

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Design of the Research**

The design of this study was Classroom Action Research by considering the low ability of SDN Karangrejo in learning English vocabulary, especially in using vocabulary in a context. Classroom Action Research is implemented to solve problem found in the classroom for a goal of enhancing students' vocabulary mastery using Gouin series finally as a strategy which can solve the problem. As Rust and Clark (2010) mention that the classroom action research was proposed to improve teaching and learning plus systematic study of the action and its consequences. Classroom action research was arranged in cycles (Arikunto, 2010; Suhardjono, 2010; and Supardi, 2010). They further mention that each cycle has four steps namely planning, action, observation, and reflection. The following diagram describes the steps in the cycles. The details of each step will be explained in the step of the Action Research.

#### **3.2 Problem Identification**

Before researcher determine the strategy to solve the problem in the classroom, the researcher should identify the problem that appear in the classroom during the teaching and learning process. In this research, the researcher found many problems which occurred in the classroom related with the teaching and learning vocabulary. Concerning to the students problems, they still have low vocabulary

mastery. It can be seen from the students' performance that they were lack of vocabulary stores. They have difficulty to use or express some words or phrase into context properly, especially in action verbs and language chunks. Besides, mostly of the students do not pay attention to the teacher during the teaching and learning process.

### **3.3 Setting and Subject of the Study**

The setting of the research explains about the location and description of a group of students or subjects who will be given action (Arikunto, 2010). The subject that was investigated in this research was fifth grade students in SDN Karangrejo Manyar Gresik which was consisting of 18 students.

### **3.4 The Step of Action Research**

This research was conducted in cycles. Every cycle involve planning, acting, observing, and reflecting. Every meeting was conducted in three parts of activities; they were pre activity, main activity, and closing activity. To make it clear, the whole action in this research was presented by each step below:

#### **3.4.1. Planning**

The planning step was done in the beginning of every cycle before implementing the real action research. In the planning step, there were stage which consist of three steps. Namely designing lesson plans, preparing materials and media, and preparing the criteria of success.

#### 3.4.1.1 Designing lesson plan

The lesson plan proposed in this action research based on the purpose which was to improve the student's vocabulary mastery, especially simple sentences with action verbs in logical sequence.

#### 3.4.1.2 Preparing Instructional Material

Based on the teacher's syllabus, she determined the topic of the lesson was "My daily routines". The researcher prepare all the material about kind of daily activities or routines related to the student. It consists of some exercises related to the topic given which was designed using Gouin series method to make student discover meaning of words by seeing and hearing the series of action in Gouin series.

#### 3.4.1.3 Preparing the criteria of success

Based on the problems found on preliminary research to the English vocabulary teaching and learning condition in the classroom, the researcher formulate the criteria of success. The criteria of success was developed from the problems which will be solved in the classroom to the improvement of the ability and the behavior of the students. The criteria of success of the study were determined as follows :

1. The student average score of English vocabulary test was 65
2. The atmosphere of the class improved (more active).

### **3.4.2 Acting**

The acting was a teaching and learning process by using Gouin series method. Every treatment was based on a lesson plan that have been made on planning step. In the lesson plan, there were detail description of the opening, whilst, and closing activity. The media and complete learning material were also included in the lesson plan. The lesson plan was guided by Gouin series. Details of planning in first cycle of action research and the lesson plan can be showed in Appendix.

### **3.4.3. Observing**

In the observation step, the researcher as the teacher and the teacher's partner will take some information by observing the teaching and learning process. The observation is focused on the occurrence which was to be the indicator of the success of problem solving and the Gouin series implementing. Thus, this step include the activities to observe the whole teaching and learning process implementing Gouin series as planned before on planning step and observe the students' attitudes or behavior toward the use of Gouin series. To make it clear, in this step, there were four important things that researcher will explain, they were: Data, instrument, data source and data collection technique. The first was data, data which will be collected in this research were all the indication or condition containing information related with criteria of success as settled before. The data involves a quantitative and qualitative data. The quantitative data which will be collected was learning result of student. The qualitative data were the atmosphere of the class (activeness).

For the instrument, it was a means that have to be prepared by researcher to support the observation activity. Thus, the instrument of the study was important in collecting the data of the study. An instrument was matched by the kinds of the data that will be collected. To collect the data of learning result, the researcher use test, and to collect the data of atmosphere of the class, the teacher's partner has a function to be the main instrument which was equipped with classroom observation and documentation.

Third was data source, it involves all students in the class that will be the target of the action, and the atmosphere of the classroom which will be given the action and the the teacher's partner who collaborate with the teacher as the observer.

The last was data collection technique. It was a process of obtaining data from the study. In data collection, the researcher use the appropriate method so that the data gathered validly. The data collection technique adjust to the kinds of data which was planned to be gathered with settled instruments. Here, the researcher use some techniques to get the data dealing with teaching English vocabulary with Gouin series. They were briefly stated below:

- Test

A test was a technique or procedure designed to elicit performance from students with the purpose to measure their attainment based on the specified of criteria. There were two kinds of assessments used in this research: pretest and posttest assessment. Pretest and posttest were used as the first and

final assessment with each contains some questions related to the activity vocabulary given in the lesson.

The pretest was aimed to know the students' preliminary achievement of their English vocabulary before Gouin series method was given. The posttest was given after the action with an aim to know the improvement of the students' English vocabulary after implementing Gouin series method. The questions in both tests were the same. The data was in the form of score. The test was in the form of multiple choices. The researcher use the kind of test because it was easy to administer, to correct and it can minimize the subjectivity of the test.

- Classroom observation

To collect the qualitative data of this research which were the atmosphere and the activeness of the class, the most important data collection technique was the observation. Observation was a basic method for obtaining qualitative data. It was done by the collaboration between teacher and teacher's partner as an observer.

In this research, the researcher use two kinds of observations, they were video recording and field note. The teacher's partner did the observation in the classroom which teacher implement Gouin series from beginning until the ending of the class. The observer use hand phone video to record the class activities and students' responses during implementation of Gouin series in teaching and learning in the classroom. Field note was used to note the fact dealing with the implementation of the action.

#### **3.4.4 Reflecting**

Reflecting was the last activity to analyze the result of the data obtained in order to determine how far the method developing successfully solve the problem and if it was can not thoroughly successfully solve the problem, so what seems to be the obstacles in the teaching and learning process. The reflection step can be the evaluation in order to build a better teaching and learning process in the next cycle. This was in line with Sulipan (2010) who explains that reflection was the activity of evaluation, analysis, interpretation, explanation, conclusion, and identification of follow ups in planning the next cycle.

After doing the process of applying the strategy in the acting step, researcher analyze the data gathered, including analyze the students' final composition from pre test and post test, analyze the process of the teaching and learning in the classroom especially in the aspect of how this strategy become effective to enhance the students' vocabulary mastery. After all the data obtained, and analyzed, researcher triangulates them with the criteria of success whether it was continued in next cycle or not. If the result of data analyzing still does not show the improvement on criteria of success, so it needs next cycle. The planning on second cycle based on the problems found on cycle I (the missed criteria of success and obstacle factors). The researcher will search for the alternative problem solving which will be implemented to the cycle II.