

CHAPTER III

METHOD OF THE STUDY

3.1. Research Approach

The method applied in this study was qualitative. According to Dornyei (2007) qualitative research involves data collection procedures that result primarily in open-minded, non numerical data which is then analyzed primarily by non-statistical methods.

Some characteristics of qualitative research are that: 1) it takes place in natural setting; 2) it uses multiple methods that are interactive and humanistic; and 3) it is emergent rather than prefigured and fundamentally interpretative (Creswell, 2003, pp. 20-21). The writer used qualitative research because the characteristic above is related with this study; the writer conducted the study in natural setting. In this case the class, because the students usually learn or study the lesson in the class with their teacher every day.

3.2. Population and Sample

Because of the population of the study was too big the writer needed to take a sample. The population of this research was the elementary students in Sekolah Alam Insan Mulia Surabaya. The writer chose this school because it has joyful learning that

support the writer's aim to conduct this research in Sekolah Alam Insan Mulia Surabaya.

The writer took the sample from one class because there were no specific criteria for the students in each class and every class has been taught by the same English teacher. After a discussion with the English teacher, the writer was suggested to conduct the research in fifth grade B class in Sekolah Alam Insan Mulia Surabaya because of the limited time to conduct this research.

The samples of this study are the fifth grade elementary school students of Sekolah Alam Insan Mulia Surabaya. The writer chose the fifth grade students because it was suggested by the teacher. The writer took only one class with 29 students from two classes as the participants of this study.

3.3 Instruments of the Study

In this study, the writer used some instruments such as pre-test sheet, post test sheet, observation sheet, interview sheet and pictured story book. The writer and the teacher of fifth grade students chose an appropriate pictured story book which is considered as effective in reinforcing the use of nouns among the fifth grade students. Nouns were taught to the students refer to things specifically utensils. The pictured story book "*Special Fruit Cocktail*" contained some nouns which were utensils because it was about making the cocktail in the kitchen by two women. This book was written by Putri (2013). This book had enough texts and colorful pictures.

Utensil nouns were related to the daily activities and this book was not too difficult for the students.

3.4 Techniques of Data Collections

In the process of collecting the data, the writer took several steps:

1. Action Research

In doing this study, the writer used classroom action research. According to Young, Rapp, and Murphy, (2010) classroom action research is an effective medium in improving the quality of English teacher's performance in instruction as well as students' achievement in Learning English in the classroom. English teacher assesses the effectiveness of their teaching activities and plans the improvement based on the result of the assessment in Classroom Action Research. Action research is a name given to a particular way of researching your own learning and action research is always to do with learning, and learning is to do with education, many people regard it as a form of educational research (Mcniff & Whitehead, 2002).

Nunan & Bailey (2009) suggest that action research is meant to lead to change and improvement in what happens in the classroom. Based on Celce & Murcia (2001) action research is an approach to collecting and interpreting the data that involves a clear, repeated cycle of procedures.

The goal of Classroom Action Research is to develop innovative instructional strategies that can make the students successful in learning English. In this study, the

writer used the four phases of Action Research. According to Arikunto (2006) the four phases of action research are planning, acting, observing and reflecting.

- Planning

In the stage of planning the action, the writer and the teacher discussed to prepare the schedule of pre-test, teaching learning process, pos-test and made the pre-test form during one week before conducting the pre- test day, the writer made a lesson plan, prepared the material such as the pictured story-book for the students, and prepared the guidelines of interview, and observation sheet.

- Action

In the stage of action, the writer implemented the plan have been made before in the planning stages. The teacher and the writer collaborated in teaching learning process in acting stages. The writer chose to become the English teacher during teaching learning process which was conducted based on the lesson plan to reinforce the students' nouns. The teaching learning process conducted on Tuesday (14 October 2014 at 10.30 am – 11.30 am) and on Wednesday (15 October 2014 at 1.30- 2.30). It took for 60 minutes for each teaching learning process because the writer adjusted with the schedule in their school. There were only two meetings for teaching learning process because the limited time was given by the teacher class and the headmaster for the writer to conduct this present study.

- Observation

In this stage, the writer and the teacher collaborated. The teacher of 5th grade class became an observer, and the writer became the English teacher during the English teaching learning process. We observed the student's activity, the student's participation and the student's attention. The observation conducted through English teaching-learning process in the class of fifth grade elementary school in SAIM Surabaya. The instruments used such as the observation sheet.

✓ Reflection

In this stage, the writer also collaborated with the teacher of 5th grade class to reflect the data obtained whether that cycle in this study was successful or not to continue in the next cycles.

2. Pre-test

The pre-test was conducted in the planning stages of action research. One week before conducting the pre-test, the writer discussed and collaborated with the teacher of fifth grade class about the form of test or questions. Then, the teacher gave the writer some examples of the student's worksheet which is usually used in fifth grade class and the form was the close test and the teacher taught the simple presents forms. The writer chose this test because this test have been used in teaching English vocabulary by the teacher of fifth grade elementary school in SAIM Surabaya before the writer conducted this study. Therefore, the writer adjusted the pre-test with the student's worksheet forms and it ease the students to understand the questions and become familiar because they often get the close test forms from their teacher.

In this study, the writer and the teacher gave the pre-test together in the class. The pre-test questions were in close test form for fifth grade elementary school students on Monday, 13 October 2014 (10.30 am – 11.00 am). The close test consisted of 12 questions which were about vocabulary in pictured story-books. The pre-test conducted for 30 minutes in the class. This test conducted to measure the students' scores before teaching and learning vocabulary process through picture story-books. Then, the writer also scored the pre-test. The pre-test questions can be seen in appendices.

3. Post-test

Post-test was conducted in the planning stage. This test would be the same as pre-test. The post-test contained of 12 questions in the close test forms. The pre-test was conducted on Thursday 16 October 2014 (10.30 am- 11.00 am). The post-test was given to students of fifth grade in the class B for 30 minutes. This test conducted to know the student's score in increasing the vocabulary after the teaching learning process. The writer also scored the post-test. The post-test questions also can be seen in appendices.

4. Observation

The observation was conducted in the action and observation stages because the observation was conducted during the teaching learning process in the class. The first observation conducted on Tuesday (14 October 2014 at 10.30 am – 11.30 am) and the

second observation on Wednesday (15 October 2014 at 1.30- 2.30). The observation sheet can be seen in appendices.

5. Interview

The writer also conducted an interview to get more information in the classroom. The writer would interview the students of fifth grade elementary students in SAIM Surabaya. The writer arranged some questions for interviewing the students. Interview was given to 10 out of 29 students. They were chosen by their teacher. The interview questions are about the students' opinions in learning English before and after using pictured story-books. It was conducted after finishing teaching and learning process. This interview was conducted on Friday (17 October 2014) for 30 minutes. The interview sheet and the results of students' interview can be seen in appendices.

3.4. Techniques of Data analysis

In analyzing the data, the writer used some steps. The writer calculates the results of pre-test and post-test. Then, the scores would be put into tables to know the scores before and after teaching learning process. After getting the results, it would be compared with the minimum mastery criteria (KKM). Based on the regulation at SAIM Surabaya, the KKM English Lesson is 70 (seventy). Describing the classroom situation, student's activities, the student's participation, and the student's attention during the teaching learning process based on the observation. Analyzing the interview after teaching learning process was conducted. Then the results of interview

would be compared with the result of pre test and post test. Interpreting the data, the writer was going to analyze the result from pre-test, post-test, the observation, interview and tried to combine its relations whether the use of pictured story-book is effective or not.