

CHAPTER III

RESEARCH METHOD

3.1. Setting of the Research

MI Miftahul Huda Batealit Jepara is an Islamic Elementary School. It is located on Jl. RM Sosrodiningrat Rt 22 Rw 05 Batealit Jepara. The institution was built on May 05, 1950. The status of the school is accredited “A” in 2013. The research is conducted on MI Miftahul Huda Batealit Jepara, in the academic year 2016/2017. The number of the students in this year is 208 divided into 6 classes. Meanwhile, the number of teachers is 13 persons.

3.2. Subject of the Research

In conducting this classroom action research, the writer is interested to take the fifth grade students of MI Mifathul Huda Batealit Jepara to be the subject of the research. It consists of 36 students contains male and female students. The ability of them is random. Some of the students get high mark on the mid semester and semester test, some are on the average and some are on the lower marks of their mid semester and semester test.

3.3. Method of the Research

The method of this research is Classroom Action Research (CAR). Action research designs are systematic procedures done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Creswell, 2005:550). According to Mubarok, CAR is a research which is done in order to solve the problems and make improvement in the teaching and learning process in the classroom (Mubarok, 2015:62). Wallace argued that action research models a process of reflective cycle on professional action (Wallace, 1998:12). It is an inquiry conducted by anyone as researchers in the teaching learning environment, to gather information about the way that their particular schools operate, and how they teach and how well students learn.

CAR has two approaches; these are individual and collaborative approach. This research conducts collaborative approach because the researcher does this research collaboratively with the English teacher in MI Miftahul Huda Batealit Jepara. The English teacher participates in the observation process as observer in the class beside the researcher. The English teacher helps the researcher acquire the data by observing the students activities and gives reflection of the teaching and learning process.

3.4. Procedure of the Research

The writer applies Classroom Action Research (CAR) as a method in conducting this research. It is comprised in three cycles. Every cycle consists of planning, action, observation, and reflection. In this research, the writer as the researcher who conducts some processes. Then, the English teacher is as an observer who observes the students and also the researcher. This research expects to improve students' vocabulary by using flashcards at the fifth graders of MI Miftahul Huda Batealit Jepara in the academic year 2016/2017.

3.4.1. Planning

Before the Classroom Action Research (CAR) is conducted, the writer as the researcher does preparation for advance planning. This planning means that the researcher prepares the steps of action needed for doing CAR. It is intended to minimize the problems that may come from the researcher or from the research subjects.

The reason of doing this research is based on the fact that the students have difficulties in building their vocabularies. Thus, flashcards are used to improve the students' vocabulary. In order to achieve the purpose of this CAR, researcher plans the instructional activities as follows:

1. Preparing material, making a lesson plan and designing the step in doing action for each cycle.

2. Preparing the flashcards which are appropriate with the topic given.
3. Designing a test in each cycle to improve the students' vocabulary mastery.

3.4.2. Action

The researcher conducts an action after planning is completed. Action refers to what the researcher does in the classroom and how the class is managed based on the lesson plan. In the action, the researcher uses flashcards in teaching vocabulary. There are some steps that have been planned before such as pre activity, whilst activity and post activity.

1. Pre activity: it is an initial activity in a meeting of learning which is intended to generate the motivation and focus the attention of students to participate actively in learning process.
 - Researcher greets students.
 - The researcher stimulates the students about the topic will be given.
2. Main activity
 - The researcher gives explanation about the topic and its vocabularies.
 - The researcher explains the vocabulary by using flashcards.
 - In this activity, the researcher asks the students to memorize the vocabulary by using flashcards individually. The researcher also gives more explanation when it is needed by the students.
 - The researcher gives a test to the students.
3. The last is post activity
 - The researcher reviews the material.
 - The researcher closes the meeting.

3.4.3. Observation

Observation is one of the instruments which are used in collecting data. As a scientific method, observation can be systematically used to observe and note all of the phenomena investigated like the students' feeling, thinking and something they do in the process of teaching learning vocabulary. The researcher and the English teacher collaboratively observe all the activities in the teaching and learning process. The classroom has to be observed during the action in order to know the learning process. The purpose of the observation is to know the effectiveness of flashcards in teaching vocabulary to young learners.

3.4.4. Reflection

Reflection is an activity in expressing of experience that is had by the researcher as a self evaluation. They make an evaluation based on the result of the observation to find the weaknesses of the activities that have been carried out in using flashcards in teaching vocabulary to young learners. The weaknesses can be refined in the next cycle. So, it can be determined how effective flashcards to improve students' vocabulary. They also evaluate the teaching learning process during implementation of the action by identifying the field notes which are made during the action, so the researcher can make a self evaluation. The researcher also analyzes the result of the assignment and the test to know the improvement of the students in learning vocabulary from cycle to cycle.

Table 3.1
List of every cycle

Cycle	Activities	Meeting								
		1	2	3	4	5	6	7	8	9
	Observation	√								
Cycle 1	Planning	√								
	Action		√							
	Observation		√							
	Reflection			√						
Cycle 2	Planning				√					
	Action					√				
	Observation					√				
	Reflection						√			
Cycle 3	Planning							√		
	Action								√	
	Observation								√	
	Reflection									√

3.5. Data Collection

There are some techniques to collect the data in this research, they are:

1. Observation

Observation has an important role not only for classroom action research, but also to support the improvement and development of teaching learning process. The writer chooses participant and structured observation. Participant observation means that the researcher also functions as the observers collaboratively with the English teacher. Structured observation means that the researcher prepares the list that is observed.

The researcher does the observation four times. The first observation is done before conducting the research. The purpose of this observation is to know the real condition of the school includes the classroom, the students, and the problems that faced by the students and the English teacher in the teaching and learning process by interviewing the English teacher.

The second, third and fourth observation is done during the implementation of flashcards in the classroom. The observation is done by the English teacher and the researcher. These observations are aimed at knowing the situation of the class, the students' participation, the way of the researcher's teaching the students, and all of the things related to the teaching learning process.

2. Interview

Interview is done by the English teacher in MI Miftahul Huda Batealit Jepara when the researcher does observation in the first time. The interview is used to gain information about the problems faced by the students in the classroom. The researcher uses structured interview to interview the English teacher.

3. Test

Test is set of question or exercises or other instrument used to measure knowledge, intelligence, ability or attitude of group or individual. It is an instrument, a set of technique, procedures, or items that require performance on the part of the test-taker. Test is used by the researcher in order to examine the result of the students by using question which measures the students' result of the lesson that is researched. In this research, the researcher gives the test to the students three times in order to know how extend flashcards can improve the students' vocabulary.

3.6. Data Analysis

In this research, the writer uses four ways to analyze the data. The data analysis from observation in the beginning is analyzed to know the problems are faced by the students by interviewing the English teacher in MI Miftahul Huda Batealit Jepara. The data from observation in the classroom is recorded in the observation sheet and analyzed in order to explore the use of flashcards in teaching vocabulary.

The data from interview with the English teacher is analyzed in order to know the problems that faced by the students in MI Miftahul Huda Batealit Jepara, the difficulties in teaching vocabulary, and the situation in the classroom. The results of interview with the English teacher are transcribed to be a data.

The data from conducting the test is analyzed in order to know the improvement of the students after applying flashcards in teaching vocabulary. It is also to know whether flashcards can be implemented in teaching vocabulary or not. The result of test is scores.