

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses about research design, steps of classroom action research, planning, planning for future action, acting, observing and reflecting,

3.1 Research Design

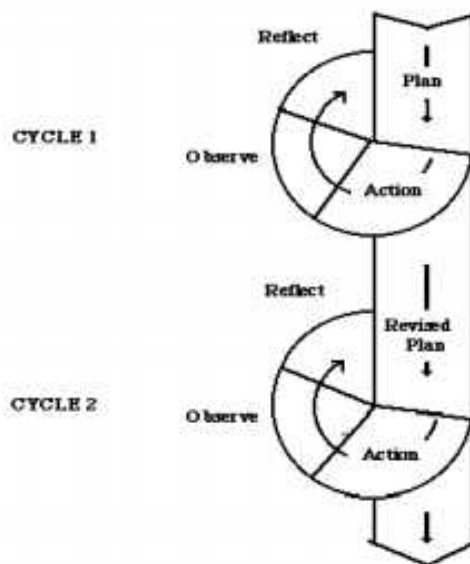
Considering the problem, this happened in SD Muhammadiyah 2 Gresik at fifth graders about the low ability in learning English, especially mastering vocabulary as the one of important element of English. The researcher attempts to conduct classroom action research. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000: 1).

The purposes of action research are propose new strategy to solve the problem of the class, improve the class performance and understand the class better. In this study, the classroom action research is implemented to get the goal of improving vocabulary mastery using *make a match* strategy.

3.2 Steps of Action Research

This action research will be conducted with the cycle process. For each cycle consists of planning, acting, observing, and reflecting. Based on in the

research of Jati and Inayah, 2011; 5 adapted from Kemmis and McTaggart the step of classroom action research can be illustrated as follows:



3.2.1 Planning

3.2.1.1 Problem Identification

In the beginning of an action research, for the first step which is conducted by the researcher is to identify the problem or the focus of research and also determine the area of teaching and learning strategy which is the researcher wants to change or improve.

Firstly, the researcher was coming to the school to observe the condition of the students in the classroom during teaching and learning process. Then, the researcher interviewed to the teacher about the difficulty of the learners in learning English. Based on the observation in SD Muhammadiyah 2 Gresik the researcher found that there were some problems faced by the learners, and the

biggest problem was about their vocabulary mastery. As the result of observation, the researcher focuses on improving vocabulary, it was due to be showed from their score, the average score of assignment that they have was 65. Moreover, teacher told that the students got difficulty to improve their vocabulary because they are still confused about the meaning of the words. Almost all the learners have varied ability in mastering English. A few of learners are active but few are silent and the rest like to talk with friend and make noisy. The teacher usually feels confused when some learners do not understand the lesson because they have few vocabulary glossaries so they will ask the teacher. It certainly can disturb others learners who have understood well.

The researcher would like to make a plan before conducting the real action research. The plan consist of three steps, they are designing the lesson plan, preparing instructional material and preparing the criteria of success.

3.2.1.1.1 Designing the Lesson Plan

In this action research, the lesson plan is designed based on its purpose that is to improve vocabulary mastery. The activities in the lesson plan will emphasize the achieving of vocabulary mastery using *make a match* strategy (*see appendix 2*).

3.2.1.1.2 Preparing Instructional Material

The researcher prepares all the material. The material concerns about healthy life and animals. It is also completed with the exercises related to the material about. The researcher expects that the learners will get the goal and their vocabulary mastery will increase.

3.2.1.1.3 Preparing the Criteria of Success

This study focuses on improving vocabulary mastery by using *make a match*. Based on the previous theory and the condition of the learners, the researcher determines the criteria of success of the study are:

- The learners' average score is 70 (KKM = 70)
- The learners' motivation improves. They are motivated to join the learning activities. It can be said there is improvement if the participation of the learners and classroom condition increased significantly (70%).

3.2.1.2 Subject of the Study

The subjects of this study focus on fifth graders of SD Muhammadiyah 2. In fifth grade class consist of two classes A and B. The researcher use *purposive sampling* which is choosing subject of the study intentionally based on criteria and consideration supposed of having information dealing with the problem to be sources of data. It is because the results of the assignment are below the passing grade or KKM, that is 70. It refers that the fifth grade has problem in learning language, especially learning vocabulary mastery. The researcher selects 5 B class because the it has the lower score than fifth A and the total numbers of the learners are 32 learners, 16 females and 16 males. SD Muhammadiyah is located in the center of Muhammadiyah Education at Jl. Sindu Joyo 2 no. 31. The researcher is challenged to solve this problem. Therefore, the researcher attempts to use *make a match* strategy to improve vocabulary mastery.

3.2.1.3 Planning for Future Action

If the cycle is running well and gives positive impact, and there is improvement of learners' vocabulary mastery at SDM 2 Gresik, the research will be stopped until this part and the researcher will draw the conclusion. On the contrary, if this cycle does not give improvement to the learners, the researcher will continue to the next step to re-follow the cycle of classroom action research.

3.2.2 Acting

In this step, the researcher implements using cards in teaching English. Here, the researcher roles as the teacher and uses the lesson plan that has been made before. The researcher determines each cycle will consist of seven meetings.

There are four meetings in this research. The implementation of this planning happens in the classroom. The teacher uses lesson plan as the guideline for applying this stage. Here, the researcher has a role as a teacher. The English teacher has role as a teacher partner who helps the researcher doing observation and observer. In one cycle, there are four meetings for applying the strategy which consist of pre activity, whilst activity and post activity. The implementation of *make a match* strategy is used to answer the problem statements. The implementation of each meeting is described as follows.

4.1.1 The First Meeting

The first meeting was applied on Saturday, 19th May 2012. The subjects were the learners of 5B. There were 32 learners. They consisted of 16 males and 16 females. In that day, there were two learners absent. The time allotment was 70 minutes. In this meeting, the teacher taught vocabulary using pictured card. It

was focused on single vocabulary. The process of the first meeting was described as follows:

Firstly, teacher came to the class. Then, teacher opened the class by saying *salam* and greeting. Teacher also checked the attendance list. After that, teacher introduced herself. Then, teacher began to stimulate learners by giving question related to healthy life.

Most of the learners still did not understand about what they should do to get healthy. So, the teacher tried to explain the definition of healthy life. The teacher also gave the learners chance to ask if they did not understand. There were some learners who tried to answer the teacher's question, the rest of them were just silent.

After that, the teacher told to the learners that she would apply *make a match* strategy. She explained about *make a match* strategy. The explanation was about what *make a match* is, the steps or procedure and the purpose of it. *Make a match* strategy was a new strategy that they had not known before. The teacher explained *make a match* strategy by using combination between English and Indonesian, because most of learners were still confused about *make a match*.

In whilst teaching activity, the teacher explained about *make a match* strategy, gave example and explained how they should do in the implementation of the strategy. Then, the teacher repeated the explanation about *make a match* strategy as she had explained during the socialization of the program to the learners. The learners seemed to be interested in the strategy. Having been sure

that the learners knew how *make a match* worked, the teacher continued to the second activity and started the strategy.

The teacher divided learners into two groups by counting numeral one to four continuously. This way was to take the member of group randomly. At first, teacher asked learners to make only two groups. Then, the observer asked to the teacher to divide them become four groups. The teacher asked the learners to make a line in front of the class as their same number. If learners who said number one so he/she must gather with other number one, and so on. After learners made a line, teacher explained more detail about the procedure of *make a match* strategy by giving example. The example was done by one of the learners as like teacher's instruction. Then, the teacher gave the learners card one by one. Teacher gave time allotment finding match only five minutes. In counting three, each learner must find their match as fast as they can, who was the first could find their match they would be given score and who was the last and over five minutes could not find their match so they would be given punishment. The learners were enthusiastic in this activity, though the class was noisy. In order to make learners had deep understanding about the material, this stage would be repeated three times. It could give change for who did not get the card before. After three times repetition, the teacher asked the learners about some vocabulary related to the card. About ten learners were still confused.

Then, the teacher gave review. In this review section, the teacher read and show the card one by one to the learners, the teacher asked the learners to repeat what teacher read in order to check learners' pronunciation. It was also in

order to make learners know all the material that they studied. After review, learners were asked to do exercise about healthy life. The teacher distributed the worksheet.

In post teaching activity, the teacher closed the meeting by asking the learners about what they felt and the material that they learnt on that day. It was to remind the learners' all material about healthy life. The teacher gave simple question to the learners about the topic. The teacher gave motivation to learn vocabulary to the learners as well. Last word, the teacher closed the class by greeting and *salam* to the learners.

4.1.2 The Second Meeting

The second meeting was conducted on Saturday, 26th May 2012. The time allotment was 70 minutes. The class started at 08.05 and ended 09.15 am. In this meeting, the reseacher applied *make a match* strategy to the learners. The learners had ever got the strategy previous class, so the teacher only reviewed the stretegy. The process of the meeting was described as follows:

In pre teaching activity, teacher opened the class by saying salam and greeting, then checking attendance list. After that, teacher asked to the learners related to the materials on last meeting the learners looked enthusiastic to the teacher question.

The learners have understood about the material last meeting and they still remembered the material. In this meeting, the teacher explained about healthy life with another example. The different material from last meeting was the

content of the cards. The first cards contained picture and the second cards contained question of the picture. So, the teacher needed to explain again how to apply *make a match* strategy.

The learners have understood enough even though the strategy has been varied. The teacher gave explanation clearly to the learners.

In whilst teaching activity, the teacher reviewed the explanation about the implementation of *make a match* to the learners. From 32 learners, there were about 25 learners paid attention to the teacher explanation and the rest of them were only silent looking at the teacher without any responses. After knowing that the learners already knew what they should do in implementation of *make a match* again, the teacher continued to the second activity and started the strategy.

The teacher divided learners into four groups by counting numeral one to four continuously. This way was to take the member of group randomly. Then, teacher asked the learners to make a line in front of the class as their same number. If learners who said number one, so he/she must gather with other number one, and so on. After learners made a line, the teacher gave the learners card one by one. Then, the teacher asked the difficult words to the learners before they do the strategy. Teacher gave time allotment finding match only five minutes. In counting three, each learner must find their match as fast as they can, who was the first could find their match they would be given score and who was the last and over five minutes could not find their match so they would be given punishment. The learners were enthusiastic in this activity, though the class was noisy. In order to make learners had deep understanding about the material, this

stage would be repeated three times. It could give change for who did not get the card before. When the time was over, the teacher asked the learners to stop the activity. There was only one couple who got the punishment. After three times repetition, the teacher asked the learners about some vocabulary related to the card.

Then, the teacher gave review. In this review section, the teacher read and show the card one by one to the learners, the teacher asked the learners to repeat what teacher read in order to check learners' pronunciation. It was also in order to make learners know all the material that they studied. After review, learners were asked to do exercise about healthy life. The teacher distributed the worksheet.

In post teaching activity, the teacher closed the meeting by asking the learners about what they felt and the material that they learnt on that day. It was to remind the learners' all material about healthy life. The teacher gave simple question to the learners about the topic. The teacher gave motivation to learn vocabulary to the learners as well. Last word, the teacher closed the class by greeting and saying salam to the learners.

4.1.3 The Third Meeting

The third meeting was conducted on Saturday, 2th June 2012. The time allotment was 70 minutes. The class started at 08.05 and ended 09.15 am. There were one learners absent. In this meeting, the reseacher applied *make a match* strategy to the learners. The learners had ever got the strategy previous class, so

the teacher only reviewed the strategy. The process of the meeting was described as follows:

The first, teacher opened the class by saying salam and greeting, then checking attendance list. The teacher told that she would like to use *make a match* again, the learners already understood and they started to count themselves. The teacher gave some questions related to the last meeting. The conversation described as follows:

Learners have understood well about healthy life. In this meeting, the teacher opened the learners' prior knowledge about the topic by giving question. The teacher let the learners to guess about the material. Then, she told to the learners that she was going to teach them vocabulary about animals using card. The conversation was described as follows:

The learners could answer correctly. It meant that they have understood about the topic which was going to learn.

As usual, having been sure that the learners knew how *make a match* worked, the teacher continued to start the strategy.

The teacher divided learners into six groups by appointing them randomly and directly the learners who had the same number would gather in the same line. The learners had understood and they did it faster than before. Then, teacher asked the learners to make a line in front of the class as their same number. If learners who said number one so he/she must gather with other number one, and so on. After learners made a line, teacher explained more detail about the procedure of *make a match* strategy by giving example because in that meeting

there were six groups. The example was done by one of the learners as like teacher's instruction. Then, the teacher gave the learners card one by one. Before applying the strategy, teacher gave time to the learners who wanted to ask the difficult words or they could check it in the dictionary. Teacher gave time allotment finding match only five minutes. In counting three, each learner must find their match as fast as they can, who was the first could find their match they would be given score and who was the last and over five minutes could not find their match so they would be given punishment. The learners were enthusiastic in this activity. In order to make learners had deep understanding about the material, this stage would be repeated three times. It could give change for who did not get the card before. After three times repetition, the teacher asked the learners about some vocabulary related to the card.

As usual in this stage, the teacher gave review. In this review section, the teacher read and showed the card one by one to the learners, the teacher asked the learners to repeat what teacher read in order to check learners' pronunciation. It was also in order to make learners know all the material that they studied. After review, learners were asked to do exercise about animals. The teacher distributed the worksheet.

In post teaching activity, the teacher closed the meeting by asking the learners about what they felt and the material that they learnt on that day. It was to remind the learners' all material about animals. The teacher gave simple question to the learners about the topic. The teacher gave motivation to learn vocabulary to

the learners as well. Last word, the teacher closed the class by greeting and *salam* to the learners.

4.1.4 The Fourth Meeting

The fourth meeting was conducted on Saturday, 9th June 2012. The time allotment was 70 minutes. The class started at 08.05 and ended 09.15 am. In this meeting, the teacher applied *make a match* strategy to the learners. The learners had ever got the strategy previous class, so the teacher only reviewed the strategy. The process of the meeting was described as follows:

After getting in the classroom, teacher opened the class by saying salam and greeting, then checking attendance list. The learners looked happy and interested. Directly, teacher tried to stimulate learners by giving question related to animals. Most of the learners answered the teacher's question. That made learners knowing about the material was going to learn. The teacher told to the learners that she was going to teach them vocabulary about animal. The teacher told that it was the last meeting and she would give some surprises, knowing that learners were happy because they were curious.

In whilst teaching activity, the learners seemed to be excited to apply the strategy. Directly, the teacher divided learners into four groups by counting numeral one to four continuesly. Then, teacher asked the learners to make group by counting one until four, then they should gather with who said the same number.

After grouping, the teacher was going to the next step by giving them card to each group. After each learner holding the card, the teacher explained the procedure to play *make a match* at glance and also about the reward and punishment in order they would be careful. The teacher gave point for who could be the first finding their match, and the punishment was teacher asked the learners to mention about ten or more vocabularies. This punishment was also useful for them to enrich their vocabulary. After that, each learners might open the card.

In counting one, two and three, the learners started finding their match. Because of that was the last meeting, the procedure was repeated only twice. In the third activity, teacher prepared the material for making the project as said in the beginning, the material were the cartoon paper, glue, and the cards. After doing the procedure playing *make a match* twice, teacher gave reward and punishment, but at that day there were no learners got punishment. Then, the teacher brought the learners to make the project. The project was the matching card that learners found from their match were stuck on the paper all together, and it also should be given information about the relationship of the matching card. It was the surprise for the learners. Teacher explained how to make the project clearly to the learners. The project was made by all the cards holder. The teacher asked the learners to stick the card which they holded on the paper, it must be well organized. It meant that who stick the picture its side should be suitable with other card proper with the description of the picture. The learners looked happy and impressed. Teacher distributed the worksheet to the learners. The teacher only give 8 minutes. Then, she asked the learners to submitted their worksheet.

In post teaching activity, the teacher closed the meeting by asking the learners about what they felt and the material that they learnt on that day. It was to remind the learners' all material about animals. The teacher gave simple question to the learners about the topic. The teacher gave motivation to learn vocabulary to the learners as well. Last word, the teacher closed the class by greeting and salam to the learners.

3.2.3 Observing

In this stage, the researcher acts as the teacher and observer, conversely the English teacher, who real teaches this class, acts as the partner. The observation is done during English teaching and learning process. After the observation related to the action step is done, all the data are collected and analyzed. To collect the data accurately, the researcher uses some instruments. Instrument is a mean used to collect the data. The researcher has to determine the appropriate instruments before applying the research. The appropriate instrument will bring the validity of the data collected. the researcher collected the data by giving pre and post test, observing, and giving quetionnaire. The description of the instrument is presented bellow.

a. Observation

Observation is the process of collecting data in research by directly watching, noticing classroom closely and sometimes involving in the classroom. The researcher conducts this observation by playing as the teacher. The researcher writes in the events in the classroom by using diary journal.

In every after meeting the researcher writes the diary journal routinely. In each meeting, the researcher is accompanied by the teacher partner, she helps the researcher to record all the activities which happened during the process of applying this strategy in classroom. Both researcher and the teacher partner use observation checklist form and field notes to record all the implementation activities. Observation checklist is used to observe the data about the learners' activities in the implementation of the action. Field note is used to keep a record the facts dealing with implementation of the actions which cannot be put in observation checklist. The teacher's partner name is Rufqotuz Zakhroh. She is an English teacher in SD Muhammadiyah 2 Gresik. She does not only help to record the action but also she gives the researcher any advice and critics to get success in this research implementation.

b. Test

According to Brown in Eny K. (2011, 32), a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their achievement of specified of criteria. A test had more questions of greater difficulty and requires more time for completion than a quiz. In completing this study the test will be based on an achievement test which is the result later used as data. Mostly English education in elementary school, vocabulary mastery does not have own score. Thus, the researcher conducts this research by giving pre-test and post test. The purpose of giving tests to the classroom is to check the learners' achievement as an indicator of progress toward educational objectives set for the learners. To get a valid data about the learners'

score before implementing *make a match* strategy, the researcher conducted a pre test.

The pre test was conducted on 12th of May 2012. The topic was chosen with the consideration that the material was suitable for the learners' level about healthy life and animals. The researcher conducted pretest in the classroom. The time allocation is 35 minutes. The exercises in the test were combination between LKS (learners' worksheet) and made by the researcher herself. The exercise in the test which was used by the researcher had connection to the curriculum (syllabus and lesson plan). The test is in the form of multiple choices and blank word, because it is easy to administer, correct and it can minimize the subjectivity of the test. The test consists of 20 items; 10 items are about healthy life and 10 items are about animals. The test is justified in terms of its appropriateness on the course objectives as stated in the curriculum and its relevance to the objectives of the study (*see appendix 3 and 4*). The first, the researcher distributed worksheet to the learners. Then, the teacher explained how to do the test.

The result of the pre test showed that learners' vocabulary mastery were still low (*see appendix 5*). It showed that the result of pre test was not satisfied. Only 14 learners could reach score > 70. However, the researcher concluded that the learners' vocabulary score were still low. Therefore, the researcher determined to apply *make a match* strategy to improve learners' vocabulary mastery.

c. Questionnaire

Questionnaire is used to get the information from the subject of the study responses whether the strategy gave them the improvement or not. In this study,

the researcher uses *two-way question* that is limit answer to a pair of alternative response, such as yes and no, it can be said closed questionnaire. It is because to ease of analyzing the data. The questionnaire consists of eight questions with yes and no choices as the answer. It is distributed to the learners after the conduction of last cycle. All the questions are related to the implementation of *make a match* strategy during teaching learning process. The items of the questionnaire are about the learners' perception about vocabulary mastery before and after the implementation of this strategy. The following is about the learners' opinion whether this strategy is covered their expectation or not. The next is the feeling of the learners whether they are interested and motivated or not by using this strategy. The items also discuss about the effectiveness of *make a match* strategy to help learners improving their vocabulary mastery. The last is about learners' perception about the difficulty of applying this strategy (*see appendix 8*).

3.2.4 Reflecting

The fourth is reflecting step. In this stage all the data from the implementation activity are collected to be analyzed, interpreted and explained to get the information about how far the data show the success of the strategy in solving the problem. The researcher and the English teacher discuss to analyze the data collected from implementation activity to obtain valid information. This step presents the findings of the study reflected from the implementation of the strategy in the first cycle.

The following action is determined by using the information from the findings result. In this study, the researcher uses triangulation to analyze the data from the observation, test, and questionnaire to check the acuteness of the data analysis. If the result of reflection in the first cycle succeed that is fulfilled the criteria of success, the researcher stops implementing for the following cycle. However, if the criteria of success are not fulfilled so the researcher has to revise the plan and apply the altered plan to the next cycle. The purpose of data analysis is to compare the condition before being given treatment and after being given treatment. The data analysis is conducted while collecting the data. The researcher analyzes the data from the test, observation checklist and questionnaire to check the accuracy of data analysis. The first instrument is test. The researcher needs to analyze the learners' pre test and post test. The standard score of passing grade (KKM) for English is 70. If the learners' average score minimum is 70 or up to 70, it indicates that learners are successful. If learners' achievements bellow the KKM so the researcher has to revise the plan. The second instrument is observation. The researcher analyzes the data from observation checklist, diary journal and field notes. The researcher determines the criteria of success in good category, it is related to the learners' participation during teaching learning process. If the learners are motivated to join activities during teaching learning process, it indicates that learners are successful. The last is the data analysis from questionnaire. Questionnaire is used to find out the response of the learners toward *make a match* strategy.

Eventually, the researcher will analyze all information covering the study then discusses all information about the study to get research findings. After getting the result from observation, test, questionnaire, the researcher is able to conclude that the result has fulfilled the criteria of success or not. Then the researcher determines whether will continue to the second cycle or not.