

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design in this study is to seek and to answer the question of the study, “How can Chain card game strategies improve the fifth grade students’ vocabulary skill at SDN Sukoanyar 2 - Lamongan?” In doing so, the researcher intends to use Classroom Action Research to complete this study. The researcher conducts classroom action research in the teaching learning processes. Mills (2007:5) defines action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. According to McNiff (1992) in Supardi, the purpose of action research is for improvement. Furthermore, Mills (2007:5) stated the goals of action research are gaining insight, developing reflective practice, effective positive changes in the school environment, and improving students’ outcomes. It means that the goals of action research are to solve the problem which has occurred in the class room and to improve students’ outcomes.

The fundamental aim of action research is to improve practice rather than to produce knowledge (Elliot, J., 1991:49). So, it means that this research is not conducted to find the new knowledge but to improve practice, in this research is to improve students’ Vocabulary mastery. Furthermore, Supardi (2009:110) stated that action research has three important characteristics. The first is reflective

inquiry; an action research is from the problem which was faced by the teacher in the class. The second is collaborative; in order to conduct an action research, we can not do it by ourselves, but we have to collaborate with other teacher. The third is reflective; an action research is emphasized on the reflective process from the process and the result of the research. It is different from the formal research which is emphasized on the experimental approach.

Based on the second characteristics of action research, collaborative, the researcher cannot do this research by herself, so the researcher is accompanied by a teacher partner. The teacher partner's name is Agus an English teacher in SDN Sukoanyar 2 - Lamongan. As an English teacher, the researcher plays two roles as a researcher and teacher.

3.2 The Step of Action Research

There are four steps in action research. They are planning, acting, observing, and reflecting. These activities are in a cycle. Each cycle consists of four meetings. Latief (2009:11) stated 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) stated that the criteria of success are developed from the problem which needed to be solved or the goal which needed to be achieved. Furthermore, he stated that the indicator of criteria of success can be in quantitative data or qualitative data. In quantitative data, it can be seen from the score of the students and the students' participation in teaching learning process. While in qualitative data, it can be seen from the situation in the classroom and the feeling of the students and teacher. In this research, the problem

which needed to be solved is the students' ability in vocabulary. The indicator of the improvement can be seen from the students' scores and the students' participation in the class. If the students get scores more than 6,5 and can participate actively in the class, the research can be stopped and the researcher does not need to conduct the 2nd cycle.

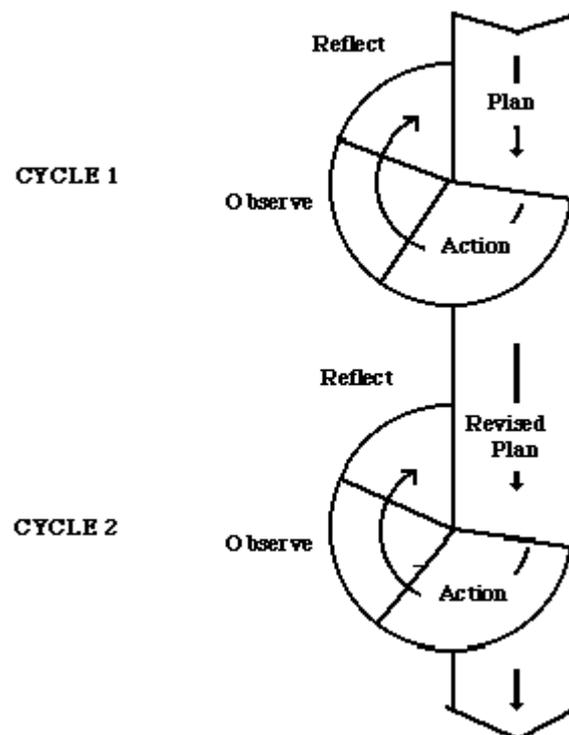


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985) taken from <http://physicsed.buffalostate.edu/danowner/actionrsch.html>

3.2.1 Planning

There are three steps in this stage. The first is identifying the problems, the second is formulating the problem and finding the cause of the problem, and the third is developing action or solution. Firstly, the researcher identifies the problem in the class room. The problem comes up in the fifth grade, specifically in class B.

After identifying the problem, the researcher formulates the problem in the problem statement then the researcher tries to find the solution related to the problem. The researcher uses chain card game to solve this problem. The researcher also prepares the criteria of success. There are two criteria of success in this research; (1) The students' average score of the vocabulary test is 65 and (2) The students are motivated to join activities on the strategy. After that, the researcher prepares everything which is dealt before applying chain card game in the class room. In this step, the researcher should prepare the material, indicators, teaching aids, and time allotment which are formed in the lesson plan. The researcher also arranges the schedule for the implementation of chain card game.

3.2.2 Acting

In this stage, the researcher implements chain card game as a strategy to teach vocabulary in the class room. In implementing the use of chain card game, the researcher uses lesson plans. The researcher can make a change based on the situation in the class. The researcher will conduct four meetings in one cycle. The steps to create chain card game can be done in one meeting. The researcher conducts four meetings because in the first meeting, the researcher has to introduce chain card game strategy for the students. As we know that the strategy is still new for the students. In the second meeting, the researcher has to teach the vocabulary words about the topic. The students had ever got the vocabulary words in their previous class but the researcher needs to review the vocabulary words again. The third meeting is implementing chain card game to the students. It is in one meeting, so the students can be focus in making their chain card game. The

fourth is developing students' idea into Vocabulary using chain card game that they had already made.

To reduce the weakness in this stage, the researcher needs to prepare everything dealing to the teaching learning process. The teacher partner also observes the researcher by using observation checklist in the class for improvement in the next meeting.

3.2.3 Observing

Latief (2009:12) stated that observation is an activity to get data. While conducting research in the class, the researcher also observes the students and the situation of the class room by using field notes. To get a valid data, the researcher can not observe the class room by him self. So, in this case, the researcher should be accompanied by another person. In this research, the researcher is accompanied by a teacher partner. The teacher partner helps the researcher to observe and record everything that happened in the class. The researcher prepares the observation checklist for the teacher partner.

Instruments are used to facilitate and get the data. Supardi (2009:127) stated that in order to get an accurate data, we need to arrange valid and reliable instruments. A valid instrument means the instrument which can measure what should be measured, while a reliable instrument means the instruments must be accurate and consistent. In this research, the researcher uses instruments as followed:

a. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, D.,2002:216). Furthermore, Brown (2001:401) stated that a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified of criteria. This instrument is used by the researcher to find out the use of chain card game to improve students' vocabulary. The data is in the form of scores. The type of test is subjective one in making vocabulary composition. Here, there are two kinds of the scores, the first is the scores taken from the students' pre test, and the second is the scores taken from the students' post test. In conclusion, this research uses two kinds of the test instruments; they are students' pre test and post test.

b. Observation

There are two instruments in the observation. The first is observation checklist. Checklists are basically sets of questions one answers on self (Elliot, J., 1991:81). This instrument consists of 16 questions that the teacher partner has to answer during observing the implementation of chain card game strategy in the classroom. The second is field notes. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes (Ary, 2002:431). A field note is a diary written by the researcher and teacher partner. Ary (2002:431) stated that there are two components in the field notes. The first is the descriptive part, which includes a complete description about something (who, when, what was done). The second is the reflective part, which includes the observer's personal feelings or impressions about the events.

c. Questionnaire

A questionnaire is a list of questions one wants to ask other people (Elliot, J., 1991:82). The researcher uses the questionnaire after conducting action research in the last cycle. The questionnaire is distributed to the students and designs in nine questions. It is used to know the students' feeling using chain card game in their vocabulary practice.

3.2.4 Reflecting

Supardi (2009:133) stated that reflection is reviewing the change that happened to the students, situation of the class, and teacher critically. In this stage, the researcher and teacher partner analyzes the data which had been collected to be summarized. If the result of the study shows the target of criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study can not reach the criteria of success, so the researcher needs to modify the strategy and implement the modified strategy in the next cycle. In this step, the researcher compares the result of the study with the criteria of success to decide whether the research can be stopped or not.

The data of the study are some information about chain card game which are used in teaching English process, and the information that arises because of chain card game. It means that the data comes from how the teacher uses chain card game to improve students' vocabulary.

The data are the result of the observation, field notes, questionnaire, and students' vocabulary using chain card game. The result of observation checklist, field notes, and questionnaire are used to describe the use of chain card game to

improve students' vocabulary using chain card game. While students' vocabulary using chain card game are used to investigate the way of chain card game to improve students' vocabulary.

Collecting data is one step used in an action research since the data is absolutely needed to answer the research problem. In this research, the researcher observes and records all the things that happen in the class room. There are two steps of collecting data as followed:

- a. The researcher gives pre test to the students in the form of vocabulary. After that the researcher and teacher partner scores the students' work by using Jacob et alls assessment criteria.
- b. The researcher applies chain card game to improve students' vocabulary. The researcher conducts four meetings in each cycle. In doing this, the researcher observes and records all the things in the class room by using observation checklist and field notes. The researcher is accompanied by a teacher partner in applying the strategy in the class room. She helps the researcher to record everything dealing activities in the class room.
- c. In the fourth meeting, the researcher gives the post test to the students then the researcher and teacher partner scores the students' work by using Jacob et alls assessment criteria.
- d. After conducting an action research, the researcher distributes the questionnaire to the students.

After collecting data by test, observing class, and giving questionnaire to the students, the researcher needs to analyze some findings that will be helpful for teaching and learning to improve students' vocabulary.

Firstly, the researcher needs to analyze the students' vocabulary in pre test and post test by using Jacob et alls assessment criteria. The passing grade (SKM) for English is 65. It means that the students' minimum score is 65.

Secondly, the researcher and the teacher partner describes the information what is going on in the class room during the implementation of chain card game to improve students' vocabulary by using observation checklist. Related to the criteria of success about the students' motivation, the researcher determined the criteria of success for good category. If the students still achieved the qualification of under good category, the researcher revised again some part of the lesson procedures. The questionnaire is used to find out the students' responses toward the use of chain card game.

Finally, the researcher analyzes and reflects all information concerning the study then discusses all information concerning the study to get research findings. After the researcher gets the result, the researcher decides whether continue to the second cycle or not based on the criteria of success. The researcher uses triangulation to avoid biases and the researcher's opinions. The basic principle underlying the idea of triangulation is that of collecting observations/accounts of a situation (or some aspects of it) from a variety of angles or perspectives, and then comparing and contrasting them (Elliot, J., 1991:82). The triangulation in this research is in the form of (1) cross-checking with other teachers and (2) cross-checking with the advisors. The researcher also analyzes the result of observation, questionnaire, and students' scores with the criteria of success. The criteria of success of the study are determined as follows:

- The students' average score of memorizes vocabulary test is 65.

- The students are motivated to join activities on the strategy.

After the study has completed, the researcher concludes her research findings as the answer to the research question.

3.3 Subject of the Study

The subject of the study is the fifth grade (B class) of SDN Sukoanyar 2 - Lamongan. The total numbers of the students are 30 students; 15 males and 15 females. They study English once in a week. The duration of each meeting is 90 minutes. They get difficulty in vocabulary because of less practice in vocabulary mastery even though they have vocabulary words to memorize.