

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach

This research is a classroom action research in teaching vocabulary using puppet as the media and the best way of the teaching. According to Arikunto, Action research is one of the types of investigation that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning.<sup>1</sup> Kemmis and Mc. Taggart add Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.<sup>2</sup>

Kemmis and Mc. Taggart add Nunans' book argue that there are three defining characteristic of action research, they are:

1. It is carried out by practitioners (for our purposes, classroom teacher) rather than out side researcher.
2. It is collaborative, and
3. It is aimed at changing things.<sup>3</sup>

From the definition above the writer conclude that action research is the collaboration in classroom action research which is done by two persons between the researcher and teacher, teacher and teacher, etc to solve the problem or improve the situation through a cycle procedure covering, planning, acting, observing and reflecting in teaching and learning process. This action research is analyzing the students in learning vocabulary using

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<sup>1</sup>Suharsimi Arikunto et. al., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), 5<sup>th</sup> Ed., p.104

<sup>2</sup>David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 18.

<sup>3</sup>*Ibid*, p. 17.

puppet as media and their implication toward the students' understanding on concrete noun.

## **B. Participant and Setting**

In conducting this action research, the researcher was interest to take the students of SDN 04 Dongos Kedung Jepara. The class which was taken consists of six classes. It used classroom action research for the fourth grade because concrete noun is taught in the classroom. The students consist of 42 students (25 boys and 17 girls as a subject of study).

The participant that used by the writer is the students of fourth grade at SDN 4 Dongos Kedung Jepara. The address of this school is at Dongos village, Kedung sub district, and regency of Jepara. The reason for choosing the fourth grade is based on consideration that the fourth grade is the first time to learn English because it is the first introduce and mastery the new vocabulary especially in English concrete nouns.

## **C. Technique of Data Collection**

Data collection is the process of collecting information to answer one's research questions and/or confirm or reject a hypothesis.<sup>4</sup> In this classroom action research needs the data to support the investigation. The writer used three kinds of instruments to collect the data. Those are observation, test and documentation.

### **1. Observation**

Classroom observation is an observation that used to observe the school, students in classroom condition in teaching and learning process.

According David Nunan state classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted.<sup>5</sup>

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<sup>4</sup>Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (USA: Christopher-Gordon Publiser Inc., 1998), p. 133

<sup>5</sup>David Nunan, *op,cit*, p.93

In this classroom observation, the writer used the object of students activities in English classroom of investigate and used the observation check list (✓) to get the data or monitoring students condition happened in the teaching and learning process. Such as, students' activities, students' attention and students' respond. It was given to know the students improvement in learning process, especially learning English concrete noun.

## 2. Test

The writer used test in this study as the instrument for collecting the data. Test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual or a group.<sup>6</sup> Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.<sup>7</sup> The writer got the data from the teaching and learning process and the result of students' test. Test achievement at the end of a course, and overall proficiency, as measured by external examination.<sup>8</sup>

The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice.<sup>9</sup> The writer used multiple choice forms and matching items form to get the data of the students' mastery of the noun vocabulary items, the researcher conducted 20 questions, it consist of 10 multiple choice items and 10 dialogues items to be tested. The test conducted in the research based on the hand book in the classroom with title "*star with English*" The topic

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<sup>6</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Proses Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 206.

<sup>7</sup>Douglas Brown, *Teaching by Principle* (An Interactive Approach to Language Pedagogy), (San Fransisco: Lognman Inc, 2001), 2<sup>nd</sup> Ed, p. 401.

<sup>8</sup>Jeremy Hermer, *How to teach vocabulary*, (England: Pearson educational limited 2002), p.130.

<sup>9</sup>J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 12-13.

which used in the research are: parts of body, things in around us, animals and the name of fruits. The process of collecting the data was taught of fifth cycles. The first meeting the writer conducted pre-cycle. In the second meeting, the researcher conducted the treatment from cycle 1, cycle 2 and the last cycle 3.

In this research, test are divided into two sessions, they are:

a. Pre-cycle

Pre-cycle is given in the first meeting to collect the data with the topic “*parts of body*”. It was used to identify the students’ achievement in learning concrete noun before conducted this research with puppet. During teaching and learning process, the teacher used conventional method in delivering the material.

b. Test

Test is given during in teaching and learning process as an exercise and practice for students. It was applied in cycle 1 with the topic “*things around us*”, cycle 2 with the topic “*animals*”, and the last cycle 3 with the topic “*fruit*”. It used to measure the improvement of students’ achievement between the first cycles until the third cycle. In the cycle 1 until cycle 3, the teacher used puppet as a medium in delivering the material when taught students in teaching and learning process.

3. Documentation

Document is everything written or film, differ from *record*, which did not prepared because of need from the researcher.<sup>10</sup> This method used documentation to collect the data. It is used to know the list of students’ name, the documentation of students’ activities when followed in learning process in the classroom action research. And other documents at SDN 04 Dongos Kedung Jepara.

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<sup>10</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004), p. 140.

#### D. Technique of Data Analysis

In analysis the data, the researcher gets the data through observing in teaching and learning process, the result of students test, and the documentation. In this research, the writer used of descriptive qualitative to process the data. Then, the researcher will be compare the data of the score by using conventional method (pre-test) and the treatment from the (cycle 1 until post-test). It is to know of the students' result happened in teaching and learning process.

To assess students' result in mastering vocabulary, the researcher uses formulation as follows:<sup>11</sup>

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

S= Score

R= the right answer

N= Maximum score

Based on the formula above is to know students' success in mastering vocabulary. In this case, the minimum passing grade at SDN 04 Dongos Kedung Jepara is 60. So, students are regarded pass when their score reach until 60.

The results of the students' test were analyzed by using the following formula:<sup>12</sup>

$$X = \frac{\sum X}{N}$$

Explanation:

X : The mean

$\sum x$  : The sum of scores

N : The number of students.

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<sup>11</sup>Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*, (Bandung: Remadja Karya, 1988), p.145.

<sup>12</sup>Suharsimi Arikunto, *Dasar - Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006) p. 264

### E. Focus of Research

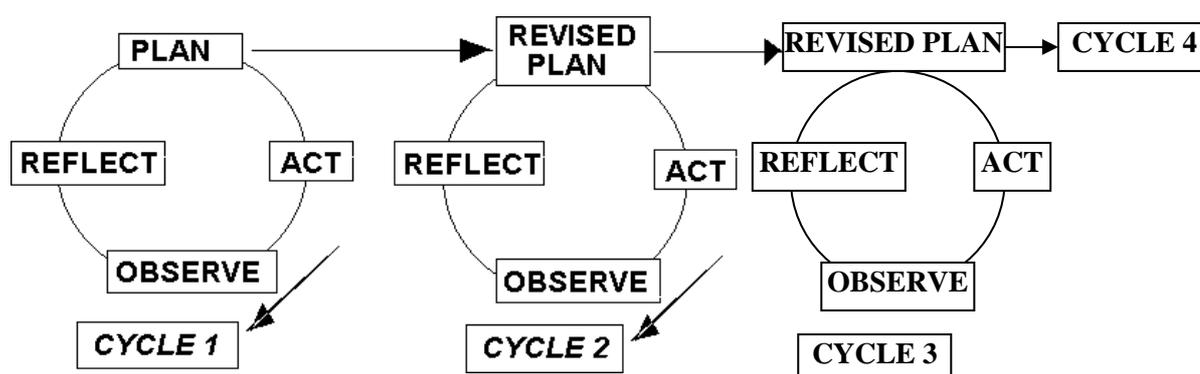
Based on the object in this study, this research was focused on teaching concrete nouns for students at SDN 04 Dongos Kedung Jepara. The class will be taken as classroom action research on the fourth grade in class by using puppet to improve students' understanding on concrete noun. English subject taught on Tuesday from 9.45 until 10.30 am. The English teacher who taught English in SDN 04 Dongos is Mrs Mustarikhah. She is a collaborator in this research.

### F. Research Procedure

There are four steps in action research in one cycle. It steps in this research to increase the students' spirit to solve the problem or improve the situation through a cycle of systematic procedure covering planning (identify), acting (develop an action), observing (analyze and interpret data) and reflecting (analyze the evidence).

The steps of action research (taken from: A variety of forms of action research have evolved (Carr & Kemmis, 1986)

The procedure of classroom action research<sup>13</sup>



<sup>13</sup><http://informationr.net/ir/1-1/paper2.html> date 08 september 2009

The action research can be elaborated as follows:

#### 1. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.

#### 2. Acting

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

#### 3. Observing

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted.

#### 4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.<sup>14</sup>

If the result of the first cycle was fail. There is no any significant improvement in the result of research. The writer is able to review this method by doing the second cycle to get the better result until the problem is solved.

### **G. Procedure of the Study**

This research uses a classroom action research. It is arranged into three cycles each cycle consisted of four stage are, planning, acting, observing, and reflecting.

#### 1. Pre- cycle

Before entering cycle 1, the researcher observes the teacher performs English lesson to students in the classroom activity. The English teacher was taught by conventional method. After teaching and learning was done, the researcher gives pre-cycle to know the result of students'

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<sup>14</sup>Suharsimi Arikunto, *Op.Cit* , p. 98-99.

test of learning English vocabulary. The pre-cycle conducted 20 questions. It consists of 10 multiple choice items and 10 matching test. After the research get the data from the pre-test and observation. The researches analyze the result of the observation and test will give information about students' understanding before they were taught by using puppet.

## 2. Cycle 1

The teacher teaches students with puppet to introduce new vocabulary. The topic is "thing around us"

### a. Planning

- 1). Preparing puppet that would be used in teaching
- 2). preparing the teaching material
- 3). Making lesson plan
- 4). Preparing observation check list
- 5). Making evaluation

### b. Acting

- 1). Teacher introduces puppet as friend to help teacher in learning vocabulary related to the theme.
- 2). Teacher asks student about the vocabulary related to the theme that they know
- 3). Teacher plays puppet in front of class with conversation related to the theme.
- 4). Teacher gives examples to pronounce the word and imitated by students.
- 5). Teacher introduce puppet as friend to help teacher in learning vocabulary related to the theme.
- 6). Teacher asks student about the vocabulary related to the theme that they know
- 7). Teacher plays puppet in front of class with conversation related to the theme.
- 8). Teacher gives examples to pronounce the word and imitated by students

- 9). Giving game to the students as follow:
  - a. Teacher divide students into 5 groups, each group consist of 4 peoples.
  - b. Each group is given a piece of pictures and the word of things in the classroom related to the theme by teacher.
  - c. Teacher asks students to match the picture and the word of things in classroom related to the theme sticked on the whiteboard. Correct directly.
- 10). Teacher asks students one by one using pictures to stimulate the students understanding.
- 11). Teacher gives assignment to students.
- c. Observing
  - 1). The colleague will be come an observer of the class using observation check list.
  - 2). The student's activity in learning new vocabulary.
  - 3). The students respond during teaching and learning process.
  - 4). The students enthusiastic in learning process.
- d. Reflecting
  - 1). The researcher analyzed the data from the observation, the result of student's test from the topic.
  - 2). The researcher analyzed the data to repair the next cycle.
  - 3). The researcher discussed with the teacher class about the weaknesses during teaching learning process.
  - 4). The researcher arranges a reflection for the next cycle
3. Cycle 2

There are several aims of cycle II consists of to give opportunities for students to improve their motivation and understanding and to handle weakness in cycle 1.

The teacher and researcher uses puppet to introduce new vocabulary. The topic is "animal":

- a. Planning
  - 1). Preparing puppet that would be used in teaching
  - 2). Preparing the teaching material
  - 3). Making lesson plan
  - 4). Preparing a picture card
  - 5). Preparing observation check list
  - 6). Making evaluation
- b. Acting
  - 1). Teacher asks students about the name of animal using English that they known
  - 2). Teacher explains use the dialogue and play with puppets. So, teacher asked students to give name to the hand puppet with name of animal.
  - 3). Teacher asks students to repeat the teacher says related to the dialogue. Then, teacher asks them to memorize the name of animal related to the dialogue.
  - 4). Teacher gives examples to pronounce the word and imitated by students.
  - 5). Teacher gives students game about guessing word as follow:
    - a. Teacher asks students make pair work
    - b. Teacher gives students the dialog and gives them 5 minutes to read the dialog.
    - c. Teacher asks students come forward to perform in front of class by using puppet.
  - 6). Teacher asks students one by one to stimulate the students understanding.
  - 7). Teacher gives assignment to students to get students and understanding and memorize about the material.
- c. Observing
  - 1). Doing observation on the students in second cycle was to check:
    - a. The student's activity in learning new vocabulary.

- b. The students respond during teaching and learning process.
  - c. The students enthusiastic in learning process.
  - d. Reflecting
    - 1). The researcher analyzed the data from the observation, the result of student's test from the topic.
    - 2). The researcher discussed the data from observation and result of he students test with the teacher to make a reflection for the next cycle
    - 3). Analyzing the data to repair the next cycle.
4. Cycle 3

In this activity, the step of teaching and learning process was the same as in the previous activity. "The topic is fruits".

- a. Planning
  - 1). Preparing puppet that would be used in teaching
  - 2). Preparing the teaching material
  - 3). Making lesson plan
  - 4). Preparing a picture cards
  - 5). Preparing observation check list
  - 6). Making evaluation
- b. Acting
  - 1). While performing the puppet, the teacher asks the students about fruits that they ever eat.
  - 2). The teacher performs the puppet to the students with the dialogue in the market.
  - 3). Teacher asks them to imitate the teacher dialogue correctly and asking them to repeat in front of class.
  - 4). Teacher asks students to remember the name of fruits related to the dialogue.
  - 5). Teacher gives fruits picture related to the dialogue and ask students to guess from the students questions. And teacher pronouns the words correctly and wrote it on the black board.

- 6). Teacher asks the students to repeat her many times, and asks them to write the words in their books.
- 7). Teacher ask students divides into 4 groups
- 8). Each group gave a piece of the name of fruits. And asks students to stick and match the name of fruits to the picture in their paper that is given by the teacher. Asking to collect the game.

c. Observing

The observation on the students in last cycle was to check:

- 1). The students' activity in learning new vocabulary.
- 2). The students' response during teaching and learning process.
- 3). The students' ask question to the teacher explanation.

d. Reflecting

- 1). Evaluate the activity that has been done,
- 2). Analyze the data from the test and observation,
- 3). Analyze the activity, they still find out the problem or not?
- 4). The collaborator teacher and the researcher discussed about to continue the next cycle or enough.

In third cycle reflection is made in order to make a conclusion of all the cycle 1 until 3 from the teaching learning process of the class by using puppet which was hoped that it can improve students' understanding on concrete noun.