

CHAPTER III

RESEARCH METHODOLOGY

Ary (2002: 495) stated that research methodology is how the study will be set up. Then, the methodology can answer the research problem. In this chapter the researcher presents the method of the study, which is important as a guideline to attain the purpose of the study. It includes research design, problem identification, subject of study, steps of action research, instruments, data collection and data analysis.

3.1 Research Design

Action research is a process in which participant examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000; 1). The researcher uses action research as the design of the study because the researcher wants to implement Engklek game as the new game to improve learning process, especially to improve students' vocabulary achievement for fifth grade students at MI Ma'arif Daruttaqwa.

Knowing that the characteristics of action research is collaborative in conducting the action, the researcher will collaborate with an English teacher as a teacher partner of research which the researcher will ask the teacher to observe Engklek in vocabulary class to collect the data and ask information and the researcher only implements it. It is supported by Richart Winter (1996), he states there are six characteristics of action research, as follows; (1) Critic reflection; is the effort reflect on the result of observation about action activity, (2) Critic Dialection; is do critic on the phenomena of conducting the action, (3)

Collaborative; need to collaborate with other sides who can be source data because collaboration appear a view in the process situation and condition go on, and determine a view among collaborators (4) Risk; brave to take the risk when conducting the action, (5) Plural arranges; related with the view on phenomena that include all of the basic component of the research, (6) Internalization of theory and practice; theory and practice used and developed together because theory is for practice.

Based on the third characteristics of action research, collaborative, the researcher cannot do this research by herself, so the researcher is accompanied by teacher partner. The teacher partner is an English teacher in the fifth class at MI Ma'arif Daruttaqwa. As an English teacher, the researcher plays two roles a researcher and teacher. While, this research is a method of finding and helping the teacher to solve a problem in the classroom so that it can improve students' learning achievement. The effort conducted Engklek to find out the answers of research problem.

3.2 Problem Identification

English lesson for fifth grade students at MI Ma'arif Daruttaqwa is as a local content subject and has a Minimum Completeness Criterion 75 (KKM). There, usually students are asked to memorize vocabularies at home. Besides, the teacher never conducts learning English process out class through game activity. This condition makes students less motivated to learn English and the teacher will worry if they get the value less than 75 (Minimum Completeness Criterion). So, the researcher wants to implement a game that it can improve student's vocabulary achievement with fun and interesting in learning English process.

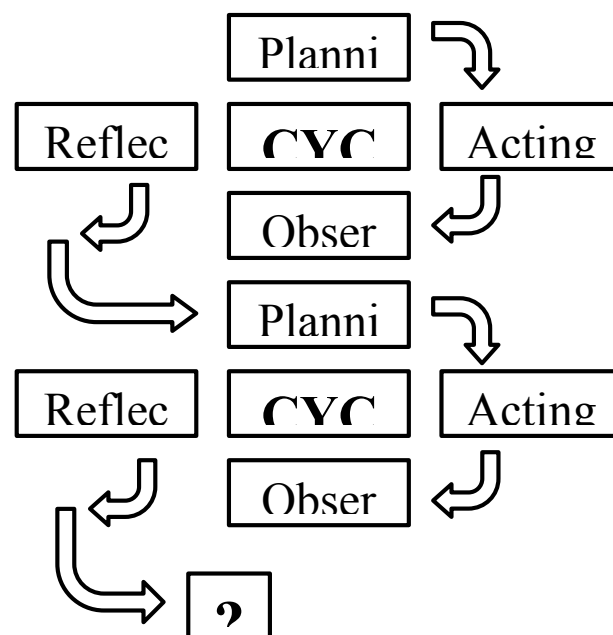
3.3 Subject of the Study

This study will be conducted at MI Ma'arif Daruttaqwa accreditation A and placed on Jl. KH. Syafi'IGg. Syaikhuna, Suci-Manyar-Gresik. There are two classes at fifth grade, A and B. Because the students at A class have achieved averages score 75 (KKM) and the students have not problems in learning English, therefore, the researcher chooses B class. B class' students have problems in teaching learning English process especially their vocabulary should be improved. The number of students is 17 students, consisting of 7 males and 10 females.

3.4 Steps of Action Research

Arikunto (2009:16) states that there are four steps in action research. They are planning, acting, observing, and reflecting. The time to conduct one cycle depends on the material that is taught. Latief (2009:11) states that one cycle in classroom action research can be successful, if it can reach the target which has been considered, criteria of success. Furthermore, Latief (2009:8) states that the criteria of success are developed from the problem which needed the goal. Besides, the indicator of criteria of success can be in qualitative data or quantitative data. In quantitative data, it can be seen from the score of the students and percentage of students' participant in teaching learning process using Engklek. Meanwhile, qualitative data it can be seen from situation in the class. The problem of the research is the teacher rarely uses a fun learning process that can make students less motivated and interested to learn English in class. This cause makes the teacher worry if many students get passing grade less

than 75 (Minimum Completeness Criterion of English lesson or KKM). Here, the researcher will determine indicators of the improvement can be seen from the students' score and students' participant on using Engklek outclass. If students get scores more than 75 (KKM) and they can participate actively in learning English, the researcher will stop and do not conduct the second cycle of action research. Following model of action research Cycle 1 and Cycle 2, and presented to each steps are, below;



Picture: 4*

* Zainal Arifin, (2008: 168)

The researcher uses the steps of the study, as follows;

1. Planning

The researcher will make a plan before implementing the real action research. In this stage of planning consists of three steps, there are designing lesson plan, preparing material and game equipment and preparing the criteria of success.

a) Designing lesson plan

Based on the purpose of the study is to improve students' vocabulary achievement so the lesson plan achieves for this purpose. After that, the researcher will prepare the material that will be used in real teaching learning process (See appendix 1).

b) Preparing the material and game equipment

The researcher chooses the material about nouns and based on the topic 'at the school'. The vocabulary material consists of tools, places, and people at the school. The number of vocabularies is 24 and it is divided into 3 parts; red, blue, and yellow pictures. Each of them was marked on the media (pictures). It makes students easy to understand about context of word through pictures. So, the researcher displays the material with pictures (See appendix 2). The pictures are as a media. Then, the researcher makes pebbles as the game equipment and needs some chalks to draw Engklek fields (pattern) on the yard. Each Engklek field consists of eight squares.

c) Preparing the criteria of success

This study deals with improving students' vocabulary achievement using Engklek. Based on the previous the theory and the condition of the students, the researcher determines the criteria of success, as follow;

- The students get average scores 75 (Minimum Completeness Criterion or KKM).
- The students are interested to join these activities in class or out class that will be conducted. It can be seen from participation or respond of students on the class atmosphere. Maximally, the students participate in this action is 75% from the number of students in classroom.

If both of the criteria of success is achieved, they researcher will not conduct the research in second cycle.

2. Acting

The researcher implements Engklek in English learning in order to improve their vocabulary achievement. Here, the researcher will collaborate with teacher partner to help her in conducting the action, so the researcher needs apply the action based on the lesson plan that has made before. The lesson plan consists of three meetings and the schedules of acting step are shown in this table below;

No.	Topic	Meeting	Activity
1.	Introduction and pre-test	1 st	The researcher explains about research study and gives pre-test
2.	At the school (tools, places,	2 nd 3 rd 4 th	The researcher conducts Engklek based on the materials that about noun.

	people at the school) => Nouns		
3.	Post-test	5 th	The researcher gives post test

3. Observing

Based on Latief (2009: 12), he states that observation is an activity to get the data. While conducting action to the students, the researcher also observes the students' vocabulary by giving test and the situation of the class by using field note. To get the valid data, the researcher cannot observe the class by herself. So the researcher accompanied by teacher partner, he is the teacher English in this class. The teacher partner will help observes the action when the researcher implement the action that happened in field using field note. The researcher also will prepare observation sheet for the teacher and the researcher herself to be filled when the researcher implement the action.

4. Reflecting

The last step is reflecting. This step focuses on analyzing, synthesizing, interpreting and explaining the information. It is obtained from implementation of Engklek. In this activity the researcher discusses together to analyze the data collection from observation. This step will present the findings of the study reflected from the implementation of Engklek in first cycle.

The result of this step is used as information to determine the following action. If the result of reflection in first cycle shows that the criteria of success are fulfilled, the researcher stops the implementation for the following cycle. However, if the result does not show the criteria of success, the researcher must be revising the planning and implementing the modified plan in the next cycle. The students can be said successful if they can achieve score 75 (Minimum Completeness Criterion or KKM) or more than 75 and they are motivated to appropriate this activity during teaching learning process.

3.5 Instruments

The researcher uses instruments to get an accurate data before conducts the action. The researcher needs to arrange valid and reliable instrument. A valid is instrument that can measure what should be measured from vocabulary achievement, while a reliable instrument is the instrument must be accurate and consistent the data. The instruments are;

a. Test

Test is the number of questions or exercises and other equipment that used to measure a skill, achievement, and capabilities of individual or groups (Arikunto, 2008:150). The researcher prepares the test on vocabularies of two units to measure students' vocabulary achievement. The data is to be the form scores. The researcher gives pre-test and post-test. The test will be formed 20 multiple choices about noun based on the material that is learned. The researcher makes multiple choices because it is easy to administer, easy to correct and it can minimum the subjectivity of the test.

b. Observation

To get the data about achievement of implementing activity outclass, the researcher will do observation through Engklek in teaching vocabulary. The researcher needs tools to appropriate the field condition such as field note contains important information about situation, observation sheet will be filled the teacher and also for the researcher when conduct the action.

3.6 Data Collection

3.6.1 Data source

The data of the study will useful for researcher to know the answer of research problem. Source of data is the English teacher, the students and the class atmosphere. The researcher collects the data from the English teacher as main informant and teacher partner to observe the action in this research which implemented by the researcher. The students are as subject of research, the class atmosphere is as a field to find out any information about Engklek to improve students' vocabulary achievement that will be implemented.

Data collection will be taken from observation sheet, field note, and students score of vocabulary test. The researcher will use observation sheet and field note to describe the use of Engklek, meanwhile students' score will be used to investigate the results of improving students' vocabulary achievement.

3.6.2 The technique of collecting data

Collecting the data is one way used in an action research since the data is absolutely needed to answers the research problem. In this study, the researcher observes and records all the happen in classroom. There are three ways to collect the data from it, as follows;

- a. Giving pre-test to students
- b. Applying Engklek to improve students' vocabulary achievement with conducting three meetings in the first cycle. In this way, the researcher uses observation sheet and field note. And also, the researcher needs a partner to accompany in applying strategy. A teacher partner will help the researcher to implement the action in dealing activity in field.
- c. Giving post-test to students

3.7 Data Analysis

Data analysis is process of sorting the data and organizing the data into patterns, categories and basic of the data systematically. Data obtained from the result of collecting data will be analyzed by grouping the data, describing the data, revealing the important things and make conclusion so it easy to understand.

In this study, the researcher will use triangulation to analyzing the data. It will avoid biases and other teachers' opinion. The first step is the researcher collects all of data from instruments. Second, the researcher will summarize the data systematically based on theories. Third, the researcher will compare the summary with theories used, cross check with the English teacher. Finally the researcher can make conclusion from result of analysis.

After analyzing the data, the researcher gets the result then the researcher decides whether to stop or continues to conduct implementation of Engklek for the second cycle. If the results fulfill the criteria of success, the researcher will stop conduct action research. But if the results cannot fulfill the criteria of success, the researcher will conduct the second cycle.