

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer discusses about : setting of the research, description of the research, research procedure, indicators of the research, and data analyzed.

#### **3.1 Setting of the Research**

In this research, the research was used classroom action research method. This research was done at the fourth grade of SDN 1 Sukamulya. The subject of this classroom action research is the students of the fourth grade in second It consist of planning, acting, observing, and reflecting.

The first step of this action research was planning. In this step, the writer made a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The second step was action. Here, the researcher directly involved in the research totally, from the beginning until the end of the research. The third, step was observing. In this step, all of data, which related to the implementation of action collected in order to be analyzed. The fourth step is reflecting. Here, the writer tried to reflect the result of the previous study. The conclusion contain the evaluation prepared the preplanning steps. Those procedures reflected in the following scheme.

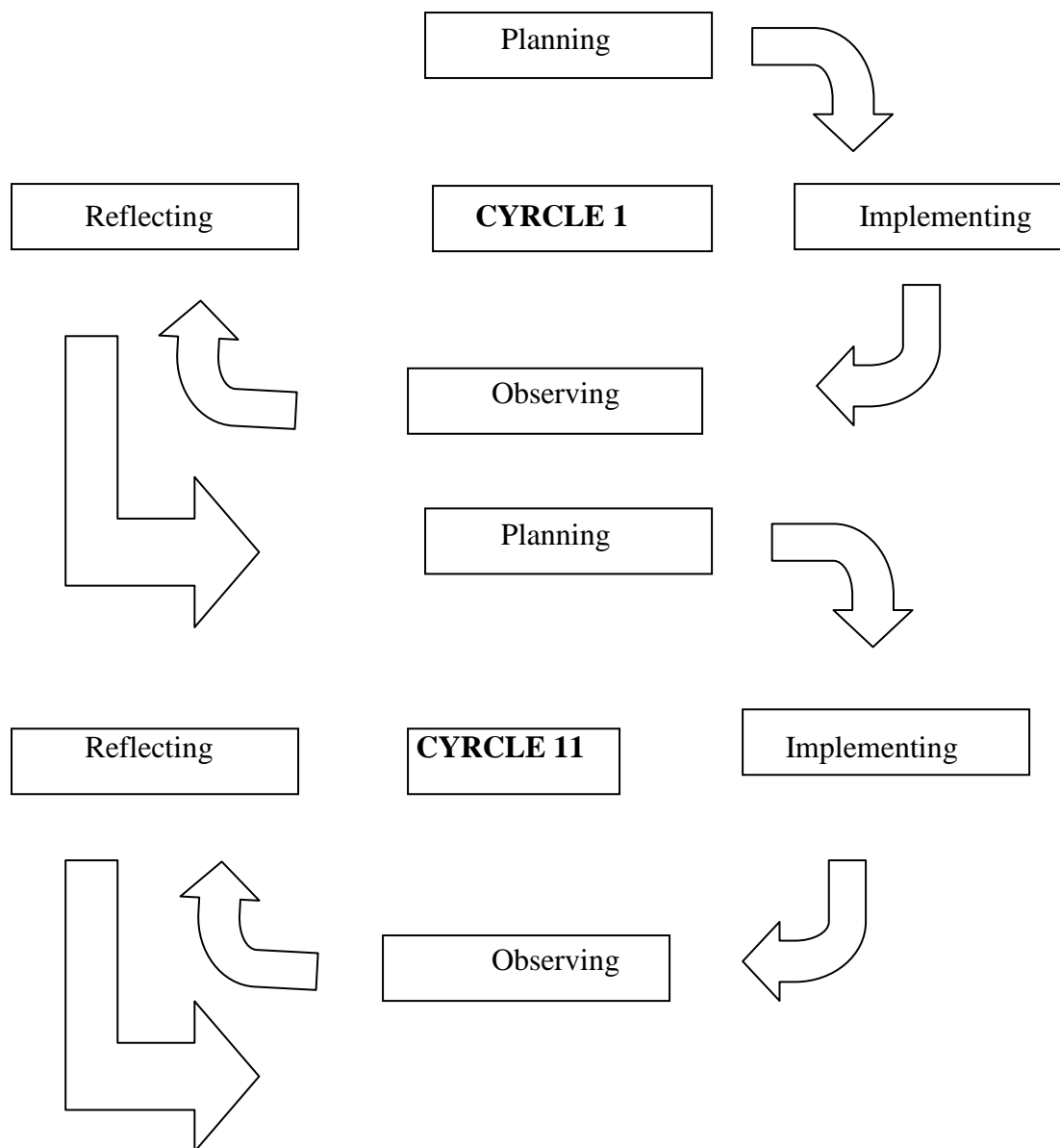


Figure 1. The cycles of the classroom action research.  
Adapted from Kemmis, 1982 : 5

### **3.2 Description of the Research**

The researcher identified, she examined the cause of the problem and tried to find the solution. The solution which was conducted is teaching vocabulary using Word Search Puzzle games. The researcher made lesson plan and taught student's worksheet to the lesson plan. Then, the collaborator observed student's activities in teaching and learning process. Furthermore, the researcher and collaborator analyze and discuss the observation result during teaching and learning process. This research is conducted by the researcher and the English teacher of the first grade of Elementary School 1 Sukamulya South Lampung. A collaborator the researcher as the teacher made the lesson plan, taught the using the technique and conducted the evaluation. While the other teacher acted as the collaborator who observed the process of the teaching and learning in the classroom including student's activity to be input for better process in further cycle. While the researcher applies the vocabulary using Word Search Puzzle, the collaborator observes the students activities. Both of them observed the weaknesses of the first cycle in order to make improvement on the second cycle.

### **3.3 Research Procedure**

In this classroom action research, there were two cycle depend on the result of analysis and reflection in the first cycle. The first cycle based on the problem of the research. Each cycle consist of four stages : (1) Planning, (2) Implementation, (3) Observation, and (4) Reflecting and analysis (Kemmis,1982:5)

### **1.Planning**

Based on the students vocabulary problem in the classroom, the researcher prepared the lesson plan, selected material from text book that will be relevant to the curriculum of Elementary School, for teaching learning process. The material was noun vocabulary in form of a simple question from text book and 2006 English curriculum for SD. The researcher also prepared the observation sheet and also picture test for the students in the form of picture or search word.

### **2. Implementation**

The researcher implemented the material through word search method by using word search puzzle in teaching English vocabulary. The teacher taught material about noun. In teaching, the she taught about profession, fruits, animals and noun around the classroom. The collaborator observed the situation in the class and made some necessary notes.

### **3. Observation**

The collaborator observed the activities happen in the classroom in every cycle and wrote the result of the observation in the sheets. The researcher and collaborator also interpreted the result of the observation. This step is start when teaching learning process occurred.

### **3.4. Indicators of the Research**

In order to find out whether the use of Word Search Puzzle can increase the students' vocabulary mastery or not, the researcher determine the indicator dealing with the learning process and learning product :

#### **1. Learning Process**

The observation of the process of teaching is based on the lesson plan made by the teacher and the real process in the classroom. It consist of pre-activity, while-activity and post activity. The target is that 80% of students are active during teaching and learning process. The students are involved in each activity and respond to teacher's instruction appropriately. Students activity is measured written report of the collaborator in observation sheet. Whereas the researcher was teaching, the collaborator observed the teaching and learning process in the classroom and focused on the participation and the involvement of students in the activity.

#### **2. Learning Product**

The word search puzzle can be said able to improve students vocabulary mastery if 80% of students can reach the target score, 70. Therefore, it means that students, at least, should achieve 70% score of the vocabulary test. In determining the indicator of the success of this classroom action research, the researcher have the discussion with the collaborator.

### 3.5. Instrument of the Research

In getting the data, the researcher employ two kinds of instruments. The first instrument is the main source of instrument of information and the second one support the analysis itself. The instrument use here were (1) vocabulary test and (2) observation sheet.

#### 1. Vocabulary Test

The first instrument used in getting the data was vocabulary test. Vocabulary test was chosen as the instrument because it required students to measured their vocabulary achievement. Vocabulary test can also motivated the students to improved their English. The researcher using vocabulary test propose by Heaton (1991). The test assessed the student's understanding and the students vocabulary by choosing the correct answer. It was tried out and it was a good reflection of what had been taught of the knowledge which the teacher wanted the student to know, the teacher compared it with a table of spesification. If the table represented the materials that the teacher wanted to test, then it was considered to be a valid test.

Table 1. Table of Spesification of Vocabulary Test

Word Class	Cycle 1	Cycle 2
Concrete Noun	1,3,4,5,6,7,8,9,11,13,16,17,18,	1,3,4,5,6,7,13,14,16,17,18,19
Adjective	2,10,12,14,15,19,20	2,8,9,10,11,12,15,20
Total	20	20

## 2. Observation Sheet

In this research, observation was conducted during the teaching learning process. The teacher and the rater observation the process happening in the classroom. The observation was to found out the students interested to follow the class, students attention to the teacher explanation, their focuss on vocabulary achievement and the teachers performance in implementing teaching vocabulary through Word Search Puzzle game. The observation sheet used to determine whether or not students were active in the class and whether or not the next cycle was needed to be done.

Bellow was a table of specification of the observation sheet adapted from Haggard (1982) and Ruddell, M.R., & Shearer, B.A (2002)

**Table 2.** Students' Observation Checklist

No	Students' activities	Students' code					Note
		a	b	c	d	e	
1	Pre-activity a. Interested in the opening of the class b. Respond to the topic enthusiastically						
2	While-activity  a. Responding to the lesson explained by the teacher b. Answering the teacher's question c. Following the teacher's instruction (discuss the picture) d. Practicing writing procedural text based on the picture sequence						
3	Post-activity a. Able to respond to the teacher's questions						
Percentage of students' activities (%)							

Table above showed that students did two activities: participating actively in the opening of the class and responding to the teacher's questions about the topic enthusiastically. More over, they also must do several activities during while activity: Responding to the lesson explained by the teacher, answering the teacher's question, following the teacher's instruction (discuss the picture) practicing search word based on word search puzzle. Meanwhile, in post activity, students do a vocabulary test individually.

To know whether the target of the indicator of this classroom action research has already been achieved or not after implementation of word search puzzle. It explained and showed the process of the student's activities during the teaching learning process on the next chapter.

### **3. Teacher's Performance**

It was similar to the students activities there was also improvement on the teacher's teaching performance in each cycle. If the teacher's performance in the first cycle was unsatisfactory, it means there were still some weakness in her teaching performance which influence the students' vocabulary mastery and the student's activities. However, after implementing the solution to cover the weakness, not only the teacher's teaching performance was already improved but also the student's vocabulary and the student's activities.

**Table 3. OBSERVATION SHEET FOR TEACHER'S PERFORMANCE**

No	Aspects	Score
<b>1</b>	<b>Pre-activities</b> <ul style="list-style-type: none"> <li>• Doing an apperception</li> <li>• Informing the competence that will be achieved to the students</li> <li>• Attracting students' enthusiasm about the topic</li> <li>• Giving clear explanation about the material</li> </ul>	
<b>2</b>	<b>While-activities</b> <b>Mastery of Learning Material</b> <ul style="list-style-type: none"> <li>• Giving explanation about text analysis and building class activities.</li> <li>• Involving the students in using media.</li> <li>• Building active participation of the students in group discussion.</li> <li>• Giving positive responds to the students' questions.</li> <li>• Building active participation of the students in text analysis activity.</li> <li>• Facilitating interaction between teacher and students in the text analysis activities.</li> <li>• Showing conducive interpersonal relationship.</li> <li>• Showing conducive classroom management.</li> </ul>	
<b>3</b>	<b>Post-activities</b> <ul style="list-style-type: none"> <li>• Doing a reflection/making summary of the lesson by involving the students' participation.</li> <li>• Doing evaluation relevant to the competence</li> </ul>	
	<b>Total score</b>	
	<b>Average Score</b>	

(Source: Dep. Pendidikan Nasional 2006)

Description of Scores:

- 1.40-59 : Poor  
 2.60-69 : Enough  
 3.70-79 : Good  
 4.80-100 : Very Good

### 3.6. Data Analysis

According to Setiyadi (2006:254), data analysis is process of organizing the data in order to gain regularity of the pattern from the research. In this research, the teacher validated the data by using vocabulary test and observation. After getting the data from the test and observation, the teacher analyzed the data based on the limitation of the problems and objectives of the research.

The data relevant to the research question are selected. All of the collected data classified into two categories, data from observation (learning process) and those from the test (learning product). The data was interpreted and drawn into conclusion. Based on the analysis and reflection, the weakness and strenght can be identified from the first cycle, and improvement can determined for the next cycle.

To see the percentage of student who gets  $\geq 65$  the formula is:

$$\frac{\text{Number of students who get } > 65}{\text{Total in number of students}} \times 100\%$$

The data analyses were analyzed after they had been collected from every cycle. After getting the data the observer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the reseacher knew what should be improving on the next cycle.