CHAPTER III

METHOD OF INVESTIGATION

This study is classroom action research that uses observation data on the process of teaching learning in the classroom. Those data are analyzed through some steps in the cycles. Method is an important factor in the research; the important steps had to be formulated to support the research, while the methods of this study are:

A. Method of Research

1. Design of Research

Research methodology plays an important role in the research, the researcher uses the classroom action research as the approach. As we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Wallace stated that is a process, which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what her/his future practice should be. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.

From the definitions above, the writer concludes that action research is a group of activity of research carried out by teacher, researcher, and teacher with her/his colleague in her/his own classroom

¹Michael J Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), p.17.

²Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), p. 344.

³Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta : PT Bumi Aksara, 2008), p. 104.

which involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

The benefits of action research are:⁴

- a) Creates a system wide mindset for school improvement a professional problem-solving ethos.
- b) Enhances decision making greater feelings of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
- c) Promotes reflection and self-assessment.
- d) Instills a commitment to continuous improvement.
- e) Creates a more positive school climate in which teaching and learning are foremost concerns.
- f) Impact directly on practice.
- g) Empowers those who participate in the process.

It is reasonable that action research is different from other research. This research is done to improve the teaching method which is applied by teacher. By action research, the development of educational qualities is reached and the quality of the teachers is increased after repairing some elements in education system.

2. Characteristics of Action Research

There are six characteristics of action research:

a) On the job problem oriented.

The problems of teaching and learning which are investigated in action research are the problems found in everyday life.

b) Problems-solving oriented.

The main aim of action research is to solve problem.

c) Improvement oriented.

Action research is meant to make changes and improvement by making use of the element in the process of development.

⁴Jeffrey Glanz, Action Research: *An Educational Leader's Guide to School Improvement*, (Norwood: Chreistoper-Gordon Publisher, Inc, 1998), p. 21.

d) Multiple data collection.

An action research consist of several methods which are used to collect the data, such as observation, tests, interview, and questionnaire.

e) Cyclic.

A cyclic consists of certain steps that are planning, acting, observing, and reflecting. They are implemented in an action research.

f) Participatory / collaborative.

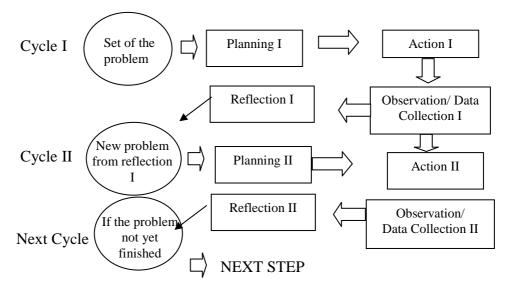
The researcher cooperates with other people to heighten the validity of the observation.⁵

3. Model of Classroom Action Research.

There are four components in one cycle for conducting classroom action research. It is planning, action, observation, and reflection. The four phases of the classroom action cycle are conducted in an integrated way like spiral. Each phase as concluded based on the previous one and the next. It means that the activities in the classroom action research are based on planning, action, and observation, then the researcher could make a reflection to determine the next cycle.

The Steps of Action Research

Taken from: Penelitian Tindakan Kelas, LP3 (UNNES: 2007)



⁵Pelatihan Penelitian Tindakan Kelas bagi Mahasiswa IAIN Walisongo, (Semarang: Fakultas Tarbiyah IAIN Semarang, 2008), pp. 3-4.

Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some procedures and steps as follows:

1. Initial observation

In initial observation, the researcher intended to find out:

- a) Collect data related with count of the students, names of the students, and students' marks.
- b) Interview with the English teacher.
- c) Identify the problems.

Based on the interview with English teacher can be identified the problem in English teaching learning process especially in learning new vocabulary. The problem is the law of students' in remembering vocabulary.

2. Planning in action

In this research, the researcher plans to conduct three cycles in classroom action research. There are four steps in each cycle for doing classroom action research:

a) Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

b) Action

The planning strategy will be applied in teaching learning process.

c) Observation

In this phase, the researcher observes and takes notes during teaching learning process.

d) Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the

researcher could observe the activity that result any process, the progress happened, and also about the positives and negatives sides.⁶

B. Research Approach

Observation and documentation used to describe what can be considered objective. Quantitative is used to describe data which are not amenable to being counted or measured in an objective way, and also subjective. In this research, the researcher uses quantitative descriptive approach, because the data are descriptive in the forms result of test.

C. Subject of the Study

The subject of this study was students of IV B of SD Islam Al-Azhar 25 Semarang in the academic year of 2009/2010, where the total number 30 students. The whole subject in the research was 15 female students and 15 male students.

Table 3.1 Students' Name on Class 4 B at SD Al Azhar 25 Semarang in the **Academic Year 2009/2010**⁸

No	Name	Sex
1	Abyan Putra Bayuaji	Male
2	Aditya Mahendra	Male
3	Alden Rizky Baharudin	Male
4	Aulia Azka Firsta	Female
5	Benz Arya Putra	Male
6	Chandra Rizky Meliana	Female
7	Deniar Aiesya Zara	Female
8	Farras Aji Wijoyo Bimantoro	Male
9	Hasydam Musyidan	Male
10	Inas Affazul Muna	Female
11	Irfan Ramadhan Mirwanto Putro	Male
12	Irfan Rizki Prasetia	Male
13	Ishafira Reghita Ardani	Female
14	Krisna Kurnia Wicaksana	Male

⁶Suharsimi Arikunto, et. al, *Op. cit*, (Jakarta: PT Bumi Aksara, 2008), p.75-80.

⁸Documents from SD Al Azhar 25 Semarang In The Academic Year 2009/2010.

⁷Michael J Wallace, *Op. cit*, p. 38.

15	Laili Amatia Rahman	Female
16	Maura Salsabila	Female
17	Meutia Kunprajanti	Female
18	Mohammad Naufal Farraz Zaenad	Male
19	Muhamad Khavindra Tamam	Male
20	Nabila Yudit Sabrina	Female
21	Nadya Rachma Fachriah	Female
22	Nur Amelia Ikasari	Female
23	Olyvia Shalsa Kusuma Hapsari	Female
24	Rizky Abi Maulana	Male
25	Rizky Dafa Munandar	Male
26	Shafira Ardhiyanti	Female
27	Sufi Widyarini	Female
28	Sulthan Naufal Widad	Male
29	Tasya Ayudea Saktika	Female
30	Valentino Nedya Kresto Aji	Male

D. Time and Setting of the Study

This research was conducted on first semester in the academic year of 2009/2010 for about 3 months began from November 2009 up to January 2010. It was conducted in SD Islam Al-Azhar 25 Semarang, which was located on Jl. W.R. Supratman No. 31-32 Semarang.

E. Research Procedure

This research is Classroom Action Research conducted in three cycles. There was pre cycle before the researcher doing an action; it used to know students' achievement in mastery of vocabulary. In this research, the researcher taught vocabulary using VCD. The activities that will be done in each cycle is as follows:

1. First Activity of Action Research

The first step in making classroom action research, the researcher began with observation to know the condition of teaching and learning in the classroom and how teacher introduces new vocabulary directly. The English teacher does not use VCD yet in teaching learning. The teacher still uses the conventional method. His only use the gesture of his body or translate the word and the students repeat what the teacher said. In this

teaching process has passive communication. It means that the teacher speaks and the students just listen, the students are not brave enough to ask question if they do not understand well. After that, the teacher gave pre test to check the students' mastery on vocabulary. In this activity students were giving a test consists of 15 items test. After the researcher got the data from observation and pre test, the researcher analyzes the result to determine the method would be use in teaching vocabulary using multimedia VCD.

2. Second Activity of Action Research (Cycle I)

a. Planning

- 1) Prepare VCD that appropriate with the material.
- 2) Prepare the teaching material.
- 3) Make lesson plan.
- 4) Arrange observation scheme.
- 5) Prepare test instrument.

b. Action

- 1) Teacher gave apperception related to the material. The title is about animals.
- 2) Teacher showed and played a short dialog in VCD to the students.
- 3) Students watched and listened to the VCD, they attention on the dialog.
- 4) Teacher paused the VCD and then asked the students about the difficult words.
- 5) After watching, teacher gave some repetitions about the vocabulary. The students repeated what the teacher says.
- 6) Teacher asked students to watch the VCD once again.
- 7) Teacher reviewed all of the vocabularies and gave some questions related to the topic in order to evaluate the students' ability.
- 8) Teacher gave test to evaluate the students.

c. Observation

In this step, the researcher is doing observation toward teaching learning process used observation checklist that has been made.

In the first cycle, the researcher observed 10 aspects such as below:

- 1) Student's attendance.
- 2) Student's pay attentions toward teacher's explanation
- 3) Students' seriousness in understanding the material.
- 4) Students are enthusiastic in asking and responding teacher's question.
- 5) Students ask question to clarify understanding.
- 6) Students are active during learning and teaching process.
- 7) Students are active in answering the teacher's question.
- 8) Students are enthusiastic in doing the test.
- 9) Students' discipline in doing the task in individual work.
- 10) Students memorize new vocabulary easily.

The criterion of scoring from the observation checklist such as below:⁹

No	In which	Percentage
1.	Poor	0% - 20%
2.	Fair	21% - 40%
3.	Average	41% - 60%
4.	Good	61% - 80%
5.	Excellent	81% - 100%

⁹Duriyatun Nazikah, Using Flash Cards to Improve Young Learners' Understanding on Concrete Nouns (A Classroom Action Research with the First Graders of MI Raudla Tusshuban Tawangrejo Winong Pati in the Academic Year of 2008/2009), p. 55.

This was the example from the instrument of observation:

No	Indicator	Poor	Fair	Average	Good	Excellent	Total
		(0-	(21-	(41-	(61-	(81-	score
		20%)	40%)	60%)	80%)	100%)	
Total score							

d. Reflection

Evaluate and analyze the result of observation for the improvement of students' ability in mastering vocabulary,

3. Third Activity of Action Research (Cycle II)

a. Planning

- 1) Prepare VCD that appropriate with the material.
- 2) Prepare the teaching material.
- 3) Prepare the lesson plan based on the teaching material.
- 4) Arrange observation scheme.
- 5) Prepare formative test.

b. Action

- 1) Teacher review the previous material.
- 2) Teacher gave example of some activities to stimulate the students related to the topic.
- 3) Teacher showed a lot off vocabulary about the part of body.
- 4) Teacher paused the VCD and then asked the students to mention a lot vocabulary.
- 5) Teacher gave some drills of vocabularies there.
- 6) Teacher gave a song to the students about part of body.
- 7) Teacher gave formative test.

c. Observation

The researcher observes the teaching and learning process. In the second cycle, the researcher observed 10 aspects such as below:

- 1) Student's attendance.
- 2) Student's pay attentions toward teacher's explanation

- 3) Students' seriousness in understanding the material.
- 4) Students are enthusiastic in asking and responding teacher's question.
- 5) Students ask question to clarify understanding.
- 6) Students are active during learning and teaching process.
- 7) Students are active in answering the teacher's question.
- 8) Students are enthusiastic in doing the test.
- 9) Students' discipline in doing the task in individual work.
- 10) Students memorize new vocabulary easily.

The criterion of scoring from the observation checklist such as below:^{10}

No	In which	Percentage
1.	Poor	0% - 20%
2.	Fair	21% - 40%
3.	Average	41% - 60%
4.	Good	61% - 80%
5.	Excellent	81% - 100%

This was the example from the instrument of observation:

No	Indicator	Poor	Fair	Average	Good	Excellent	Total
		(0-	(21-	(41-	(61-	(81-	score
		20%)	40%)	60%)	80%)	100%)	
Total score							

d. Reflection

Find out the progress forms the first activity to the last activity.

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¹⁰Ibid.

4. Fourth Activity of Action Research (Cycle III)

a. Planning

- 1) Prepare VCD that appropriate with the material.
- 2) Prepare the teaching material.
- 3) Prepare the lesson plan based on the teaching material.
- 4) Arrange observation scheme.
- 5) Prepare formative test.

b. Action

- 1) Teacher stimulated the students by small discussion to introduce the material. The topic is about foods.
- 2) Teacher showed a short conversation.
- 3) Teacher gave some repetitions about vocabularies.
- 4) Teacher asked students to watch the VCD once again.
- 5) Teacher review all of material.
- 6) Teacher divided the students into six groups and each group consists of 5 students.
- 7) Teacher gave some pictures and words meaning to each group and ask them to match it.
- 8) Teacher gave formative test.

c. Observation

The researcher was doing observation toward teaching learning process using observation checklist that has been made. In the third cycle, the researcher observed 10 aspects such as below:

- 1) Student's attendance.
- 2) Student's pay attentions toward teacher's explanation
- 3) Students' seriousness in understanding the material.
- 4) Students are enthusiastic in asking and responding teacher's question.
- 5) Students ask question to clarify understanding.
- 6) Students are active during learning and teaching process.
- 7) Students are active in answering the teacher's question.

- 8) Students are enthusiastic in doing the test.
- 9) Students' discipline in doing the task in individual work.
- 10) Students memorize new vocabulary easily.

The criterion of scoring from the observation checklist such as below:¹¹

No	In which	Percentage
1.	Poor	0% - 20%
2.	Fair	21% - 40%
3.	Average	41% - 60%
4.	Good	61% - 80%
5.	Excellent	81% - 100%

This was the example from the instrument of observation:

No	Indicator	Poor	Fair	Average	Good	Excellent	Total
		(0-	(21-	(41-	(61-	(81-	score
		20%)	40%)	60%)	80%)	100%)	
Total score							

d. Reflection

From the result of the third cycle the researcher could decide to stop the cycle if the research was enough for getting progress from the result of study. And the last the researcher evaluate and analyze the result of observation.

F. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire,

¹¹Ibid.

observation, field notes, interview, documentation, test, and et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. The technique and methods which are used by the researcher to collect the data are documentation, observation, and test.

1. Source of Data

The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

- a) Data from the teacher especially English teacher of fourth grade involves teaching learning process and students' name.
- b) Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

2. Data Collection Method

To collect the data the researcher uses several method, they are:

a) Observation

Observation is the act, faculty or habit of observing the fact of being observed.¹² An observation was uses to know the process of the implementation of multimedia VCD in teaching vocabulary. In this research, the researcher used the observation check list to get the data. It used to know the condition of class and the obstacles appeared during teaching learning process. It also used to saw students' difficulties, problems and understanding about material given.

b) Documentation

It is used to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc.¹³ The researcher used this method to obtain documents which is related with this research. This method is

¹³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2006), p. 231.

¹²N.Webster, *The New International Webster's Comprehension Dictionary of The English Language*, (New York: Typhoon International, 2003), p. 261.

used to know geographical location, profile, documentation of teaching learning process in English subject, the list of students' name, and other documents at SD Islam Al-Azhar 25 Semarang.

c) Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. ¹⁴ In this study, the researcher used multiple-choice test and essay test. A test of vocabulary measures the students' knowledge of the meaning of certain words and word groups. ¹⁵ The tests in this research were a pretest, some assessments test and a post test. The purpose of giving these tests was to know whether the students have mastered the vocabulary given or not.

There are four main reasons for testing which give rise to four categories of test:

- 1) Placement tests: placing new students in the right class in a school is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on.
- 2) Diagnostic tests: while placement are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic test can be used to expose learners difficulties, gaps in their knowledge, and skill deficiencies during a course.
- 3) Progress or achievement tests: These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.
- 4) Proficiency test: proficiency test give a general picture of a student's knowledge and ability (rather than measure progress).

 They are frequently used as stages people have to reach if they

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p. 5.

¹⁴*Ibid*, p. 158.

¹⁵J.B.Heaton, Writing English Language Test, (London: Longman Group Limited, 1975),

want to be admitted to a foreign get a job, or obtain some kind of certificate.¹⁶

G. Technique of Data Analysis

Data analysis is an attempt by the teacher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. The data analyses used in this research are:

Data analysis method used in this research is descriptive analysis that is presented and analyzed by factual information systematically. While, qualitative data is gained from observation and documentation. Quantitative data was gained from the test in every cycle; it is used to know the students' achievement in mastering vocabulary in every cycle.

When researcher did treatments using multimedia VCD, researcher was conducting the result tests that were measured by using *Mean*. The researcher is also using *Mean* to count tests in every cycle. The scores of tests would be counted using the formula of *Mean* as follows:

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

Where Σ represents "sum of", X represents any raw score value, N represents the total number of scores, and M represents the *mean*. ¹⁷

To calculate the *Mean*, the whole scores were added and the sum was divided by the total number of scores. This analysis technique was purposed to find out how is the influence of the use VCD in improving students' mastery on vocabularies effective or not. In this study, researcher was counting data using the *mean* because from this method it was already known the result of the research. What there is a difference between first test, second test and third test or not, and what is significance or not. Finally, students are expected able to increase their achievement and motivation in teaching vocabulary of English by using multimedia VCD.

¹⁷ Sutrisno Hadi *Statistik* (*jilid 1*), (Yokyakarta: ANDI, 1989), 14th Ed., p. 37.

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Ltd, 2001), p. 321.