CHAPTER III
RESEARCH METHOD

A. Research Design

The classroom action research is the process of repairing teacher strategies in teaching and learning process. It is uses to increase the effectively of teaching method. There are components in doing this research. Glanz stated that the classroom action research is research which is started from plan the action (planning), action (acting), observe and evaluate the process of acting (observation and evaluation), and reflecting, etc until repairing or improving will be achieved by the researcher.[1]

In action research, all of the components are doing by the researcher in every cycles of the research. The explanation of the four components in one cycles for doing in classroom action research are:

a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. The researcher needs to make the preparation before doing an action research. Researcher prepares some materials that will be used in research process. It is explaining of word *what, why, when*, and *where* the researcher does the research.

b. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

c. Observing

In this step, a researcher has to observe all events or activities during the research. The observer observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties.

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[1]Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement,* (Norwood: Christoper-Gordon Publisher, Inc, 1998), p. 20

d. Reflecting.

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.[2]

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. In this research, the researcher uses two cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in cycle before.

B. Research Setting

This classroom action research will be conducted at the first grade students of SD Alam IT Auliya Kendal in the academic year of 2010/2011. It is on the street of Soekarno Hatta 196 Karangsari Kendal. There is only one class at the first grade and only this class that SD Alam IT Auliya Kendal has. There are just six students that learn there. They are two girls and four boys. The researcher chooses this elementary school because he gets easy to do research at there and English is taught from the first grade. The school does not have the permanent English teacher. So, the researcher can explore teaching vocabulary by various methods with the head master's permission.

The researcher has time schedule for doing the research and he uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result. The explanation of time and setting the research are such as below:

The researcher did the research start from 27 April until 18 May 2011. This is the schedule time for research:

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), p. 98-99.

Table 1

Time schedule

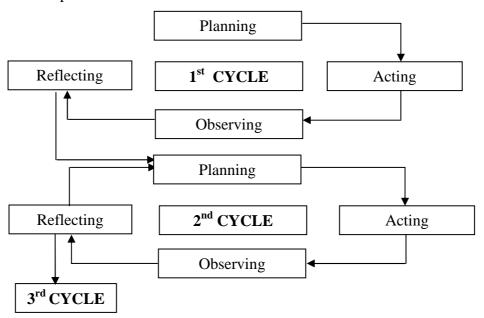| Task description	Time Schedule				
	27 April	9 May	11 May	18 May	20 May
Asking permission to head master to do research and getting familiar with the school situation.	✓				
Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students.	✓				
Collecting data for pre cycle	✓				
Doing first cycle (applying teaching vocabulary using external motivator related to the material topic of the things at the guest room)		✓			
Doing the test		✓			
Doing second cycles (applying teaching vocabulary using another external motivator such as punishment) related to the topic of the things at the bedroom.			✓		
Doing the test			✓		
Doing third cycles (applying teaching vocabulary using another external motivator such as giving reward) related to the topic of the equipment of kitchen.				✓	
Doing the test				✓	
Analyzing the data and writing the report					✓

C. Collaborator

In this research, the researcher will collaborate with the teacher class of SD Alam IT Auliya on doing this research. The researcher will teach the students by using external motivator that has been planned before teaching-learning activities in the class with the teacher class. In this research the teacher class as the observatory of applying the method in teaching learning process. The teacher gives suggestion about instructional information, teaching material, learning assessments, and teaching method applied in first grade of SD Alam IT Auliya Kendal.

D. Research Procedure

This classroom action research is arranged into three cycles of implementing the use of external motivators in teaching. They are cycle I, cycle 2, and cycle 3. Which each cycle consists of planning, acting, observing, and reflecting.

The procedure of classroom action research[3]

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[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), p. 98-99.

There were some procedures in doing a classroom action research. The procedure of research that researcher did such as below:

1. First activity (Pre Cycle).

The researcher recorded the test result in pre cycle on 27 April 2011. In this activity students were given the vocabulary and test consists of 10 items. This test was used to know students' ability in mastering vocabulary that given. After did a test, the researcher arranged the lesson plan and the material of the study. It was the set of equipment of teaching. It is made by researcher and teacher class to apply in teaching vocabulary. It's consists of identity, standard of competence and learning activities. Then the researcher arranged the observation checklist, it was about sheet of observing. It was used to do observing the students in teaching and learning process. The researcher also arranged the instruments of evaluation. It was the set of equipment that used to get the result from the research.

2. Second activities of action research (cycle I).

The researcher did the research on 9 May 2011. The steps of the activities are:

a. Planning. There was some planning of research which was done by the researcher. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using external motivator. Then the researcher prepared the teaching-learning process resources, such as, material, students' attendance list, worksheet, and the observation sheet. And the researcher planned the teaching technique that would be implemented in teaching vocabulary.

b. Action. In this activity, the researcher as the teacher, implement the using external motivator to improve students' vocabulary, and the teacher of class helped the researcher as the observer. The researcher began the teaching-learning process based on lesson plan. The students were introduced about vocabulary of the things at the guest room. The steps were as follows: to implement teaching vocabulary, the researcher firstly opened the class by greeting the students and checked students' attendance. Before entering the main activity, the researcher told to the students that he would give the

punishment to the students who got the lowest score in group and individual test.

Entering the main activities, researcher gave introduction about the material by asking some questions to the students, such as "do you know where room does the guest sit?" etc. Then, researcher showed some pictures of things in the guest room. Researcher told the pictures in English and pronounced it. Students were asked to pronounce the vocabulary loudly after the researcher. After that the researcher asked the students what the difficult thing. And then the students were asked to read loudly together. After students read the words together, researcher gave the meaning of words.

Researcher divided students into two groups and asked each group to match some words that related to the pictures on the whiteboard quickly. The group that got the lowest result, must sing a song in front of the class. Researcher asked students to answer the question in multiple choice forms. Researcher told to students again that who got the lowest score got the punishment to sing a song. Researcher checked the students' work and asked the students who got the lowest result to sing. The researcher gave the feedback to the students about their activities.

c. Observation. In this observation, the activities were observed by the teacher class some points such as the classroom activities and students' response during teaching learning process; students' pay attentions toward teacher's explanation, students' show curiosity by asking question to the teacher, students' participation on writing the vocabulary on the whiteboard, students' pronounce the vocabulary, students' participation in a group work, students' interest in doing test and teacher explanation, management of the class, giving motivation to the students and so on.

d. In the reflection, the researcher concluded the result of first cycle to make a plan to the next cycles.

3. Third activities of action research (cycle II).

a. The second cycle conducted by planning. The researcher prepared for the instructional tools such as: lesson plan, materials, and evaluation test, and absolutely prepared the checklist observation.

b. Action. Researcher asked the students to tell their daily activities at home. Students retell their daily activities at home. Then the researcher reviewed of the previews result test and motivated them to get the better result. The researcher told that he would give the achievement mark to the students who could answer his question. After that the researcher asked the students where did they sleep, did they sleep alone, and etc. The researcher drew the bedroom and things that usually there, on the whiteboard. The researcher asked the students what the names of the things that drawn in Indonesian language. Then the researcher said the things in English. Students follow after him loudly. Then the researcher mimics the vocabulary and the students must guess what the researcher said.

c. The researcher divided students into three groups and gave each group a collage of the bedroom and things of its. Every group must stick the pictures on the white board become a complete picture of the bedroom and its content. After students had done sticking pictures on the whiteboard, the researcher gave the appreciation by giving the smile mark on their work. Then the researcher asked them to answer the questions individually. Before closing the class, the researcher asked the students to count the smile mark that they got and reinforced them to study hard. Then the researcher asked the students to give applause together.

d. Observation. Teacher observed the classroom activity and students' response during teaching learning process. Students' pay attentions toward teacher's explanation students are active during learning and teaching process. Students' seriousness in understanding the material, students interesting the materials, students are active in answering the teacher's question and students' achievement in mastering new vocabulary.

e. The researcher did the reflection by concluded the results of second cycles.

4. Fourth activities of action research (Cycle III).

a. The third cycles conducted by planning.

   The researcher prepared for the instructional tools: lesson plan, materials, and evaluation test, and absolutely prepared checklist observation.

b. Action. The researcher asked the students "where did your mother cook?", to warming up. Implement teaching vocabulary, the researcher asked the students to look for the words that had been hidden at the surrounding of the class. After they found the words, the researcher read the words that had found and students follow after him. Researcher asked the students to pronounce the words loudly after him. Students asked a question to teacher what they did not understand the meaning of the words.

   Researcher gave the students' group assignment to match some words with their meaning. Students worked assignment in group. Teacher gave the students' individual assignment to answer the question in multiple choice forms and to stick the pictures that related to the meaning. Students work assignment in individual. Teacher gave the gift to students after them have done the task.

c. Observation. The teacher class observed the classroom activity and students' response during teaching learning process. Students' pay attentions toward teacher's explanation students are active during learning and teaching process. Students' seriousness in understanding the material, students interesting the materials, students are active in answering the teacher's question and students' achievement in mastering new vocabulary.

d. The researcher did the reflection that conclude the results of third cycles.

E. Data Collection Technique

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and et cetera. To get the accurate data in this study, the researcher gathered the data to support and uses some kinds of the instruments that will be appropriate for the problem statement. The techniques and

method which are used by the researcher to collect the data are documentation, observation and test. The description of the instruments for collecting data such as below:

Observation, it is an activity to observe something by using sense toward a particular object. In this research, the researcher will observe of school, students and English teacher of the school. In this research the writer will use check list. (√) to get the data. The observation is used to know the activities during teaching and learning process, such as how teacher explains the material, what is the students' respond and how is the student's work in doing the test.

Documentation, the researcher will describe the result of the field notes in his own words. The aim was to have the document about the class situation, number of students, number of classes, students' name list and teaching schedule.

Test, it is a share of questions or exercises and other tools which used to measure skill, intelligence knowledge, and ability that had by individual or group. This method is applied by researchers to know the students' achievements that have done in learning English, especially in teaching vocabulary.

In this research, the researcher uses an achievement test to measure the student's progress in mastering new vocabulary. Related to the achievement test, there were many types of achievement test, such as essay test, completion test, multiple choice test, and so on. The researcher uses multiple choices and matching test. With those forms, the researcher can get score directly the specific skill and learning. The scoring can be done quickly and easily.

To make the research easier collected the data and to get better result, complete and systematic, the researcher used some kinds of research instruments. An instrument could be in form of questionnaire, observation list, interview checklist or orientation, test, and etcetera. In this research, the researcher used the observation list, documentation, and test.

Documentation in this instrument was used to obtain document which related with this research. They are school's files like the data of teacher and students, lesson schedule, students' worksheet, students' textbook, photo, and so on.

Observation checklist contain with the students' observable behavior that indicated their understanding on the vocabulary that taught by teacher. The researcher can see from their activities and responds during teaching-learning process. The researcher observed 9 aspects suck as: students' attendance, students pay attentions toward teacher's explanation, the students' participation on writing the vocabulary on the white board, the students show curiosity by asking the questions to the teacher, the students' enthusiasm in responding teacher's question, students pronounce the vocabulary given, active in a group work, interest in doing individual task. This is the observation checklist as the instrument:

Table 2
The Checklist Observation Instrument

No	Indicators	Check list					Total
		1	2	3	4	5	score
A	Students' activities						
	1. Students' attendance						
	2. Students pay attentions toward teacher's explanation						
	3. Students' participation on writing the vocabulary on the white board						
	4. Students show curiosity by asking the questions to the teacher						
	5. Students' enthusiasm in responding teacher's questions						
	6. Students pronounce the vocabulary given						
	7. Students' participation in a group work						
	8. Students follow the teacher' instruction						
	9. Students' interest in doing the test						

In which

1. Poor   0%-35% , 2. Fair   40%-59%   3. Average   60%-74%

4. Good   75%-84% , 5. Excellent   85%-100%

The next instrument of the research was the tests. The researcher used an achievement test to measure the students' progress in mastering vocabulary. Related to the achievement test, there were many types of achievement tests, such as essay test, completion test, multiple choice test, and so on. The researcher used the multiple choice test and matching test. With those forms, the researcher could get score directly the specific skill and learning. The scoring could be done quickly and easily.

The reason to give assessment test to the students was to measure the students' progress in each cycle during the classroom action research. The teacher gave pre-test to the students after the teacher taught vocabulary without using external motivator or still used conventional method with 10 questions. After that, the researcher began to conduct action research three cycles of using external motivator in teaching vocabulary. Every action after give the treatments, then give the assessment that consists of 10 questions test to measure mastering students' vocabulary.

F. Data Analysis Technique

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process by considering external motivator in improving students' vocabulary.

The data from document and observation are described as detail as the researcher gets. Data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' understanding when the vocabulary introduced. Data from the observation that was got by field note will be analyzed use some steps. Data will be edited, and the researcher makes a categorization, tabulation and check list, so, the result of data from the observation can be described clearly.

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in learning new vocabulary. 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

First step, the researcher gets score using conventional method from pre-cycle, the teacher is English teacher their selves, then mean of score using conventional method will be compare with mean of score from one cycle. Mean of score from one cycle will be compared with mean of next cycle, It is to know how far the progress of students in this research.

G. Achievement Indicator

To know the students' success and failure in doing the activities that was planned and assessed, the result test of the study can be referred to the criterion issued by SD Alam IT Auliya Kendal, namely Kriteria Ketuntasan Minimum (KKM). A material could be said successfully taught if students got the minimal score 70. It means that 70% of the material were understood and mastered by them.