

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is an action research. Theoretically, an action research should be undertaken in the class, together with the process of teaching and learning. Ferrance, E. (2000:2) defined an action research as a process in which participants examined their own educational practice systematically and carefully, using the technique of research. Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Mills (2007:5) also stated that 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.

Action research is not problem solving in the sense of trying to find out what is wrong, but rather than a quest for knowledge about how to improve. (Ferrance, 2000:2). It means that this research is not conducted to find the new knowledge but to improve practice. The idea was stressed by Borg in Ferrance (2000) that action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education. According to Sukidin (2002:54), there are four types of

classroom action research, namely: 1) teacher as researcher, 2) collaborative, 3) integrated simultan, 4) experimental social administration.

Based on the first type of classroom action research, and the explanation of Kasbolah (2000) as cited in Sukidi that teacher as the researcher has the dominant role in research action, but other teacher or somebody else who involved in the research action does not have dominant role or consultative. So, in this research, the teacher has two roles as teacher and researcher. The researcher is accompanied by a teacher partner. The teacher partner is another english teacher in MINU Sukodono Gresik.

3.2 Steps of Action Research

As defined by Kemmis and McTaggart (1988) in Sukidin, action research consists of four phases that take place in a cycle. These four phases are: *planning, acting, observing and reflecting*. The researcher plans four meetings in one cycle because the material which is going to teach only one topic. Latief (2009:11) stated that one cycle in classroom action research can be successful if the target of criteria of success can be reached. Furthermore, Latif (2009:8) said that the indicator of criteria of success can be seen from the score of the students and the students' participation in teaching learning process (quantitative), and from the situation in the classroom and the feeling of the students and teacher (qualitative). In this research, the problem which needed to be solved is the students' vocabulary mastery. 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 (the passing grade for English lesson in the school) and can participate actively in the class, the research can be stopped and the researcher does not need to do the 2nd cycle.

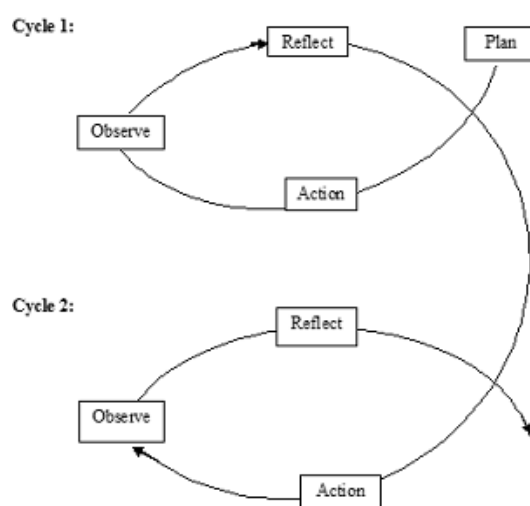


Figure 3.1 Adapted from Kemmis and Taggart (cited in Mahfud, 2008) taken from Workshop of Action Research and The use of Information Technology in learning proces.

3.2.1. Planning

In the planning stage, there are three steps, namely; identifying the problem, formulating the problem and finding the solution related to the problem. Firstly, the researcher identifies the problem in the classroom. The problem comes up in the fifth grade, specifically in class A. 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 estafet game to solve this problem. She 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 in the

game. After that, the researcher prepares everything which is dealt before applying estafet game in the classroom. 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 estafet game(See Appendix 1 page 61).

3.2.2.Acting

In this stage, the researcher applies *estafet game* as a strategy to improve students' vocabulary in the classroom. In implementing the use of estafet game, the researcher uses lesson plans (See Appendix 7 page 70). The researcher can make a change based on the situation in the class. The researcher will conduct four meetings in one cycle. The researcher conducts four meetings because in the first meeting, the researcher has to introduce estafet game for the students. As we know that the game is still new for the students. In the second meeting, the researcher has to teach the vocabulary words about the topic. The third meeting is implementing estafet game to the students. The fourth is implementing the vocabulary words into sentences.

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 (See Appendix 2 page 62).

3.2.3.Observing

Observation is an activity to get data Latief (2009:12). The data of the study are some information about estafet game which is used in teaching English process, and the information that arises because of estafet game. It means that the data comes from how the teacher uses estafet game to improve students' vocabulary mastery.

The data are the result of the observation, field notes, questionnaire, and students' vocabulary mastery using estafet game. The result of observation checklist, field notes, and questionnaire are used to describe the use of estafet game to improve students' vocabulary mastery using estafet game. Meanwhile students' vocabulary mastery using estafet game is used to investigate the way of estafet game to improve students' vocabulary mastery.

This stage contains of instrument of the study and data collection. In this research the researcher uses three kinds of instruments, they are observation, quizzes and questionnaire. Those instruments are used to identify whether it is effective or not to teach vocabulary to elementary school students.

To observe all the situations in the classroom, the responses of the students, and everything happened in the classroom, the researcher uses observation check list and field note.

Checklists are sets of questions one answers on self (Elliot, J., 1991:81) in Ari (2011). A field note is a diary written by the researcher and teacher partner. In the field notes, both teacher and teacher partner write everything deals with the

teaching learning process from beginning to the ending. It includes the situation in the class and the response of the students.

As an English teacher, the researcher plays two roles; the observer and the teacher. While teaching, the researcher observes the students and the classroom by using field notes. In order to get a valid data, the researcher is accompanied by the teacher partner. She helps the researcher to observe the situations in the classroom by using observation checklist and field notes.

The second instrument that is used by the researcher is quiz. Quiz is a list of vocabulary questions in a particular lesson or unit made by the researcher. There are two quizzes in this research. The result of quizzes later used as data. In order to get an enough data the researcher divides the quizz into two: they are quiz 1 and quiz 2. Quiz 1 is given in the first meeting and quiz 2 is given in the last meeting. The purpose of giving the quizzes is to check the students' achievement as an indicator of progress toward educational objectives set for the students.

To know the students' feeling or thinking, the researcher uses questionnaire (See Appendix 3 page 63). A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (en. wikipedia.org/wiki/Questionnaire: 2011). In conducting this study, the researcher uses yes-no questionnaire, in which, the respondents only choose yes or no to answer the questions.

In order to collect the data, the researcher applies several steps of estafet game strategy. The steps are described as followed:

- a. At the first meeting, the researcher introducing *Estafet Game* to the student, and then gives quiz 1 to them, then the researcher and the partner scores the students' work.
- b. At the second to the fourth meeting the researcher applies *Estafet Game* in teaching process to help the students in memorizing vocabulary.
- c. At the fourth meeting, after applying *Estafet Game*, the researcher gives quiz 2 to the students, then the researcher and the partner scores the students' work.
- d. When applying *Estafet Game*, the researcher records all the students' activities into a diary journal and the teacher partner observes the activities by using observation checklist and field notes.
- e. At the last meeting, the researcher distributes the questionnaire to the students. After that, the researcher and the partner analyze all the data by using triangulation.

3.2.4. Reflecting

Kemmis and Taggart as quoted in Sukidin (2002) said that reflecting is investigating and considering the result or the impact of the action. Based on this reflection the researcher can revise or improve the first planning. If the result of the study shows the target of criteria of success, this strategy is successful and the researcher can stop the study, but if the study cannot reach the criteria of success, so the researcher needs to modify the strategy and implements the modified

strategy in the next cycle. 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.

In this research, the problem which needed to be solved is the students' ability in mastering vocabulary. It can be measured from the students' scores. To get a valid data, the researcher also observes the situation in the class room and students' feeling. If the average score of the class is 65 and 80% students from 20 students can participate actively in the class, so the cycle can be stopped. The researcher does not need to conduct the 2nd cycle.

The result of this research can be analyzed from the result of quiz, observation, and questionnaire that will be helpful for teaching and learning to improve students' vocabulary mastery.

Firstly, the researcher analyzes the students' vocabulary in quiz 1 and quiz 2. If their scores are equal or up to 65, it means that the students are passed.

Secondly, the researcher and the teacher partner discuss all the information recorded in diary journal, observation checklist and field-note during the implementation of *estafet game* to improve students' vocabulary mastery. Related to the criteria of success about the students' motivation, the researcher determines the criteria of success for good category. The students who still achieves the qualification under good category, will be revised again. The questionnaire is used to find out the students' responses toward the use of *estafet game*.

Finally, the researcher analyzes and reflects all information concern to the study then discusses all information to get research findings. After getting the result, the researcher decides whether continue to the second cycle or not based on the criteria of success. The researcher uses triangulation. It means that the result of observation, questionnaire, and students' score must be analyzed with the criteria of success.

3.3 Subject of Study

The subject of the study is the fifth grade (A class) students of MINU Sukodono Gresik. The total number of the students are 20 which consist of 11 females and 9 males. They study English once a week. The duration of each meeting is 70 minutes.