

### CHAPTER III

#### RESEARCH METHOD

This chapter describes the method. It describes step of the research. It describes research design, research setting and subject, research procedure, data collection, instrument and data analysis.

##### A. Research Design

The function of a research design is to ensure that the evidence obtained enable us to answer the initial question as unambiguously as possible<sup>18</sup>. A method is way to do research. In doing research, the researcher may be able to use kinds of method. Those are suitable with the purpose of research. So, method can be used as the way to understand and to comprehend the researcher' object.

Here, the researcher uses Classroom Action Research design. According Hopkins cited by Muslich, classroom research is a reflective study that is done by researcher to improve the rationality of his/her action in implementing his/her duty and deeper the understanding toward the condition in teaching learning process<sup>19</sup>.

The research design employed in this study is collaborative action research. In conducting the research, the researcher worked together with the

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<sup>18</sup> David A. de Vaus, *Research Design as Social Research* (London: SAGE Publication Ltd, 2001),9.

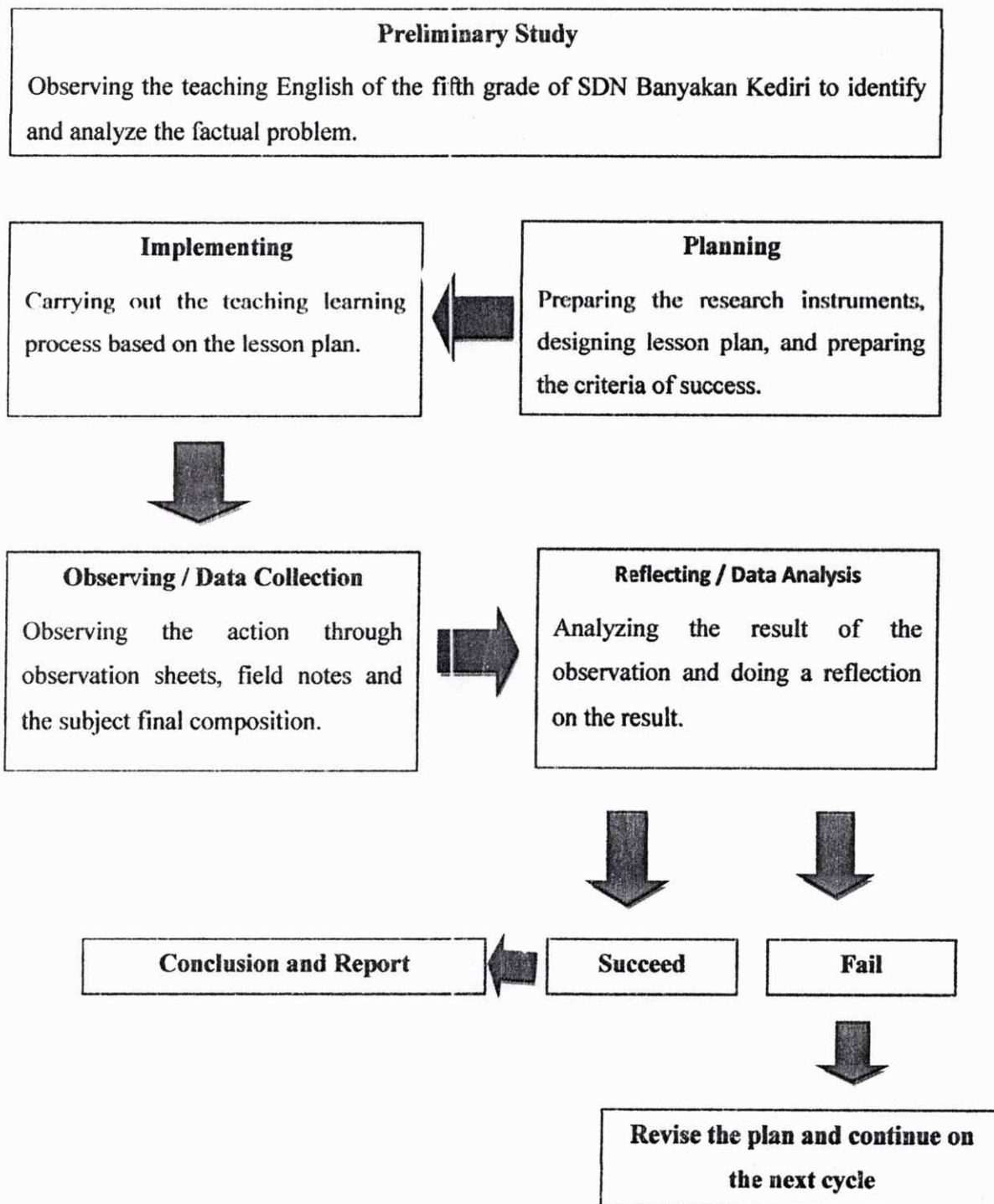
<sup>19</sup> Masnur Muslich, *Melaksanakan PTK Itu Mudah (Classroom action research)*.(Jakarta: Bumi Aksara, 2009), 43.

English teacher to solve the students' problem in learning vocabulary in her teaching and learning process.

Action research is a cyclic process, which consists of some steps namely: planning the action, implementing the action, observing the action, and reflecting the observation. It means that if the first cycle fails which was indicated by the students' result in learning vocabulary under the achievement class percentage, the design should continue to the next cycle. It will continue works by revising, adding or deleting some ways in conducting classroom action have to continued by following cycle until the target of success that the researcher already plan before. So that way, the action research will not stop until the treatment success make the students' achievement increase and reach the target of success from the researcher. This characteristic of classroom action research to make the students' achievement increasing by doing certain treatment based on the problem that students have is the best way to solve learning teaching problems.

Many teachers feel afraid in conducting action research although actually they need to do the action research to solve learning a process' problems that faced by students or to improve the students quality in achievement because they usually feel that action research is an action that really complicated to do. It is caused by many teachers did not know about the action research well, so they feel afraid to implementing the action research. But if the teacher knows it well and applying the action based on the research's steps correctly, it will be easier and valuable to do.

Sketch 1



## **B. Research Setting and Subject**

The study will be conducted at SDN Banyakan Kediri. It is located on Jalan Raya Banyakan Kediri. On this research, subject of the study is focused in fifth grade 2012/2013 academic year.

## **C. Action Research Procedure**

This research is action research that is done to increase the students' achievement in English subject. This research was conducted in a form of cycle. And every cycle have some steps: (1) preliminary study (2) planning action, (3) implementing of action, (4) observing of action, and (5) analyzing and reflecting.

### **1. Preliminary Study**

Preliminary study was conducted to identify and obtain the information related to the students' problems faced by students in English teaching learning process. Preliminary study is to know condition detail in the classroom that will do research<sup>20</sup>. In carrying out the preliminary study, *first* the researcher asked the headmaster and English teacher's permission to apply the preliminary study to the fifth grade. After getting the permission the researcher observed the teacher and students in studying English in the class to know the method and condition of students in learning English. It will use the real English teacher method.

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<sup>20</sup> Ibid, 38.



## 2. Planning the Action

Planning is preparing the action to solve the problem. In the planning step, the researcher with the collaborative teacher prepares the lesson plan using picture game in the process of teaching learning vocabulary. The researcher will accomplish the following activities:

### b. Preparing the lesson plan

Lesson plan consist of standard competency, based on competency and the indicator. It also contains the procedure of the step of teaching. Some steps of using picture game in teaching vocabulary as follows:

#### a) Class presentation

The researcher introduced the material in teaching vocabulary by using picture game. The researcher presents topic of the lesson. It is started by greeting, warming up the question to make students active. And also the researcher makes sure that the students should pay attention because it can help in understanding quizzes.

#### b) Quizzes

After approximately one period of teacher presentation, the students take individual quiz that was prepared by teacher. The quizzes are to exercise development of students' ability. It is relevant question.

c) Individual progress score

After doing the quiz, the results are calculated by teacher. It is to know average students' score individually. Then, the teacher determines criteria of success; therefore, it can be known the students' improvement. The score is compared with other score when did pre-test on the preliminary study.

### 3. Implementing the Action

After all planning were done, the researcher comes to the class to implement picture game in teaching learning vocabulary. That is done two cycles. The researcher helps and observes students' progress during learning process. And also, the teacher tells objective lesson to be achieved by the students.

When the introduction is done, the researcher starts implementing the first cycle followed by reflection of what had been done in the classroom during the implementation of the plan.

### 4. Observing the Action

Observation is the effort to record some events and activities that happen during correction in the implementing process without using tool<sup>21</sup>. Observation is used to collect the data. According to Muslich, observation

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<sup>21</sup> Sarwiji Suwandi, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah* (Surakarta: YUMA PUSTAKA, 2010), 38.

is used to get information about human being in the reality<sup>22</sup>. In the observation phase, the researcher will observe and collect data about many aspects or events that had happened during the implementation of the action inaction in relation to the objectives of this study. The data were obtained from field notes and supported by observation checklist.

### **5. Reflecting the Action**

Reflecting the action is activity to think something or evaluation that was done by collaborator or participant that relates with implementing action research<sup>23</sup>. In determine whether the researcher stopped or continued to the next cycle, the collected data were analyzed. The result of the analysis of the data was matched with predetermined criteria of success of both process and product based on the reflecting that researcher have done in each cycle. This reflecting is used to analyze the success or failure factors in implementing picture game in cycle and then to determine whether the research have to be finished and reported or continued to the next cycle until the data reach the criteria of success.

### **D. Data Collection**

The data resource for this classroom action research is mainly consists of students at fifth grade of SDN Banyakan and the teacher.

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<sup>22</sup> Wijayah Kusumah dan Dedi Dwitagama, *Mengenal PENELITIAN TINDAKAN KELAS* ( Jakarta: Indeks, 2012), 106.

<sup>23</sup> *Ibid.*, 40.

### 1. Students

In this research, the students are as subject and data collected is result of their vocabulary test. In order the data about improvement of students' vocabulary in teaching and learning process by using picture as game.

### 2. Teacher

In order to obtain the data about the successfulness of implementation of improvement vocabulary by using picture as game in teaching and learning process.

### 3. Collaborator

Collaborator is as the data source to see the implementation of Classroom Action Research comprehensively, from the students and teacher.

## **E. Instrument and Data Analysis**

In this research, the researcher employs instruments in order to obtain the most accurate data, and analysis data are as follow:

### 1. Research Instruments

In this study, the researcher uses test, observation, interview, questionnaire, and discussion.

#### a. Test

Test employs a set of questions that related to the certain material to measure skill, knowledge, intelligence, ability, or talent of



problem. The research analyzes the data obtained from each cycle of classroom action research. Then, the researcher finds out the trends occurred during teaching and learning process.

1. Students' evaluation test result: by analyzing students' evaluation test result, the researcher will categorizes the result into two classifications pass and fail.
2. The implementation of using picture game to improve students' vocabulary: by analyzing the successfulness of the implementation and will be categorized into two classifications, successful and unsuccessful.

This classroom action research uses a formulation below to analyze the data from the test<sup>26</sup>:

$$\text{Average' Score} = \frac{\text{Total students get score 75 minimally}}{\text{Total students in the class}} \times 100 \%$$

This analysis is done when reflection step. The result of this analysis is used to make preparation of planning in next cycle. The result of this analysis also as reflect in preparing learning process.

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<sup>26</sup> Zaenal Aqib, dkk. *Penelitian Tindakan Kelas*. (Bandung: YRAMA WIDYA, 2010). 41

Table 3.1

Percentage Criteria of the Successful Treatment<sup>27</sup>

<b>Percentage of the students getting 75 minimally</b>	<b>Qualification</b>
70% - 100%	The students' achievement in English improves well and the method that is applied, it can improve the students' achievement in English successfully/
40% - 69%	The students' achievement in English improves enough and the method that is applied, it is not successful in improving the students' achievement in English.
0% - 39 %	The students' achievement in English does not improve and the method that is applied is fail in improving the students' achievement in English.

<sup>27</sup> Yuyun, "Meningkatkan Ketrampilan Menulis Karangan Bahasa Indonesia Siswa Kelas III SDN Sumberejo II Kab. Sukamaju Melalui Media Komik", in Masnur Muslich, "Melaksanakan PTK itu Mudah" (Jakarta :Bumi Aksara, 2009), 163

Table 3.2

## Criteria of the Students' Test Score

Score	Predicate	Note
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Fair
46 – 55	D	Poor
0 – 45	E	Very Poor