

CHAPTER III

RESEARCH METHOD

This chapter presents descriptions of the research method in this study. It presents the research design, subject and setting of this study, and procedure of the study.

A. Research Design

In this research, the research design that was used by the researcher is Classroom Action Research (CAR). According to E. Mulyasa (2011: 10) Classroom Action Research is a research conducted with the aim to improve the quality of the process and learning outcomes. In this sense the class is not limited to the four class walls or classrooms, more on the learning activities of two or more people.

According to Aqib (2009:12) Classroom Action Research comes from three words: Research, Action, and Class. Here are the explanation:

1. Research is defined as an activity of looking at an object, using certain methodological rules to obtain data or information useful to improve the quality of an interest and important for the research.
2. Action is defined as a motion of activities that deliberately done with a specific purpose, which in this study form cycle activities.

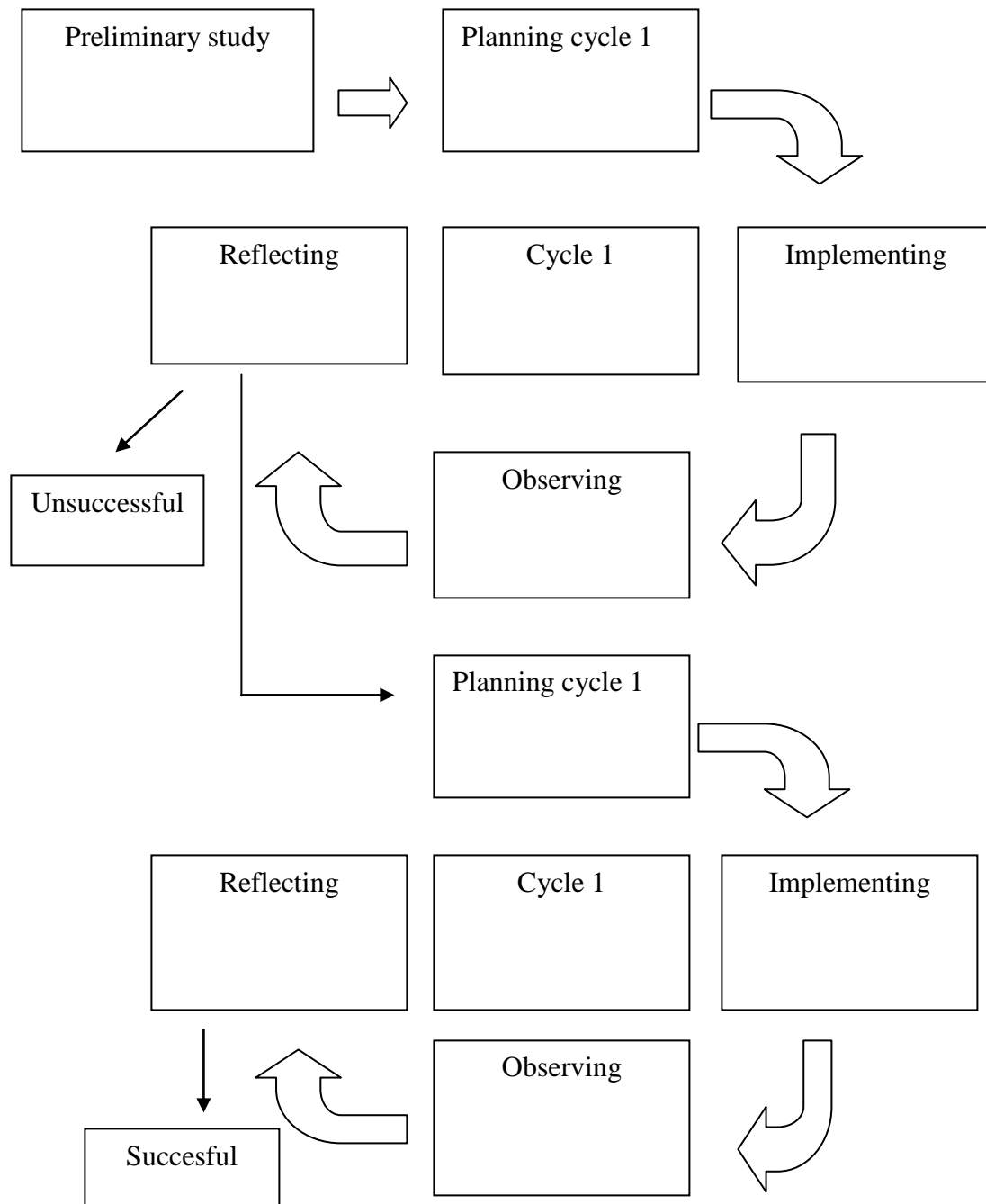
3. Classes are defined as a group of students who at the same time receive the same lessons from a teacher.

By combining the three words, those are research, action and class, it can be concluded that Classroom Action Research is a reflective form of research by doing certain actions that can improve the learning process in the classroom.

In this study, CAR is conducted to help the students improve their vocabulary mastery. The strategy offered is by using monopoly game. The researcher did collaborative CAR, because the researcher directly works together with the English teacher of the third grade students at SDI Miftahul Huda Tulungagung. As a collaborator, the teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer. In this study, the researcher used the procedure as suggested by Muslich (2011: 40) that consist 4 stage that are: (1) plan, (2) act, (3) observe, and (4) reflection.

Figure 3.1 stage of class room action research

(Modified from MasnurMuslichModel, 2011)



Based on the procedure as shown in Figure 3.1 above, the first step of Classroom Action Research (CAR) is planning. Before the researcher does the cycles in action, the researcher conducted the preliminary study to find out what kind of problem faced by the students in the classroom. This cycle involves the teaching preparations designed which are going to be applied. In planning the researcher socialized the research program, prepared lesson plan, criteria of success, and also prepared observation sheet used field note for collecting data during teaching-learning process. The second is Implementing/Acting. In this step, the researcher implemented the prepared planning before. In this study, this step deals with the application of monopoly game as the strategy used in teaching-learning process to improve student's vocabulary mastery. To implementation of monopoly game as strategy to teach vocabulary there are some procedures. Firstly, the researcher started the class by greeting, praying and checking the attendance list. Then, the researcher asked the students about animals and hobbies. Secondly, researcher explains how to read or pronounce the vocabularies and ask question about the name of animals and hobbies, and students imitate the researcher and give the meaning the vocabulary that ask question by the researcher. Thirdly, the teacher asked to the students to make groups, after that the researcher introduced the monopoly game as clear as possible. The next, the teacher explained the instruction how to use the monopoly game. After the students understood the way in apply the monopoly game, the researcher ask to start the game, after the students apply the monopoly game the researcher ask the

students to mention the vocabulary with the meaning. The last, the researcher give the feedback, give the information about learning to the next meeting, and pray together to close the learning process. During the implementation, observation is also conducted to gather the data needed. The last step is reflecting. Reflecting is deal with the process of analyzing the data collected. By doing this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not been achieved yet.

B. Setting and Subject of The Study

This study was conducted at SDI Miftahul HudaTulungagung, which is located in Dsn. Srigading, Ds. Plosokandang, Kec. Kedungwaru, Kab. Tulungagung. This school has 6 classes. The subject is the third grade students of SDI Miftahul Huda Tulungagungacademic year 2017/2018. The class had 28 students that consisted of 18females and 10males. This researcher chose this class becausethis classhad some problems in vocabulary mastery that found in preliminary study.

C. Procedure of the Study

The procedure of taking the data used by the researcher in this study are: preliminary study, planning, implementing, observing, and reflecting.

1. Preliminary Study

Preliminary study is very important to be done to know the real condition of the students and also find out the students' problem in vocabulary mastery.

In the preliminary study, the researcher interviewed the English teacher of SDI Miftahul Huda, from the result of interview the researcher got the information that there are several factors that cause students unable to master vocabulary. The first, the students are not like learning English because they thought that learning English is difficult. Second, the students felt that memorizing vocabulary is difficult. The last, the students are not pay attention to the teacher when she was teaching. Besides interviewed with the English teacher the researcher also distributed the questionnaires to the students of third grade of SDI Miftahul Huda. From the questionnaires, it was found that they think learning English is difficult, they feel difficult in memorizing vocabularies, they don't like memorizing vocabulary. After interviewing the English teacher and distributing the questionnaire to the students, in the next day the researcher will give pre-test to the students. This test use to get the dipper data, from the pretest the researcher will know the score that get by the students before the researcher implemented monopoly game.

2. Planning

Planning is the first step in which the researcher planned the teaching technique that would be applied in the research. Planning is a significant procedure to do Classroom Action Research (CAR). The researcher prepared everything needed in conducting the research. This step covers socializing the research program, providing suitable strategy, designing lesson plan, preparing criteria of success and training the collaborator teacher.

a. Socializing the Research Program

The researcher socialized the research program to the head office of SDI Miftahul Huda Tulungagung, about what would be done in this research. The researcher also met the English teacher of third grade students, Mrs. RatnaS. Pd. The researcher and the teacher discussed the technique that would be used in the research and the time allocation needed in this research. The researcher also explained the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

b. Providing a procedures of teaching English using monopoly game

Based on the students' problem in English lesson especially vocabulary mastery, the researcher would give the solution by applying monopoly game to overcome the students' problem in vocabulary mastery that focus in the problems that found in the preliminary study. Monopoly game vocabulary is a kind of game monopoly that contains some vocabularies.

The researcher in this research was as a teacher who implemented the monopoly game. Firstly, the researcher started the class by greeting, praying and checking the attendance list. Then, the researcher asked the students about animals and hobbies. Secondly, researcher explains how to read or pronounce the vocabularies and ask question about the name of animals and hobbies, and students imitate the researcher and give the meaning the vocabulary that ask question by the researcher. Thirdly, the teacher asked to the students to make

groups, after that the researcher introduced the monopoly game as clear as possible. The next, the teacher explained the instruction how to use the monopoly game. After the students understood the way in apply the monopoly game, the researcher ask to start the game, after the students apply the monopoly game the researcher ask the students to mention the vocabulary with the meaning. The last, the researcher give the feedback, give the information about learning to the next meeting, and pray together to close the learning process.

c. Designing a Lesson Plan

After providing the strategy, the English teacher asked the researcher to arrange the lesson plan about the teaching English. A lesson plan was a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan was created and developed by a teacher to guide the class instruction. Normally, a lesson plan was designed by the teacher in the beginning of the semester or before the teaching process was conducted. The researcher made a lesson plan to make easy in teaching learning process, The lesson plan was developed by considering course identify the school, standard competence, basic competence, indicators, learning objectives, teaching material, teaching procedures, learning source and assessment. In designed the lesson plan, teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence

mentioned in it. The lesson plan must be practical and operational so it can be effectively implemented in the classrooms. It consists of:

- 1) School identification: it consists of name of the school, subject, level, and time allocation,
- 2) Indicators, it describes the standards of each student that should be mastered in the last of the learning.
- 3) Learning Objectives, it means the learning outcomes for the lesson.
- 4) Teaching material, the material that should be conveyed by the teacher
- 5) Teaching Methods, it means the method that will be used by the teacher to convey the material
- 6) Instructional Technique, it describes the technique that will be used in teaching and learning process.
- 7) Teaching Procedure, it means the activity in learning process
- 8) Material sources, it explains the materials that will be delivered.
- 9) Assessment, it describes kind of tests that will be used in assessing students skill.

The lesson plan consists of two meetings for each cycle in conducting this research. In the first meeting, the researcher explains about the material and how to apply the monopoly game. The second meeting the researcher focused to get score by giving the post test.

d. Preparing the Criteria of Success

A criterion of success was set to determine whether the learning activity in the research was successful or not. SDI Miftahul Huda has determined the KKM for the English subject is 75. The KKM is used by the researcher as a barometer of 3rd grade students' learning achievement in English subjects, if the student's test result has reached 100% completeness or at least 75% of the number of students got 75 or exact on the KKM that has been determined, then the learning in research conducted by researchers can be said successful.

e. Training the Collaborator Teacher

In this sub heading, firstly the researcher told the collaborator teacher the game that would be employed in teaching English. Then the researcher was suggested by the teacher to conduct a study in third class with the animals and hobbies as the topic to be taught. After that, the researcher showed the collaborator teacher about monopoly game, lesson plan, and criteria of success, then the researcher implemented monopoly game. Moreover, the researcher explained clearly the steps of implementing monopoly in teaching English especially vocabulary mastery to the collaborator teacher.

3. Implementing

In this stage, the researcher played as the teacher and worked collaboratively with the collaborator (classroom English teacher). The collaborator played as the observer. When the researcher wasteaching in the class, the collaborator observed the teaching and learning process. The

observer observed the teaching and learning process by focusing on the activities of the teacher in implementing the technique and the students as the subject. In the end of the teaching learning process, the researcher and collaborator teacher discussed and analyzed the teaching and learning process which had been done.

4. Observing

Observation is a step for collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In process of getting the data, the researcher used some instruments of collecting data, those are: field note in observation, and test in collecting the score. The field note was given by the collaborator teacher. The field note would provide information of the students' and teacher's activities during the teaching and learning process. Meanwhile, Test was tool to measure the students' achievement. Test was a method of measuring a person's ability or knowledge. According to Hamzah B. Uno and SatriaKoni (2012: 111) test is a measuring tool that very valuable in education. The test is set of stimulus that given to a person with the aim to get answers that become of basic for determining the score.

5. Reflecting

In this stage, the researchers reflected and analyzed whether the teaching learning process was done successfully or not to reach the objectives of the lesson plan in the first cycle. Reflection is an activity to put forward what had happened. The researcher foundout more problems and weakness of the first

cycle, it would be reflected and revised. The result of the reflection was taken into consideration as the feedback to enhance the implementation of the strategy in the next cycle. Then, the researcher would gather all information to use re-planning the next cycle. After that, the researcher decided to take some new steps in the next cycle in order to overcome the problem. The next step was data analysis. The technique for analyzing data was as follows. The data taken from observation (using fieldnote) would be analyzed descriptively. For the test, the data would be analyzed quantitatively. To know the success students' percentage, the researcher used the formula (Ngalim Purwanto, 2004: 112):

$$S = \frac{R}{N} \times 100$$

Explanation:

S: Expected Value

R : Score Obtained

N : Score Maximum

100 : Fixed Numbers

The analysis of the result of observation is done by comparing the data collected with the target or criteria of success. If the result of analysis had matched with the criteria, it means that the action was finished. However, if the result had not matched yet, there would be another action in another cycle by revising the plan.