

CHAPTER III

METHOD OF INVESTIGATION

A. Participants

This study will be conducted at the fourth grade students of SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011. There are two classes in fourth graders, they are class 4A has 33 students and class 4B has 31 students. The researcher uses class 4A as sample in this research. So participants in this study are students on class 4A at SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011.

B. Setting of the Study

In this study, an action research will be conducted at the fourth grade students of SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011. It is located on Shima Street number ninety nine Mulyoharjo Jepara. The researcher chooses this elementary school because she feels that students in elementary still focus on basic vocabulary, beside that, the researcher gets easy to do the research in SDN 01 Mulyoharjo Jepara because in this school, English is taught from the first grade until sixth grade so the researcher can apply the research in the fourth grade.

C. Research Design

In this study, the writer used classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher.

Arikunto states 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.¹ Kemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a

¹ Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

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 the 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.²

From the explanation above, the writer can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this research using Pictorial Story to improve the students' understanding in English vocabulary.

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

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.³

Action research is regularly done to improve a learning process. By this research, a teacher will know his or her weakness in teaching his or her students. The teacher will know the effective methods in teaching students.

There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in one cycle for doing in classroom action research are:

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

³ *Ibid*, P. 17.

a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word *what*, *why*, *when*, and *where* the researcher does the research.

b. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

c. Observing

In this step, a researcher has to observe all events or activities during the research.

d. 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.⁴

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. In this research, the researcher uses three cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

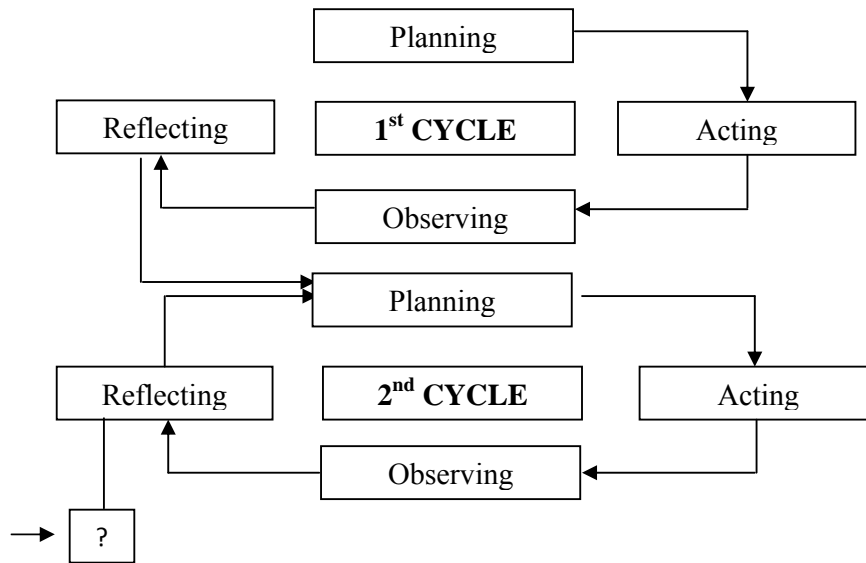
The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in cycle before.

The explanation of the research design in this research such as below:⁵

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), 6th Ed., p. 98-99.

⁵ Suharsimi Arikunto, *Op.Cit*, p. 16.

Research design from Kemmis and Taggart



D. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, 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 techniques and methods which are used by the researcher to collect the data are observation, test and interview.

1. Observation

Observation is a perception activity to know how far research effectiveness of action have reached target".⁶

It means that observation is used to observe the students' activity during the teaching learning process to get a data. To collect a data through observation used checklist observation to make it more

⁶ Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo*, (Semarang: IAIN Walisongo, 2008), P. 10.

systematic, containing list of students' activities and response or happening which might happen.

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the new vocabulary taught that teacher can see from their activities and response during teaching learning process.

2. Test

Test is technique to measure someone's proficiency. Brown states that test is a method of measuring person's ability, knowledge or performance in a given domain. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.⁷

This research uses an achievement test to measure the students' progress in every cycle during the classroom action research. The forms of tests are multiple choices, matching test and arrange words. Tests were conducted at the last activities in every cycle.

3. Interview

In this study, the researcher had interviewed the teacher who teaches English in fourth grade and the students on the fourth graders.

Interview is used as supporting data to know the teacher and students' responses in this study after teacher used Pictorial Story. In the interview, the researcher used semi-structural interview. In semi structural interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question.⁸

E. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. The researcher gets the data from observing the teaching

⁷ Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd ed, P. 401.

⁸ David Nunan, *Op. Cit.*, P. 149.

learning process, and the result of the students' test. Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using Pictorial Story in introducing English vocabulary.

Data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' understanding when the vocabularies introduced. Data from the observation that is got by field note will be analyzed use some steps. Data will be edited, and the writer makes a categorization, tabulation and check list, so, the result of data from the observation can be described clearly. In this observation, the researcher observed 10 aspects such as below:

1. The students are enthusiastic in listening to teacher's explanation of English vocabulary
2. The students are enthusiastic in responding the teacher's pronunciation
3. The students are enthusiastic in repeating the teacher's pronunciation
4. The students show curiosity by asking the questions
5. The students ask questions to clarify understanding
6. The students are enthusiastic in responding teachers' quiz or drills
7. The students answer teachers' questions
8. The students are enthusiastic in participating the quiz
9. The students complete the task correctly
10. The students are enthusiastic doing the test

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

In which	Percentage
None	0%
1. Few	< 20%
2. Half	20% - 49%

- | | |
|-------------|------------|
| 3. Many | 50% - 69% |
| 4. Majority | 70% - 100% |

The observation is analyzed by using the following formula:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

The researcher also uses *mean* formula to know the average of students' score and to check students' improvement in learning English vocabulary. The formula is as follow:

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

Explanation:

M : the average of students' score

Σx : Total score

N : the number of students

The score of each student was counted individually by using the following formula:

$$\text{Score} = \frac{\text{the number of right answer}}{\text{The number of items}} \times 100$$

This analysis technique was purposed to find out how the improvement of using Pictorial Story to improve students' understanding on English vocabulary. In this study, researcher was counted data used the *mean* because from this method it was already known the result of the research. There was a difference between first test, second test and third test or not, and what was significance or not.

The researcher gets score by using conventional method from pre-cycle. Then mean of the score from pre-cycle would be compared with the mean of the students' score from first cycle. After that the mean of the students' score of first cycle would be compared with the mean of the

students' score of second cycle. After getting the result of second cycle, the researcher could decide to stop or continue the cycle.

The researcher used interview as supporting data. The researcher used semi-structural interview. In semi structural interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question.

In this study, the researcher had interviewed the English teacher and the students to know their responses of using Pictorial Story in teaching learning process. In this interview, the researcher asked 9 questions to the teacher and the students such as below:

1. The teacher
 - a. What the method did the teacher apply?
 - b. How is the students' motivation in learning English?
 - c. How is the classroom atmosphere?
 - d. How is the students' response to your teaching technique?
 - e. What is the problem of the teacher when teaching vocabulary?
 - f. What is your opinion about the use pictorial story in learning English?
 - g. Does the teacher agree that picture story is the interesting teaching aid to introduce vocabulary to the students?
 - h. What is the benefit of using vocabulary drills?
 - i. What are the disadvantages of using pictorial story?
2. The students
 1. Do you like English lesson? Why?
 2. Do you ever read pictorial story?
 3. What is your opinion learning English using pictorial story?
 4. Do you like learning English using pictorial story?
 5. Are you bored when learning English using pictorial story?
 6. What is your difficulty?

7. What is the benefit of using vocabulary drills?
8. What are the disadvantages of using pictorial story?
9. What is your suggestion for learning English?

F. Procedure of the Study

In this study, researcher conducted the research in three cycles and every cycle has four stages: planning, acting, observing, and reflecting. It was hoped to get data in order that more valid. In analyzing data, researcher used two approaches; qualitative and quantitative data.

The reason of using qualitative was to describe in the teaching-learning vocabulary using Pictorial Story and data collection was completed by researcher using observation checklist and exercises in every cycle. There were three exercises. The reason of using quantitative because this study would improve students' understanding in English vocabulary, so tests (each cycle) was needed in data collection because to know the students' improvement in every cycle. Tests were conducted at the last activities in every cycle.

There were some procedures in doing a classroom action research. The procedure of research that researcher did such as below:

1. Pre Cycle

The researcher observes the class on how the teacher introduces vocabularies directly. The teacher does not use Pictorial Story yet in teaching learning. The teacher still uses the conventional method.

Pre cycle was an activity to measure the ability of each student. It was conducted on 21 July 2010. In this activity, the students were giving test consists of 20 questions.

After the researcher gets the data from pre test and observation, the researcher analyzes the result to determine the method would be used in teaching English vocabulary using Pictorial Story.

2. First Cycle

The teacher uses Pictorial Story to introduce English vocabulary. The topic was parts of the body. The procedure as follow:

a. Planning

1. Prepare Pictorial Story that is appropriate with the material
2. Prepare the teaching material
3. Make lesson plan
4. Prepare checklist observation
5. Prepare students attendance list
6. Prepare formative test

b. Acting

The procedures of teaching and learning process are as follows:

1. The teacher gives description a story about parts of body
2. One of the students asked to read the story in front of the class
3. The students listen the story
4. The students ask the difficult words and write down on the whiteboard
5. The students asked to answer
6. The students helped by the teacher if they face a problem
7. The students pronounce the words together for two until three times
8. The students asked to answer question about information in the story
9. The teacher gives a quiz
10. The teacher gives some clues and the students asked to guess it

11. The teacher gives reward to the students who answer it
12. The students asked to make a sentence by using vocabulary that have been learnt
13. The teacher asks the students about their understanding of vocabularies.
14. The teacher reviews all of vocabularies.
15. The teacher gives tests.

c. Observing

The observation of the students in first cycle is to know:

1. The students' activity in learning English vocabulary
2. The students' response during teaching and learning process
3. The students' achievement in understanding English vocabulary

d. Reflecting

1. In the first cycle, the researcher gets the data from the test and observation
2. Evaluate the activities that have been done.
3. Analyze the data to repair the next cycle

3. Second Cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic was school. The procedures are as follow:

a. Planning

1. Identify the problem and make the solution for the problem
2. Prepare the teaching material
3. Arrange the lesson plan based on the teaching material

4. Prepare Pictorial Story that is appropriate with the material
5. Prepare checklist observation
6. Prepare students' attendance list
7. Prepare formative test

b. Acting

The procedure of teaching learning process as follows:

1. The teacher asks students to mention some vocabularies that are discussed at the previous meeting
2. The students asked to read and understand the content of story
3. The students ask the difficult words and write down on the whiteboard
4. The students asked to answer
5. The students helped by the teacher if they face a problem
6. The students pronounce the words together for two until three times
7. The students asked to answer question about information in the story
8. The teacher gives a quiz
9. The teacher gives some clues and the students asked to guess it
10. The teacher gives reward to the students who answer it
11. The students asked to make a sentence by using vocabulary that have been learnt
12. The teacher asks the students about their understanding of vocabularies
13. The teacher reviews all of vocabularies
14. The teacher gives tests.

c. Observing

Observation is conducted together with the action or teaching, the researcher observed the teaching learning process and

compare with cycle 1. The observation of the students in second cycle is to know:

1. The student's activity in learning English vocabulary
2. The student's response during teaching learning process
3. The student's achievement in understanding English vocabulary

d. Reflecting

1. Evaluate the activity that has been done
2. Analyze the data from the test and observation in the second cycles to know the affect of the acting, so the researcher could repair activities in the next cycles if the result unsatisfied.

4. Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The topic was animals. The procedures as follows:

a. Planning

1. Identify the problem and make the solution of the problem,
2. Prepare the teaching material,
3. Prepare the lesson plan based on the teaching material,
4. Prepare Pictorial Story that is appropriate with the material,
5. Prepare checklist observation,
6. Prepare students' attendance list,
7. Prepare formative test.

b. Acting

The procedure of teaching learning process as follows:

1. The teacher asks the students to mention some vocabularies that are discussed at the previous meeting
2. Teacher reads the text and students listen

3. The students ask the difficult words and write down on the whiteboard
4. The students asked to answer
5. The students helped by the teacher if they face a problem
6. The students pronounce the words together for two until three times
7. The students asked to answer question about information in the story
8. The teacher gives a quiz
9. The teacher gives some clues and the students asked to guess it
10. The teacher gives reward to the students who answer it
11. The students asked to make a sentence by using vocabulary that have been learnt
12. The teacher asks the students about their understanding of vocabularies.
13. The teacher reviews all of vocabularies
14. The teacher gives tests

c. Observing

Observation is conducted together with the action or teaching. The researcher observes the teaching learning process and compares with cycle 2. The observation of the students in third cycle is to know:

1. The students' activity in learning new vocabulary
2. The students' response during teaching learning process
3. The students' achievement in memorizing new vocabulary

d. Reflection

1. Evaluate the activity that has been done
2. Analyze the activity, they still find out the problem or not?

3. Analyze the data from the test and observation in the third cycle to know the affect of the acting and decided to continue the next cycle or enough.

Research Schedule

Task description	14 July	21 July	28 July	7 Agst	14 Agst	16 Agst
Asking permission to the head master to do research and getting familiar with the school situation	√					
Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students	√					
Doing test in pre cycle		√				
Doing first cycle and giving the test			√			
Doing second cycle and giving the test				√		
Doing third cycle and giving the test					√	
Analyzing the data and writing the report						√