

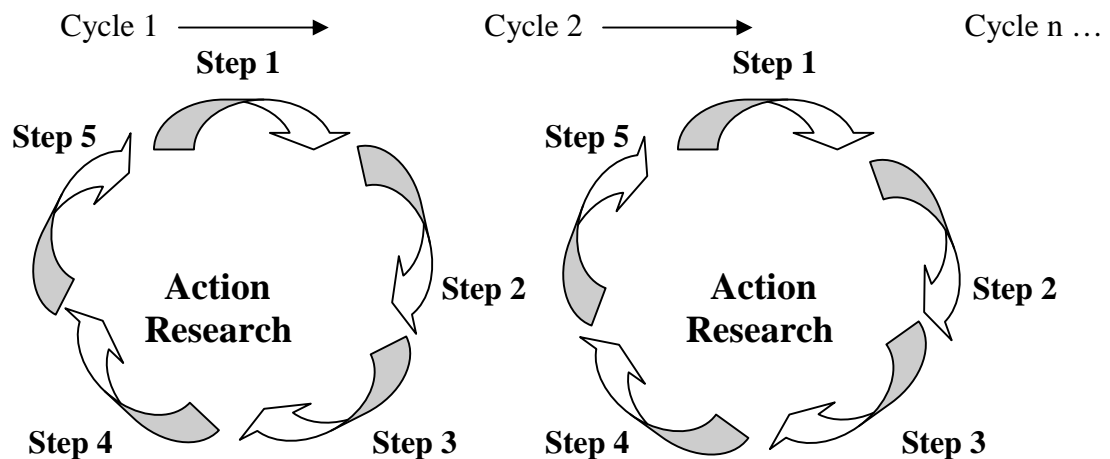
CHAPTER III

METHODOLOGY

3.1 Research Design

Determining design of study is surely required to conduct a research to find out the way of whole process towards result of a study based on the problem statement. The design of this research is an action research which is defined typically as an effort to improve one specific point in a teacher's technique in a classroom. This research project aims to focus on the immediate application, that is, Thematic-units approach to optimize students' vocabulary achievement.

According to Darsono, an action research is neither used for the development of theory nor the general application. This sort of research design evaluates the problem "here" and "now" in a local setting. Thus, the findings of this study can not be scored in a universal validity, but those are merely able to be generalized as the previous study for the next research project (Darsono, 1999). The diagram below shows the requirement of having cycle steps of doing an action research (Hamim, 2006):



These are some steps towards doing this action research;

Step I is determining problem or problem identification. The researcher needs to identify the problem or focus of what, where, who, when, and why the research should be undertaken. This identification is observed to the local area setting in which the researcher has to describe the situation he wants to change or improve. For instance, in this case the researcher intends to improve the students' vocabulary achievement as the priority goal for whole four language skills in daily English class. During the lesson the researcher finds there are many students who still have a less competence in vocabulary achievement such as vocabulary short answer, puzzle with or without pictures as aid, multiple choice questions, sentence completion, synonym and antonym, matching words or phrases, classifying words and rearrangement of jumbled letters or words.

Step II is planning for action. It refers to the researcher's planning to employ particular strategy to answer the problem. The action simply belongs to the answering how the problem can be coped with. The action consists of several steps to practice. Therefore, in this case the researcher proposes some steps named cycles which are covered in one point called Thematic-Units Approach.

In Thematic-Units Approach, the material units are gathered, the vocabularies that topically related are listed under certain theme. For example, under personal identity theme, a student is expected to find specific items such as name, address, age, birth, country, religion and so on. Whereas, other vocabulary items dealing with this theme, a teacher can also

integrate greeting to other friends, teaching numbers, name of days and month in mentioning date of birth or more, in this case spelling alphabet is also required to undertake.

Step III is collecting the data. It refers to description of what, when, where, why and how the researcher collects the data to support the analysis.

Step IV is analyzing the data. It is used to measure whether the results of the observation are valid and whether the applied technique has worked well in answering the problem statement.

Step V is planning for future action. This step is purposed to examine the reflection as the result of each previous step whether the cycle must be continued or stopped due to the indications of achieving the result as well as answering the research problem statement.

3.2 Subject of The Study

The subject of this study consisting taken as sample is the twenty two students at the fourth grade of State Elementary School (SDN) of Sidokumpul IV Gresik consisting of twelve male students and ten female students. Those are the total number of students in that class.

3.3 Instrument of The Study

The instruments used by the researcher in this research project to collect some data are observation and test. This observation refers to whole activities which are recorded during the lesson will be used as the researcher's reference to get the data. In regard of gaining its validity, this process of observation is assisted by a teacher-partner so that it can be

controlled. Therefore, the researcher provides some tools to evaluate this purpose, they are; teacher-partner's note (analysis of thematic-units approach application in classroom) and a student's progress report.

The second instrument is test. Since the problem statement of this research refers to the analysis of students achievement during the process, the test will be provided daily in each meeting. In this case, the focus of the test competence will be laid on the vocabulary achievement. Some kinds of test that are going to be available such as ; vocabulary short answer, puzzle with or without pictures as aid, multiple choice questions, sentence completion, synonym and antonym, matching words or phrases, rearrangement of jumbled words, classifying words, simple translation or even minimal pairs or dictation.

Equally important, to investigate the progressiveness of students within this approach is being applied, the researcher determines the materials in which they are taken from the syllabus and text book of class four at the second semester. The theme consisting of some units are gathered at this study subject. Some basic competences that reflect to the vocabulary achievement target and the possible units considered to gather in one unity of theme are compiled towards as the requirement to apply at this class.

In short, in order to validate the thematic-unit form and technique of conducting thematic-unit approach, those instruments are qualified to use.

3.4 Data Collection

The purpose of this research project is to investigate how the thematic-unit approach is able to create a meaningful classroom activity in which purpose is employed to optimize student vocabulary achievement in term of giving an acceptable meaning, recalling and using the entries which applied as the basic competence on other English skills.

In achieving this goal, the researcher needs to employ some substantial steps to support those five steps in action research;

Step I is observing documentation in which the researcher determines the materials taken from the syllabus and text book of class four at the second semester in English local content curriculum of East Java. The theme consisting of some units are gathered at this study subject. Some basic competences that reflect to the vocabulary achievement target and the possible units considered to gather in one unity of theme are compiled towards as the requirement to apply at this class.

Step II is doing observation through the cycle. The researcher intends to rely on the cycle as reason of data validity. The cycle, in this case refers to the steps of gathering the data containing with the planning, action, evaluation and reflection. During the cycle, the researcher does an analysis of how significant thematic-unit approach can be practically used in the subject of the study by constructing materials, practicing materials in action and noticing the students' responses during the lesson as well as doing scoring action.

Step III is conducting test. In this case, the test contains of daily quizzes. The reason why the researcher prefer to choose quizzes as the measurement is concerning with the approach in which the thematic-unit approach enables to be scored during or at the end of the unit topic. The identification of successes or failure of the given treatment is measured through the test.

In term of getting the data, they are going to be collected for six meetings including of five cyclical steps in an action research practice. In this case, these processes will be assisted by a teacher-partner so that the validity of data collection can be controlled.

3.5 Data Analysis

After doing several steps consisting of data collection, they will be analyzed. This valuably used to support the researcher in drawing the conclusion and valid result of this research project, data analysis is necessarily needed. Data analysis is supposed to be reliable to compare the condition before and after being given the treatment (thematic-unit approach). Thus, it will finally gain a significant impact of the differences before and after conducting the research project.

The analysis is focused on the learning result. In this case, the tests are scored and remedied if they are necessary performed. The result of the study can be viewed on the students' progress report as the final action containing of achievements got during the research actions.

The data of whole process were analyzed in several steps. The first is getting raw scores for each student's test then put them in a raw score per-

meeting. The classifications of test are based on the basic vocabulary competences as mentioned at the previous chapter. The second is classifying the scores into scale, percentage and indicator progress in the students' progress report. In this case, the vocabulary achievement aspects were classified into three main points, they were on correct answering (focus on word concept, meaning, position and association), on correct words writing or written production, and on correct words pronunciation or oral production.