

BAB III

RESEARCH METHOD

This chapter discusses about the research method, such as: setting, research procedure, indicator of the research, instrument and data analysis.

3.1 Setting

The Researcher, as the class teacher, conducted the research at the seventh grade student of SMP Nurul Islam Jati Agung South Lampung. He took one of his classes in which the students had lower average score and low motivation. They also were not active when they were following English subject. Based on the teacher's experience during teaching learning process and result test in vocabulary test, the teacher found problems such as incapability of the students in answer the vocabulary test well. After finished the problems, he examined the problem solution. The problem solution was teaching vocabulary through pictures cards.

This a classroom action research, the students problem was that most of them passive in larning process and got poor score in vocabulary test. It happened

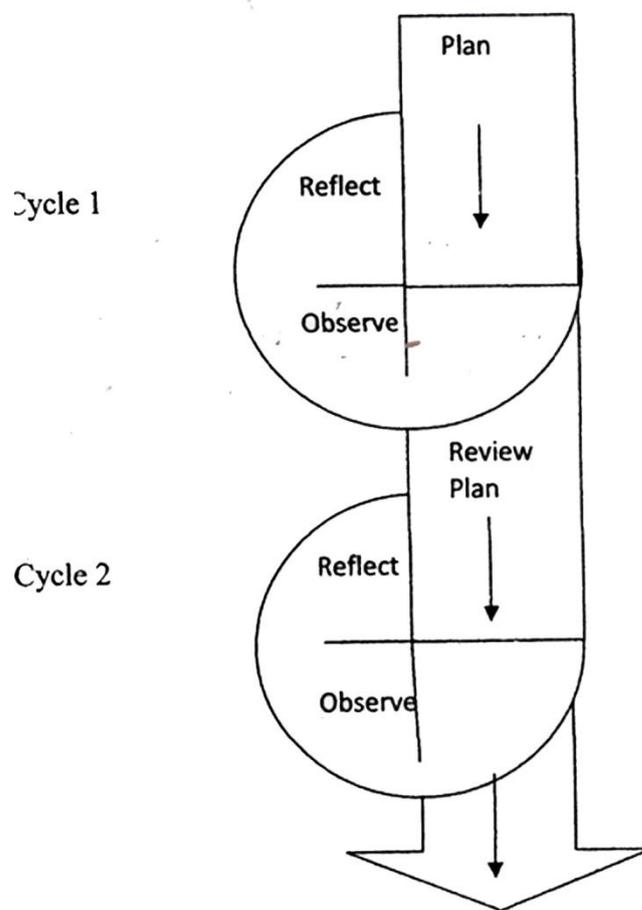
because they have a little vocabulary mastery. Most of the students got poor score when they did vocabulary test.

The reseacher and teacher decided to use pictures cards in teaching English to increase the students' vocabulary mastery. The pictures cards, which used in this research related to the topic. The topic in this reserch are butterfly and kangaroo. The subject of this research was the students at the seventh grade of SMP Nurul Islam Jati Agung South Lampung. This class consisted of 25 students. Their vocabulary are relatevely low. The standard score of KKM stated by SMP Nurul Islam for English subject at the seventh grade is 60.

In this classroom action research the writer acted as a teacher and his collaborator acted as a researcher. The writer made lesson plan and the teacher implemented pictures cards in teaching vocabulary. After that, the researcher observed the students' activity during the teaching learning process.

3.2 Research Procedure

This research was done in two cycles. The first cycle was conducted in line with the problem found in the pre-observation. Each cycle (cycle 1 and cycle 2) of the research consists of some stages, they are: Planning, Action, Observation and Interpretation, Analysis and Reflection.



The Cycle Of The Classroom Action Research

(from Kemmis and Taggart (in wiriaatmadja, 2008: 66))

1. Planing

The first step in this stage was identification of the problem. The researcher identified the problem based on the researcher's experience as the English teacher in the classroom. Having found the problems, he formulated and analyzed the problems that were important to be treatment. Then, the researcher made lesson plan based on the formulation of the problem by using picture cards.

2. Action

After making lesson plan, the researcher as the teacher through the students by pictures cards. In this activities, the teacher give some question related to the material to develop the students' mind to the material. After that, the teacher explained the material related to the topic.

3. Observation and Interpretation

Observation and Interpretation were done during teaching learning process using pictures cards in the class. The observation was done at the time same with the action that had mentioned before. The research observed the students' activity. The researcher used observation sheet and interpreted the result of teaching learning process.

4. Analysis and Reflection

The researcher analyzed the result of the class observation during and after teaching learning process. This stage was done to see the weakness or strengs in each cycle.

3.3 Indicator of the Research

The researcher used two indicators in this research, they were learning process and learning product. They used to see whether pictures cards could be used to improving the students' ability in vocabulary. For learning process, the indicator is 80% of the students' actively involved in teaching learning process and for learning product the indicator is 60%. It is based on the standard score of KKM stated by SMP Nurul Islam for English lesson.

1. Learning process

To know the implementation of pictures cards during teaching learning process, the researcher observed the whole activities in the classroom and filling the observation form. The observation conducted to know the students' activity during the learning process and it was divided into three activity, they are: pre activity, while activity, and post activity. In the pre activity, the aspect observed were students' interest in following the class and responding to the topic. In the while activity, the aspect observed was students' attention to the teacher explanation, their respond to the teacher's question and following the teacher's instruction. Meanwhile, in post activity, the aspect observed was the students' ability in responding to the teacher's question.

2. Learning Product

In line with the standard score KKM stated by SMP Nurul Islam for English subject, the indicator of the learning product for seventh grade is 60. The researcher and teacher determined the target according to that standard, if at least

80% of the students get score 60 or higher in the test, it was assumed that pictures cards was able to faster the learning product.

3.4 Instrument

In getting data, the writer employed two kinds of instrument. They are as follows.

1. Vocabulary Test

The first instrument used in getting the data taken from a vocabulary test. The vocabulary test is chosen as the instrument because it require students to measure their vocabulary achievement. Vocabulary test can also motivate the students to improve their English. The researcher uses vocabulary test proposed by Heaton (1991). The test assessed the students' understanding and the students given vocabulary test by choosing the correct answer.

2. Observation

Observation is data collection technique in which the activities of subject are visually observed. The purpose of observation is to explain the situation being investigated, activities, people, or involved in an activity and the relationship among them (Setiyadi,2006). Observation is done to get a clear image of a certain activity.

The subject of this research was the seventh grade of SMP Nurul Islam Jati Agung South Lampung. Observation was conducted during the teaching learning process. The observer observed the process happening in the classroom. The observer observed students' activity.

Table 1. Students' observation checklis.

No	Students' activity	Students' code					
		1	2	3	4	5	6
1	Pre activities ∞ Responding to the topic enthusiastically						
2	While activities ∞ Paying attention to the teacher explanation ∞ Responding to the teacher's question ∞ Following the teacher's instruction						
3	Post Activities ∞ Able to respond to the teacher's question						
	Percentage of students' activities (%)						

3.5 Data Analysis

Data analysis is processing of information or data that have been gathered in order to draw conclusions. It is a process of organizing the data in order to gain form of the research. In this research, the researcher validated his data by using learning process and learning product.

Having collected the data from learning process and learning product, the researcher analyzed the data based on the limitation of the problems. In analyzing and interpreting the data, the first step that the researcher made abstraction of all collected data. Then, selected the data that related to the research question and classified them into one category. The last step made a report. The writer interpreted the data into substantive theory about the research on pictures cards.

3.5.1 Learning Process

In order to find out the learning process, the researcher analyzed one aspect, namely students' learning activities.

Students' Learning activities

In analyzing the data from observation to students' learning activities, the researcher counted the number of activities done by the students and then calculated the percentage of the students's activities. The formula that was used is as follows:

$$\% A = \frac{A \times 100\%}{N}$$

Where:

% A = Percentage of students' activity

A = number of students' activities observed

N = number of students in the class

3.5.2 Learning Product

In order to find out the learning product, the researcher used vocabulary test to collect the data. The vocabulary test for cycle 1 consisted of 40 multiple choices.

The researcher made multiple choices test based on the material. The researcher give multiple choices test, to know the students' vocabulary master after teaching learning process.

In validating the data, the researcher used vocabulary test and observation sheet about students' activities. He analysis the data based on the limitation of problem and objectives of the research. To determine the subjects' vocabulary test score, the researcher directly act as judge or rater since the test was objective form. After validating the data, the researcher determined averange score by using the formula proposed by Hatch and Farhaddy (1982:55) as follows:

$$X = \frac{\sum X}{N}$$

Where:

$$X = \text{mean}$$

$$\sum X = \text{students' score}$$

$$N = \text{total number of students}$$

After that, the average score at test 1 (cycle 1) was compared with the average score at test II (cycle II). To calculate the number and the percentage who get ≥ 60 , the researcher use the following formula:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total Number of Students}} \times 100\%$$

The vocabulary test used to know how many students can get 60 score. If least 80% the students' get score 60 or higher in the test, it can be assumed that the teaching learning using picture cards is successful. But if the students' get score 60 is less than 80%, it means that the use pictures cards to improve students' vocabulary is unsuccessful in cycle one. Therefore, the researcher decide to do the next cycle.