

CHAPTER III

RESEARCH METHOD

In this chapter the writer presents the method of the study, which is important as a guideline to attain the objectivity of the study. It provides with research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR). These will be mentioned as follows:

3.1 Research Design

This study used action research design because this study aimed to solve the problem of many teachers in their class, and especially for this study solved the problem in vocabulary class to find out how to improve students' vocabulary comprehension skill.

According to Watts (1985) in book "Action Research" by Eileen Ferrance (2000). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

- Teachers and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their professional development.

Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Action research is not a library project where we learn more about a topic that interests us. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is not about doing research on or about people, or finding all available information on a topic looking for the correct answers. It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students. (Eileen Ferrance, 2000).

3.2 Subject of the Study

Focusing on the topic of The Use of Circle Game as a Strategy to Improve the Students' Vocabulary, this research will conduct in MI Al-Ishlah Pedurungan, the subjects are the first grade that the total numbers of the students are 14 students which include 7 girls and 7 boys. The subjects of the study are the students that never been taught vocabulary using circle game in their class.

3.3 Problem Identification

As the result of observation, the researcher found that there were several problems in the MI Al-Ishlah Pedurungan especially students in the first grade. The English teacher told that she was difficult to teach the first grade, because they were still young. She was difficult to hold the students and to manage the class. Beside that most of the students had low ability and low score in English subject especially in vocabulary. They were easy to forget with the vocabulary that has been studied. Because of that, in this research the researcher focused on improving students' vocabulary.

Besides, when the teacher taught in the class, most of the students did not pay attention for the teacher because the teacher just explained the lesson, invited them to imitate to read the vocabulary, and also ordered them to memorize the vocabulary. It probable made them bored while studying in the class.

3.4 Steps of Classroom Action Research (CAR)

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy Kemmis & McTaggart (1988) in Latif (2009) See Figure 1:

The Action Research Spiral

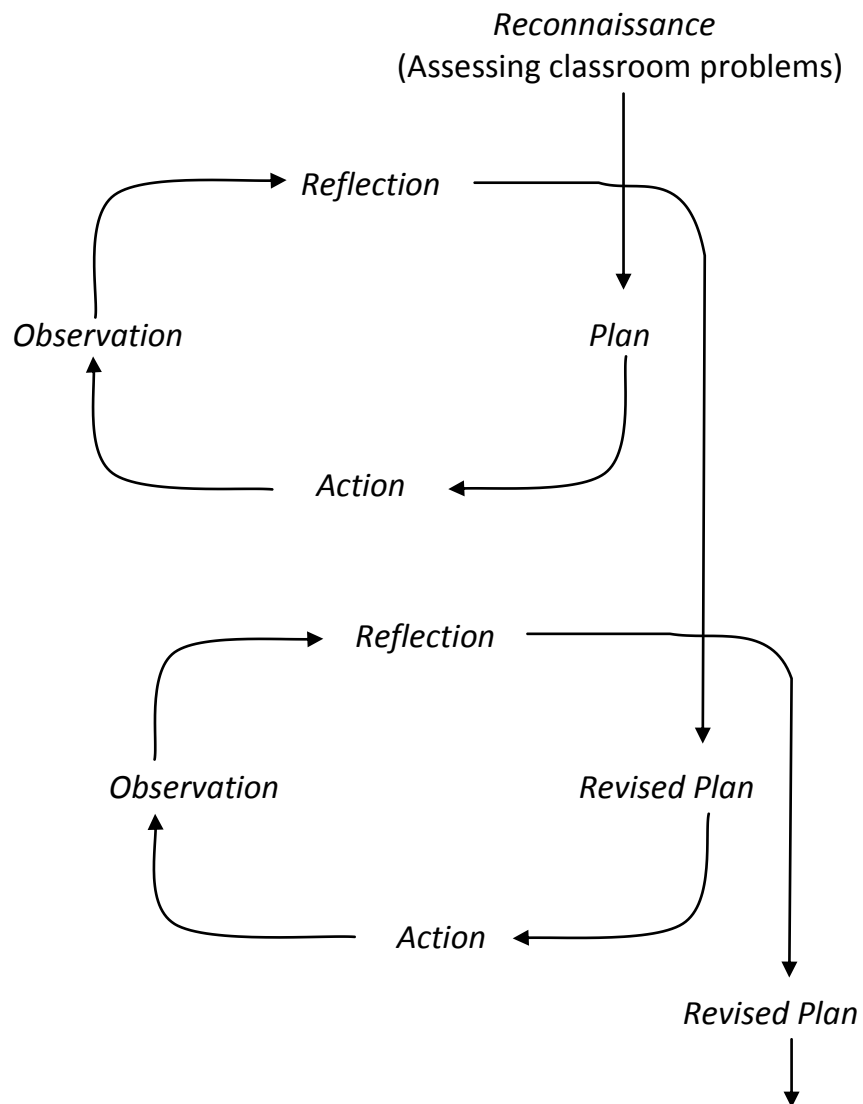


Figure 1
Kemmis, S., McTaggart, R. (1988)

3.4.1 Planning

Planning was the first step the researcher has to do before doing something. The planning was expected to be flexible to face with some non-anticipated effects. By the planning, we prepared to handle

the troubles early. By a good planning, a researcher could be easier to face some problems and it would be more effective in doing research.

After finding the students' problem, the researcher prepared the lesson plan, material, and the media that would be used to teach in the class to improve the student's vocabulary, such as: some pictures that appropriate with the guidebook, music, and crayon.

All materials were prepared by the researcher; the materials were about my classroom. By applying the materials, it was hoped that the students' vocabulary mastery would increase. So they could achieve the average score.

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

- The students' average (KKM) score of English test was 70.
- The students were motivated to join activities in the classroom. It could be seen in the students' activity/ participation and classroom atmosphere.

3.4.2 Acting

Acting was the second step after the planning to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the implementation in class. The researcher implemented the strategy in three meetings in the class to improve students' low ability in term of vocabulary. In this stage the researcher as a teacher taught the students.

Every teaching conducted with the same activity and the same topic, but there were differences in some parts, because the students would bore if the activity always same. So, the researcher changed some parts in this strategy.

For the first teaching, in the first activity the researcher divided the students into three groups, two groups consisted of five students and one group consisted of four students, then the researcher gave them a simple ice breaker. The researcher invited them to follow her instruction, such as: if I say “If you are ready to start the activity, touch your nose”, “If you are ready to start the game, raise your hand” and so on.

Then the researcher stated the topic, “The topic is about things around our classroom”. Then the researcher gave a piece of paper and colored pencil or crayon for each student. The researcher told them that the researcher would play music and asked them to color whatever comes into their mind. When the music was playing, all students should be coloring. After 20 or 30 seconds, the researcher stopped the music, at the time; the students stopped to color and they passed their picture to the person to the left of them in the circle.

The researcher played the music again and then continued with the coloring by the person next to them. The researcher stopped the music again, the students passed their pictures and it continued until the end of the song. When all students finished, each student had a picture that was several student’s contribution. Then the researcher shown the

picture they made and asked them to guess what pictures was this with wrote the answer in the blackboard. When the students wrong in guessing the picture or wrong in writing the vocabulary, the researcher directly helped them by giving some clues and finally the correct answer.

In addition, after the activity above completely conducted, the researcher gave a simple test to check the students' understanding toward the vocabularies gained. Here, the researcher did not only introduce and explain some basic vocabularies based on the topic, but the researcher also gave them the way how to pronounce the vocab.

For the second and the third teaching was still same with the first teaching, but in the second teaching the researcher did not give each student a piece of paper to color but the researcher gave them a piece of blank paper and colored pencil or crayon. The researcher told them that the researcher would play music and asked them to draw a thing refers to the clue in the paper, and the clue was refers to the topic.

For the third teaching was same with the first teaching, the researcher gave each students a piece of paper and colored pencil and the activities was coloring again but the researcher did not divide the students in to three groups, but the researcher asked them to sitting in the big circle. So, there was one group in the class.

Here the researcher drew the schedule to do this research. Schedule of action research conducted by researcher, as follows:

SCHEDULE OF ACTION RESEARCH

Meeting	Activity	Topic
First	Socialization and pre-test	My classroom
Second	First teaching	
Third	Second teaching	
Fourth	Third teaching	
Fifth	Post-test	
Sixth	Questionnaire	

Table 1

This research would be stopped until the data was enough, then the researcher drew the analysis, but if this cycle was not good enough the researcher would continue with the second cycle to re-follow the first cycle with adding, deleting or revising some inappropriate items in this research.

3.4.3 Observing

The third step was observing. Observing was used to see and capture some influences caused by a classroom action. This observation's result was a basic of doing reflection so the research should be able to show the real situation.

In the observation, the researcher used field notes and observation checklist of the process to observe the students and the situation in the classroom while conducted the research in the class. In

this case the researcher could not observe the classroom by herself, because to get a valid data, the researcher should be accompanied by a teacher partner.

In observing, the researcher must get the data collection. The data collection was an important step in deciding what action should be taken. It collected in the second semester. The researcher used three techniques to get complete the data from the subject. They were; giving vocabulary test, observing and giving questionnaire.

The sources of data in this study were the students as the subject of the study, the English teacher as the observer, the researcher as the teacher and as the observer in this research and the class atmosphere to find out any information about the teaching learning process while using circle game was implementing.

To collect the data, the researcher used three instruments, they were: test, observation and questionnaire in order to identify whether or not it was an effective way to teach vocabulary for elementary school students.

The first was giving test. In this study, it conducted to elicit responses on the basis of which a numerical score can be assigned. The researcher gave two test, they were: pre-test and post-test. The researcher conducted the pre-test in the second meeting after socialization. Pre-test consisted of twenty five items in the form of multiple choices. The second test was post-test, post-test gave after doing socialization and giving pre-test. Post-test consisted of twenty

five items in the form of multiple choices also. The materials of the test were taken from the vocabulary in the guidebook for the first grade.

The second was observation. In this study, observation conducted when teaching learning process, they were: students' attention, students' interaction, and all that would be needed to collect the data. There are two instruments in observation would be used by the researcher, they were: observation checklist and field notes.

Observation checklist was used to collect the data about students' activities in the implementation of the action. Whereas the field notes was used to note the facts dealing with implementation of the actions that could not be put in observation checklist.

And the last was questionnaire. In this study, the researcher gave the questionnaire for the students to find out the students' responses toward the use of circle game in teaching vocabulary. The questionnaire conducted after all activities are completely done. It consisted of ten questions and it was in the form of multiple choices, in which, the respondents only selected one of the provided answer (by crossing A or B in each question).

3.4.4 Reflecting

Reflecting was the activity that consisted of: analysis, synthesis, explanation, and conclusion. The reflection's result was had revision of the planning which has been done, and it could be used for repairing the teacher's performance in the future. So, the action research

could not be held only one meeting because it needed more time to do the reflection's result as a planning for the cycle after.

In this step, all of the data would be analyzed have collected and the result reported in descriptively. All the instruments the writer used in conducting this research answered the research question. In this step, the researcher analyzed the data from the test, observation, and questionnaire to check trustworthiness of data analysis.

The first is test, the researcher needed to analyze the students from pre-test and post-test. The passing grade (KKM) for English was 70. It means that the students' minimum score was 70. If there was still student got score under 70, so the researcher had to revise the planning.

Secondly, the researcher analyzed the data from observation checklist and field notes of students' performance in the class. The observation checklist checked by the English teacher as an observer, and the notes also made by the English teacher as an observer.

The last, the data analyzed from questionnaire. The questionnaire was used to find out the students' responses toward the use of circle game in teaching vocabulary. Finally the researcher analyzed all information then discussed it to get research findings. After the researcher got the results from the students' score, observation, and questionnaire, the researcher compared them with the criteria of success whether continue to the second cycle or not.