CHAPTER III
RESEARCH METHOD

3.1 Research Design

The research design of the study is classroom action research because the goal is to find strategy on how Mind game improves students' vocabulary for the fourth grade at SD Negeri Golokan.

3.2 Subject of the Study

This research was conducted in SD Negeri Golokan. Based on the preliminary study, this research focused on the fourth grade because students' vocabulary was lower than the other classes. The total numbers of the students were 17 students which consist of 10 male and 7 female.

3.3 Problem Identification

At the first step before conducting classroom action research, the researcher came to school. The researcher conducted the observation during teaching learning process at 25th January 2012. Actually, The English schedule in the 4th grade on Tuesday and Wednesday were always in the last period. So, it could make class not conducive because the students were tired. The researcher found that most of the students did not focus on the lesson. They were noisy when the teacher explained the lesson. Moreover, they also had low motivation when the teacher taught English in the class. When the teacher explained the lesson, some of students joked and some of them disturbed the other friends. Only few of students paid attention on the teacher's explanation. When teacher gave some questions, only four students were active to answer.

Then the researcher conducted interview with the English teacher. Here, the researcher got the data that the standard score in this school was 65. This English teacher has taught from third until sixth grade. She said that the students' vocabulary for the fourth grade was quite low than the other classes. It could be seen from the average value of final test in the first semester year 2011-2012 that was 51. It meant that most of the students got remedial test because their score was under the standard score. On the other hand, the teacher said that there were some students' problems which made the students lack vocabulary. When the teacher introduced several vocabularies in current meeting, then the students forgot the vocabulary at the previous meeting.

From this information, the researcher analyzed that the lack of vocabulary may be caused from the atmosphere of the class that was not conducive because the English schedule was in the last period. So, the students were tired and noisy. They did not focus when the teacher explained the lesson. Moreover, they also had low motivation when teacher taught English in the class. Actually, the teacher used some variation of media when teaching in the class. Unfortunately, the students still could not catch the lesson because the students were not serious in the learning process. From this problem, researcher conducted classroom action research using Mind game for English lesson for the fourth grade in SD Negeri Golokan.

3.4 Research Procedure

There are four steps in action research. They are planning, implementing/ acting, observing and reflection. The process in action research as cyclical that involving some cycles. Kemmis and Mc Taggart (1990) as quoted by Mark,

explained "the first cycle moves through the major steps of planning, acting, observing and reflection which are then used to revise the process in the next cycle". It can be illustrated in figure 3.1.
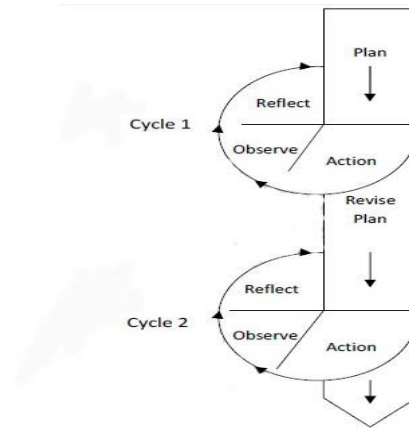

Figure 3.1 Adopted from Hopkins (1985) as showed by Mark

a. Planning

After finding out the cause of low students' vocabulary, researcher composed the cycle which needed five meetings. In the first meeting the researcher gave pre-test to the students, the second meeting until the fourth meeting researcher gave treatment in the class using mind game. The last meeting researcher gave post-test. In this step, the researcher made procedure of the strategy to be applied in the classroom. The planning stages were designing the lesson plan, designing schedule of classroom action research and deciding criteria of success.

The designing lesson plan on this study was based on its purpose that improves the students' vocabulary. The researcher needed three times of meeting which every meeting consists of 70 minutes to apply this strategy because in this study, the researcher only focused on one material. The

material was based on the syllabus which only focused on one aspect skill. It was writing skill which included one standard competence and two basic competences. The topic material was about Animal which included Tame Animal and Wild Animal.

The schedule of classroom action research that conducted by the researcher was pre-test, doing classroom action research and post-test. In the first steps, the researcher gave pre-test. The researcher gave pre-test to measure the students' vocabulary. Then the researcher did action research that appropriate with the lesson plans which was arranged. Finally, researcher gave post-test to measure the students' vocabulary after getting action research. The detailed of schedule could be seen on the appendix.

Because this research was conducted to know how the Mind game improves students' vocabulary, there were criteria of success on this research. The researcher discussed about the criteria of success with the English teacher. From the discussion, the criteria of success were divided to be two criteria. They were students score and observation.

The first criterion was from students score. Score described the achievement of the students' vocabulary. To know the students were success and failure, there was criterion of assessment. The criterion of assessment on this research was a student can be said to pass the test if he/she can solve 65% of the test. The 65% was taken from the standard score in this school. The categories of the student score were as follow:

1. 0% - 40%   : Very poor
2. 41% - 55%   : Poor

3. 56% - 70%   : Fair

4. 71% - 85 %   : Good

5. 86% - 100%   : Very good.

(This Criterion assessment was adapted from Jailani's thesis).

Moreover, a class was said to be successful if 80% of the students passed the test. The formula marks present bellow:

$$P = \frac{R}{N} \times 100\%$$

P = Percentage

R = Number of students who got successful score

N = Number of students

The second criterion of success of observation was, if 70% the condition in the class was better than before the action research was implemented. The table of observation was showed in the appendix. If the result of both data was improved, so the research was finished, but if not, it should be continued in the next cycles. The formula marks present bellow:

$$P = \frac{\sum Score\ achieved\ on\ every\ meeting}{Maximal\ score} \times 100\%$$

Adopted from Slameto (2011: 115)

b. **Implementing**

The researcher tried to apply the strategy of teaching vocabulary by using Mind game on three meetings and was closed by post-test in the last meeting.

In the first meeting, the researcher applied Mind game which used the first variation of Mind game. In the pre-activity the researcher asked the

students' experience when they went in the Zoo because it could be as brainstorming. In the whilst-activity, the researcher made rule of playing Mind game and explained how to play this game. In this game, the students worked in pairs. In post activity, the researcher reviewed and summarized the lesson.

In second meeting, the researcher applied Mind game which used the second variation of Mind game. In the pre-activity the researcher used some animal's picture to call back the students' animal vocabulary. Then in the whilst-activity, the researcher made rule of playing Mind game and explained how to play this game. Here, students worked in group. Every group consisted of 3-4 students. In the post-activity, the research reviewed and summarized the lesson.

In the third meeting, the researcher applied which used the third variation of Mind game. In the pre-activity the researcher made rule of playing Mind game and explained how to play this game. Students worked in group. Every group consisted of 3-4 students. In post-activity, the researcher reviewed and summarized the lesson.

c. Observing

In this stage, the researcher tried to present the data, instruments for data collection and technique to collect the data. In this research, the criteria of success were divided into two criteria. The first criterion was from students' score and the second was from observation.

To achieve the first criteria, the researcher gave two tests to the students. They were pre-test and post-tests. The function of pre-test in this

study was held to know the progress of students' vocabulary knowledge during after the final test until before the researcher gave treatment. The form of test was multiple choices which consisted of 30 questions. The detailed of pre-test and post-test can be seen on the appendix.

Moreover, to achieve the second criterion the researcher observed the class atmosphere and the process of teaching learning process. The quantitative data of the observation was got from the class atmosphere to analyze about students' motivation. So, the instrument to collect the data was the percentage of observation. To get a valid data, the researcher could not observe the classroom by herself. So, in this case, a teacher partner accompanied the researcher. The teacher partner helped the researcher to observe. The researcher prepared the observation form for the teacher partner. The detailed of observation form can be seen on the appendix.

d. Reflecting

After collecting data by observing the class and giving post-test, the researcher needed to analyze some findings that would be helpful for teaching and learning to improve students' vocabulary. In this section, the researcher evaluated the connection between planning and the implementing. Then, the researcher evaluated the effect of the implementation of using Mind game which was done during the action. Moreover, the researcher also analyzed the data with compared and crosschecked between the result of observation and test with criteria of success in this research.

Reflection was used to know the implementation of the action was success or failed. The criteria of success of this research were the students'

scores increase and students were motivated to join activities on the strategy. If the result of the study filled the criteria of success in the first cycle, the action research would be stop. On the other hand, if in the first cycle the result could not reach the criteria of success, the researcher needed to modify the strategy and then the researcher applied it in the second cycle with different style in teaching using Mind Game.