the beginning and the last meetings. The rest meetings will be used for action steps.

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:



Picture 3.1. steps in cycle

The problem of the students in SDN 3 Randuagung is low motivation to learn vocabularies which makes impact to their capability in English. It can be seen from their scores which are under 70 as the standard score. In addition the way to teach in learning process is traditional which is only used drilling individually, students read the vocabularies then they memorize them

individually. By using Jigsaw strategy in teaching learning process, hopefully it will increase their vocabularies. The students will be grouped into some groups in order to make them can share their difficulties with their friends and get the vocabularies easily. 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 planning steps, the researcher prepares all the needs before conducting the treatment. All the items will be described:

3.2.1.1 Lesson Plan

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 4 meetings to conduct action steps. So, the researcher constructs 4 lesson plans for each meeting. It will be standardized based on the syllabus. The lesson plan can be seen in appendix 2.

3.2.1.2 Material

The materials are based on the competency standard which has been designed by the government. Regarding to this standard, the researcher chooses

“Activity in School“ as the topic. 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.

Researcher conducts pre test in order to see students’ performance before giving the treatment. The test is made by the researcher by considering validity aspects of it. The researcher measures validity of the test by using **content** and **construct** validity. First, content validity is in terms of the accuracy of the questions used. The researcher already checked all questions and makes sure that they are correct. Moreover, researcher also confirms the test to the teacher in order to give an evaluation about the test. Second, construct validity is based on the syllabus. The topic should be there in the syllabus. However, all topics that are used in pretest are based on the syllabus which is set by the government. By considering those things, the researcher confirmed that the pretest is already valid.

After giving pre test in the first meeting, the researcher will prepare 100 words in the forms of verbs that will be learned by students while implementing this treatment in 4 meetings. The post test will be held in the last meeting. List of materials will be explained in this table:

No.	Topic	Meetings	Technique
1.	Pre-test	1	Written test
2.	In the Library	1	Jigsaw
3.	In the Classroom	1	Jigsaw
4.	In the Canteen	1	Jigsaw
5.	In the Laboratory	1	Jigsaw
6.	Post-test	1	Written test

3.2.2 Action

The action contains of some activities that has been designed in lesson plan. There will be 6 meetings during the research; the first and the last meeting will be used to hold pre and post test, then the rest meetings are treatment meetings. The researcher will give 100 vocabularies contents of verbs with the topic “Activity in the class” in 4 meetings used this learning group strategy. Thus, there are six meetings in this research. All the activities will be based on the lesson plan. The action activity can be reflected as follows:

No.	Meeting	Topic	Vocabularies	Technique
1.	First meeting	In the Library	25 vocabularies	Jigsaw
2.	Second meeting	In the Classroom	25 vocabularies	Jigsaw
3.	Third meeting	In the Canteen	25 vocabularies	Jigsaw
4.	Fourth meeting	In the Laboratory	25 vocabularies	Jigsaw

3.2.3 Observation

In this step, researcher observes students’ activities during teaching and learning process. The observation focuses on students vocabulary mastery that will be reflected while teaching learning process. It will be held on 6th meetings and placed in SDN 3 Randuagung at class 5A. The researcher becomes the observer and also the teacher during observation step namely participant observer.

In addition, to measure the success of the 1st cycle, the researcher will observe the scores of pre and post test. If the scores of post test are better than pre test, so it can be concluded that the 1st cycle is successful then it does not need to conduct cycle 2. As the standard of scoring, the researcher makes a score rubric:

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

Table. 3.1. Score categorization toward students' vocabulary mastery

The categorization is based on the description which explains capabilities in each score. It will be more described as follows:

No.	Score Level	Criteria of Content
1.	<65	Failed : Students only have 20 maximal words with some error in writing the vocabularies
2.	65-74	Low : Students only have 30 maximal words, with some errors in writing minimal 5 errors.
3.	75-79	Medium : Students only have 40 maximal words, with some errors in writing minimal 5 errors.
4.	81-90	Good: Students only have 75 maximal words, with some errors in writing minimal 5 errors.
5.	91-100	Awesome: Students have more than 75 words, with no errors in writing minimal 5 errors.

Table 3.2. Detail criteria of successful of student's in mastering vocabularies

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.

3.3 Subject of The Study

The subjects of this study are students in 5th grade at SDN 3 Randuagung Gresik. The researcher chooses 5A class as the subject which consists of 23 students. All the students will get learning process used learning Jigsaw in 4 meetings.

3.4. Data of The Study

The data are the result of the observation and students vocabulary test using Jigsaw strategy. All the data will describe how this strategy can improve students' vocabularies. When the data shows a good impact of this strategy which is reflected from the increasing motivation of students and their good scores in post test, so this research can be categorized as successful research.