

CHAPTER III

METHOD OF THE RESEARCH

A. Setting and Subject of the Study

The researcher conducts the classroom action research at SDN 1 Kebonharjo Patebon Kendal. It is located on Masjid Baitul Izza Street Kec.Patebon Kab.Kendal. The researcher chooses this setting because the geographical location is easy to reach by the researcher. SD N 1 Kebonharjo was built in year.

The subject of the research is students at the fourth grade of SD N 1 Kebonharjo Patebon Kendal where total numbers are 35 students. It is consist of 17 boys and 18 girls. This research is done at second semester in the academic year 2009/2010.

Students' Name of Class V at SD N 1 Kebonharjo Patebon Kendal In The Academic Year of 2009/2010

NO	NAME OF STUDENTS	SEX
1.	A. Fatah Falahi	Male
2.	Ahmad Zulfikri	Male
3.	Alfa Reza Bagus Pangestu	Male
4.	Anita Kuwin	Female
5.	Asa Widya Rizqi Isnaeni	Female
6.	Berliana Mudawimah	Female
7.	Chandra Nurhardiansyah	Male
8.	Dewi Wulan Apriliyani	Female
9.	Diah Nur Amalia	Female
10.	Fadia Afila K	Female
11.	Farhan Hanif Maulana	Male
12.	Fitriana Kumalasari	Female
13.	Fredy Mardiyanto	Male
14.	Hairis Shidiq Ghozali	Male
15.	Hana Wahyu Firmansyah	Female
16.	Hizbullah	Male
17.	Gunawan	Male
18.	Nurfebriyanto	Male
19.	Iswanto Dwi	Male

20.	Luthfatun N.M	Female
21.	Mega Novia Rahmawati	Female
22.	Mohammad Baihaqi	Male
23.	M. Firdaus S	Male
24.	Nila Muna	Female
25.	Rizqa Ulul Fahmi	Female
26.	Rohmat Fauzi Ridwan	Male
27.	Royyan Kafi	Male
28.	Siti Maria Ulfa	Female
29.	Siti Suraya	Female
30.	Syafika Nur Andika	Female
31.	Taufik	Male
32.	Tri Astutik	Female
33.	M.Nur Wahid	Male
34.	Siti Nurfaizah	Female
35.	Syifa Nabila	Female

B. Focus of the Study

Research focus is an object which will be explored in a research activity in order to lose a vague research. In this classroom action research, the research focuses on:

1. The focus of students can be seen from students' activity in teaching learning process that involves:
 - a) Students' activity doing learning process.
 - b) Students' understanding in writing vocabulary which is indicated by students' achievement in evaluation test.
2. Teacher

Focus on the teacher is the way of teacher in constructing teaching learning condition using variation of gap tasks as a media: motivate student, present the lesson, gives exercises to the students.
3. Teaching learning process

Teaching learning process is focused on the improvement of students' understanding toward writing vocabulary.

C. Design of the Study

This research is classroom action research. The reason is this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by observing students' conditions. Action research is a series of procedures, a group of activity, and a piece of descriptive research carried out by a teacher in his or her classroom.

Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and appropriate of certain activities and procedure¹

There will be two cycles in this study. And there are four components in one cycle for doing classroom action research, they are:

a. Planning

Planning is a plane to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepared some materials that will use in research process. Such us pictures with words, song to stimulate students in order that interest to lessons mainly in writing and spelling words, some written games, field note to take note about students activities and responses

b. Acting

This section discuss about the steps and activities that would be taken by the researcher. Researcher tries to take how much students' abilities to understand in vocabulary writing, give students treatment ways to remember every word in spelling and writing, give them assignments both in individual or group, evaluate their mistakes and make summarize about materials.

c. Observing

In this step, a researcher has to observe all events or activities during the

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press, 1998), p.17.

research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties then try to solve it.

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

D. Technique of data Collection

According to Arikunto, research is a device used by researcher while collecting data to make his or her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

Moreover she suggests that instrument is the techniques and methods that can be used to gather evidence in action research. There are as follows: diaries, profiles, document analysis, tape or video recording and transcription use an out side, observation, interviewing, triangulation, and analytic memory.

For collecting the data, the writer uses two instruments: observation, and written test.

1) Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they were given explanation, doing task, and to know their difficulties then try to solve it.

In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:PT Asdi Mahasatya, 2006), p,99.

be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understandings to the material which given. To be more objective, the researcher considers of asking her colleague to help her to observe in the classroom.

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were students' attendance, students' actively in asking question to the teacher, students' actively in answering questions, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2) Written test

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skills knowledge, intelligence, and talent of an individual or a group. As a stated by Brown says that a test is an instrument and a set of techniques, procedure, or items that requires performance on the part of the test takes. It measures an individual's ability, knowledge, or performance.³

The writer for collecting data uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer obtained data by giving pre test, and evaluation test. A pre test was given before the students get some activities of variation of gap tasks. Evaluation test was used during the cycle to measure the students' understanding. A test was given after the students get some activities of variation of gap tasks. It was used to measure the students' achievement after being given some activities of teaching.

Here the writer applied an achievement test. The achievement test was

³Douglas Brown, Language Principles and Classroom Practices, (New York:Pearson, 2004), p.3.

similar to the progress test in which it measures how much the students have learned it of the first foreign language interaction. The achievement test was appropriate to measure that students' progress in learning process.

In order to know the improvement of students' achievement, the writer analyzed the different between mean of pre-test and two evaluation test scores.

E. Technique of Analyzing the Data

Data from the observation that is got by field note will be analyzed use some steps. Data will be edited, and the writer makes a categorization and tabulation. So, the result of data from the observation can be described clearly.

In this study, the writer gave written test to the student and analyzed their scores to measure the improvement. In each test, the students were asked to fill in the blank of the sentences individually. To analyze the result of test the researcher cooperates with Mrs. Yuni as English teacher at the forth grade students of SD N 1 Kebonharjo Patebon Kendal.

After getting the data, the writer went through the following steps:

1. Transcribing the students' written.

The first step in analyzing the data obtained was by transcribing the students' written of the pre-test, cycle 1 and cycle 2.

2. Scoring the students' test.

After transcribing the written, the writer scored the written produced by the students.

Written test includes pre test, cycle 1 test, and cycle 2 tests. The writer arranged data from the writing test by using *mean*. To know the average mark, the writer used simple formula as follow:

$$\text{The average mark} = \frac{\sum nx}{\sum n}$$

Where x: students' mark

n: number of students

nx: students mark x number of the students.

F. Procedure of the Study

This action research done in three activities. Before entering cycle 1, the writer had done a preliminary research to know the students understanding before they got teaching vocabulary through variation of gap tasks.

1. Pre cycle

Researcher prepared for the research instruments such as lesson plan and evaluation test, designed observation sheet. As acting students were given some tasks to write word according to pictures whom they accept, then teacher explains about kinds of vocabulary, students were asked to write down some words in English. In short, in this meeting teacher taught students still using conventional method. It is teacher just pronounces those vocabulary and then students repeat after his. Finally students do evaluation of pre cycle.

2. Cycle 1

Researcher prepared for the research instruments such as lesson plan, task assignment, and evaluation test. As acting, teacher explains about picture as a media to make easy in understanding vocabulary, implements the picture gaps, every group is given a picture card, the leader make gesture according to verb which recommended by teacher, the group member must guess and write those verbs correctly, teacher gives evaluation test to students. Then in observing, researcher observed the classroom activity and students' interest during teaching learning process, and in reflecting he concluded the result of first cycle to make a plan to the next cycle.

3. Cycle 2

Researcher prepared for the research instruments such as lesson plan, task assignment, and evaluation test. In Acting, researcher explained about

Adjective and opposites words. Implements the adjective fill, opposites, every student is given one adjective then he must look for his pair who has the antonym of adjective with his adjective, after they met they make one sentence using that adjective and gives evaluation test to students. Then he observed the classroom activity and students' interest during teaching learning process. As Reflecting, he concluded the result of first cycle to make a plan to review and make analysis of whole meeting.