CHAPTER III
RESEARCH METHOD

A. Research Design

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms.

In addition, Kemmis and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of term "action" and "research" highlights the essential features of this method; trying out ideas in practice as means of increasing knowledge about/or improving curriculum, teaching and learning.

Moreover, action research provided teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1989: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

The researcher uses classroom action research because it is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

B. Participants

The subject of the research was the fifth year of SDN 4 Gadingrejo Pringsewu. They were students of the second semester who were in class V chosen by the researcher because she taught in the same school. This was done because according to 2009 Curriculum for Elementary school, these subjects have already studied vocabulary, pronunciation. Classroom action research dealt with the problem faced by the students when they wrote or said. Referring to the problem found by the researcher, she examined problem causes and tried to find problem solution. Problem solution that conducted was teaching vocabulary through song as a teaching media. Researcher made lesson plan and taught by using the lesson

plan made. The important things in teaching learning process were noted by the researcher.

Furthermore, the researcher analyzed and discussed observation result during teaching learning process (the strengths and weaknesses which were done by researcher and students during teaching learning process using song as a teaching media) and learning the result. Learning process analysis was done based on researcher's observation. It was decided to conduct the next cycle. It was focussed on the weaknesses of the previous cycle.
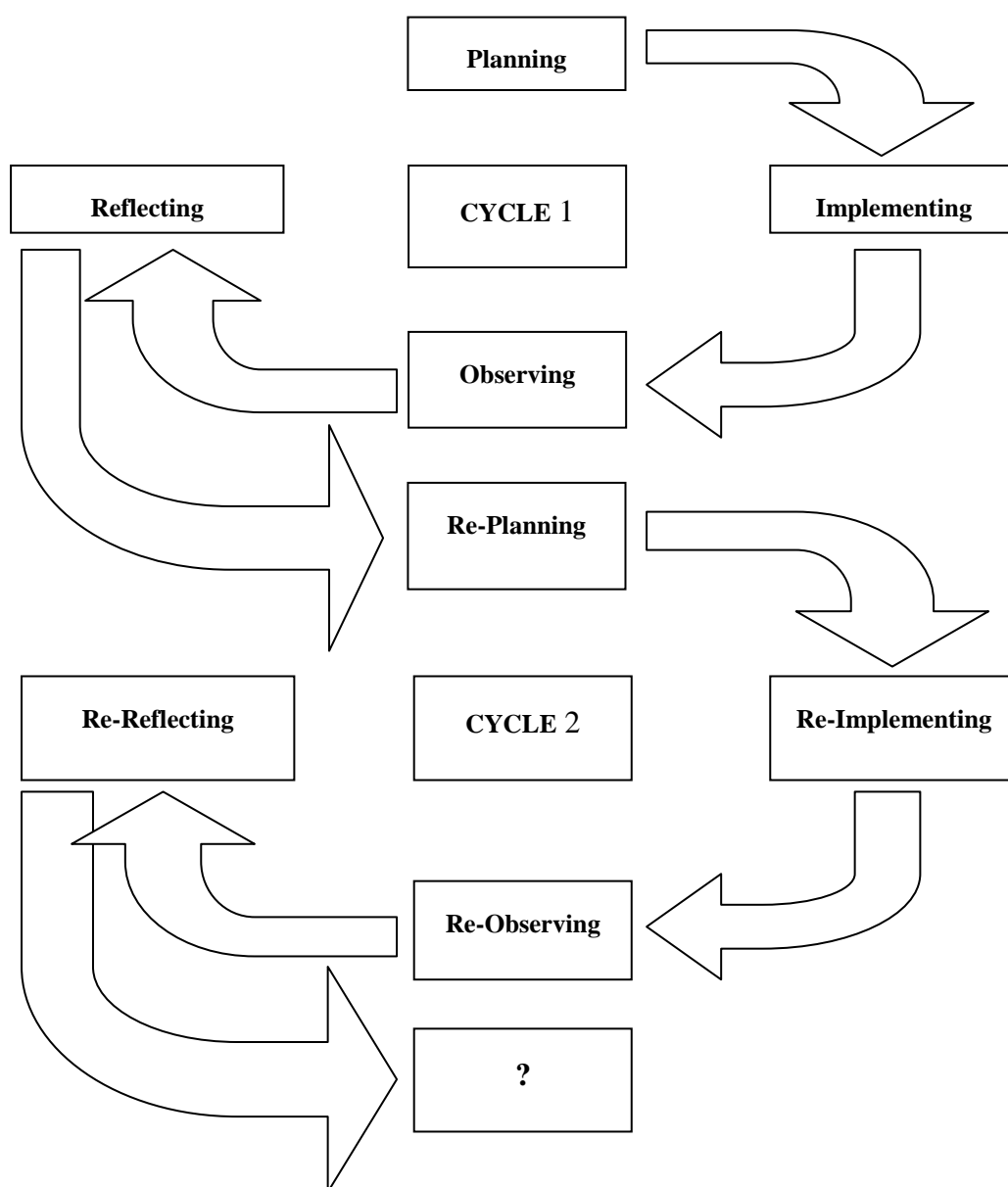
C.   Research Procedure

In this classroom action research, the cycles depended on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students in vocabulary mastery. Teaching vocabulary through song as a teaching media based on lesson plan and after that the researcher administered the test of vocabulary. Then, she analyzed and discussed the result both vocabulary test and observation. Furthermore, if the results have required the indicator of the research, she stopped at the first cycle only, but if the results have not reached the indicators of the research yet, she would conduct the next cycle. It focused on the weaknesses of the previous cycle and so on. Each cycle consisted of:

1) Planning.

2) Action.

3) Observation and Interpretation.

4) Analysis and Reflection.

The cycle in the classroom action research happened repeatedly. If the indicators of the research were not fulfilled in the second cycle, the third cycle would be conducted to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. It is like a spiral. The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:

Planning

Reflecting	CYCLE 1	Implementing

| | Observing | |

| | Re-Planning | |

Re-Reflecting	CYCLE 2	Re-Implementing

| | Re-Observing | |

| | ? | |

The Cycle of Classroom Action Research (Arikunto, 2006: 16)

In line with the Figure 1 above, the cycles of the action research are classified as the following:

1) Planning

Based on the teacher's experience of teaching learning process in the class, researcher identified the problem causes. By knowing the problem, the researcher formulated the problem as focus problem, which is very important to be given implementation. Based on the formulation of the problem, the researcher made lesson plan.

2) Implementing

The researcher as the teacher taught the students in the class by using lesson plan made before. During the teaching learning process, the researcher observed the students' activities. The researcher also asked one ratter to observe teaching learning process.

3) Observing

Observation and interpretation toward the action in the class was done during the researcher teaches in the class using song as a teaching media. In other word, the observation was done together with actions which have already been mentioned in action stage.

4) Reflecting

The analysis and reflection was done after teaching learning process. The researcher and the ratter checked the test and the class observation. This stage was done to see the weaknesses and the strengths in each cycle.

D.   Indicators of the Research

In order to see whether song as a media can be used to develop student's vocabulary mastery, the researcher determined the indicators dealing with the learning process and the product.

a. Learning Process

For the learning process, observation was done to both the researcher and an observer during the teaching learning process by observing the whole activities in the class and filling the observation format. The indicator was if the researcher and students got minimum 70% from the result of the observation form.

b. Learning Product

This indicator was 70% of students got score at least 60 (sixty) or more in mastering vocabulary.

E.   Instrument of the Research

In getting data, the researcher employed two kinds of instruments, the first instrument was the main source of information and the second one supported the analysis itself. The instruments used here were vocabulary test and observation. The instruments were hopefully in line with the stated objectives. The researcher used the test as instrument to collect the data. The test was vocabulary tests about family and things around us. Every word and sentence that the students arrange correctly was scored ten.

1. Vocabulary Test

The first instrument used in getting the data was writing test. Heaton (1991: 137) stated that vocabulary could be useful testing tool since it provided the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In addition, he said that composition test provided a degree of motivation which many objective type of test fail to provide. In this research, the teacher asked the students to arrange the words based on the script given to them. There were two topics of control composition given to them, they were: Family and Things around us. It was hoped that the students could improve their vocabulary through controlled composition technique. The test was given in details instruction and direction.

2. Observation Sheet

In this research the researcher observed directly what was happening during teaching learning process when the teacher implemented controlled composition technique in teaching vocabulary. The aspects that would be observed were of students' activities and teacher performance. We adapted from APKG/ Alat Pengukur Kemampuan Guru (Lampung University: 2006) for observed teacher performance. The researcher classified each aspect into five categories: 1. very satisfactory, 2. satisfactory, 3. sufficient, 4. insufficient and 5. very insufficient.

Table1. Table of Specification of the Observation Sheet

No.	Activities	Objectives
1.	Pre-Activities • Interested in the opening of the class. • Responding to the teacher's questions about the topic enthusiastically.	• To make students interested in the lesson. • To build clarity of what is going to be learnt.
2.	While-Activities • Following teacher's instruction to work	• To make students work freer and

	in group.	enable fast learner help slow learners.
	• Following teacher's modeling enthusiastically.	• To give clarity of the stages going to do in the lesson.
	• Actively involved in the discussion of the tasks in group.	• To build students' understanding to the vocabulary.
	• Recording the presented difficult words in worksheet actively.	• To build long term acquisition of the vocabulary learnt.
	• Answering questions of reading test in group.	• To test whether students' vocabulary mastery relate to reading comprehension.
	• Checking together the answers of the questions with teacher.	• To check students' mastery in the lesson.

Adapted from Haggard (1982) and Ruddell, M.R., & Shearer, B.A. (2002)

F.   Data Analysis

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis was done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setiyadi, 2006).

In analyzing and interpreting the data, the first step that was done by the researcher made abstraction of all collected data. After conducting the research, the researcher made an abstraction of all data collected. Then researcher selected the data related to the research problem. Then researcher arranged all data collected by classifying the data. In this case, the researcher classified the data into two categories: the data in learning product and the data in learning process, they were observation and writing task. When the researcher got the data, the researcher tried to interpret all collected data from each cycle. And based on the

analysis and reflection of each cycle, the researcher decided whether there would be the next cycle or not.

1. Learning Product

To know the learning product, the researcher used vocabulary test by asking the students to sing a song and find the meaning make by the group of students to collect the data. There was the indicator used to analyze the data gained from the test: If at least 70% of students' scores can reach 60 or more for the test, it was assumed that Song as A Teaching Media in Increasing Students' vocabulary mastery is applicable. To know the percentage of students' who get ≥ 60, the following formula is used:

$$\frac{\text{Number of students who get} \geq 60}{\text{Total number of students}} \text{ X } 100$$

2. Learning Process

In this learning process, observation was done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation was done to know the students' activity based on the problems faced by the students.

The indicator that was used to analyze the learning process of the students and the teacher was: If 70% or more of students were actively involved in teaching

and learning activities when song as a teaching media used in Increasing Students' vocabulary mastery is being implemented, it means the target is fulfilled. If more than 70% of students are actively involved in teaching and learning activities, it can be categorized as a good level.

G.   Observation

Since the observation was done for observing the students' activities, the researcher analyzed the result of the observation separately. In analyzing the data from observing the students' activities, the researcher counted the number of students who were actively involved in the teaching learning activities and also calculated the percentage of the students. In addition, the researcher made abstraction or description then select the important data which related to the activities of the students.