

## **CHAPTER III RESEARCH METHODS**

In this chapter, the researcher discuss: setting of the research, description of the research, research procedure, indicators of the research, and data analyzes.

### **A. Setting**

In this research, the researcher used a classroom action research. It would be done based on the problem faced by the students and the teacher when they were in the class. Based on the problem found by the researcher, the researcher examines the cause of the problem and then found the solution for that problem.

The subject of this classroom action research is class IV A students of SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung that consists of 30 students as target of the research. Based on the researcher's pre-observation, it was identified that most of the students have low ability in vocabulary mastery. It can be seen from their low average score in vocabulary test which cannot reach the minimum score. Besides, most of students were not active in following the learning activity in English class. Therefore it is necessary for the researcher to implement teaching vocabulary through Montessori Method.

The researcher act as the teacher, she is helped by an observer (one of the English teacher at SD Negeri 8 Gedung Air,Tanjung Karang Barat). The researcher made lesson plan and told the teacher what she was perform in class based on the lesson plan. So, during the research, the researcher observes everything occurs in the classroom, when they were taught in the class.

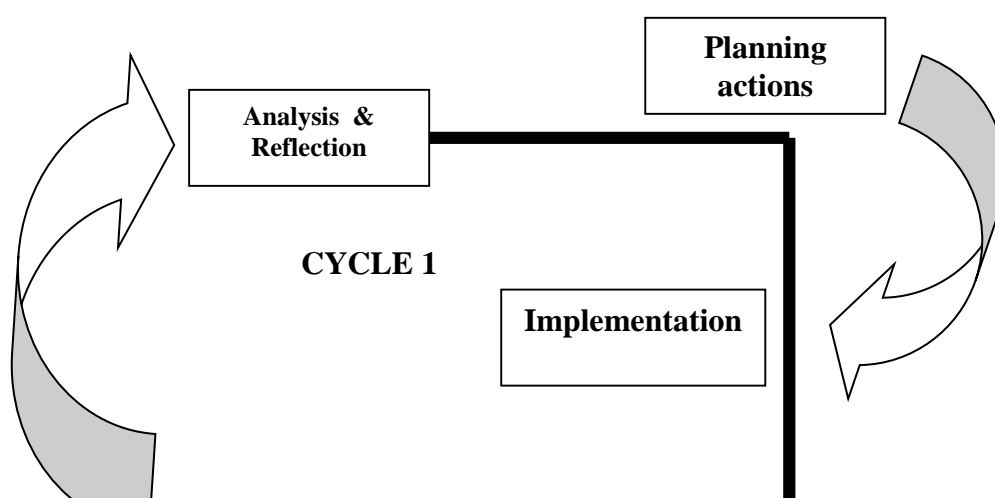
## **B. General Description of the Research**

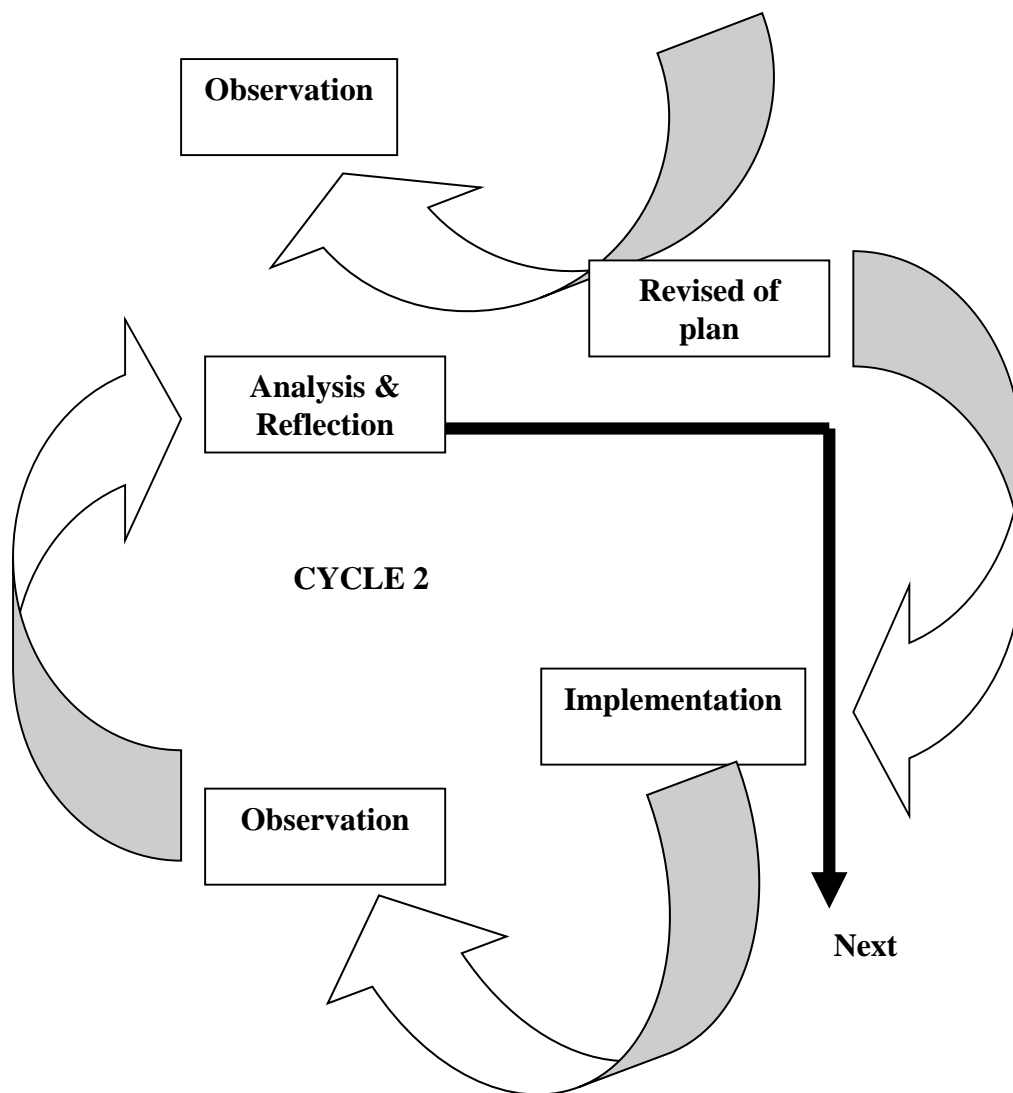
Classroom action research is characterized by problems in class and action was done to solve problems. Based on the problem identified by researcher, she found that she needs to examine the problem causes and try to find the problem solution.

## **C. Research Procedures**

In this classroom action research, there were three cycles depending on the result of analysis and reflection in the first cycle. The first cycle was based on the problem of the research. Each cycle consisted of four stages: (1) Planning, (2) Implementation, (3) Observation and interpretation, and (4) Analysis and Reflection ( Arikunto, 2006:16).

The cycles are classified as follow:





(Sources : Arikunto, 2006:16)

## 1. Planning

Based on the students' vocabulary problem in the classroom, the researcher prepared the lesson plan, select material based on handbook, for teaching learning process. The material is noun vocabulary in form of a simple question on the school handbook and 2006 English

curriculum for SD. The researcher also prepared the observation sheets and also picture test for the students in the form of multiple choices questions and true false test item.

## **2. Implementation**

The researcher implemented the material through Montessori Method by using picture in teaching English vocabulary. The teacher taught the material about noun. In teaching, the teacher taught about fruit and noun around the class room. The researcher observed the situation in the class and made some necessary notes.

## **3. Observation and Interpretation**

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

## **4. Analysis and Reflection**

The researcher analyze everything occurred in the teaching learning process based on the observation sheets. It was done to find out the number of students who actively involve and to find out teacher's performance in teaching vocabulary after implementing the teaching vocabulary through Montessori Method by using picture and the toys. Then, researcher and observer also analyzed the result of the vocabulary test of the students as the learning product. It will be done to find out the increase after the teacher implement teaching

vocabulary through Montessori in the classroom. In analyzing, the researcher together with the partner done reflection to discover the weakness and strength of the implementation of teaching vocabulary through Montessori Method by using picture and toys text and the extensive type exercise, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the teacher know what should be repaired for next cycle. If the indicators of the research have not been fulfilled in the first cycle, the researcher together with the teacher planned the next step to made betterment in the next cycle. On the other hand, if the indicators were already achieved the researcher and the teacher did not need to hold the next cycle.

#### **D. Indicators of the Research**

To success of this classroom action research, the researcher determined the indicator dealing with the learning process and learning product:

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

While the teaching learning process is occurring, the observer observed students' learning process, and teacher's performance based on the observation sheet. The indicator is considering successful if 80% of students actively involved in the learning process during the application of Montessori Method. It is also decided because according to Arikunto (1993:210), if more than 75 % of the students are actively involved in teaching and learning activities, it can be categorized as good level. At the end of process, there is questionnaire to get the students' perception with observation sheet.

Besides observing the students' activities, the researcher also observed the teacher's performance during teaching and learning process. It was expected that teacher's score for his teaching performance can reach 80. So, if the teacher can get 80 in his teaching performance, it means that he can teach the students well. There were some aspects that would be scored for the teacher's performance; it involves the activities in teaching and learning process from pre-activity, main activity and post activity. The teacher's performance in applying text analysis method by using Montessori Method and exercise observed in the main activity.

## **2. Learning Product**

The target of the learning product of vocabulary is determined by the teacher is 65 or more. It would be done because 60 is the minimum standard score or KKM (Kriteria Ketuntasan Minimal) stated by the school for English subject. So, if at least 80% of students' scores can reach 60 or more for the vocabulary test, it means that teaching vocabulary by using Montessori Method and the exercise can increase students' vocabulary mastery.

To know the learning product, the researcher used vocabulary test to collect the data. There were some steps used to analyze the data got from the test:

- a. Giving the vocabulary test to the students.
- b. Giving the scores of the result of the test.
- c. Calculating the number and the percentage of the students who get 60 or more

## **E. Instruments of the Research**

To gain the data, the researcher employed two kinds of instruments. The instruments are observation sheets, and vocabulary tests.

Each kind of instruments is explained as follows:

## 1. Observation Sheets

There are two observation sheets in this research, observation sheet for the students' activities and teacher's performance. The two observation sheets are fulfilled by the researcher and the observer. Observation conducted in every cycle during the teaching learning process.

## 2. Vocabulary Test

The tests are in form of Multiple Choice items test consisted 20 items. The test is administered at the end of every cycle in the learning process.

Tabel 1. Table of Specification (Vocabulary Test)

Words Class / Aspects of Voc	Test Items Number		Total	Percentage
	Test cycle 1	Test cycle 2		
Adjective	1.,2.,3.,4.,5.,6.,7.,8.,9.,10.	11.,12.,13.,14.,15.,16.,17.,18.,19.,20.	10	50%
Noun	11.,12.,13.,14.,15.,16.,17.,18.,19.,20.	1.,2.,3.,4.,5.,6.,7.,8.,9.,10.	10	50%
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

To scoring the learners' work, the researcher uses the following formula in scoring tests:

$$S = \frac{R}{N} \times 100\%$$

S = score of the test

R = Right Answer

N = number of item test

## F. Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning product and the data of the learning process. The data of the learning product is the result of the vocabulary test and the data of the learning process is the result of the observation.

The data analysis is done after the data are collected from every cycle. After getting the data the researcher together with the teacher analyzed the data and does reflection based on them. From the analysis and reflection, the researcher knows what should be improvement on the next cycle.