

## CHAPTER III

### RESEARCH METHOD

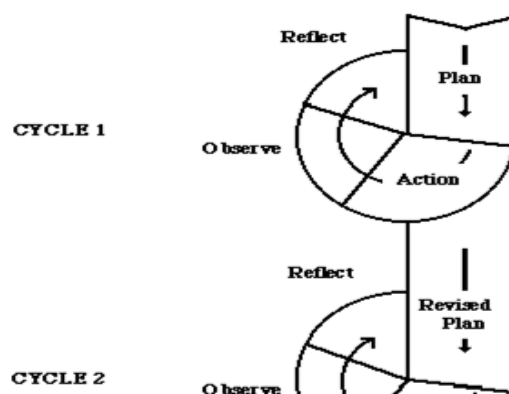
This chapter presents the description of the research method employed in this study. It presents the research design, the subject of the study and the research procedures.

#### 3.1 Research Design

This research was a classroom action research as it aimed at improving an existing condition of the students' vocabulary mastery. Elliot (1991, in Aryatna, 2006) states that a classroom action research is a study of social condition (in this case, education) which aims to improve the quality of an action of a particular condition. In addition, Mc Millan(1992) explained that a classroom action research is a type of applied research with the purpose of solving a spesific classroom problem or making a decision at a local single site. Therefore, an action research is carried out by identifying the problem, doing something to solve it, seeing how successful the effort is, and if the result is not satisfactory then an improved effort will be made.

This research employed the type of collaborative classroom action research, because it involved another teacher as the collaborator. This collaborative was involved from the beginning until the end of the process of the research, which focused on observing the planning and also the implementation of the strategy in the classroom. The report from the collaborative researcher was reported to the researcher at the end of every session to know the result.

This study follows Kemmis & Taggart action research model (in Dasna, 2008).



### **Figure 3.1 Kemmis and Taggart's Model of Action Research**

This study was carried out in two cycles, each of which consists of four steps: (1) planning an action, (2) implementing the action, (3) observing the action, and (4) reflecting on the result of the observation. The spiral of the action research was carried out after the problem was identified. It started with planning to solve the problem and preparing for the action. The next step was implementing the action. The action and the observation were done simultaneously.

According to this model, a cycle is to be followed by another cycle when it fails. This study was done in two cycles because the first cycle failed to reach the criteria of success (Less than 75% of the students scored above *KKM*). The next cycle was carried out with an improvement based on the reflection of first cycle. The result from cycle II would determine, the research would be continued for the criteria of success has not been reach, or stop the research since the result of cycle II had met the criteria of success.

### **3.2 Subjects of the Study**

This study was conducted at SMP Terpadu Al-Anwar which is located on Jl. Raya Baruharjo, Kecamatan Durenan, Kabupaten Trenggalek in the academic year of 2018 / 2019. The researcher took class VII-D (35 students) as the subjects of the study because less than 50% of the students scored above the *KKM* of 68. In other words, the average grade was the lowest of all the seventh graders.

### **3.3 The Procedures**

The study was done in two cycles. Each cycle consisted of four steps, i.e. planning, implementation, observation and reflection. Each stage was carried out as follows.

#### **3.3.1 Planning**

This section presents the preparation the researcher made before implementation. In this step, researcher prepared (1) the lesson plan, (2) the materials, which taken from the students' English textbook, (3) the media (board game, cards, dice and the rules of the game), (4) the instruments and (5) the criteria of success. The following sub sections describe them in more details.

##### **1. The Lesson Plan**

A lesson plan was developed by the teacher to guide the instruction and lead the teaching learning process in a classroom is always on the tracks. Therefore, preparing the lesson plan is a crucial thing. A teacher should do it before conducting a teaching and learning activity because it leads the teacher to achieve the expected result from her teaching plan.

The lesson plan was developed based on the draft of *Kurikulum 13* which had been revised. The lesson plan was in terms of core competence, basic competence, indicators, learning objectives, teaching and learning activity, media, teaching strategy, source, technique score and evaluation. In this lesson plan, the resacher also state the criteria of success to know if the reacher had found the problem solving. The important components in the lesson plan as follows :

##### **a. Core competence**

Understanding knowledge(factual,coceptual,and procedural) based on curiosity to knowledge, technology, art, culture related to phenomenon and reality.

##### **b. Basic Competence**

Identifying social function, text structure, and language aspect of transactional interaction text in the form of written and oral about giving and asking information of the characteristic and appearance of people, animal, and thing based on the context used (considering language aspect *be* and *adjective*).

### **c. Learning objectives**

It was very important to state explicitly what we students to gain from the lesson.

Explicit statements here to help us to :

- a. Be sure that the students understand and comprehend the lessons about qualities of things.
- b. Be sure that the students understand and comprehend the lessons about characteristics of animals.

### **d. Teaching and learning activity**

At this point, lesson clearly have tremendous variation. But, a very general set a guideliness for planning, the researcher might think in making sure the plan include :

- a. An opening statement activity as a warm-up
- b. Question and answer session to test students` participation at class
- c. Teacher discussed a short text which related to the activity
- d. Teacher explain about the game and ask students to make a group
- e. Teacher guided and observed the action of students do the game
- f. Teacher reviewed the material
- g. Question and answer session to check students` participation after class
- h. Closure

### **e. Material**

The materials were selected on the basis of the words' frequency of occurrence and the students' level of vocabulary mastery. In the selection by frequency of occurrence, the

researcher counted the number of items that occurred in the materials. In the selection on the basis of the students' level, the researcher chose words that were about the students' level.

The materials were taken from the textbook used in this class, *Bahasa Inggris , When English Rings a Bell.*, from *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. The materials in the textbooks are chapter-based. Chapter V, It's a beautiful day! was chosen as the source of materials because this chapter was discussing about *Ask for and give information related to qualities of things and animals.* . After listing the vocabulary to be taught, the researcher, then, constructed them into short simple paragraphs. The vocabularies consisted of Nouns and Adjectives that characterize the theme.

From this source, the researcher selected sixteen Nouns, i.e. *house, floors, kitchen, living room, bathroom, bedrooms, garden, walls, eagle, feathers, beak, neck, body, birds, wings, claws* and fourteen Adjectives, i.e. *nice, white, big, small, neat, large, beautiful, tame, clever, long, fat, round, soft, and clean*. Those selected vocabularies had been discussed with students in a form of texts.

#### **f. Media**

Pictorial Board Game was designed by the researcher by modifying the *Snake and Ladder*. The researcher chose Snake and Ladder because this game is quite familiar and simple. Since this game was for vocabulary learning, the researcher modified it by putting a picture on every step on the board. Those pictures were to help the students to learn and remember the vocabularies easily. There were four game equipment of each cycle, i.e. the game board, the cards, the dice and the markers.

The researcher designed the Pictorial Board Game to be played in groups. Since this board game is a modification of Snake and Ladder, the researcher also adopted the rules of Snake and Ladder for the Pictorial Board Game. The players had to compete with their friends to reach the finish line. Those who reach the finish line first became the winner. It

was to be played in groups of six students. In each group, one student acted as the leader and the rest as the players. The leader decided who would be the first player and the next by throwing the dice, kept the answer key, read the descriptions and recorded their friends' score, while the others were playing the game. At the end of the game, the leader reported the result to the reseaher.

The game equipment consisted of a game board, description cards—seventeen for session I and fourteen for session II—with answer key, a dice, and five markers. The explanation of each equipments as follow :

#### 1. The Game Board

The game board was made of cardboard. Both of the game board for first session and second session were in the form of a rectangle, 21 x 31.2 cm in size and laid out in landscape position.

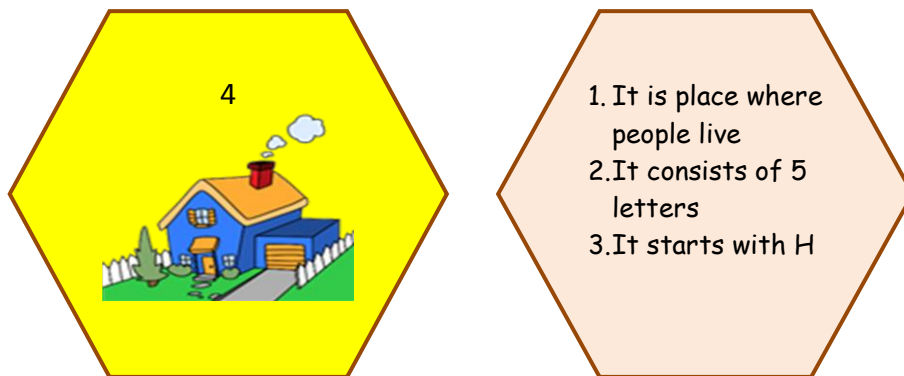
For session I, the board had twenty four hexagons, of which seventeen were for vocabulary items, two for the Snake, two for the Ladder and two for the Start sign and Finish sign. The number of hexagons was based on the number of vocabulary introduced to the students. The hexagonal pattern was used to make the board game more interesting and avoid monotonous shape. A number started from one to seventeen was printed on each hexagon. The number determined which vocabulary item the players had to guess.

For session II, the board had twenty rectangles of which fourteen were for vocabulary items, two for the Snake, two for the Ladder and two for the Start sign and Finish sign. Similar to session I, the number of rectangle was based on the number of vocabulary introduced to the students. The rectangle pattern was used to avoid boredom and similarity as session I. Fourteen different pictures with number started from one to fourteen was printed on each rectangle. The players had to guess what words match with the pictures.

#### 2. The Picture Cards

Following the pattern on the board game, the cards took the form of hexagon for session I and rectangle for session II. The card was made of cardboard paper.

For session I, the card was two sided; one side was the picture and on the other side was the clues and the answer key. The picture on the cards was colored to make them eye-catching and attractive for the students. Below is an example of picture cards for session I:



**Figure 4.1 the Picture cards for session I**

For the second session, the cards were one sided because the pictures have already been printed on the game board. Below is an example of picture cards for session I:



**Figure 4.2 the Picture cards for session II**

The cards were of the same number as the vocabularies taught in each session. Each vocabulary was repeated once in order to make students remember more easily. For example, if in session I the researcher taught eight words,

there would be sixteen cards for the first Pictorial Board Game.

### 3. The Dice

The researcher made the dice by herself. The dice was made of thick paper. The dice was made colorful in order to look more attractive. The dice determined how many steps the player had to move the marker on the board. Each group got one dice. For session I and session II, the students used the same dice. Below are the dices used in this game.



**Figure 4.3 the Dice**

### 4. The Marker

Pawns were used as the markers because the researcher needed five different markers for each group. In addition, from a set of pawns, the researcher could allot each group different kinds of marker. The marker showed the “area” the player occupied on the board. The player moved the marker based on the number showed by the dice. The markers used are as follow:



**Figure 4.4 the Markers**

### **g. Instrument**



The instruments used in this study were observation sheet, vocabulary quizzes, students' questionnaires.

The observation sheet was used to record the implementation of the Pictorial Board Game to improve students' mastery of vocabulary. The observation sheet contains four points concerning the lesson plan, the material and vocabulary task, the instructional process, and the students' activities in the teaching and learning process. Every the end of the session, the collaborative researcher reported the result the result of implementing the strategy on that session. Dealing with the implementation of the game, especially about the game equipment, the researcher tried to get more information about the game by distributing questionnaires to the students.

The quizzes were done at the end of every cycle. The vocabulary quizzes were used to test the students' memory and understanding of vocabulary used in each topic of materials. Each quiz contains fifteen items, each of which requires the students to complete a sentence with the help of the initial letter of the word and dashes indicating the number of letters. The clues were given to suit the students' level and prevent them from confusion. An answer sheet was provided for each vocabulary quiz. The answer key for vocabulary quiz I and vocabulary quiz II is also prepared by the reseacher.

## **8. The Criteria of Success**

To evaluate the result of the implementation of the action, the researcher established a criteria of success. To determine whether students improved their mastery of vocabulary during the implementation of Pictorial Board Game can be seen from their score on vocabulary quiz. In this study, the researcher expected more than 75% of students scored more than 68 or above the *KKM* considering that from the vocabulary oral test study, less than 50% of students passed the *KKM*. Dealing with the students' participation at class, the

researcher determined that the criteria of success by the result of question answer session at the beginning and the closing the implementation of the strategy. In this study, the researcher expected more than 50% students could be active in teaching learning activities.

### **3.3.2 Implementing**

The action or implementation refers to the realization of the lesson plan. The design of the implementation was presented as follow :

#### **1) Cycle I**

In cycle I session I, the researcher opened the class, checked the students` presence, and did question answer session. After that she distributed the text to the students and discussed with them, after finishing the discussion the resercher told the students that they would have a game, a modification of snake and ladder. Then the researcher asked the students to make group of six, the leader of the group kept the answer key and noted the score from the members if they could answer the vocabulary on the board by using the clues given. If the to play game had finished, the leader reported the result and the researcher informed the winner. The researcher then did session for question answer to know the participation of the students` at class related to their communicative competence.

In cycle I session II, the implementation the strategy was still the same of session I, but the difference was in this session II, at the end of the session the researcher distributed the vocabulary quiz to the students.

#### **2). Cycle II**

In cycle II session I, the researcher also distributed text to students and discussed with them. After finishing, the reseacher asked the students to make the group again but change the leader and also gave the game intstruction to each group. The task of the leader was the same, kept the answer key, noted the members` score and reported to the researcher at the end

of the game. The researcher then reviewed the lesson. The researcher then did session for question answer to know the participation of the students` at class related to their communicative competence.

In cycle II session II, the procedures were the same as session I, but as usual for it was the session II of the cycle at the end, the researcher distributed vocabulary quiz to students to test the students' mastery of the vocabularies used in each topic of materials.

### **3.3.3 Observing**

Observation was the process of recording and collecting data about any aspects or events that were happening in the teaching and learning process. During the teaching and learning process, the collaborator reseacher observed and collected the data about the result of the action. It was conducted to see the researcher's and students' performance in the Pictorial Board Game implementation by using certain instruments.

#### **3.3.3.1 Data Sources**

There were two kinds of data in this study, i.e. the students' score in the vocabulary quizzes and the students' answer in the questionnaires.

The quizzes were done at the end of every cycle. The objective of giving these quizzes was to test the students' memory and understanding vocabularies related the topic. The quiz lasted for about ten minutes. Students had to answer fifteen items of completion test with the help of an initial letter and number of letters. The researcher used scores to get the data about the evaluation of the use of Pictorial Board Game. She used the answers from the students to cross check the result of the score-based evaluation. The researcher assessed students' mastery two times through two vocabulary quizzes.

The observation sheet recorded the implementation of Pictorial Board Game in every session. The purposes of recording the observations were to have clear description of the

existing condition and as sources of reflection for the next action. The observation was done by an observer who helped the researcher in conducting this research. The observation sheet contained several aspects including the clarity of instruction given by the researcher, the researcher's modeling and guidance during the implementation of Pictorial Board Game. It also contained several aspects on the part of the students, i.e. the students' performance in the game, their correctness in finding the correct answers, and their responses to the researcher's instruction. The observer also noted the students' participation at class during the implementation of the strategy related their communicative competence in responding session question and answer at the beginning of the class and at the end of the class.

The questionnaires were distributed to thirty five students at the end of each cycle . Two questionnaires contained nine close-ended questions and an open-ended question. They were used to get information about the students' comment, the Pictorial Board Game's practicality, and the use of Pictorial Board Game to improve mastery of vocabulary. It also provided additional data about the classroom situation, the activities of the students and to get information about the problems during the implementation of the game, about the quality of the game in terms of content of the game , appearance, the attractiveness, and their general opinion. Besides, they were intended to find their responses toward the practicality of this game to improve their vocabulary mastery and their participation at class related to their communicative competence..

### **3.3.4 Analyzing and Reflecting**

This part presents two main points ; data analysis and reflection.

#### **a. Data Analysis**

In order to get accurate data, the researcher compared the result of students' work with the criteria of success. The observer also noted during the teaching and learning process

and checked the students' response toward the implementation of the action in each meeting. The notes were also about the result of students' participation in the question answer at the beginning and the end of the session. The notes was used to know how was the students' communicative competence in the implementation of the strategy. The data obtained through observation were collected and analyzed.

### **b. Reflection**

Reflection was very significant for the enhancement of the next cycle. It recalled the action as it had been recorded in observation sheet. The researcher reflected what had been done in the previous action. The result of the reflection provided data for further revision and planning for the next cycle. The implementation of the action was considered successful if the students' score fulfilled the criteria of success. The score was related to vocabulary mastery from the students.

The data from students' vocabulary quizzes were calculated with the following formula to know the vocabulary mastery improved or not. The formula as follow.

$$\text{Score} = \frac{\text{number of correct answers}}{\text{number of test items}} \times 100$$

The analysis of the vocabulary quizzes was using score with a range from 0 – 100. The result showed their knowledge of vocabulary presented in the topics.

Related to students' participation at class in session and answer session, the researcher did reflection by using the observer's noted while the implementation of the strategy was done. How much students who could responded the researcher at the beginning and closing session. If the students who did responding the researcher more than 50% from the whole class, it could be said that it met the criteria of success.