

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this chapter, the writer presents the action research methodology that is used in this study. It consists of research design, steps of CAR, problem identification, planning for action, implementing, data collection, data analysis, planning for future research.

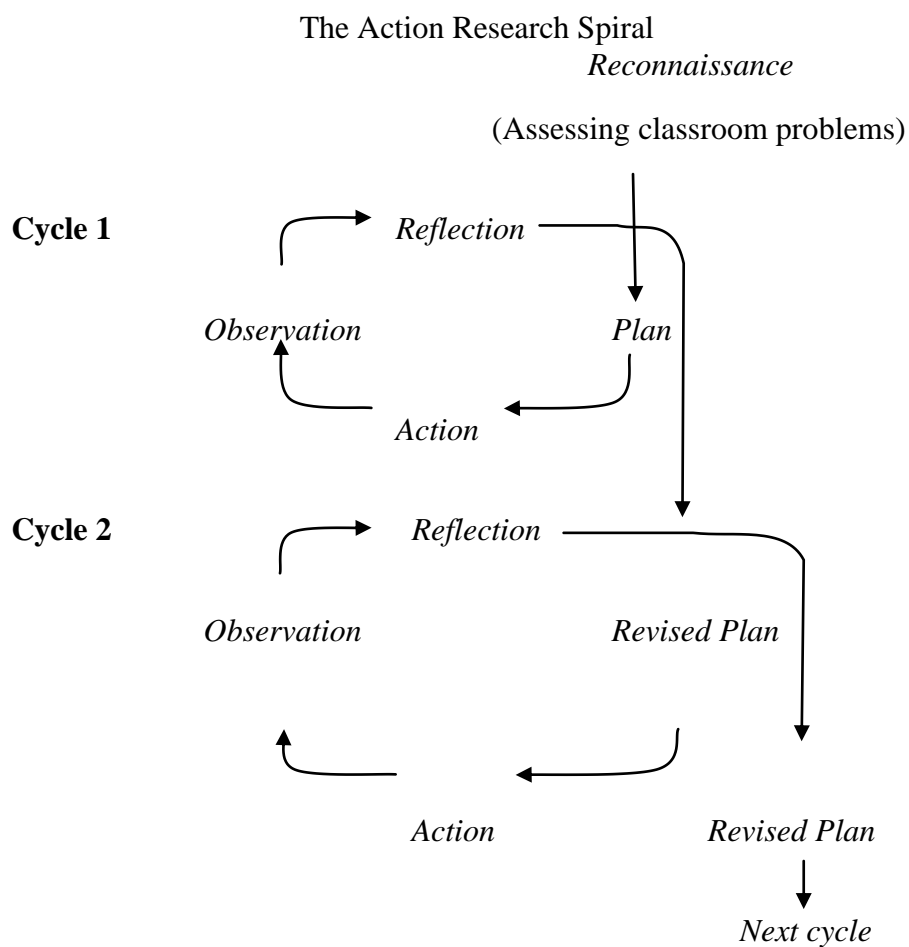
For more details, the writer would like to offer some definition of what Action research is from some experts:

1. McNiff (2006:7) says that ‘Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work’
2. Frost in Costello (2003:4) says that ‘action research is process of systematic reflection, enquiry and action carried out individuals about their own professional practice’

From those explanations, one can conclude that the meaning of classroom action research is reflective action which is done to maintain the teacher in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better. The goal of the researcher study. She wants to improve the students’ vocabulary. The general goal for CAR in my explanation is purpose a new strategy at MI BANU HASYIM especially at the third grade.

3.2 Steps of Class Room Action Research

Based on Arikunto (2009:16) there are four steps in action research. They are 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) : See Figure 1



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

3.2.1 Planning

Planning was the first step of the research procedure. This activity covered the problem identification and planning for action. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

3.2.1.1 Problem Identification

The researcher conducted observation in MI Banu Hasyim, exactly in the Third grade. based on the observation, the researcher find problem that happen in there. The majority of student think that English is very difficult to understand. They have very lack of vocabulary so that the students are very passive talk each other with their friends when they have English subject in the class. For the learning process, actually it is called teacher center, because mostly the teacher just explain the lesson and monotonous without any games. The teacher do not use interesting method in the class. The teacher just ask to the student do the assignment. The monotonous methods make students lazy, boared, and not intersted to learn English. The teacher sometimes can't control the class and this situation makes them impossible to continue the learning process. Finally, the students have limited vocabulary. Here, the researcher will use AGPA method.

3.2.1.2 Planning for Action

After finding the students' problems in vocabulary, and find a suitable strategy, researcher prepares all of thing about teaching learning vocabulary in classroom. The researcher prepares the material, lesson plan (Appendix 1) and time allotment. Then, the researcher prepares the media that will be used in teaching. For example laptop or computer, sound and projector to the classroom. Before it, the researcher did interviews the English teacher and the students about the difficulty which is faced the in teaching learning process.

In reseacher's planning for an action in each meeting is based on the standard competence and basic competence on the syllabus at the elementary school for English subject third grade/ second semester, there are seven meetings, one meeting the researcher will socialize the strategy which will be used by the researcher to the teacher and the students. Two meetings for pre test and post test but before the reseacher gives the pre and post test in MI BANU HASYIM, the reseacher will be try out the test in another school to get validity for the test, it will be accepted or rejected. If the test is accepted the reseacher can be use it in reseacher's school observation. If the test is rejected the reseacher must be make it again.

Then the researcher gives pre test about English (especially vocabulary) to the students as the first test. The purpose of this test is to measure the student's ability especially in vocabulary. Second until the fourth meetings the researcher applies the strategy in the class, in the middle when the reseacher applies the strategy, the reseacher gives the students questionnaire. Then the last meeting reseacher gives

post test to compare after and before the researcher implements the strategy. Then the researcher compares all the data and all the result, to know is the strategy success or not in improve the students' vocabulary. If that strategy is success, the study will be stop, but if the strategy is not success, the researcher must do the next circle by modify the strategy.

3.2.2 Acting

Acting of the strategy is begun in the first meeting and finished in the four meeting. In this meeting the researcher will try to apply the method of teaching vocabulary by using AGPA in Elementary school based on base competence:

1. In the first meeting, the researcher uses AGPA. In this meeting the researcher uses AGPA to give the students' understanding about it and us it relate to the topic. In the first (opening) the researcher shows the AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper, her shows again the strategy(it contain hangaroo and missing latter games) and gives clue for the students(her gives them question and asks to them to write their words in their paper). After that the researcher gives them reward if they answer correctly . The topic in this meeting is about clothes.
2. In the second meeting, the researcher uses AGPA but other games(Hot potatoes(J-cross) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give

connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard and pronounce it words. The topic in this meeting is about transportation.

3. In the second meeting, the researcher uses AGPA but other games(Hot potatoes(J-match) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard and pronounce it words. The topic in this meeting is about foods. Finally the reseacher gives Questionnaire
4. In the second meeting, the researcher uses AGPA but other games(Hot potatoes(J-Quiz) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard and

translate it words into Indonesia. The topic in this meeting is about animals.

The schedule of action research will be conducted by researcher, as follows:

SCHEDULE OF ACTION RESEARCH

Meeting	Activity
First	<ul style="list-style-type: none"> • The researcher will socialize the strategy which will be used by the researcher to the teacher and the students. Then the researcher gives pre test about English (especially vocabulary) to the students as the first test. The purpose of this test is to measure the student's ability especially in vocabulary and get the first score as comparison with the post test which will be done in the last meeting.
Second	<ul style="list-style-type: none"> • the researcher uses AGPA. In this meeting the researcher uses AGPA to give the students' understanding about it and it relates to the topic. In the first (opening) the researcher shows the AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper, her shows again the strategy(it contains hangaroo and missing latter games) and gives clue for the students(her gives them question and asks to them to write their words

	<p>in their paper). After that the researcher gives them reward if they answer correctly . The topic in this meeting is about clothes.</p>
Third	<ul style="list-style-type: none"> the researcher uses AGPA but other games(Hot potatoes(J-cross) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard and pronounce it words. The topic in this meeting is about transportation.
Fourth	<ul style="list-style-type: none"> the researcher uses AGPA but other games(Hot potatoes(J-match) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard

	<p>and pronounce it words. The topic in this meeting is about foods. Finally the reseacher gives Questionnaire.</p>
Fifth	<ul style="list-style-type: none"> • the researcher uses AGPA but other games(Hot potatoes(J-Quiz) and hangooro games). In the first (opening) the researcher shows AGPA to the students to give connection to the material. Then in the second (content) the researcher asks the students to prepare piece of paper and gives them question. After that the researcher applies AGPA and asks to the students to write their words in their paper then chooses both of them to come forward, write down their words in the whiteboard and translate it words into Indonesia. The topic in this meeting is about animals.
Sixth	<ul style="list-style-type: none"> • the researcher gives post test. The purpose of this test is to know the development of students' ability in vocabulary by compare between pre test score and post test score. • After that the researcher compares all the data and all the result, to know is the strategy success or not in improve the students' ability in vocabulary. If that strategy is success, the study will be stop, but if the strategy is not success, the researcher must do the next circle by modify

	the strategy.
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3.2.3 Observing

When applying and conducting research in the class. In the first The researcher observes the English teacher in teaching English in the class before the researcher gives the treatment. In the second observation, the researcher asks English teacher to be a partner in observing the students' respond and the situation in the class. It is done when the researcher applies the strategy in teaching in the class. The observation will be done in every meeting to know more about the implementation of the strategy which is used by the researcher.

In this study, the researcher collected the data in the second semester of 2012 academic year by giving questionnaire, observing and giving the test. Interview and observations will be done by researcher in the first time. The researcher observes the English teacher in teaching English and situation in the class when teaching learning process is running. Then the researcher interviews the English teacher by giving some questions. Next, the English teacher observes teaching learning process which is done by the researcher by using AGPA. The purposes of this activity are to know the implementation of teaching vocabulary using AGPA to know the effect of that strategy to the students. Then the questioner is given to the students. It is given to the students in the middle of the final activity in the students learning process in the class. Finally, the researcher gives the test to the

students. The researcher and taken from the books. The exercise is done twice: pre test and post test.

The researcher used some instruments, they are:

1) Observation

In the first observation, the researcher observes the English teacher in teaching English in the class. It is done by the researcher to know the strategy which is used by the English teacher, the problem which appears in teaching learning process, the students' respond, the situation and condition in the class when teaching learning process is running. In second observation, the researcher asks the English teacher as a partner to observe when the researcher implements the strategy. It is done to make data observation valid. In the field notes, the English teacher writes everything deals with the teaching learning process from the beginning to the end and observation sheet. It includes the situation in the class and the respond of the students.

2) Questionnaire

The writer use this method to measure how AGPA influences the students' vocabulary skill improvement. It means that the students are motivated to join activities on the strategy and the strategy is easier for learning English especially vocabulary skill.(appendix 2)

3) Test

There are two kinds of the objective scores. The first is, the score taken from the students' pre test, and the second is the score taken from the students' post test. The researcher will use the different topic for pre test and post test. Before the researcher gives the pre and post test, the researcher will be try out the test in another school to get validity for the test, it will be accepted or rejected.

The researcher does the pre test because the teacher explains that the students' score in mid test is not the original students' score and she does not have the students' vocabulary score. So the researcher conducts to do the pre test to get the original students' score and the students' vocabulary score.(appendix 3)

3.2.4 Reflecting

In this stage, the researcher will evaluate the connection between pre-test and post-test. If the result of the study shows the target criteria of success KKM more than 70, the students' vocabulary improve and their participation in the classroom more motivated, it means that the result of the study fills the target/criteria of success; the researcher will stop the research.

To analyze the data, the researcher uses triangulation. It means that the researcher compares and crosscheck between the result observation, questionnaire for students and test with the criteria of success in this study. The criteria of success of students' scores increase and the students are motivated to join activities on the strategy. The study will be called improving students'

vocabulary when the students' score increase. If the result does not complete the criteria of success the researcher must continue this study to the second cycle with different style in teaching using AGPA.