

## CHAPTER III

### RESEARCH METHOD

In this chapter, there are several steps that have to be done by the researcher. It consists of the research design, setting of the research, subject of the research, time of the research, technique of data collecting, research procedure, which includes preliminary study and eight steps used in action research, namely planning, preparing the strategy, designing the lesson plan, instrument and determining criteria of success, implementing the plan, observing the action, reflecting the action and technique of data analyzing

#### **A. The Research Design**

This research study is designed to solve the problem dealing with the teaching of vocabulary at SMPN 3 Nglegok. The design of the study is Classroom Action Research (CAR) which is focused on improving the teaching and learning activities in the classroom. CAR is name given to a series of procedures which engaged by teachers to improve aspects of their teaching and to evaluate the success and suitability of certain activities and procedures. Action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.<sup>25</sup>

Action research as an inquiry which is carried out in order to understand,

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<sup>25</sup>BillenFerrance, *Action Research* (USA: Brown University, 2000), 1

to evaluate and then to modify in order to improve educational programs. Action research is a research conducted in a classroom setting done by the teacher in order to solve the problem and to improve the quality of teaching practice. The teacher identifies a problem, plans and designs a way to solve it, and implements the plan. The purpose of classroom action research is to solve classroom problems through the application of the specific method.<sup>26</sup> Three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that is collaborative; and thirdly, that it is aimed at changing things.<sup>27</sup>

The goals of classroom action research are as following:

1. To improve the quality, process and result of learning.
2. To create the culture of research for teacher continuously.
3. To increase productivity of research of teacher, especially to find the solution toward learning problems.
4. To improve collaboration between education in solving learning problems.<sup>28</sup>

In addition CAR for English learning drives to discover learning-teaching strategies that match learners' style and strategies in learning English. CAR may be done in several cycles each of which is repeated in the next cycle if the result does not match with the criteria of success.<sup>29</sup>

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<sup>26</sup>John W. Best, *Research in Education* (New York: Prentice-Hall, Inc, Engle wood cliffs, 1981), 75

<sup>27</sup>David Nunan, *Research Method in Language Learning* (USA: Cambridge University, 1992), 17

<sup>28</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT. Rineka Cipta, 2000), 107

<sup>29</sup>Ni'matuz Zahroh, *Using Back and Draw Activities in the Lesson Study Format to Improve the Ability in Writing of the Students of MTsN Tambak Beras Jombang* (Malang: Unpublished,

The research design employed in this study is collaborative action research. In conducting the research, the researcher worked together with one of the classroom teachers to solve the students' problem in English vocabulary in her teaching and learning process. The researcher will implement the planning while the observer during the implementation of the strategy. The purpose of having a collaborator in this research is to make it easy for the researcher to implement board game activities.

The design of action research utilized in this study follows a model of classroom action research which consists of four steps: planning an action, implementing the action, observing the action around reflecting the action based on the data obtain during the action, the researcher reflected on the collected data based on the criteria of success.

## **B. The Object of the Research**

Researcher will do observation to get the data in SMPN 3 Nglegok which takes location in Jl. Ds. Sumberasri Kec. Nglegok Kab. Blitar. SMPN 3 Nglegok was determined as the research location to apply the method. So far the teacher never use of board game for teaching vocabulary. She prefers to use other techniques in teaching vocabulary. So, the researcher wants to conduct new method in teaching vocabulary that is by using board game. The researcher hopes with new method the students will be attract and get improvement in their score in vocabulary.

### **C. The Subject of Research**

The subject of the study is first grade student of SMPN 3 Nglegok which consist of 30 students in each class, at the first grade they are four class; A, B, C, D. For this study the researcher just took out class C from the classes above as the subject to be applied for this study.

### **D. Time of the Study**

The setting of the study refers to the place and time to conducting the study. This study will be conducted at the second semester of the first graders of SMPN 3 Nglegok the school year 2012 / 2013. The researcher did classroom action research on 13rd, May to 27th, June in the school year of 2012/2013. The schedule of the research as below.

No.	Activities	Date/Time
1.	Preliminary Study	13 May
2.	Implementing 1	20 May
3.	Implementing II	27 May

### **E. Research Instrument**

The research instruments in this research are evaluation test, were conducted in order to know how the students' scores after they are taught using board game. To complete and support the data, the writer did the observation document of teaching learning process, documentation when the student applied

board game in learning vocabulary, questionnaire and interview the teacher and some students.

#### **F. Technique of Data Collecting**

There are three techniques of data collecting applied in this study; they are observation, test, and documentation

##### **1) Observation**

The writer did the observation directly toward English teaching and learning process in first grade of SMPN 3 Nglegok 2012/2013 Academic Year. In this research, the writer acted as an active observer. The writer interacted with the students as well as the teacher. In vocabulary lesson, the writer observed how far the students could remember the vocabulary that has taught by their teacher.

##### **2) Test**

The test is used to compare students' vocabulary achievements before conducting the research and after conducting the research. The form of this test is the written test. Pre-test and post-test are kind of the test that will measure the students' scores in improving their vocabulary. Both of pre-test and post-test is multiple choices. From this test the writer will know the students' progress the students' vocabulary ability before and after teaching and learning vocabulary process through board game.

##### **3) Questionnaire**

Questioner is a list of questions to be answered in order to get the

information. The purpose of it is to know the student answers and the students want to talk about it. In this case, the researcher gives a list of questions and then the students should answer the question. Then, the researcher use closed questionnaire. The questionnaire is written in Indonesian in order to avoid misconception and misunderstanding. This instrument is give to the students after conducting board game in every cycle. In order to know the response of students about board game activities.

#### 4) Interview

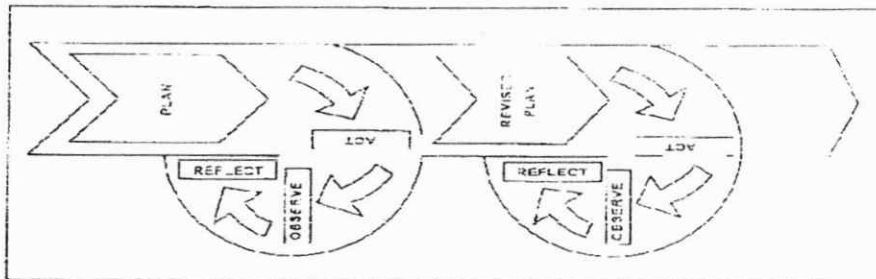
One of the ways to get deep and more information in the classroom is by using interview. The writer interviewed the students of first grade of SMPN 3 Nglegok. The interview was conducted structurally by using interview guide and it was conducted after finishing teaching and learning process in each of cycle. Here, the researcher took 8 samples of 33 students. The interview was about problem in vocabulary lesson before and after using board game activities in vocabulary lesson.

### **G. Procedure of the Research**

The research will apply classroom action research which proposed by Kemmis and Me Taggart, the steps are planning, implementing, observing and reflecting. Before conducting this research preliminary study is necessary to do at first to identify and analyze the real problem that should be solved. Then, designing the plan followed by implementing and observing and then the last is

reflection will be conducted by the success and failure of the strategy.

### Diagram of Classroom Action Research Procedure



(adapted from Arikunto Suharsimi, 2006)<sup>30</sup>

### Kemmis & Mc Taggart Action Research Design

Based on Kemmis and Mc Taggart design above, the researcher would like to describe the steps of action procedure in the classroom action research (CAR) in detail as follows:

#### First Cycle

##### 1) Planning

The planning of giving an action of research is to apply discovery of learning technique to students in order to be able to improve students' problem to understanding of present continuous tense and verb; do, get, make, take. Before implementing it, the writer prepare everything related the actions that are used in teaching learning process, such as rearing material, determining an interesting topic, making a lesson plan, rearing teaching aids, such as interesting games topic, and the bard game, and also

<sup>30</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT. Rineka Cipta, 2006)

preparing research instruments, such as the structured observation sheet, the field notes, pre-test and post-test.

## **2) Action**

After accomplishing the planning phase, the writer and the teacher discuss about the strategy in acting phase. According to the teacher, she chooses to become an observer, and the writer as the teacher. As a teacher, she will conduct the activity based on the lesson plan concerning to vocabulary using snake and ladder game first that will implementing in cycle 1. The rules of playing are:

- Divide the students into group of three or four.
- Give each group a copy of the board, a dice, a set of counter and vocabulary grid.
- Students take turns to throw the dice and move their counter along the squares.
- When they land on a square, they make a sentence using the picture in the square and the word in the key vocabulary.
- The other students have to decide whether they are. If it is wrong, they go back two squares. If the sentence is right, they stay where they are.
- If a student arrives on a square with a ladder if they may go up the ladder if they make grammatically correct sentence. If they arrive on a square with a snake's head, they go down the snake.
- The winner is the first student to reach square 25.

## **3) Observation**



During the teaching learning process, the teacher as observer, she observes the teacher performance, the students' activity, the students' participation, the teacher's performance, the students' attention, the students' response and the class situation using the field notes and structure observation sheet.

#### **4) Reflection**

After conducting the action phase, the writer and the teacher accomplish a reflection about the activity the action phase, by analyzing observation data with collaboration and reflecting her teaching experience herself when she implements the action. Also analyzing the students' score of test based on criteria success in order to know that discovery learning is good to imply in teaching vocabulary at first grade students of SMPN 3 Nglegok or not. If the first cycle to solve students' problem.

The steps of action procedure in the classroom action research (CAR) in detail as follows:

#### **Second Cycle**

##### **1) Planning**

After identifying the problems found in cycle 1, the writer will revise the lesson plan and reselect the topics and teaching aids to motivate students, so that they will get a better in improving their vocabulary

though snakes and ladder game.

## **2) Action**

In this action, the writer does the teaching learning vocabulary process that appropriate with the lesson planning was made. The writer does not do many different strategies with the cycle 1, for example, the students who makes noisy and moves to the other student seat.

## **3) Observation**

In this phase, the teacher as observer accomplishes an observation during the teaching learning process, she observes the teacher performance, the students' activity, the students' participation ,the teacher's performance, the student' attention, the students' response and the class situation using the field notes and structure observation sheet.

She also collects data from the test result.

## **4) Reflection**

The writer conducts the reflection with collaborator about her activity and also their situation when the action is accomplished. Then she analyzed observation data and post-test that writer given in cycle 2 based on criteria success.

## **H. Technique of Data Analyzing**

In order to be easy in analyzing the data, the writer tends to use techniques as follow:

a. Qualitative data are about the information which gives a description of students' expression about comprehension level toward the subject (cognitive), students' respond toward new method (affective), and students' activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning that can be analyzed qualitatively. The writer uses descriptive analysis to analyze this qualitative data, which consists of the observation of students' activities and teacher's performance during the teaching learning process, the interview before and after Classroom Action Research (CAR).

b. Quantitative data comprises students' score of learning outcome. This research can be considered success when they have achieved the criteria of action success of this CAR. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test to post-test. The writer used three techniques in analyzing the numerical data as follow:

1) The writer seeks the average of vocabulary score within pre-test and post test of every cycle by using the formula:<sup>31</sup>

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$  : mean

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<sup>31</sup> Sudjana, *Metoda Stastistika*, (Bandung: PT. Tarsito, 2002), p. 67

x : individual score  
n : number of students

- 2) The writer seeks the class percentage which passes the KKM score (75) by using the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage  
F : total percentage score  
N : number of students

a. Determining Criteria of Success

The criteria of success of the research are designed to assess the student's ability in memorize vocabulary by using board game activities. These criteria are set up to know whether the action is already successful or not. The collecting data from the test the researcher have provision. The criteria of success are:

- 1) If at least 80% students get score at least 75.
- 2) If the average score is not less than 75 in test.

To know the improving student's vocabulary, the researcher uses formulation below to analyze the data:

$$\text{Percentage of success} = \frac{\text{Total who gets score 75 minimally} \times 100}{\text{Total students in class}}$$

**The Table of Determining Criteria of Success**

Score	Predicate	Note
80 – 100	A	Very good
60 – 79	B	Good
40 – 59	C	Enough
0 – 39	D	Bad

(source : pengantar evaluasi pendidikan)<sup>32</sup>

**The Table of Qualification the Student's Achievement**

<b>Percentage of the students getting 75 minimally</b>	<b>Qualifications</b>
80% - 100%	The students achievement in English improve and the method that be applied can improve the students' achievement in English successfully.
40% - 79%	The students achievement in English improve enough and the method that be applied is not successfully yet in improving the students achievement in English.
0% - 49%	The students achievement in English do not improve and the method that be applied is fail in improving the students achievement in English.

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<sup>32</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*,(Jakarta: PT Raya Grafindo Persada, 1998), 35