

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used the form of classroom action research (CAR). Classroom action research is a kind of research that is conducted in the classroom by a teacher. According to Mulyasa, lassroom action research is a kind of research that has re-emerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work.⁴³ Therefore classroom action research is a form of research that is conducted by practitioners to improve practices in educational setting. This study used observation data on the process of teaching learning in the classroom. Those data will be analyzed through some steps in the cycles. Kemmis and Taggart in Cohen's book stated that action research as follow;

Kemmis and Mc Taggart state that:

“Action research is concerned equally with changing individuals, on the one hand, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in term of the characteristic substance and form of the language and discourses, activities and practices, and social relationship and organization which constitute the interaction of the group.”⁴⁴

⁴³ Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Rosdakarya, 2009), p. 11

⁴⁴ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, (New York: Taylor & Francis e-Library, 2005), 5th Ed, p.234

From the explanation above, the researcher can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this research, the researcher used *Word Squares* to improve students' understanding on English common nouns.

In order to make it clear, the researcher would like to present the Kurt Lewin's model of classroom action research.⁴⁵ It can be depicted as follows:

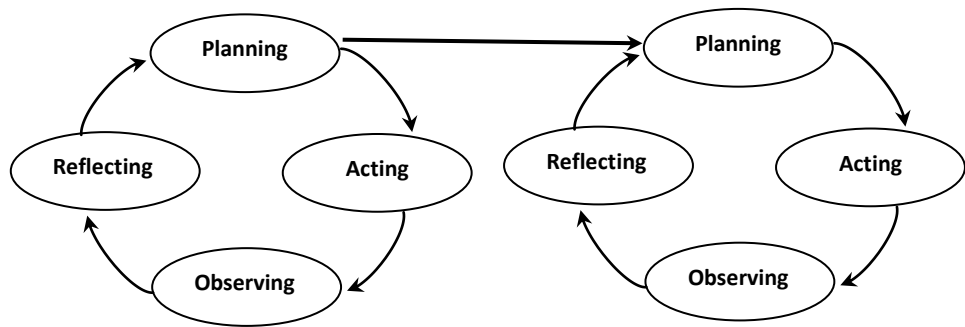


Figure 2 Classroom Action Research Design

⁴⁵ Wijayakusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks, 2010), 2nd Ed, p. 20

Before the researcher conducted the cycles in action, the research was done by the procedure below:

1. Preliminary Research

In this step, the researcher intends to find out:

- a. Observing the class

The researcher observed the English language teaching and learning at the fifth grade students of MI NU 68 Leban Boja Kendal. She focused on the teaching learning process and students' respond in vocabulary especially on common noun.

- b. Identifying the problem

In the preliminary research, the researcher identified the problems faced by the teacher and students towards common noun teaching and learning.

2. Planning in Action

According to Kemmis and Mc. Taggart there are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting.⁴⁶

- a. Planning

Planning as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatments. In order to improve students' understanding on

⁴⁶ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, (New York: Taylor & Francis e-Library, 2005), 5th Ed, p.227

English common nouns, the writer opts to use *Word Squares* game. It is hoped that by using *Word Squares* as a learning media, students could improve their understanding on common noun.

b. Acting

After planning the concept, the researcher carried out the treatment referring to the plan has been made. The researcher conducted a pre-test before applying the treatment.

c. Observing

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the researcher identified and analyzed the data collected during the treatment.

d. Reflecting

Reflection is the activity of evaluating critically the progress or change of the students. In this step, the researcher reflected on, evaluated and described the effects of the implementation of *Word Squares* game in the teaching and learning common nouns in order to make sense of what has happened and to understand the issue she has explored more clearly. The researcher could observe whether the action activity have resulted any improvement. To support the study, the researcher used test to gather the data. The result from observation then being reflected together by teacher and

researcher, this includes analysis, and evaluation toward observation result.

B. Research Setting

This classroom action research was held for the fifth grade students of MI NU 68 Leban in the academic year of 2014/2015 which is located at Jln. Yusmari Leban, Kec. Boja, Kab. Kendal. This research was done at 1st semester from 1st September until 28th September, 2014.

The research emphasized in improving students' understanding on English common noun by using *Word Squares* game in teaching learning process.

C. Subject of Study

The subject of this study was students of the fifth graders of MI NU 68 Leban Boja Kendal, where the total number was 16 students. The whole subjects in this research consisted of 8 female students and 8 male students. This research was done at 1st semester in the academic year of 2014/2015.

D. Focus of Study

Based on the object in this study, this research is a field research. Lawrence states that field research is a research that directly observes and participates in a natural social setting.⁴⁷ In this research, the

⁴⁷ W. Lawrence Neuman, *Understanding Research*, (Boston: Pearson Education Inc., 2012), p. 266.

researcher focused on teaching common noun using *Word Squares* game at the fifth grade students of MI NU 68 Leban Boja Kendal in the academic year of 2014/2015.

E. Collaborator

Collaborator in classroom action research is a person who helps the researcher to collect the data. The collaborator in this research is English language teacher who teaches English in MI NU 68 Leban Boja Kendal for fifth graders. He is Drs. Makmun.

F. Technique of Data Collection

1. Source of Data

The source of data is the subject where the data can be gained in detail. Those data are field data, they are:

- a. Data from the teacher especially the English language teacher of fifth grade that are related to the teaching learning process in the previous time when she taught using conventional method. That was students' name list.
- b. Data from the students including: students' achievement that is obtained from students' score in the end of every cycle, the teacher and students' activities in the teaching learning process.

2. Methods of Data Collection

Method of data collection refers to how the researcher obtains the empirical data to be used to answer his or her research

questions.⁴⁸To make this research successful, the researcher used some instruments to collect data, they are as follow:

a) Documentation

It refers to administrative documents, progress report and other internal document.⁴⁹ The researcher used this method to obtain geographical location, the list of students' name, and other document at NU 68 Leban Boja Kendal.

b) Observation

Observation is an activity which concern to research object by the sense.⁵⁰ In conducting observation, the researcher used the observation checklist to make it more systematic containing list of activity or happening which might happen. It needed for monitoring condition of class and students and to know students difficulty with material and method that used during teaching learning process. In this study the researcher watched and recorded events or behavioral pattern of the students.

c) Test

Test is commonly used data collection instruments or procedures designed to measure personality, aptitude,

⁴⁸ Larry B. Christensen et. al., *Research Methods, Design, and Analysis*, (Boston: Pearson Education Inc., 2011), p. 56.

⁴⁹ Graham Hitchcock and David Hughes, "*Research and Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1989), p. 213.

⁵⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 222

achievement, and performance. Test is an important or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.⁵¹

In this research, the researcher used achievement test, because that test is used to measure attainment's someone after learn something.⁵² So in this research, this test is used to measure students' knowledge and comprehending the material.

G. Instrument of Study

Research instrument is a device used by researcher while she or he uses a certain method.⁵³ The researcher must use instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting the data in order to get better result; it can be occurred complete and systematic. An instrument could be in form of questionnaire, observation list, interview, achievement test, etc. In this study, the researcher used observation checklist, documentation and achievement test.

1. Observation Checklist.

The researcher listed some student's observable behavior that

⁵¹ Douglas Brown, *Teaching by Principle (An Interactive Approach to Language Pedagogy)*, (San Fransisco: Longman Inc., 2001), 2nd ed, p. 401

⁵² Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula*, page 77

⁵³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p. 137.

indicates their activeness and understanding on the new vocabulary taught that the teacher can see from their activities and response during teaching learning process.

Table 3.1
Observation checklist of Students Activities

Aspects	Score					Σ
	1	2	3	4	5	
Students pay attention						
Students respond teacher's questions						
Students ask questions						
Students comprehend the material						
Students are interested in doing the test						
Students are interested in playing the game						
Total						

Table 3.2
The aspect of students' observation checklist⁵⁴

NO	Object Observation	Indicators
1	Students pay attention	Listening, qualification, showing, evidence
2	Students respond teacher's questions	Answering, agreement, refusing, saying, submitted
3	Students ask questions	Clarifying, examine, clear, concluding, finding, solving
4	Students comprehend the material	Mention, explaining, identifying, marking out, example, concluding
5	Students do the task	Production, doing, arranging, processing, adapting

⁵⁴ Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan*, (Jakarta: Gaung Persada Press, 2007), page 125-126

6	Students are interested in playing the game	manipulation, imitation, articulation, precision, naturalization
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In addition, the researcher also observed the teacher's activity in the class during teaching process to improve students' understanding on common nouns. The observation checklist used in this study is as follow:

Table 3.3
Observation Checklist of Teacher's Activities

Aspect	Score					Σ
	1	2	3	4	5	
Teacher explains the material						
Teacher interaction with students						
Teacher uses media						
Teacher asks questions						
Teacher responds students' questions						
Teacher manages the class						
TOTAL						

Table 3.4
The aspect of teacher's observation checklist⁵⁵

NO	Object Observation	Indicators
1	Teacher explains the material	Explaining, making examples, saying, concluding, clarifying, distinguish, detailed, comparing
2	Teacher interaction with students	Answering, agreement, refusing, saying
3	Teacher uses media	Assign, forming the habit, training, implementing, adapting, applying
4	Teacher asks questions	Clarifying, examine, clear, concluding, finding
5	Teacher responds students' questions	Mention, explaining, identifying, marking out, example, concluding, supporting
6	Teacher manages the class	Changing, classification, defending, combining, building, managing

⁵⁵ Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan* (Jakarta: Gaung Persada Press, 2007), page 125-126

Table 3.5
Scoring rubric of teacher's activities⁵⁶

No	Aspect	Criteria				
		1 (Very bad)	2 (Bad)	3 (Fair)	4 (Good)	5 (Very good)
1	Teacher explains the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
2	Teacher interaction with students	Students' respond is 0%	Students' respond is more 20%	Students' respond is 26%-49%	Students' respond is 50%-69%	Students' respond is 70%-100%
3	Teacher uses media	Uses none media	Uses white board or textbook	Uses things in the class	Uses own media and suitable	Uses things in class, own media and suitable
4	Teacher asks questions	Never	Seldom	Sometimes	Often	Always
5	Teacher responds students' questions	Never	Seldom	Sometimes	Often	Always

⁵⁶ Farida Yusuf Tayibnapis, *Evaluasi Program dan Instrument Evaluasi untuk Program Pendidikan dan Penelitian*, page 198

6	Teacher manages the class	Never warning students that not pay attention	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always, warning students that not pay attention
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2. Documentation

Document is mainly written text which related to some aspect of the social world.⁵⁷ The researcher used documentation which related to this research. They were students' name list, students' score list, students' worksheet and photo of teaching and learning process by using *Word Squares* game.

3. Test

According to Harjanto, objective test is a test which is made so that the result of test can be valued objectively. Whoever scores the test produced the same value. Objective test has brief and short answers. It is also called short-answer test. There are types of objective test. The first is completion test. It consists of completion test and fill-in. the second is selection test. It consists of true-false, multiple-choice and matching.⁵⁸

In this study, the researcher used multiple-choice and completion test. Researcher gave test after doing treatment in every cycle. The purpose is to measure the enhancement of students' achievement in common nouns.

⁵⁷ Graham Hitchcock and David Hughes, *Research and Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1989), p. 212.

⁵⁸ Harjanto, *Perencanaan Pengajaran*, (Jakarta: Rineka Cipta, 2005), p.279

H. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. The researcher got the data from observing the teaching learning process, and the result of the students' test. Then researcher analyzed the data using percentage descriptive quantitative analysis in giving the score to find out the enhancement of students' achievement in common noun by using *Word Squares*.

1. Data from the observation

The data of observation were analyzed by using the following formula:

$$Score = \frac{\Sigma Score}{Maximal Score} \times 100\%$$

The criterion of scoring rubric the observation checklist such as below:

Table 3.6
Scoring Rubric of Student's Observation

Score	Indicator	Percentage
1	None	0%
2	Few	< 20%
3	Half	20% - 49%
4	Many	50% - 69%
5	Majority	70% - 100%

Table 3.7
Scoring Level in Observation⁵⁹

Symbol	Score	Criteria
A	91 – 100	Excellent
B	76 – 90	Good
C	61 – 75	Fair
D	51 – 60	Sufficient
E	< 50	Less

2. Data from test

In this study, the researcher also used mean formula to know the average of students' score and to check students' improvement in learning English vocabulary especially on common nouns. The formula is as follow:

$$M = \frac{\Sigma x}{N}$$

Explanation:

M : The average of students' score
 Σx : Total score
 N : The number of students

⁵⁹ Hamzah B Uno and Satria Koni, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2012) page 198

The score of each student was counted individually by using the following formula:⁶⁰

$$Score = \frac{\Sigma Right Answer}{\Sigma Items} \times 100$$

I. Procedure

In this study, the researcher used a classroom action research. There are four components in a cycle of classroom action research. It consisted of planning, acting, observing, and reflecting. The researcher collaborated with the English language teacher who taught the fifth graders of MI NU 68 Leban Boja Kendal. He was Drs. Makmun. The activities were applied in some cycles as follow:

1. Preliminary research

At this stage, the researcher observed the common noun teaching and learning process. She also collected some documents related to the research with the assistance of the English language teacher, particularly the students' score list of pre-test of fifth graders. By doing the observation, the researcher could find the problem faced by the English language teacher and students in teaching and learning common noun.

2. Cycle 1

⁶⁰ Larry, B. Chrissensen et. al., *Research Methods, Design, and Analysis*, (Boston: Pearson Education Inc., 2011), p.400.

The technique was applied to teach common noun to the students is *Word Squares* game. The material was occupation. The procedures were as follow:

a. Planning

- 1) Preparing a lesson plan
- 2) Preparing the teaching material.
- 3) Preparing pictures related to the material as the aids.
- 4) Preparing a words sheet to play *Word Squares* game.
- 5) Preparing the test.
- 6) Preparing observation check-list.
- 7) Preparing students' attendance list.

b. Action

English language teacher with the researcher began the teaching and learning process according to the lesson plan. They introduced vocabulary of occupation to the students. The teacher applied *Word Squares* game. The steps of the teaching and learning process were as follow:

- 1) Teacher showed a set of occupation vocabulary by employing pictures.
- 2) Students guessed the names of the occupation then teacher gave the English words.
- 3) Teacher pronounced the words clearly and correctly.
- 4) Students together repeated what teacher said twice or three times.

- 5) Teacher pointed a certain picture and asked a pointed student to guess what picture is it. Teacher can ask the entire students to repeat the answer to make sure they pronounce it correctly. This drill can be done in vise versa. Teacher states the name of occupation in English and the pointed student shows which picture the word refers to.
- 6) Teacher gave examples of sentences using occupation vocabulary.
- 7) Teacher pointed a certain picture of occupation and asked question related to the picture for students to answer in a complete sentence.
- 8) Playing *Words Square* game, the steps are:
 - a) Teacher divided the students in pair
 - b) Teacher explained the rules or if it is needed demonstrates the game.
 - c) Teacher gave the worksheet of *Words Square* to each group.
 - d) The students of each group had to find all the hidden words.
 - e) The fastest group is the winner
- 9) The teacher asked the students about their understanding of the vocabulary they are taught.
- 10) The teacher gave tests.

c. Observation

The observation in the first cycle is to check:

- 1) The students' activity in learning new vocabulary.
 - 2) The students' response during teaching and learning process.
 - 3) The teacher's activity during teaching learning process.
- d. Reflection

In the first cycle, the researcher got the data from the test and observation.

- 1) Evaluating the activities that had been done.
- 2) Analyzing the data – what to repair and what to improve.
- 3) Making a temporarily conclusion for classroom action research in cycle.
- 4) Doing discussion with the teacher to decide a further action, either to do further cycles or not.

3. Cycle 2

The technique applied to teach common noun to the students was *Word Squares* game. The material was public places. The procedures were as follow:

a. Revised Planning

- 1) Preparing a lesson plan
- 2) Preparing the teaching material.
- 3) Preparing pictures related to the material as the aids.
- 4) Preparing a words sheet to play *Word Squares* game.
- 5) Preparing the test.
- 6) Preparing observation check-list.
- 7) Preparing students' attendance list.

b. Action

English language teacher with the researcher began the teaching and learning process according to the lesson plan. They introduced vocabulary of public places to the students. The teacher applied *Word Squares* game. The steps of the teaching and learning process were as follows:

- 1) Teacher showed a set of public places vocabulary by employing pictures.
- 2) Students guessed the names of the public places then teacher gave the English words.
- 3) Teacher pronounced the words clearly and correctly.
- 4) Students together repeated what teacher said twice or three times.
- 5) Teacher pointed a certain picture and asked the pointed student to guess what picture is it. Teacher asked the entire students to repeat the answer to make sure they pronounced it correctly.
- 6) Teacher mentioned the English vocabulary of public places and pointed some students to show the picture.
- 7) Playing *Words Square* game, the steps are:
 - a) Teacher divided the students into two groups
 - b) Teacher explained the rules or if it was needed to demonstrate the game.
 - c) Teacher stuck the *Words Square* on the blackboard

- d) The students of each group had to find all the hidden words
- e) The group that found the most words is the winner
- 8) The teacher asked the students about their understanding of the vocabulary they are taught.
- 9) The teacher gave tests.

c. Observation

The observation in the second cycle is to check:

- 1) The students' activity in learning new vocabulary.
- 2) The students' response during teaching and learning process.
- 3) The teacher's activity during teaching learning process.

d. Reflection

In the second cycle, the researcher got the data from the test and observation.

- 1) Evaluating the activities that have been done.
- 2) Analyzing the data – what to repair and what to improve.
- 3) Making a temporarily conclusion for classroom action research in cycle.
- 4) Doing discussion with the teacher to decide a further action, either to do further cycles or not.

J. The Minimum Standard of Score

The success of the teaching and learning process can be reflected on the students' score of the test. The teaching and learning

process is said to be doing well when more than 90% of the students pass the minimum passing criterion which is 65 in number; it means that they can answer 65% of the question items in total correctly. Besides, it can also be seen on the students' engagement in the teaching and learning process. If majority of the students are enthusiastic in the teaching and learning process and the students' engagement in the teaching and learning process is in a good category, it is said that the teaching and learning process is successful.