

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method used in this study. It consists of the research design, subject of the study, procedure.

A. Research Design

1. The Nature of Action Research

This research is categorized as a classroom action research. Elliot (1991: 54) states that action research integrates teaching, development, curriculum development, and evaluation, research reflection into unified conception of a reflective educational practice. Similarly, Elliot in Hopkins (1993: 44) states that action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Furthermore, Wallace (1999: 4) states that action research is basically a way of reflecting on a teacher's teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what the teacher's future practice should be. According to Mason and Bramble (1997: 42), action research is a research which is designed to uncover effective ways of dealing with real h is not confined to a

particular methodology or paradigm. It may utilize qualitative or quantitative methodology or an action research is distinguished more by attention than methodology. Richard and Platt (1992:4) state that action research is a teacher world problems. The research mixture of both. Action research is distinguished more by attention than methodology. Richard and Platt (1992:4) state that action research is a teacher initiated classroom understanding of classroom teaching and learning and to bring about improvement in classroom practice.

From the definition above, it can be concluded that action research is a systematic study of action to overcome educational problems and to bring about improvement in classroom practice dealing with real world problems by collecting data on teacher's everyday practice and analyzing it by means of their own reflection upon the effect of these action in order to come some decisions about what the teacher's future practice should be.

This action research was aimed to overcome the students in improving their vocabulary mastery by using cartoon films, and devel teacher's creativity in teaching vocabulary. It is also expected that the reseat effects positive change of the social and educational situation on the seve grade class.

2. The Characteristics of Action Research

Burns (1999:30) suggests a number of common features which can be considered to characterize action research:

a. Action research is contextual, small scale and localized. It identifies and investigates problem within a specific situation.

b. It is evaluative and reflective as it aims to bring about be considered to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Bramble and Mason (1997: 43) illustrate several points about action research. The results of the research have direct application to real-world problems. Then, elements of both quantitative and qualitative approaches can be found in such studies. Finally, treatments and methods that are investigate are flexible and might be change during the study in response to the rest they are examined.

The characteristics of action research can be identified as follow Action research is carried out by practitioners. The results of the research ha direct application to real-world problems. Action research provides collaborate investigation by teams of colleagues, practitioners and researchers. Treatments and approach that are investigated are flexible.

Based on the characteristics of action research above, this rese was appropriately undertaken as classroom action research in order to bring educational

change and improvement in vocabulary mastery. The us animation video in this research is flexible and can be monitored.

3. The Criteria of Success

The research was based on a preliminary study on the causes of the improving students' speaking ability of Keeyamuddeen School one of the indicators that the action is successful is the improvement of the students' mean-score. And M.C. Taggart in Burns (1999:32), The criteria of minimum score (KKM) is 75, so if the st ho get 75 minimally, it means that they are successful in aching and learning process. So the students who get score 75 minimally must reach 14 of students in the class with the average score 75. The criteria of minimum score (KKM) is 75, so if the st ho get 75 minimally, it means that they are successful in aching and learning process. So the students who get score 75 minimally must reach 14 of students in the class with the average score 75. The research was based on a preliminary study on the causes of the improving students' speaking ability of Keeyamuddeen School one of the indicators that the action is successful is the improvement of the students' mean-score. The mean score of the pre-test was 35.71%. While the mean score of the post-test in cycle 1 was 71.42%. And the mean score of the post-test in cycle 2 was 92.85%. According to them, classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections. In the implication of action research, those steps make a spiral. It means that when we do one step, we can come back to previous step to see what we are already done or we the new cycle not from beginning. Each step is explained as follows:

a. Planning

Planning Before implementing the action, the researcher needed to make general plan. At this stage the researcher prepared documents and equipment's needed in doing the action in order to improve the students' speaking ability by using guess the word game.

b. Action

Action is act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plans which had been made. In this research, the researcher used guessing game to improve students ' speaking ability.

c. Observation

Observation is a step where the researcher observed the effects of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. The researcher did observation during teaching and learning process.

d. Reflection

Reflection is a step to reflect the effects of the action as the basis of further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflected what she had done through a succession of stages the process in action research can be shown in the schema below.

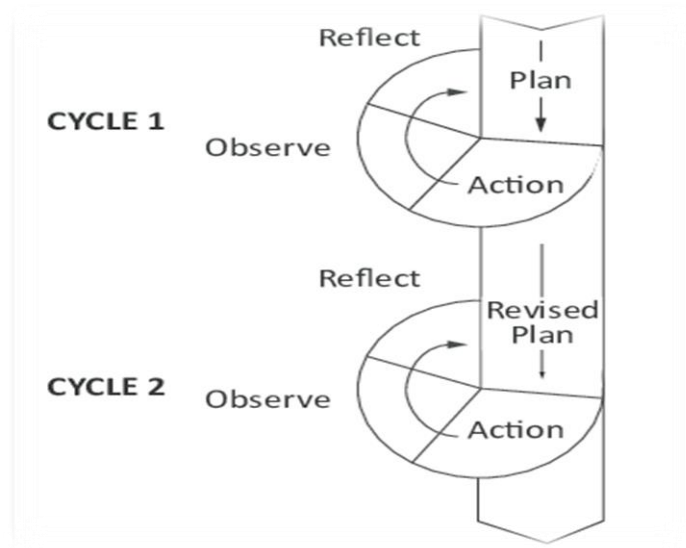


Figure 1: Action research cycles (Burns, 2010:9)

B. Steps guess the word game

Step 1: Populate the fishbowl

Start by separating everyone into two equal teams. Each player will then take three strips of paper and write a word or familiar phrase on each piece. Players will have to guess the words or phrases later on, so they shouldn't be too obscure. Each player then folds their pieces of paper in half and places them into the fishbowl. After all of the pieces of paper are in the fishbowl, someone has to shake the bowl to mix them up.

Step 2: Play the "taboo" round

The taboo round is first up. The goal of this round is to guess as many words or phrases as possible within 1 minute. The round progresses like this: The starting team selects a player to go first. That player will grab a piece of paper from the fishbowl and reads it. The 1-minute timer will start as soon as they pick a piece of paper from the fishbowl. The player will then use words to get their team mates to guess the word or phrase that is on the paper. They cannot use any hand gestures — only words. They can't say any of the words that are on the paper, as they are the "taboo" words. For example, if the word is "Cheeseburger" they might say "You eat this at McDonalds"

If the player thinks the word or phrase is too hard, they can "pass" and put the paper back into the fishbowl. However, players are only do this once per round. If the team successfully guesses the word, they get to keep the piece of paper. After 1 minute has elapsed, the other team gets their turn. They also have 1-minute to guess as many words as possible. Each team continues to take 1-minute turns until all of the pieces of paper have been removed from the fishbowl. When the fishbowl is empty, each team counts the pieces of paper they have gathered. Each piece contributes 1 point to their score. After tallying the each team's score, fill the fishbowl with the pieces of paper and move onto round 2!

Step 3: Play the "password" round

The next round is played in a similar fashion, with each team having 1-minute to guess as many words or phrases as possible. The team that went second last time will get to go first for this round. The main difference is that the player

reading the paper can only use one word to describe the word or phrase. So, if the word is “Cheeseburger” this time they may use a single word like “McDonalds” to describe it. The team needs to remember the words that were mentioned in the first round and use the “password” as a hint. The teams continue to alternate with 1-minute rounds each, then the pieces of paper are tallied and placed back into the fishbowl.

Step 4: Play the “charades” round

The next round plays out in the same way, with each team taking their one minute turns. The main difference here is that player with the paper cannot speak. They must use physical gestures to communicate the word on the paper. For “Cheeseburger” they might pretend to be holding and eating a cheeseburger. At the end of the round, the scores are tallied up once more. The team that has the most points from all three rounds is declared the winner!

Step 5: Bonus round

Why let the fun end there? If you want to take The Fishbowl Game to the next level, play the spooky version! Get a bed sheet from the cupboard and drape it over the player who is reading the pieces of paper. The team will then have to guess the word while the player makes movements beneath the sheet! It is very challenging and a ton of fun.

C. Subject and Setting of the Study

The subject of the study in this research is only the class 6 of Keeyamuddeen School. The subjects of the research were the class 6 a students of Keeyamuddeen School. They were chosen as the subjects of the research. The resead out that the students had problem in speaking ability. Then it is decided to have research on the class 6 a students.

D. Research Procedure

This action research used the model developed by Kemmis and McTaggart in Burns (1999:32). In this model, the implementation of the action research included four steps, namely planning, action, observing and reflection. These four steps were included in part of procedures of action research. The procedures of action research in this research are as follows:

1. Identifying problem

In this step, the researcher identified the problems occurring in the class. The problems refer to the factors making the students difficult to master speaking. To identify the problems, the researcher observed the teaching learning process, gave questionnaire, interviewed the teacher and conducted a pre-test.

a. Using Pre-test

According to Arikunto (2010) Tests are a series of questions or exercises and other tools used to measure skills, intelligence, abilities or talents possessed by individuals or groups. Test or skill and other tools used to measure skills, knowledge intelligence, abilities or talent possessed by individuals or groups. In this research, the researcher will make tests for students to look for the results of learning English speaking through guessing games. The researcher will divide the test in two categories. Those are: pre-test and post-test. Pre-test will be given to students in the first meeting. Provide students with treatments in speaking before researchers provide treatments. And post-test will be given after the researchers gave the treatment to students. This is the following study using a guessing game to find out the result of learning speaking English through guessing games.

b. Observation

Margono (1997) explains that interpreted as observing and recording the symptoms that appear on the object of research. Observation is defined as noticing and recording the phenomena existing in the object of the research. There are two ways to make observations, namely: observation of structured and unstructured observation. In this study, researcher used the structured observation. Structured observation is the observation that the structure has been designed systematically, about what will be observed, when and where to place (Sugiyono, 2003). The researcher will do the observation to know the real process of teaching and learning,

and to know the result of learning speaking English through guessing game. Researchers will take notes and camera recording to collect the necessary data.

c. Interview

Haran (2007) explained that interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee gave the answer to the question. An interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer and interview to ask questions that provide answers to that question.

Interviews can be either structured or unstructured. In this research, the researcher used structured interviews. Structured interviews are used as data collection techniques, when researchers have known for sure about what information will be obtained. Before conducting interviews to students, researchers prepare a research instrument questions. In this interview, respondents were given the same questions. This was done to collect valid data to obtain information about the advantages and disadvantages of a guessing game in students' point of view.

d. Questionnaire

Questionnaire is a technique of data collection carried out by means of a set of written questions to respondents to be answered (Sugiyono, 2003). Questionnaire is a data collection technique that is done by giving a set of written questions to the respondents to answer. The researcher will use a questionnaire to

collect other data. The use of questioner is done since it feels more efficient. The researcher uses an open questionnaire to obtain the data or information from students. The researcher also will make some inquiries and then the researcher will give the opportunity for students to answer with their own word. Collecting data using a questionnaire is aimed to obtain information about the students' opinion of learning speaking English through guessing game.

2. Planning

The action in the planning, the researcher did four things, which were: (a) preparing the lesson, (b) developing strategies into an appropriate model, (c) preparing research instruments, and (d) determining criteria of success.

(a) Preparing the lesson plan

The researcher uses explanation text audio monologue as the main source, the researcher and the teacher collaborate to make the teaching media and the instruments for classroom action research.

(b) Developing media into the appropriate reality method

Implementation of this research is for class 6 to improve their listening skill and speaking. The model of this concept in speaking mastery instruction covers four steps: (1) the researcher explains about explanation text (2) the researcher plays the guessing game (3) the researcher gives worksheet and plays the using game three times (4) correcting the- writing on student worksheet.

(c) Preparing the research instruments

Preparing the research instruments the researcher prepared the instruments used for collecting the data that were observation test.

(d) Determining criteria of success

The criteria of minimum score (KKM) is 75, so if the st ho get 75 minimally, it means that they are successful in aching and learning process. So the students who get score 75 minimally must reach 14 of students in the class with the average score 75. The formula used in this study is:

$$\text{Percentage} = \frac{\text{Students who get 75 minimally}}{\text{Total students}'} \times 100\%$$

There are some aspects that are measure in the speaking ability. Those are Fluency, Accuracy, Pronunciation, and Vocabulary.

3. Implementing the action

In implementing the action, the researcher did the planning which had been made. The researcher applied the lesson plans the researcher had made. The researcher used guessing game in teaching and learning process in order to improve students' speaking mastery. The real implementation was as follows.

a. The researcher prepared materials containing some guessing game and practices taken and adapted from book and other sources.

b. The researcher gave short explanation and guides the students to understand the topic.

c. The researcher explained the vocabulary name of object by showing the object in guessing game.

d. The researcher played the guessing game and asked students to look. The make way from the characters that would be imitated by the students in the class.

e. The researcher explained using of speaking by showing the text line in guessing game.

f. The researcher asked about the students' feeling and their comer dealing with guessing game and the activities done in the classroom.

4. Observing the action

The observation was done during the teaching and learning process. In this step, the English teacher of Keeyamuddeen School acted out as the observer. He observed all activities happening in the classroom and take notes related to the process of teaching and learning. There were some aspects observed: class situation, students' behavior, teacher's technique in delivering the materials and students' response when they were given the materials. The result of the observation was written in field notes as the data, while the researcher wrote her observation result in diaries. The English teacher as the observer gave some input and suggestion to the researcher. The observer also took some photographs of the teaching and learning process.

5. Reflecting the action

The researcher made an evaluation towards what she had observed to find the weakness of the teaching activity having been carried out. The weakness was revealed from whether the students active or passive during the teaching learning process and whether their scores after pre and post-test increased or decreased. If their scores increased, it means that the researcher could continue the next cycle with same action. But, if their scores decreased it means that the researcher had to revise the action with some advances as needed, so that finally the effectiveness of using guess the word game to improve students' speaking mastery was determined. The evaluation was taken down as field notes.

6. Revising the plan

Revising plan is needed when the action cycle does not make any improvement on the students' speaking ability. Based on the weaknesses which were found in reflecting process, the researcher revised the plan for the next cycle