CHAPTER III
RESEARCH METHODOLOGY

A. The Method of the Research

This research used Classroom Action Research (CAR). Classroom action research is action research which is done in the classroom with the aim to improve learning practice (Arikunto, 2006: 106). Further, John Elliot (in Elfanany 2013: 21) stated that classroom action research is an action with the aim to improve teaching and learning practice.

In Classroom Action Research, the collaboration between teacher and researcher to investigate fact problem which is faced, especially in diagnosing problem, planning argument, doing action, analyzing data, presenting result, and reporting final result (Elfanany, 2013: 27).

Classroom Action Research (CAR) was selected to improve students’ vocabulary through Charades game as teacher feedback. This technique could be measured from the improvement of a particular skill or behavior reached by the learners. This research was done based on the problems faced by students that had been previously mentioned.

This research was collaboratively done in the implementation of Charades game to teach vocabulary with the English teacher of grade VIII A of SMP Muhammadiyah 3 Purwokerto.

B. The Place and Time of the Research

This research was done to grade VIII A of SMP Muhammadiyah 3 Purwokerto in Academic Year 2015/2016.
### Table 1
The Schedule of Research

<table>
<thead>
<tr>
<th>Activity</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Proposal</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Instrument</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing the research</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Making report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**C. The Subject of the Research**

The subject of research was grade VIIIA of SMP Muhammadiyah 3 Purwokerto in Academic Year 2015/2016. The numbers of the subjects were 27, consists of 13 females and 14 males.

**D. The Research Design**

The researcher applied the Classroom Action Research design by Kemmis and Mc Taggart. Classroom Action Research was designed in the figure below:
The researcher follow Kemmis and McTaggart model, in which action research consisted of four phases that take place in each cycle. Each cycle covered planning, acting, observing, and reflecting at the teaching learning process based on the lesson plan that had been prepared.

There were some steps of the Classroom Action Research on improving students’ vocabulary through Charades game for grade VIII A of SMP Muhammadiyah 3 Purwokerto in Academic Year 2015/2016. It was begun by determining the problem based on the interview with English teacher.

1. Planning Phase
   In this phase the researcher prepared the word list, observation list, lesson plan for two cycles that consisted of four meetings.

2. Acting Phase
   After all the preparation were completed the teacher taught through Charades game to improve students’ vocabulary in two cycles.
3. Observing Phase

In this phase, the researcher conducted the observation towards the implementation of the action used observation sheet and field note. The researcher observed the outcomes of the intervention and reflected on its effectiveness.

4. Reflecting Phase

It becomes the last step in CAR that was done to complete two cycles that had been previously explained. Thus, there were some evaluations related to the teaching learning process and everything which occurred in the classroom, then it was designed for technique that should be done next. There were also some evaluations based on the observation result in each cycle.

E. The Technique of Collecting the Data

Technique for collecting data used to support the research. It helped the researcher to get the data and information about the process of improving students’ vocabulary through Charades game. The information was collected by observation, interview, field note, test and questionnaire.

1. Observation

According to Burn (1991:80) observation is mainstay of Action Research. It enabled researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think occur. Observation was used in this research to observe the teaching learning process of students’ and teacher’s behavior by eye observation. The researcher used observation because the researcher wanted to
know the activities of grade VIIIA students of SMP Muhammadiyah 3 Purwokerto in the classroom.

When the teacher and students were doing the teaching learning process, the researcher observed them. On the observation, the researcher provided the observation lists as the instrument for collecting the data. There were two kinds of observation checklist, namely observation check list for teacher and observation check list for students.

**Table 2**

Observation check list on teacher’s activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Elements of teacher’s activities in teaching learning process</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beginning a chat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reviewing the previous lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Introducing and explaining the material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Telling the aims of lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving an example how to practice Charades game well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Observing the students activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving an evaluation of students through Charades game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving opportunity for students to asking question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving reinforcement for students after getting evaluation in their practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Reviewing for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ending the lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3
Observation check list on students’ activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Elements of students’ activity in teaching learning process</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practicing Charades game appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Getting involve actively in the group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Answering the vocabulary fluently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the difficult words to practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Getting involved in learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Interview

Suwartono (2007: 25) said an interview is a way to get information or data by using verbal interaction. According to Burns (2010:74) interviews are a classic way in research to conduct a conversation that explores the focus area. According to Arikunto (2010:47), there are three kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of questions, (b) structured interview. The interviewer carries out the interview by using a set questions arranged in advance, (c) semi structured interview. The interviewer uses a set questions which are developed to gain the specific information.

Based on the explanation above, the researcher used semi-structured interview by asking about teaching learning process using recorder to the teacher and students. The teacher and the students interviewed after implementing the action in every cycle.

The researcher interviewed the students and the teacher to know the English teaching learning process in the classroom and the problem faced by them. The result of the interview could give description about the teaching learning process, especially in teaching vocabulary and the solution for solving the problems that faced in vocabulary.
3. Field Note

Field note was used to record all events during Classroom Action Research. Field note was a tool to collect data of students and teachers’ activities of teaching learning process. It was used to evaluate after teaching and to determine next strategy. It was made in the class in teaching learning process. It could be a tool for gathering data.

4. Test

Suwartono (2007:30) said that test is a way to capture the data related to the size of the ability, skill, mastery, or competence. The researcher wanted to measure the students’ achievement on vocabulary, so the researcher used pre-test and post-test. Pre-test was given to the students to know their vocabulary before teaching. Post-test was given to the students to know their vocabulary of the end of cycle. The researcher used multiple choices tests for the pre and post test not only to measure the students’ vocabulary but also to get the data. The post-test was done per cycle.

5. Questionnaire

Dörnyei in Burn (2010:81) notes that questionnaire has three types of information: factual or demographic (who the interviewees are and their background/experiences); behavioural (what they do, or did in the past); attitudinal (attitudes, opinions, beliefs, interests and values). Questionnaire used in this research to know the students’ response before they get action in teaching vocabulary and after they get action through Charades game. The components of questionnaire are in the following table:
Table 4

The Indicators Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Question number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary</td>
<td>3, 4, 5, 6, 8, 9</td>
</tr>
<tr>
<td>2</td>
<td>Charades Game</td>
<td>1, 2, 7, 10</td>
</tr>
</tbody>
</table>

F. The Technique of Data Analysis

To process the data of the research, the researcher analyzed the result of interview, observation sheet, field note, students’ vocabulary score in pre-test and the post-test per cycle and the result of questionnaire. To find out the result of observation and questionnaire the researcher uses formula as follows:

\[ P = \frac{A}{B} \times 100\% \]

Where:
- \( P \) = the percentage
- \( A \) = frequency of each indicator
- \( B \) = total respondent

(Trianto, 2011: 63)

In analyzing the result of the test, the researcher needed to compare the average of students’ vocabulary score. It was used to measure how well the students’ ability, the formula is:
\[ \bar{X} = \frac{\sum X}{N} \]

Where:

\( \bar{X} \) : Mean

\( X \) : Individual score

\( N \) : Number of students

\( \sum X \) : The total of individual score

(Arikunto, 2010: 264)

To know the improvement in pre-test and post-test, the researcher used the formula as follows (Arikunto, 2010: 269):

\[ P_1 = \frac{y_1 - y}{y} \times 100\% \]

\[ P_2 = \frac{y_2 - y}{y} \times 100\% \]

Where:

\( P_1 \) = Percentage of students’ improvement in cycle 1

\( P_2 \) = Percentage of students’ improvement in cycle 1

\( y \) = Pre-test result

\( y_1 \) = Post-test result 1

\( y_2 \) = Post-test result 2

After knowing the result and also the students score, the researcher did the next step namely finding out the percentage of students’ pronunciation score:

81-100% : very good

61-80% : good

41-60% : enough
21-40% : poor
0-20% : very poor

(Arikunto, 1995: 57)

G. Criteria of Action Success

In this research, the researcher and the collaborator teacher determine a criterion of action success of the students’ vocabulary test result. This research was success therefore stopped when the students improvement reach the KKM score 70 in English teaching learning process.