

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the description of the research method employed in this study. It presents the research design, subject and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing, and reflecting.

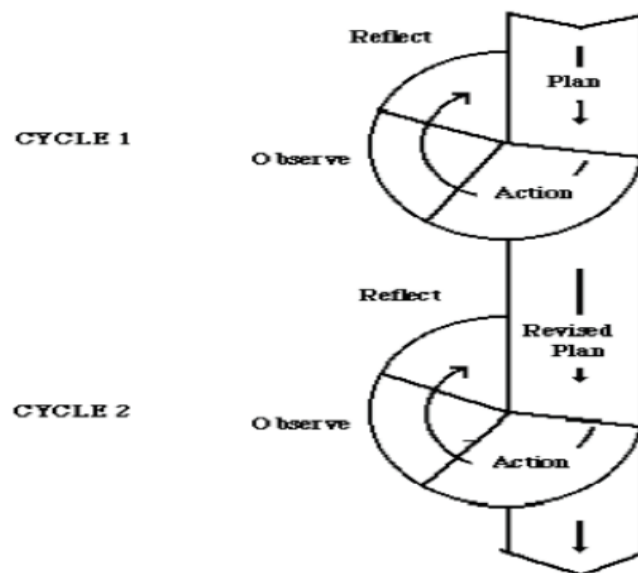
#### **A. Research Design**

The research design of this study was classroom action research (CAR). Classroom action research is the development of research action. This was called classroom action research (CAR) because it used to distinguish action research carried out within the scope of education by action research in other field. Therefore, to distinguish it be added by word “class”. Classes here were not limited only to the classroom, but it lead to any places where the teacher was thought. Bassey (as cited in Khosy 2005: 8) describes action research as an enquiry which is carried out in order to improve educational practice. Beside of that CAR can applied in a variety of subjects. It was good for solving the problem in many subjects, such as Mathematics, English, Indonesian, science, and etc.

According to Harmer (2007: 414) action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities

and procedures. Burns (2010: 2) states that action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.

The purpose of this classroom action research was to improve students' vocabulary by using Miming Game. The researcher wanted to know how far Miming Game could improve the students' vocabulary since it dealt with the classroom setting. The researcher conducted the research in cycles, each of which consisted of four steps: planning, implementation, observation, and reflection. The researcher took the design of Kemmis and Mc Taggart (as cited in Koshy 2005: 4) shown in figure 3.1



**Figure 3.1 illustrates the spiral model of action research** (proposed by Kemmis and Mc Taggart in Koshy 2005).

According to Kemmis and McTaggart (as cited in Burns 2010: 8) there were four steps in action research:

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand

the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

### **B. Setting and Subjects of the Study**

The classroom action research was conducted in second semester of academic years 2015/2016 that was done in February 2016. The study was conducted for one month in fourth grade of MI Baiturrohman Suwaluh in academic years 2015/2016. The schedule of the research showed in the table 3.1.

**Table 3.1: The Schedule of the Research**

No	Activity	Date	Time
1	Preliminary test	Monday, February 1 <sup>st</sup> 2016	10:15-11:30
2	Cycle 1 Meeting 1 Meeting 2 Test	Tuesday, February 9 <sup>th</sup> 2016 Monday, February 15 <sup>th</sup> 2016 Tuesday, February 16 <sup>th</sup> 2016	07:15-08:30 10:15-11:30 07:15-08:30
3	Cycle 2 Meeting 1 Meeting 2 Test	Monday, February 22 <sup>th</sup> 2016 Tuesday, February 23 <sup>th</sup> 2016 Monday, February 29 <sup>th</sup> 2016	10:15-11:30 07:15-08:30 10:15-11:30

In fourth grade of MI Baiturrohman Suwaluh there were nine students, four students were male and five students were female. The researcher chose that class because the researcher found the students problem in memorizing vocabulary. So, to solve the problem the

researcher used Miming Game. The researcher used this strategy in order made students more interest and enthusiastic in memorizing the vocabulary. Beside of that it could make students more easy to memorize the words.

### **C. Procedure of the Study**

The procedures of the study refer to the stages in how the study was conducted covering preliminary observation, planning, implementation, observation and reflection. They were the prosedure:

#### **a. Preliminary Observation (Reconnaissance)**

Preliminary observation was done before the researcher conducting the classroom action research. It was done in class IV of MI Baiturrohman Suwaluh. The preliminary observation was done because it was important to know the students problems in memorizing vocabulary.

Before doing the research the researcher chosen the materials that was appropriate with the students level. And then, the researcher made the questions and gave to the students as preliminary test. After doing the preliminary observation the researcher knew that there were some problems faced by students in memorizing vocabulary. The problem was known after the researcher got the result of preliminary observation. There were nine students in class IV. Five of them got the score equal to or above 75 and the other got the score less than 75.

The range between the students who was got the highers score and the lower score was very far. So, the researcher wanted to help the students who was got the score less than the criteria of success, in order they could reach it. And the students who was got the score more than the criteria of success they could improve their ability.

After the preliminary observation was done the researcher chosen the strategyto solve the students problem in memorizing the vocabulary. The researcher used Miming Game to solve the students problem in memorizing the vocabulary.

#### **b. Planning**

Based on the result of preliminary observation the researcher chosen the suitable strategy to solve the student's problem in memorizing the vocabulary. Before doing the strategy in the classroom, the researcher prepared the equipment that will be used in teaching and learning process. Each of the activity in the planning above must be illustrated in separated parts or in separated subheading.

#### **1. Socializing the Research Program**

In this case the researcher had prepared a plan to meet the head master and teacher in MI Baiturrohman Suwaluh, to ask permission and discussion about the strategy thatwould be used to improve the students' vocabulary. Whether the strategy that used could solve the students' problem or not if it was used to teach the students at

fourth grade of elementary school. After getting the permission, the researcher prepared the material and the media that will be used in teaching vocabulary. The researcher also introduced the technique that would be used in teaching vocabulary in order they were not confuse when the teaching and learning process took place.

In this research the researcher also prepared the test to measure the students progress during teaching and learning process took place. The test in the form of matching and multiple choice.

## **2. Providing a Suitable Strategy**

The strategy that was used to solve the student's problem in memorizing the vocabulary was Miming Game. There were many steps to apply this strategy, such as:

1. First, divided the class in small group, one group consisted of three or four group.
2. Next, chosen the leader in every group.
3. Then, the first group sent the leader to come in front of the class and gave him/her the vocab.
4. Finally, he/she mime the word, then the members and the other groups tried to guess it. In addition the teacher should limited the time maybe about 5 seconds. If the team could guess correctly they will got point.

Thus all the strategy that used by the researcher to improve the students' vocabulary by using Miming Game at fourth grade of elementary school.

### **3. Designing a Lesson Plan**

After presenting the strategy, the researcher made the lesson plan. The lesson plan consisted of (a) course identity (b) instructional objectives, (c) procedure of teaching and learning employing the developed strategy, (d) instructional material. For more detailed description of the lesson plan, it can be seen in appendix 3.

### **4. Preparing the Criteria of Success**

In this study the researcher made the criteria of success that might be reached by the students at fourth grade of MI Baiturrohman Suwaluh. The criteria of success in this research was stated as follows:

The criteria of success in this research was, the students must get the score equal to or above than 75 (SKBM). Every students in IV class of MI Baiturrohman must get the score equal to or above than 75 in English subject. If the students got the score less than 75 the researcher continued to the next cycle, but if the score of the students equal to or above than 75 it could be stop.



## **5. Training the Collaborator Teacher**

In this research there were two teachers who were taught in class four. The first teacher was the researcher and the second teacher was the observer or the collaborator teacher. As the collaborator teacher she helped the researcher to conduct the class and gave some input about Miming Game. So, the modified strategy could be apply during the teaching and learning process.

### **c. Implementing**

In this step the researcher implemented the materials with the strategy that had been planned before. The plan in planning was done in fourth grade of MI Baiturrohman Suwaluh. This steps and activities in implementing the real action reaserch to solve the students' problem after doing the preliminary observation. The first cycle was done in three meetings. The first and second meeting the researcher explained the material about home activities with practiced/did the Miming Game. The researcher gave many vocabulary about home activities and the students practice it with miming the words. In the third meeting was given the exercise. Students did the exercise after giving the new vocabulary with the strategy.

### **d. Observing**

Observation is activities to observe the object closer aboutactivities directly. Observation in this research would be used to monitoring the students' activities during the teaching learning

process of English study by using Miming Game. Observation was used in every cycle to make a conclusion of teaching and learning process. The instrument that used in this observing was test and observation checklist.

### **1) Test**

Test is a set of questions that used to measure students ability in memorizing the vocabulary. Test also used by researcher to know how far students' progress in learning vocabulary by using Miming Game. There were many steps to develop the test. First, adjusted to a syllabus that included standard competence, basic competence, and learning objectives. And then, adjusted the material for students at fourth grade about the vocabulary of home activities. The test consisted of 40 questions. 10 for matching the picture and 30 for multiple choice. The test given during the preliminary observation and after the researcher applied the strategy. It was done to know how far students' enhancement in mastering vocabulary. The difference would be known from the students score after they did the test.

### **2) Observation Checklist**

Observation checklist is a set of list about the students activity during the teaching and learning process. It was used to know how far students' active and enthusiastic in teaching and learning process when in the class. There were seven criteria of

observation checklist. They were the criteria of students' activities:

(1) Students paid attention with the instructions, (2) Students enthusiastic to make a group of study, (3) Students able to choose the leader of group, (4) The leader of group able to mime the vocab corectly, (5) Students could guess the word easily with the correct answer, (6) Students were active and enthusiastic to join the class, (7) Students joined the class from the begining until the end.

The observation checklist was filled by the teacher or the observer based the students' activities during the teaching and learning process. By this observation checklist the teacher would be know the students' activities in studying english especially in studying vocabulary by using Miming Game.

#### **e. Reflecting**

Reflecting is the final step that done by the researcher. In this section the researcher evaluated the result of the observation with the teacher about the strategy that used to improve the students' vocabulary by using Miming Game based on criteria of success. When the criteria of success was achieved, the cycle was stopped. On the other hand, when the criteria of success could not be achieved, the cycle was continued to cycle 2.