

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of research design, subject of the study, the steps of action research, and planning for future action.

3.1 Research Design

Research design is design which is used to conduct a research. Ary (2002) states that research design are the researcher's plan of how to gain and understand some groups or some phenomenon in its natural setting. The research design of this research is classroom action research.

The classroom action research here is implemented for the goal of improving students' vocabulary mastery using custom animation Power Point in cooperative learning. As defined by Borg in Ferrance (2008:8), action research emphasizes the involvement of the teachers in problems of their own classrooms and has its primary goal in the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education. The main goal of action research is to understand the class better, solve the class better, solve the problems of the class and improve the class performance. It means that an action research aims at improving classroom practice and increasing teacher's understanding of classroom in the teaching and learning process. The goal of this study is to know how custom animation Power Point in cooperative learning can improve student's vocabulary at elementary school.

3.2 Subject of the Study

The subject of the research is the second grade students of SD Muhammadiyah Benjeng. Total of the students are 18 students. They are 10 male and 8 female. After discussing with the teacher, the researcher chooses this class because it has problem in learning English, especially vocabulary and the students have not learn English subject using custom animation power point in cooperative learning yet. The researcher chooses SD Muhammadiyah Benjeng because that school has the same problem with the researcher's plan that is low ability in mastering vocabulary.

3.3 Identifying of the Problem

In identifying the problem of the research, the first step that was done by the researcher was coming to the school (SD Muhammadiyah Benjeng) to observe the condition of the students in the classroom during teaching and learning process. Then, the researcher did an interview with the teacher about the difficulties of the students in learning English. After that, the researcher asked the English teacher about the students' score in English. Based on the observation and interview, the researcher found that there many problems were faced the students at the second grade of SD Muhammadiyah Benjeng. Here, the researcher found that students in that school had low ability in learning English especially in mastering vocabulary. The students had difficulties in comprehending new vocabulary, difficulty in pronouncing the word correctly, and difficulty in writing the word in correct spelling so that they had limited vocabulary. It could be shown

from the result of test in semester 1; many students got unsatisfactory score in English test.

3.4 The steps of Action Research

According Latief there are four steps in action research. They are planning, acting, observing, and reflecting. These activities are in a cycle. Each cycle consists of six meetings. If in the first cycle, the result of the study does not show the improvement, the researcher will continue to the second cycle.

3.4.1 Planning

In the planning stage, the researcher prepares everything which is used for teaching before applying custom animation Power Point in the classroom. In this step, the researcher should prepare the material, indicators, teaching aids, and time allotment which are formed in the lesson plan (see appendix 1). The researcher also arranges the schedule for the implementation of custom animation Power Point in cooperative learning.

The schedule of the research can be seen in the form below:

MEETING	TOPIC	ACTIVITY
First	My Lovely Pets	Teacher gives pre test
Second	Pets	The teacher prepares the LCD and notebook that will be used in teaching the name of pets and asks the students to pay attention carefully and remember the words showed in the power point The students work in small group to discuss what are the pictures in the power point and then report the result The teacher shows the slides of power point again and drills the students to pronounce the name of pets correctly and asks them to guess the meaning of the words in Indonesia

		<p>Teacher prepares the pictures and labels of kind of pets. Then, teacher asks the students to make small group and label the picture.</p> <p>Teacher gives pets quiz worksheet.</p>
Third	Pets	<p>The teacher shows slides of power point and asks the students to pay attention carefully and remember the words showed in the power point.</p> <p>The teacher mentions the name of pets one by one and then the students have to repeat it.</p> <p>The students still works in a small group; teacher teaches students how to spell words of pets correctly.</p> <p>The teacher asks the students to mention kinds of pets and what the meaning of the words. Then the students have to come forward one by one to practice it and mention what the meaning of the words.</p> <p>Teacher gives pets quiz worksheet.</p>
Fourth	Pets	<p>The teacher shows the slides of power point and asks the students to pay attention carefully and remember the words showed in the power point.</p> <p>The teacher gives some pictures of pets on the power point.</p> <p>The teacher gives example a simple sentence based on the pictures showed on the power point.</p> <p>The teacher divides in a small group and asks the students to choose their lovely pets.</p> <p>Then, students must come to front of class to present their group for pronouncing the words showed on the power point and write a simple sentence on power point.</p> <p>Teacher gives "My lovely Pets" quiz worksheet.</p>
Fifth	My Lovely Pets	Teacher gives post test
Sixth		Teacher distributes the questionnaire to the students.

3.4.2 Acting

In this stage, the researcher implements custom animation power point as a media in cooperative learning to teach vocabulary in the classroom. In

implementing the use custom animation power point in cooperative learning, the researcher uses lesson plan. The researcher can make a change based on the situation in the class. The researcher will conduct six meetings in one cycle. To reduce the weakness in this stage, the researcher needs to prepare everything dealing with the teaching learning process. In implementing custom animation power point in cooperative learning, the researcher is accompanied by a teacher partner. The teacher partner is an English teacher. The teacher partner also observes the researcher by using observation checklist in the class for improvement in the next meeting.

3.4.3 Observing

The third step is observing. Latief (2009:12) stated that observation is an activity to get data. In this step, all of data that are related to the implementation of action are collected in order to be analyzed. In this stage, the researcher needs instruments to collect the data. Instrument is a means used to collect data. The instruments used in this research are observation, test, and questionnaire.

The first instrument is observation. Observation is done during English teaching and learning process using custom animation power point in cooperative learning. The observer of this stage is the researcher as the teacher and English teacher of the second grade of SD Muhammadiyah Benjeng as a teacher partner. The researcher observes the students and classroom situation by using diary journal and the teacher partner observes the teacher, students, and classroom situation by using field notes and observation check list. This action is done in pairs between the researcher and teacher partner to get valid data and to reduce the subjectivity of collecting data.

The second instrument is a test. According to Brown (2001:401), a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The test is on vocabulary mastery. This test instrument is used by the researcher to measure the student's vocabulary. The data is in the form of scores. She gives pre test (see appendix 2) and post test (see appendix 3). The test is in the form of multiple choices. The test consists of 20 items about "My Lovely Pets". The researcher chooses the multiple choices test because it is easy to administer, easy to correct and it can minimize the subjectivity of the test.

The third instrument is questionnaire. According to Dornyei (2003:6), "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answers". It is used to know the students' respond using custom animation power point in cooperative learning in studying English. It is distributed to the students after the conduction of last cycle (see appendix 7).

3.4.4 Reflecting

This step is the activity of analyzing; synthesizing, interpreting and explaining the information obtained from implementation activity. In this activity, the English teacher and researcher discuss together to analyze the data collected from observation. This step presents the finding of the study reflected from the implementations of the strategy in the 1st cycle.

In this step, the researcher analyzes the data. The data analysis is conducted while collecting the data. The researcher does triangulation to analyze the data from the test, observation and questionnaire to check trustworthiness of data analysis.

The first instrument is test. The researcher needs to analyze the students, pre test and post test. The passing grade (KKM) for English is 65. It means that the student's minimum score is 65. If there is still any student who get score under 65, so the researcher has to revise the plan.

Secondly the researcher analyzes the data from observation check list of teachers' performance and students' performance in the class. Related to the criteria of success about the students' participation during teaching learning process, the researcher determines the criteria of success in good category. If the students still get score under good category, the researcher revises again some part of lesson procedures.

The last, data is analyzed from questionnaire (see appendix 8). The questionnaire is used to find out the student's responses toward the use of custom animation power point in cooperative learning.

Finally, the researcher analyzes and reflects all information concerning with the study to get research findings. After the researcher gets the result; from observation, questionnaire, and student's score; she triangulates them with the criteria of success whether continue to the second cycle or not. The criteria of success of the study are determined as follows:

- The student's average score of test is 65 (the passing grade for English lesson at school)

- The students are motivated to join activities on strategy or teaching learning processes

After the study has completed, the researcher concludes her research findings as the answer to research questions.

The result of this step is used as information to determine the following action. If the result of reflection in the first cycle shows that the criteria of success are fulfilled, the researcher stops implementing the next cycle. However, if the result does not show the criteria determined, the researcher has to revise the planning and implement the modified plan in next cycle. The students can be said successful if they can achieve score 65 or up to 65 and they are motivated to join activities during teaching learning process.

3.5 Planning for Future Action

It is used to measure then consider whether the result of the study gives a significant change and improvement for the students' progression or not. Planning for the next step can be taken based on the report at the end of this final result of research. If the research does not show the students' improvement, the researcher can continue to the cycle 2. If the research shows the students' improvement, the researcher can stop in cycle 1.