

CHAPTER III

METHODS OF INVESTIGATION

A. Participant

In the classroom action research, there is no a population or sample, but this research directly focuses on the subject that will be investigated.¹ There are 21 classes at SMPN 23 Semarang and total number of the students in SMPN 23 Semarang is 805 students. After that, there are seven classes at eighth grade; the researcher chooses class VIII D as participant in his research. So participant in this study are students at class VIII D of SMPN 23 Semarang in the academic year of 2010/2011.

B. Setting of the Study

The researcher conducted the classroom action research at eighth grade of SMPN 23 Semarang in the academic year 2010/2011. It is located at RM. Hadi Supeno S. Street, Mijen, Semarang City, Central Java.

C. Research Methods

1. Design of Research

The design of research used by the researcher is classroom action research. 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.² 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,

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 6th Ed., p. 101.

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

competence, and situation.³ Suwarsih Madya stated that action research is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the problem that faced in the research and makes changing in all participants and take place situation researched.⁴ Wiriaatmadja said classroom action research is a method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts.⁵ Kemmis and Mc. Taggart added in Nunans' book explained 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 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.⁶

From all definition above, the researcher concludes that classroom action research is an 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. This research uses data observation toward teaching vocabulary using fairy tales, this data was analyzed through some cycles in action.

2. Characteristics of A Classroom Action Research

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

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

⁴ Suwarsih Madya, *Teori and Praktik Penelitian Pendidikan(Action Research)*, (Bandung: Alfabeta, 2007), p.11.

⁵ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), p. 13.

⁶ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

- 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.⁷

3. Aim of An Action Research

According to Harmer, there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to measure the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁸ In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they aware of their weakness, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

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

4. Model of Classroom Action Research

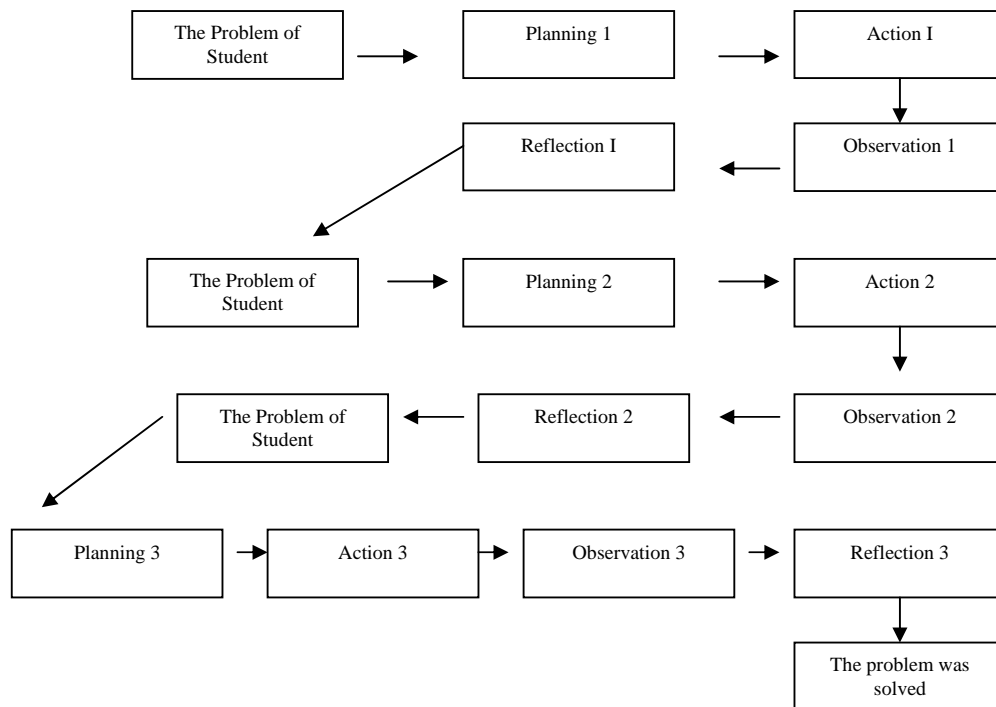
There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the

⁷ *Ibid*, p.17.

⁸ Jeremy Harmer, *op. cit.*, p. 345.

next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using fairy tales to develop students' vocabulary power on past form.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:⁹



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

a. Initial observation

In initial observation, the researcher intended to find out:

- 1) Data collected such as documentation includes the number of the students, students' list, and preliminary research.
- 2) The researcher asks English teacher related to teaching learning process in English subject, and

⁹ Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 6th Ed., p.16

3) Identify the problem.

Based on the interview with the English teacher and some of students, the researcher can identify the problem of teaching learning process at SMPN 23 Semarang. The problem of this research is was the students still confused about past form because they have less vocabulary of it.

b. Planning in action

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

1) Planning

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

2) Action

The planning strategy will be applied in teaching learning process.

3) Observation

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for eighth grade) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4) 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 results

any process, the progress happened, and also about the positives and negatives sides.¹⁰

D. Research Approach

Probably the most common way of classifying research studies is by categorizing them into either quantitative or qualitative approach. Quantitative is broadly used to describe what can be considered 'objective'. Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way, and therefore 'subjective'.¹¹

In this research, the researcher uses classroom action research as one of quantitative approach, because it gets information in detail.¹² The researcher uses classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English vocabulary.

E. Focus of The Research

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or to respondents.¹³ In this research, the researcher focuses on the minimum elements of fairy tales, there are:¹⁴

1. Special beginning and or ending word such as once upon a time, once long ago, long, long ago, happily ever after, etc.
2. Good or nice character
3. Evil or bad character
4. Royalty and or a castle

¹⁰ Suharsimi Arikunto, *op. cit.*, p. 75-80.

¹¹ Michael J. Wallace, Michael J Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p. 38.

¹² Suharsimi Arikunto, *op. cit.*, p. 95.

¹³ M. Iqbal Hasan, *Pokok-Pokok Materi Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p.11.

¹⁴ https://www.courses.psu.edu/ger/ger100_fgg1/transparencies/fairytales.html. Retrieved on Monday, November 7th, at 2.00 p.m. 2010.

5. Magic
6. Problem and solution

F. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teaches English at SMPN 23 Semarang for eighth grade, she is Mrs. Ratinah Asmantika, S. Pd.

G. Data Collection Technique

1. Source of the Data

This research was classroom action research which includes field research that was the data gained by field approach through several methods. 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 headmaster of SMPN 23 Semarang involves the history and the development of SMPN 23 Semarang.
- b. Data from the teacher especially the English teacher of the eighth grade involves teaching learning process and students' name.
- c. 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 methods, they are:

a. Observation

Classroom observation is an observation that is focused on the understanding of social event of the language classroom are enacted.¹⁵

In this classroom observation, the objects of observation are students' activities in English language teaching learning. The

¹⁵ David Nunan, *op. cit.*, p. 93.

researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation is intended to see and to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

b. Test

Test is important part of every teaching and learning experience. Suharsimi said that "test is comprehensive assessment of an individual or to an entire program evaluation effort".¹⁶ Both testing and teaching are closely interrelated that is virtually impossible to work in either field without constantly concerned with the other. Test may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.

In this research, the researcher uses an achievement test to measure the student's progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses written assessment to measure the students' vocabulary power development with multiple choices as achievement test. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

H. Instrument of The Study

Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.¹⁷

¹⁶ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta : PT.Bumi Aksara, 2006), 2nd Ed., p. 220.

¹⁷ Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 160.

An instrument could be informed of questionnaire, observation list, interview, test, etc. In this study, the researcher uses observation and test.

1. Observation Check List

In arranging check list of observation, the researcher lists some students' observable behaviour that indicates their activities and response during teaching learning process through fairy tales.

Table 1. Observation check list

No	Indicators	Grade
1.	Students participate toward teacher's explanation.	1 2 3 4 5
2.	Students show curiosity by asking questions about the elements in fairy tales likes character, setting, etc.	1 2 3 4 5
3.	Students are seriously in understanding the core of fairy tales.	1 2 3 4 5
4.	Students ask questions to clarify understanding.	1 2 3 4 5
5.	Students answer teacher's questions.	1 2 3 4 5

Notes:

1. None (0 %)
2. Few (<20%)
3. Half (21-50%)
4. Many (51-69%)
5. Majority (>70%)

2. Test

In this research, the researcher uses an achievement test to measure the student's progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses multiple choices.

With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

This research consists of three assessments test. They are three formative tests in cycle I, cycle II, and cycle III. The reason to give assessment to the students was to measure the students' vocabulary on past form in every cycle during the classroom action research.

I. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets data from observing the teaching learning process, and 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 fairy tale to teach vocabulary.

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 check list. The data from observation are described as detail as the researcher gets. Data from observation are grouped based on students' behaviour and students' response toward teacher's explanation using fairy tales as teaching media.

After giving observation in every cycle, the data from observation can be analyzed. The result from the observation will be analyzed by using percentage scoring as formula:

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

In this research, the researcher also uses quantitative data that was gained from the test in every cycle through mean formula in order to know the average of students' score and to check students' development in vocabulary power in every cycle.

The score of students' achievement will be calculated using the following formula:

$$Score = \frac{\sum right\ answer}{\sum items} \times 100\%$$

The mean score of the class will be searched by using this following formula:¹⁸

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

Where: M : The average of students' score

$\sum x$: Total score

n : The number of students

After the researcher get mean of students' score from their English teacher, the score will be compared with mean of students' score from one cycle. Mean of score from one cycle will be compared with mean of next cycle, and so on until the last cycle. It is to know how far the progress of students in this research.

J. Procedure of Collecting Data

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from her own experience. She can try an idea as reparation in their teaching learning process and look the real effect of those efforts.¹⁹

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into four cycles. They are preliminary research, cycle I, cycle 2, and cycle 3. The researcher collaborated with the English teacher who teaches in class of eighth grade. The activities that had been done in each cycle were as follows:

1. Preliminary Research

This research was to get information about students' ability in English subject. Based on the result of observation from Mrs. Ratinah

¹⁸ Suharsimi Arikunto, *op. cit.*, p. 264

¹⁹ Rochiati Wiriadmadja, *op. cit.*, p. 13.

Asmantika, S. Pd. as English teacher, she said that most students were difficult to understand English narrative reading text because their vocabulary power on past form was limited. So, it needed a classroom action research to develop their vocabulary.

2. First Cycle

Teacher uses fairy tales to teach vocabulary especially past form with audio visual and talking stick method. The title is “Snow White and The Dwarfs”. The procedure as follow:

a. Planning:

- 1) Prepare the teaching material related to the material.
- 2) Make lesson plan.
- 3) Prepare checklist observation.
- 4) Prepare the material for test.

b. Action:

- 1) Teacher introduced the material through short video in front of class. That video explained about an example of narrative text, then, simple past tense. It also explained verb which is used in simple past tense included how the changing of verb 1 (infinitive) into verb 2 (past form) is.
- 2) Teacher gives example of fairy tales
- 3) Teacher gives students text of fairy tale.
- 4) Teacher asks students to read the fairy tale.
- 5) Teacher asks students to close the text.
- 6) Teacher takes a stick which is prepared before and point student one by one to answer the teacher’s question based on the text.
- 7) Teacher gives students a chance to get reflecting from the material that was learned.
- 8) Teacher reviews the students’ answers.
- 9) Students conclude the lesson together.
- 10) Teacher gives students an exercise.

c. Observation:

The observation on the students in first cycle was checked as bellow:

- 1) The students' response during teaching and learning process.
- 2) The development of students' vocabulary power.

d. Reflecting:

After evaluating the result of data, teacher and the researcher discuss and decide to conduct the next cycle and the teacher intends to give better explanation to them. The teacher was going to use giving question and getting answer method in next cycle.

3. Second Cycles

The second cycle is done based on the result of reflection from the first cycle. In this cycle, teacher used giving question and getting answer method to teach vocabulary through fairy tales. The title was "The Golden Tree". The procedure as follow:

a. Planning:

- 1) Identified the problem and made the solution for problem.
- 2) Prepared the teaching material.
- 3) Arranged the lesson plan based on the teaching material.
- 4) Prepared flash cards.
- 5) Prepared check list observation.
- 6) Prepared students' attendance list.
- 7) Prepared formative test.

b. Action:

- 1) Teacher asks some questions discussed at the previous meeting.
- 2) Teacher gives to students a narrative text of fairy tale.
- 3) After that, teacher explains the rules of giving question and getting answer method in teaching.
- 4) Teacher gives question card and answer card for each student.
- 5) Teacher asked students to read text that they had for 15 minutes approximately.
- 6) Teacher asks student to answer her question. Then, the student can give question to other students; it is going on until the last

student.

- 7) Teacher has to the last student whom still has question card or answer card to make conclusion or resume.
- 8) Teacher asks the students about their understanding of the Golden Tree, and review of all the content of the story.
- 9) Teacher helps the students to understand the text.
- 10) Teacher reviews the material.
- 11) Teacher gives formative test at the last lesson.

c. Observation:

The researcher observes the teaching learning process and compare with first cycle.

d. Reflection:

- 1) Evaluate the activity that has been done.
- 2) Analyze the data from test and observation.
- 3) Analyze the activity, if still find the problem, what should the researcher do to repair the problem.
- 4) The teacher and the researcher discuss to make reflection what should they do to repair the problem.

4. Third Cycle

The third cycle is done based on the result of reflection from the second cycle. In this cycle, teacher uses guided note taking method to teach vocabulary through fairy tales. The title was "Sleeping Beauty". The procedure as follow:

a. Planning:

- 1) Prepare the teaching media.
- 2) Prepare the lesson plan based on the teaching material.
- 3) Prepare check list observation.
- 4) Prepare students' attendance list.
- 5) Prepare formative test.

b. Action:

- 1) Teacher gives questions to the students discussed in previous

meeting.

- 2) Teacher gives text (fairy tales) which contains missing words to students.
- 3) Teacher explains that the blanked words are s intentional to maintain the students' attention forward the teaching process.
- 4) Teacher asks students to fulfill the missing words during teacher conveyed the material.
- 5) After finishing speech, teacher divides students into groups and asked them to discuss the material.
- 6) Teacher asks one of students to read his handout in front of class.
- 7) Teacher corrects it.
- 8) After that, teacher asks one of students to come forward and takes one of flash cards which has verb letter like play, study, eat, etc.
- 9) Teacher asks the student whom got the flash card to make simple past tense sentence based on the letter. And it is going on until six students.
- 10) Teacher corrects the answer.
- 11) Teacher gives chance to students for asking questions, if there are difficulties in learning.
- 12) Teacher gives formative test to students.

c. Observation:

The researcher observes the teaching learning process and compare with first cycle.

d. Reflection:

- 1) Evaluate the activity that has been done.
- 2) Analyze the data from test and observation.
- 3) The collaborator teacher and the researcher discuss about to continue the next cycle or enough.