

### **III. METHOD**

This chapter discuss: the method of research used in this study, namely: design, participant, Identification of the problem, problem solution, research procedure, indicators of the research (Learning Process and Learning Product) instrument of the research, and data analysis.

#### **3.1. 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) defines 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) states 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 researches provide 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 and Pine, 1989). It means that the teachers participating in action research become more critical and reflective about their own practice. The teacher engaging in action research attends more carefully to their methods, their perception and understandings, and their whole approach to the teaching process.

The researcher used 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 involved the teacher in her own enquiry, and collaborative, in that it involved other people as part of a shared enquiry.

This study is classroom action research; it means that there must be cycles in this study. According to Lewin (1942) the cycle of classroom action research project involved identifying a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing an action (reflecting). Those four steps are interrelated each other. There are second cycles in this study, each cycle consists of planning (planning to use song in teaching), acting (implementing the children song in teaching vocabulary), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted two cycles and each cycle is ended by a final test, but before conduct the first cycle she would conduct preliminary to know the initial condition of students' vocabulary achievement.

### **3.2. Participants**

The subject of the research is the second year of SD Negeri 2 Krawangsari. They are students of the second semester who were in class 2 chosen by the researcher. This was done because according to 2006 Curriculum for Elementary school (KTSP), these subjects have already studied vocabulary, and 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 caused and tried to found problem solution. Problem solution that conducted was teaching vocabulary through song as a teaching technique. 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 will analyze and discuss 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 technique and learning the result. Learning process analysis was done based on researcher's observation. It was decided to conduct the next cycle. It was focused on the weaknesses of the previous cycle.

### **3.3. Identification of the Problem**

In this step the researcher interpreted the written form of the data and tries to found the problems during learning process using song as technique.

- Students' learning activities

In analyzing the data gained by observing the students' learning activities, the researcher analyzed the problem that was faced in the cycle.

- Counting the total score of the students' vocabulary test.

In this step, the researcher counts the sum of scores from all aspects of the students' vocabulary test from the rater 1 (the researcher) and rater 2 (the collaborator)

### **3.4. Problem solution**

Problem solution was conducted by teaching vocabulary through song. The teacher taught the students based on the lesson plan. Then, it is notes the

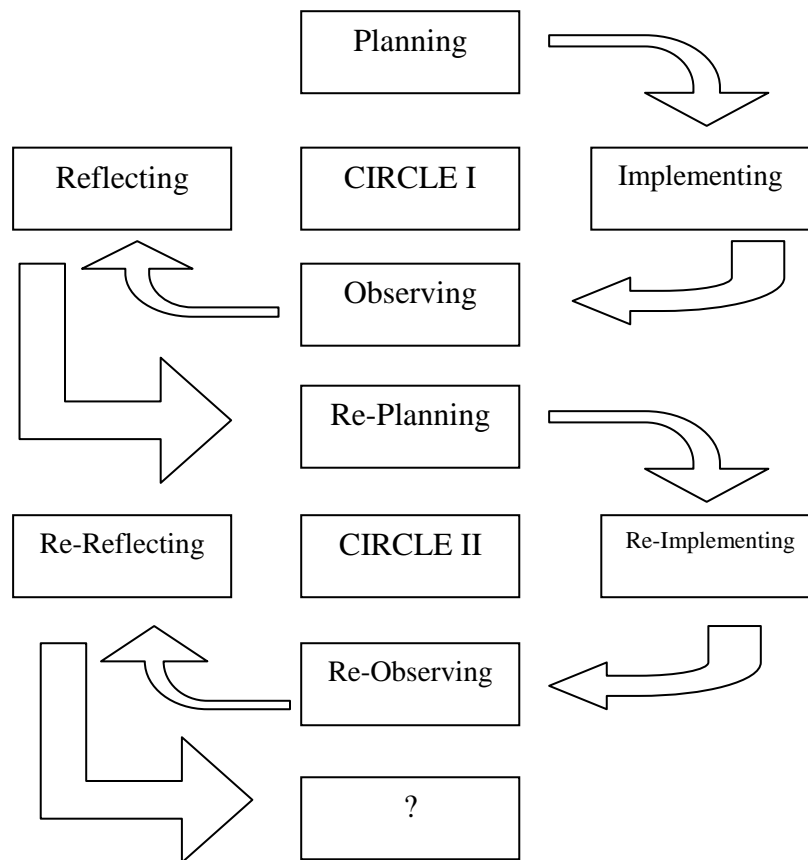
important thing related to the teaching learning process. This study used observation sheet to analyzed classroom activity and the effectiveness of the lesson plan. After that the researcher distributed the questionnaire to the students to find out whether the students feel in this technique.

### **3.5. Research Procedure**

This research was done in two cycles. The first cycle was conducted in line with problems found in the pre-observation. The teacher taught students vocabulary through song as a technique based on the lesson plan. The result of students' vocabulary during the process was analyzed to see whether it has fulfilled the indicator of the research. The cycle focused on the weaknesses found in the first cycle. Each cycle of the research consist of some stage, they are:

1. Planning
2. Implementing / 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 conduct to make it better. These steps formed a cycle, and the cycle would be follow by the other cycles. It is like a spiral. The description of the cycle of Classroom Action Research (Arikunto,2006), can be seen as follow:



The cycle of classroom Action Research (Arikunto,2006)

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the first cycle she will conduct preliminary to know the initial condition of students' vocabulary achievement. The activities that have done in each cycle are as follows:

### 1. Pre Cycle

Pre cycle was conducted on Mei 26<sup>th</sup> 2014. In this cycle the researcher did not taught the students, the students are taught by the teacher. The researcher observed the class to get the information about students' initial condition and to know their problems in teaching learning. In this activity the teacher taught students using conventional method. After that, the teacher gives test to check the students' understanding in vocabulary form. After conducting the pre cycle, the researcher got conclusion that the vocabulary achievement of students are low. It can be seen from their score.

Not only their score, there are many students do not give their attention when the teacher teach them. However, the researcher decided to conduct the next cycle to overcome the problem.

### 2. The First Cycle

The first cycle conducted on Monday, Mei 26<sup>th</sup> 2014. In this cycle the researcher prepared some activities that was done in this first treatment, those are:

No	Steps	Researchers' Activity	Teachers' Activity
1.	Planning	<ul style="list-style-type: none"> <li>- Looking for an appropriate lesson plan with school.</li> <li>- Looking for several songs which is included vocabulary that would be used in the research</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing students' attendance list.</li> </ul>

		<ul style="list-style-type: none"> <li>- Preparing the teaching material</li> <li>- Preparing the test as an instrument.</li> <li>- Preparing the observation Scheme</li> </ul>	
2.	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students. After that, she checked students' attendances.</li> <li>- Asking a question related The topic.</li> <li>- Explaining about new vocabulary and give chance to students who want to ask question.</li> <li>- Write the song lyric in the White board</li> <li>- Playing a song and asking them to listen carefully</li> <li>- Asking students to make some groups, each group consist of five students.</li> <li>- After that, the researcher Asked them to identify the sentences contain of vocabulary and interpret it from the lyrics and asked some of them to write the answer in the white board.</li> <li>- Then giving final test to find out the final outcomes of first cycle.</li> </ul>	- Teacher as an observer
3.	Observing	<ul style="list-style-type: none"> <li>- The researcher also becomes an observer of the classroom activities.</li> <li>- Observing students' Activities using observation sheet.</li> </ul>	- The teacher becomes an observer in the teaching and learning process
4.	Reflecting	<ul style="list-style-type: none"> <li>- Analyzing the data from The observation checklist and result of the test to find out the improvement of students' vocabulary achievement after teach using children song.</li> <li>- The researcher and teacher discussing about teaching learning process that have done to find the weakness and how to improve it in the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the step in teaching learning process and discuss the result of the observation sheet.</li> <li>- Teacher and researcher discusses the results of the test.</li> </ul>



### 3. The Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needs to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Mei, 28<sup>th</sup> 2014. The designs of the second cycle are:

No	Steps	Researchers' Activity	Teachers' Activity
1.	Planning	<ul style="list-style-type: none"> <li>- Designing lesson plan of cycle II</li> <li>- Preparing the teaching material.</li> <li>- Preparing the song which Is applied in cycle II</li> <li>- Preparing observation checklist of cycle II</li> <li>- Designing test in cycle II</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing students' attendance list.</li> <li>- the researcher (as a teacher too) made a plan to develop teaching learning process.</li> </ul>
2.	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students</li> <li>- Giving song lyrics to students.</li> <li>- Before the teacher played the song, she asked students about vocabulary to refresh memory.</li> <li>- Explaining more about new vocabulary.</li> <li>- Playing a song and asked students to identify the vocabulary and interpret it from the song in pairs.</li> <li>- Make others example of vocabulary related to the topic and interpret it.</li> <li>- Conducting the final test in cycle II to find out the learning outcomes of the teaching learning process in cycle II.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asked students about their problems on the previous lesson.</li> <li>- Teacher asked the students to find the difficult words then they will help them to find the meaning of the words.</li> </ul>
3.	Observing	<ul style="list-style-type: none"> <li>- Observing the event during teaching learning process using observation checklist</li> <li>- Observing students' activities when they do the test to know their improvement of</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' participation</li> </ul>

		understanding in vocabulary in cycle II	
4.	Reflecting	<ul style="list-style-type: none"> <li>- The teacher processed that would be done to find the weakness and how to surmount the problem in the next cycle.</li> <li>- Analyzing the students Score and the observation checklist to found on the improvement of students' vocabulary achievement at the cycle II researcher reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist.</li> </ul>

## 1.6. Indicators of the research

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

### 1.6.1. Learning process

For the learning process, observation was done to observe the activities occurred in the class and by filling in the observation sheets. Furthermore, the observation was done to find out the students' activity in the learning process included in the pre-activity, while activity, and post activity.

The observation focused on students' interest to follow the class, and their response to the topic. Besides, in while activity, the observation focuses on their

attention to teacher's explanation and also on their response to the teacher's questions and instructions, and the students' vocabulary interaction in each pair.

In post activity, the focuses are on students' response to the teacher's question and conclusion. The target is the second grade students' of SD Negeri Krawangsari Natar South Lampung. The students' interaction in vocabulary activity could be better than that before the treatments. The indicator is if the researcher and students get minimum 70% from the result of the observation form.

**Table 3.1. Level of achievement**

The Percentages of Correct Answer	Grade	Level
90% – 100 %	A = Excellent	Out standing
75% – 89 %	B = Good	Above average
60% – 74%	C = Fair	Satisfactory
50% – 59%	D = Less	Below average
0% – 49%	E = Poor	Insufficient

### **1.6.2. Learning product**

In order to get learning product, the researcher used one instruments, it is vocabulary test. Researcher hold vocabulary test in two times. The first test was done in the first cycle, and the last test was done after the second cycle. This way would determine to find out whether there is an improvement in students' vocabulary ability, or not. The target is the second grade of students' SD Negeri Krawangsari Natar South Lampung.

The students' interaction in vocabulary activity and students' vocabulary ability could be better. The indicator is 70% of student get score at least 60 (sixty) or more in learning vocabulary. (based on KKM SD Negeri 2 Krawangsari, Natar).

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 is 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 technique in increasing students vocabulary achievement is applicable.

To know the percentage of students' who get  $\geq 60$ , the following formula is used:

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

### **1.7. Instrument of the Research**

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. An instrument could be informed of questionnaire, observation list, interview, or oral test. In this study, the researcher used observation and test.

In getting data, was employed two kinds of instruments, the first instrument is the main source of information and the second one supports the test by analysis itself. The instruments used here were vocabulary test and observation. The instruments are hopefully in line with the state objectives. It was used the test as instrument to collect the data. The test is vocabulary tests about part of body and things around us. Every word and sentence that the students arrange correctly is score ten.

### 1. Vocabulary test

The researcher held vocabulary test, which last 70 minutes. In concluding the test the researcher provided a topic. The test was done directly, orally and writing.

**Table 3.1. Table of Specification of the Vocabulary Test**

No	Standards	Objective	Fill-in questionnaire (2 pts each)
1.	Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.	Demonstrate part of their body in front of the class.	

Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher used written assessment to measure the students' vocabulary achievement with multiple choices as achievement test. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

### 2. Observation

In this research the researcher observed directly what would be happened during teaching learning process when the teacher implement control composition

technique in teaching vocabulary. The aspects that would be observed are of students' activities and teacher performance. We adapted from APKG / Alat Pengukur Kemampuan Guru ( Lampung University : 2006 ) for observed teacher performance. The researchers classify each aspect into five categories:

1. Out standing
2. Above average
3. Satisfactory
4. Below average
5. Insufficient

Students' learning activities in the students' learning process in pre-activity, while-activity, and post-activity.

There are 9 points, 3 points in pre activity, 5 point in main activity, and 1 point in post activity. The aspects observed in students' activity are:

- Pre activity
  - Interest in following the class
  - Responding to the topic
  - Pay attention to the teacher's explanation about material.
- While activity
  - Following the teacher's instruction
  - Paying attention to the teacher's explanation
  - Responding to the teacher's questions

- Following teacher's modeling
- Actively involved in the task in group
- Post activity
  - Able to respond to the teacher's questions.

While for the teacher, there are 15 points, 4 points in pre activity, 9 points in main activity and 2 points in post activity. The aspects observe in teacher's performance are:

- Pre activities
  - Doing an apperception
  - Informing the competence that achieved to the students
  - Attracting students' enthusiasm about the topic
  - Giving clear explanation about the material
- While activities
  - Mastery of learning material
  - Giving explanation about vocabulary and guiding class activities
  - Involving the students in using pictures
  - Building the active participation of the students in the group
  - Giving positive responds to the students' questions
  - Building the active participation of the students in vocabulary activity
  - Facilitating the interaction between teacher and students in the discussion of pictures

- Showing the conducive interpersonal relationship
- Showing conducive classroom management
- Post activities
  - Doing the reflection / making summary of the lesson by list of vocabulary which have already been learnt.
  - Doing evaluation relevant to the competence

In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen.

Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, responding to question, asking question and accomplishing the task.

**Table 3.2. Form of observation checklist**

No	Indicators	Grade
1.	Students pay attention to the teacher's explanation	1 2 3 4 5
2.	Students show curiosity by asking questions.	1 2 3 4 5
3.	Students response to questions	1 2 3 4 5
4.	Students accomplish tasks	1 2 3 4 5

Notes :

1. None ( 0% )
2. A few ( <20 % )
3. Half ( 20-49 % )
4. Many ( 50-69% )
5. Majority ( > 70 % )



In arranging check list of observation, the researcher lists some students' observable behavior that indicates their activities and response during teaching learning process through English children song.

### 1.8. 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 (Setiadi, 2006)

This study used descriptive statistical analysis to find out the improvement of students' English vocabulary achievement using English children songs. The steps are:

#### 1. Method of Analyzing Observation Checklist

The observation in this research is conducted three times, before the treatment or pre cycle, during cycle I, and cycle II. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

<i>Sum of checklist</i>	
<i>amount of students</i>	X 100%

## 2. Method of Analyzing Test

### a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave test to students. The score of the correct answer is 1 and 0 to each wrong answer. The result of the test will be analyzed by using percentage scoring as following formula:

$$Score = \frac{\sum right\ answer}{\sum Item} \times 100 \%$$

Then, the researcher is going to determine the frequency of correct answer. The frequency of correct answer is divided by total number of respondent (n), and multiplied by 100% the formula is:

$$P = \frac{\sum f}{n} \times 100\%$$

Note P = the Percentage of Correct Answer

f = Frequency of Correct Answer

n = the Total of Students

### b. Measuring the Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The following formula is:

$$M = \frac{\sum x}{N}$$

Explanation:

M : the average of students' score

$\sum x$  : Total score

N : the number of students

From the result of those formulas the researcher analyzed the score of test and the result from observation checklist to found out the improvement of students' vocabulary achievement.