

CHAPTER III

RESEARCH METHOD

This chapter discusses the description of the method employed in the study. The description covers research design, setting and the subjects of the study and the procedure of the study, which consists of preliminary study, planning, implementing, observing and reflecting stages.

A. Research Design

In conducting this study, it is needed classroom action research design. Hopkins (2011) explains shortly that classroom action research is a research to change and develop the teaching and learning process in the classroom. In the next explanation, he states that classroom action research is a research that merges research procedure with substantive action, where the action is done to comprehend what are happening by including himself to the action research. Kemmis and Mc. Taggart in Muslich (2012: 8) states that classroom action research is a study which is done to make ourself to be better, our work experiences, which is done systematically and planned. In addition, Muslich (2012: 9-10) says that classroom action research has these keywords:

- a. Classroom Action Research is reflective. It means that CAR is began by reflection on the action effect which has been done during teaching and learning process by the teacher. From this reflection, it will be concluded

whether the action has been done gives positive effect in order to achieve learning goals or not.

- b. Classroom Action Research is done by action doer. It means that CAR is planned, done, and analyzed by the teacher in order to solve the problems faced by the teacher in the classroom. Although it is done collaboratively, the main doer is the teacher.
- c. CAR is done to improve learning quality. It means that CAR is hoped can improve learning aspects quality so that competence will be the learning goals can be achieved effectively.
- d. CAR is done systematically and planned. It means that every steps which is done in CAR should be planned and consciously so that can be known which aspects to be improved and repaired to achieve the target competence.
- e. Classroom Action Research is contextual and situational. CAR always be done in any situation and condition, to any class and lesson topic so that the result and conclusion only suitable to the related context.

Classroom Action Research has some purposes. It pushes teacher to think what they do in their daily activities in doing their work. They do not depend on the theories which is usually do not suitable to the classroom situation and condition. Even, their contribution in the research makes them to be the real researcher in their classroom. Arifin (2012: 100) states the Classroom Action Research purposes are:

- a. repairs and improves the education and learning quality, quantity, process, and result in school.
- b. helps the teacher and the other education staff in overcoming the education and learning problems in the classroom.
- c. improves teacher and the other education staff ability and professionalism.
- d. develops academic culture in school environment, so it creates proactive character to improve the education and learning quality continuously.
- e. improves and develops teacher and the other education staff ability especially in doing classroom action research in school.
- f. increases professional teamwork between the teacher and education staff in school.

Classroom Action Research has some characteristics. The characteristics of a Classroom Action Research based on Kemmis and Mc. Taggart in Arifin (2012: 98-100) said that these are characteristics of action research:

- a. It is an approach to increase education quality through an action, and learn the effect from the action.
- b. It is done by practitioner and the team who have the same goals.
- c. It is conducted with the form of cycles: reflection, begins with planning, action, observation, and reflection, then go back to the planning.
- d. It is collaborative, includes all the people who have responsibilities to improve education.
- e. It involves society who be able to do self-critics.

- f. It is systematic learning process, where the people inside act consciously based on the stage which has been planned.
- g. It involves the people who master the theory and the practice.
- h. It demands the people to examine the practices, ideas, and assumptions about the institution by collect the evidence to prove that the previous practices, ideas, and assumptions are not suitable.
- i. It can be proved by the data, because what has been done not only write the note accurately but also collect, analyze, and and give score to what has been happened.
- j. It involves the making of private journal which contains self development and reflection.
- k. It is politic process because involves the people who will affect the other people.
- l. It involves the people in doing critics-analyze about the situation (class, school, and system).
- m. It begins with small thing, start by changing one person, then continues to the bigger amount.
- n. It begins with cycle planning, action, observation, and reflection with the small scale.
- o. It begins with the collaborator team with small scale.
- p. It allows the researcher to make a record about the development of someone.

- q. It allows the researcher to justify the education based on the evidence that have been collected and the critics reflection which has been done.

B. Subjects and Setting of the Study

1. Subjects of the Study

The subject of this research is the students in 8C class of MTs Assyafi'iyah Gondang Tulungagung, with 32 students in total. 17 male and 15 female students.

2. Place of the Study

The place of this study is in MTs Assyafi'iyah Gondang which is located in Ds. Gondang Kec. Gondang Kab. Tulungagung, in 8C classroom.

3. Time of the Study

The time of study starts from planning until reflection begins from January 25 until February 24, 2016 at the second semester in the academic year of 2015/2016.

4. Length of the Study

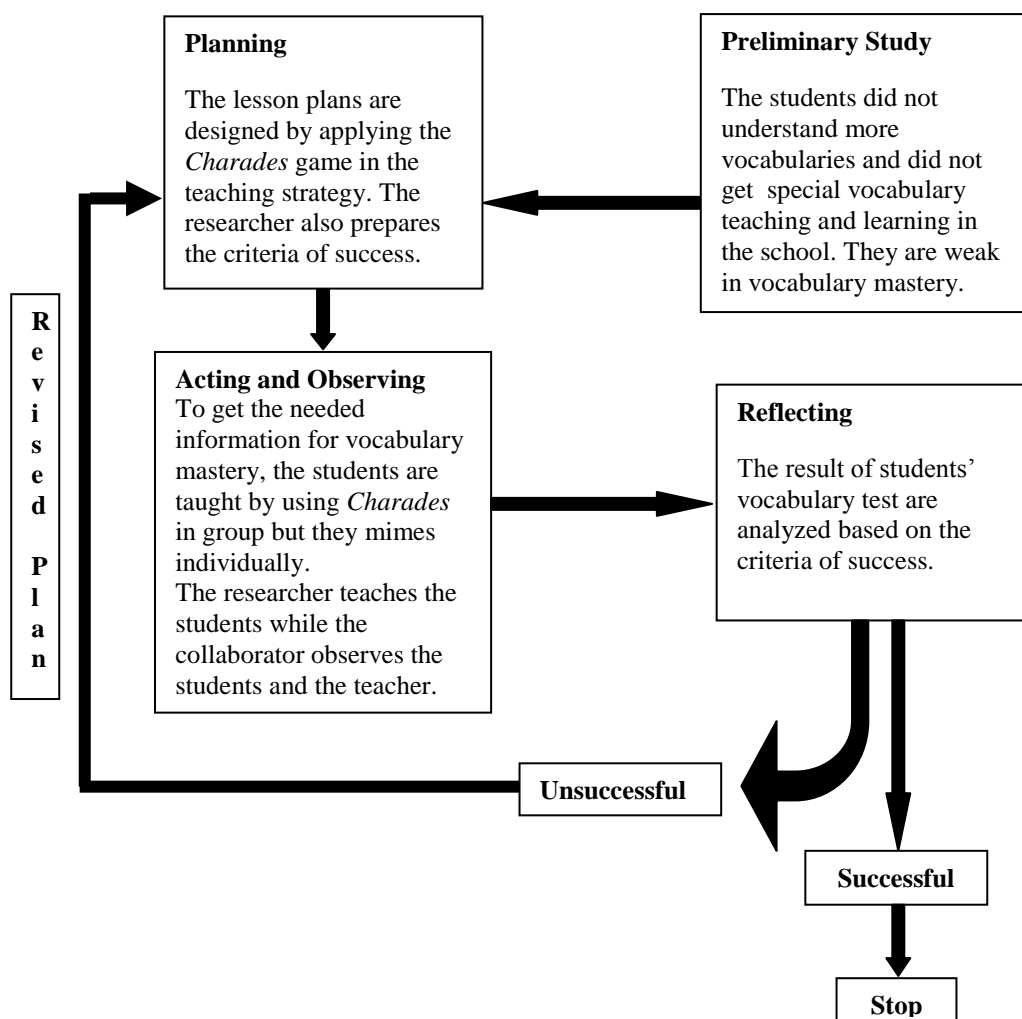
The length of the study starts from cycle I until cycle II is around 31 days.

C. Procedures of the Study

The steps following Kemmis and Taggart's (as quoted by Koshy, 2005:4) model of action research which consists of planning, acting, observing, and reflecting were done in this study. Before the actual planning, acting,

observing and reflecting stages, however, a preliminary study was done to identify the problems in the vocabulary class. The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in previous cycle. The explanation of the research design in this research such as below:

Figure 3.1 The Spiral Process of CAR Adapted from Kemmis and Taggart's Model



1. Preliminary Observation (Reconnaissance)

Before conducting the action, observation is done to find out the condition of the student performance in English teaching and learning process. In this research, the researcher acts in Classroom Action Research is not only as the researcher but also as the teacher, planner, and does in making lesson plan, test in preliminary study, tests in cycle 1 and cycle 2, collecting data, analyzing and reports the result of the research. The researcher consults the headmaster and the English teacher of MTs Assyafi'iyah Gondang to find information about the situation of the students, the research program, research activity, and research schedule. When the researcher conducts a preliminary study in second grade at MTs Assyafi'iyah Gondang, the researcher finds that there were some problems that made the students feel difficulties on mastering vocabulary. First, many students can not express words well because they have difficulties in remembering the meaning of words, made them bored in learning it in the class. Second, the students do not understand about the meaning of words that the teacher says and they mostly found the difficulties on how to enrich their vocabulary meaning. It makes the writer feels worry about their vocabulary mastery. In order to know classical students' vocabulary mastery, the researcher gives a guessing to translate one sentence, that is "We must keep our body health." to a representative of the class. When the researcher asks which is the verb to the students, most of them do not understand which is the verb. She also administers a test in preliminary

study. It is about verbs in the recount text entitled “My Unforgettable Experience”. The test result shows that they are really not good in vocabulary achievement. Most of them get bad score in the preliminary test. The scores can be seen from the table below.

Table 3.1 Students’ score in preliminary test

No.	Students’ Name	Score
1	AIAS	50
2	AFAA	70
3	AAU	70
4	AFK	60
5	AK	70
6	AMK	55
7	ANM	75
8	ANK	80
9	DIN	20
10	FS	40
11	FA	10
12	IAH	80
13	KQ	60
14	LHL	35
15	MA	70
16	MAH	60
17	MRK	50
18	MTH	65
19	MWD	60
20	NO	50
21	NZ	60
22	NL	50
23	NM	80
24	NA	30
25	OPPS	25
26	RW	20
27	RRS	20
28	RNH	70
29	TF	60
30	WT	50
31	WKS	15
32	YPA	40
Total Score		1650
Mean		51.5

After she does the preliminary study and find that the average score or the mean still low, she plans to improve second grade students' vocabulary mastery in English teaching learning process through *Charades*.

2. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will be used in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test. A planning stage is done after identifying and diagnosing students' vocabulary problem occurs in the class, which the teacher gets from observing. These are the steps in planning:

a. Socializing the Research Program

The researcher comes to the school and meets the students who will be taught and the teacher also the headmaster to socialize the research program. The researcher consults the headmaster about the timetable or the schedule when the researcher will conduct the research. She also tells the research activity that she will do.

b. Providing the Strategy

The researcher provides the game used in this program, that is *Charades*.

The researcher learns the game in order to be able applying the game in the real class. These are the ways how to conduct this game. Table 3.2 describes the scenario in conducting the activities in this study.

Table 3.2 The scenario of *Charades*

Meeting	Stages	Activities
1	Preliminary	The teacher gives some questions in the test related to what will be studied by the teacher, that is vocabulary. The researcher focuses on verb only. She distributes the questions, with the form of matching test, in recount text with the title “My Unforgettable Experience”. The teacher also tells the students that she will teach them vocabulary especially verb in the next meeting by using the modified game, that is <i>Charades</i> .
2	Cycle 1	<ul style="list-style-type: none"> - The teacher explains what task will be done for group work that consists of 8 students. - The teacher distributes recount texts for students. - The teacher explains some procedures of <i>Charades</i>, or we can mention it as the rule of the game. - The teacher gives an example to do the game. - The teacher prepares some cards or sheets that have been written a verb on the cards or sheets themselves. - The teacher calls the students who have to act the verbs. - The students come forward to take the card and act it. - The other students should guess the verb that has been acted individually by raise his/her hand first.
3	Cycle 1	The students do the test in cycle 1. The teacher gives them recount text entitled “Visited My Grandparents”.

Meeting	Stages	Activities
4	Cycle 2	<ul style="list-style-type: none"> - The teacher explains what task will be done for group work. - The teacher asks the students to make a group consists of 4 students. - The teacher prepares some cards or sheets that have been written a verb on the cards or sheets themselves. - The teacher asks two students from one group to take one card randomly. - She/he reads the verb then return the card into the teacher. - Student who takes the card that contain the verb has to act the verb out. - The pairs have to guess what verb it is in English. - The other groups have to do it by turn.
5	Cycle 2	The students do the test in cycle 2. The teacher gives them a recount text entitled "My Last Holiday".

These are the description of the steps to improve students' vocabulary mastery by using *Charades* in second grade of MTs Assyafi'iyah Gondang in every meeting, from preliminary study, cycle 1 and cycle 2.

c. Designing the Lesson Plan

Designing a lesson plan means that the researcher writes the plan of the implementation of research in form of lesson plan which consists of standard of competence, basic competence, indicators, objectives, teaching method, teaching procedures, learning sources, and assessment procedure. It contains all of the procedures which has been planned

before and what will be done by the researcher when she implements the game in the acting or implementing stage.

d. Preparing the Criteria of Success

The criteria of success that the researcher hopes are, the students can achieve 75 scores in the vocabulary test based on Minimum Passing Criterion (KKM) from MTs Assyafi'iyah Gondang classically, get mean score 75.00 minimally and 75% of students can pass vocabulary test in verb by achieving the Minimum Passing Criterion (KKM) minimally so they are having improvement in their vocabulary mastery and activeness in their involvement in teaching and learning process.

And these are the planning stage of this research. The researcher decides to use *Charades* game to solve the problem. In this activity, the researcher become a teacher. The observer of this research is the other researcher who also conducts her research in the same school as the researcher took. From this research the researcher hopes that the students are enthusiastic in following the treatment, because she tells the students that she will use *Charades* game to teach vocabulary. These are the planning stage of cycle 1:

- 1) The researcher makes lesson plan as guiding to teach students in the first cycle.

- 2) The researcher makes observation guide to observe the students during teaching and learning process.
- 3) The researcher prepares the instruments test to check students' mastery.
- 4) The researcher makes cards and writes the verbs that will be acted on it.
- 5) The researcher prepares the instruments test such as the answer sheets and the question sheets.
- 6) The researcher prepares a recount text with the title "Visited My Grandparents".

3. Implementing (Acting)

The implementing or acting stage is the realization from what has been planned before such as what the strategy used, what material be taught, what are the steps in doing the technique, etc. This is the phase where the researcher and the teacher collaborate to carry out the planning. The teacher uses the modified strategy as she is teaching while the observer observes the class condition during teaching learning activity. Since the researcher in here has the role as the teacher too, so that the researcher does this stage with the other researcher.

In this stage, it begins the process of going deeper into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action. According to Arikunto (2006: 21-23)

that the acting stage should be implemented at least two cycles continuously and the time for each cycle depends on the material needs that existed in the semester designed by the teacher. And these are the steps in implementing in cycle 1 of this research:

In this step, the researcher applies *Charades* to teach vocabulary mastery. Teacher starts by greeting the students. Then she introduces herself and some students have known her. After introducing herself, she checks attendance list to know whether there are students who absent or not. She calls students' name one by one. After that, teacher try to ask their prior knowledge about recount text. Then the teacher explains briefly about recount text, the definition, the characteristics, and the example. Then the teacher makes the students in group of 8 students. After that, the teacher distributes the recount text with the title "Visited My Grandparents" to groups. Teacher asks the students to read the recount text and asked them to find the verbs in the text individually. The teacher provides 20 minutes to the students for doing the task. After that, the teacher prepares 20 cards that has been written by the verbs. She asks one student to choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted. After the verb can be guessed, then it is the turn to the other students to act the verbs. The turn is decided by the previous student who acted the verb. He/she should point the next student from the other groups who will be the next actor. This activity keep going until all of 20 verbs are acted by 20 students and all the verbs

can be guessed by the students. Finally, the teacher reviews all the verbs and asks the meanings to the students. Teacher asks the students to learn about the materials, so that the students prepare to do test in cycle 1 in the next meeting.

4. Observing

In this stage, the researcher as the teacher with the other researcher as the observer collaboratively write all events which happens in the class, and carry out observation toward implementation of the action stage using field note or unstructured observation sheet. The observer observed the outcomes of the observation during the implementation or acting stage. When observing, the observer should notice and note all of activities in the classroom. It may be about the teacher's performance, class situation, students' response, etc. In this stage, it also collects the data derived from evaluation or test. These are the observing stage of cycle 1.

In observation step, the researcher and the teacher observe the events that happened during teaching and learning process. They observe the activity by using observation guide. It is used to find out the action result reached the objective. The steps are:

- 1) The English teacher observes the attention of students in the classroom during teaching learning process.
- 2) The English teacher observes students' activeness and enthusiasm in the classroom.

- 3) The English teacher monitors the students work individually in a group in line.
- 4) The English teacher observes the students ability in acting the verbs.
- 5) The English teacher observes the students mastery on vocabulary especially in verbs.
- 6) The English teacher observes students ability in guessing the verbs.
- 7) The English teacher observes students ability in guessing the meaning of the verbs.
- 8) The English teacher observes students participation in classroom.

The details of observation sheet that the researcher uses can be seen from the table below.

Table 3.3 Observation Checklist

No.	Indicators	None (0)	Few (1)	Many (2)	Half (3)	Most (4)	All (5)
1	Students pay attention during teaching and learning process						
2	Students are enthusiastic in responding teacher questions						
3	Students can identify the verbs in the recount text						
4	Students are active in doing the task						
5	Students can act the verbs						
6	Students can guess the verbs						
7	Students understand the meaning of the verbs						

Criteria:

1. Score 1 if the students' participation is fail
2. Score 2 if the students' participation is poor
3. Score 3 if the students' participation is fair
4. Score 4 if the students' participation is good
5. Score 5 if the students' participation is excellent

In which	Percentage
a. Fail	0% - 20%
b. Poor	20% - 40%
c. Fair	50%
d. Good	60% - 80%
e. Excellent	100%

The observation is analyzed by using the following formula:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}}$$

5. Reflecting

This stage has purpose to reflect or evaluate from three stages before, it is done based on data that have been collected to hold evaluation for continuing the next cycle. If there are still some problems, it needs to

move on to the next cycle until the problems are solved. These are the reflecting stage of this research.

For the reflection on the activity during cycle 1, the researcher and the teacher do some reflection. It can be explained as follow:

- 1) In the first cycle, the researcher gets the data from the test.
- 2) The researcher and the observer evaluate the activities that have been done.
- 3) The researcher makes a reflection what should she does to repair the problems.
- 4) The researcher analyzes the data from cycle 1.
- 5) The researcher makes a temporarily conclusion for classroom action research in cycle 1.

If cycle 1 still failed to achieve the criteria of success, then the researcher makes some revised plan as the plan B. These are the revised plan in the next cycle.

a) Revised Plan

- 1) The researcher makes lesson plan as guiding to teach students in the second cycle. The differences between lesson plan in cycle 1 and cycle 2 is from the recount text and also in this cycle the teacher makes the students into pairs in acting the verbs.
- 2) The researcher makes observation guide to observe the students during teaching learning process.

- 3) The researcher prepares the instruments test to check students' mastery.
- 4) The researcher makes cards and writes the verbs on it.
- 5) The researcher prepares the instruments test such as the answer sheets and the question sheets.
- 6) The researcher prepares a recount text with the title "My Holiday".

b) Revised Plan for Implementing

In this cycle teacher starts by greeting the students then checks the attendance list. After that, teacher asks the students about the verbs that have been taught in the previous meeting. The teacher gives a mini guessing game about the previous material in the previous cycle. She gives 10 verbs as the guessing to 10 students. Then the teacher asks them to make a group consists of 4 students. So that there will be 8 groups in the class. The teacher then distributes the new story, a recount text with the title "My Last Holiday", one text for one group. She asks them to find the verbs that available in that recount text. They have to answer it orally per group. While the students mention the verbs, the teacher write the verbs on the board. The teacher asks one group to mention 3 verbs, then she also asks the meaning of the verbs which they have been mentioned. After all of the verbs are found, the teacher reads the verbs loudly and asks the students to repeat after her. Moreover, the teacher asks some students to come in front of the classroom to act some verbs that had

been found. The teacher prepares the cards, where the verbs have been written on them. She calls two students from each group who become a representative for their group. When the students come in front of the classroom, they have to choose one of the cards then act the verbs that written on the card. Their pairs should guess the verbs that have been acted by the representatives. After all of the verbs can be acted and can be guessed by the students' pairs, the teacher erases all the verbs which have been written on the board. The teacher says the verbs then the students follow her. She asks the meaning also as a reinforcement to the students. After all of the students know the meaning of all the verbs, she asks the students to study hard in their house to prepare for the next meeting, that is test in cycle 2.

c) Revised Plan for Observing

In observation, the researcher and the teacher observe the events that happened. The steps are:

- 1) The teacher observes the attention of students in the classroom during teaching and learning process.
- 2) The teacher observes students' activeness and enthusiasm in the classroom.
- 3) The teacher monitors the students work in group.
- 4) The teacher observes the students ability on acting.

- 5) The English teacher observes the students mastery on vocabulary especially in verbs.
- 6) The English teacher observes students ability in guessing the verbs.
- 7) The English teacher observes students ability in guessing the meaning also the verbs.

d) Revised Plan for Reflecting

- 1) The researcher evaluates the activity that has been done.
- 2) The researcher analyzes the data from the test in cycle 2.
- 3) The researcher analyzes the problems that occure in the implementing activity.