

CHAPTER III

METHODS OF INVESTIGATION

A. Setting of the Study

The researcher conducted the classroom action research at MI Miftahul Ulum Sekuro Jepara in The Academic Year of 2010/2011. It is located on Jl. Desa Sekuro-Mlonggo Km. 11 Jepara. It is located in Sekuro, Mlonggo, Jepara. Besides MI, there is also MTs, in one institution.

B. Participant

In a classroom action research, there are populations that will be investigated. Population means the group that you are interested in investigation.¹ Population of this study is the students at the fifth grade of MI Miftahul Ulum Sekuro Jepara, Sometimes it is not possible to investigate the whole population directly, so you have to take a sample. Sample is a part of population that can represent all the population observed.² There are 6 classes at MI Miftahul Ulum Sekuro Jepara and total number of the students in MI Miftahul Ulum Sekuro Jepara is 218 students.

The researcher chooses class fifth as sample in this research. So participant in this study are students at class fifth of MI Miftahul Ulum Sekuro Jepara, in the academic year of 2010/2011.

Tabel 1

Students' Name on Class fifth at MI Miftahul Ulum Sekuro
in the Academic Year 2010/2011.³

¹Subana ,Moersetyo Rahadi, and Sudrajat, *Statistik Pendidikan*,(Bandung;Pustaka Setia,2000),p.24

²Burhan Bungin,*Metodologi Penelitian Kuantitatif;Komunikasi,Ekonomi,dan Kebijakan Publik Serta Ilmu Sosial Lainnya*,(Jakarta;Kencana Prenada Media Group,2005),p.101

³ Documents from MI Miftahul Ulum Sekuro Jepara in The Academic Year 2010/2011

No	Name	Sex
1	Agus Rifqiyanto	Male
2	Ahmad Fahrur Rozikin	Male
3	Ahmad Shodikul Anwar	Male
4	Ahmad Syaifi	Male
5	Ahmad Yusuf	Male
6	Ahnaf Fajrul Huda	Male
7	Alfu Zusi Hidayati	Female
8	Budi Santoso	Male
9	Dhatul Khafisyai	Male
10	Didik Ega Ariyanto	Male
11	Eka Shofi Amalia	Female
12	Elinda Nur Safitri	Female
13	Fauzi A Latif	Male
14	Fita Wahyu Ningrum	Female
15	Frenky Al-Haidar	Male
16	Friska Nur Hariyani	Female
17	Isrowiyah	Female
18	Istiqomah	Female
19	Kevin Alamsyah	Male
20	Khoirun Nisa'	Female
21	Kiki Setyaningsih	Female
22	Miftahur Rohman	Male
23	Mila Nurus Sholihah	Female
24	Misroatin Sofiana	Female
25	Muhammad Dwi Nur Yahya	Male
26	Muhammad Iqbal	Male
27	Rahayu Nur Fitri	Female
28	Rahmawan Syarifuddin	Male
29	Saiful Hidayah	Male
30	Sandra Dian Safina	Female
31	Selly Ernawati	Female
32	Shofi Wulandari	Female
33	Sodikin	Male
34	Solikatin	Male
35	Ulfatun Nasiroh	Female
36	Uswatun Hasanah	Female
37	Wahyu Aditya Ramadhani	Female
38	Wahyu Agung R	Male

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 aspect of their teaching, or because they wish to evaluate the success and/ or properness of certain activities and procedures.⁴

Arikunto state 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.⁵

Kemmis and Mc. Taggart add in 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 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 the definition above, the researcher concluded 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.

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:⁷

⁴ Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman, 2003). P. 344

⁵ Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

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

⁷ *Ibid*, P. 17

- 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. Aim of an Action Research

According to Harmer in book “The Practice of English Language Teaching” 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 gauge 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, can be said that by doing an action research, teachers can 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 a ware of their advantages, their class situation needs 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.

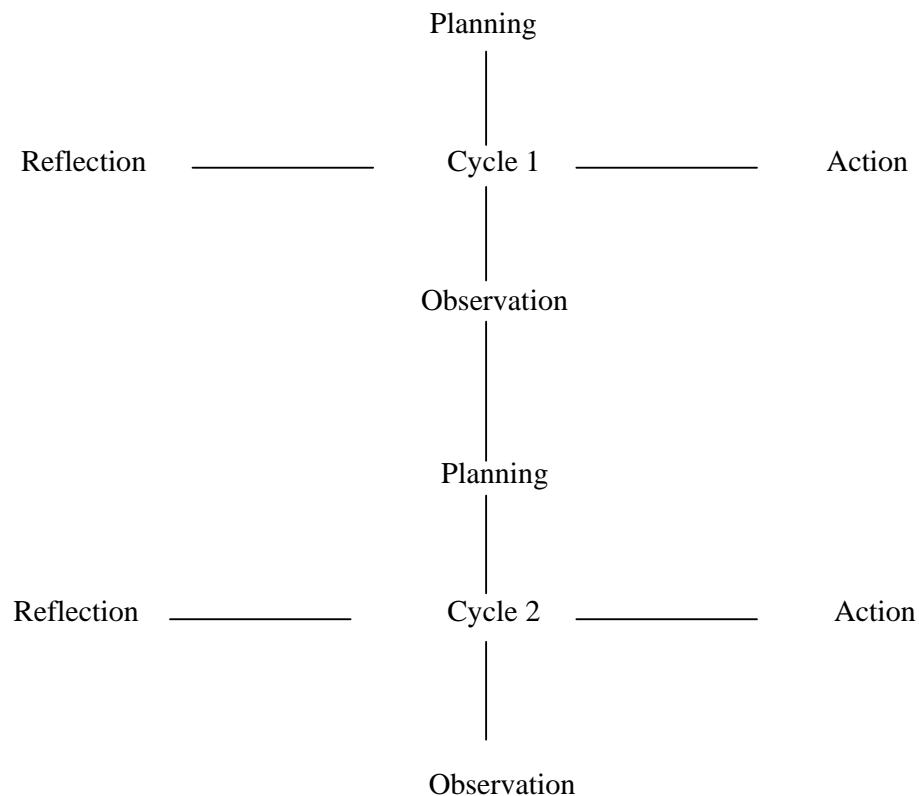
4. Model of Classroom Action Research

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

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 uses English children songs to improve students' new vocabulary, especially in nouns.

The Steps of Action Research⁹



All those steps can be explained as follow:

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:

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Tindakan Praktek*, (Jakarta, PT Rineka Cipta,2006),p.97

- 1) Data collected such as documentation includes the number of the students, students' list, and preliminary research.
- 2) The researcher interview an English teacher related to teaching learning process in English subject, and
- 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 MI Miftahul Ulum Sekuro, The problem of this research is was the students still lack of vocabulary.

b. Planning in action

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

1) Planning

In planning step, the researcher formulated some procedural acts how to improve students' vocabulary power in noun using song lyrics. The procedures are put in some lesson plans, it includes how and why this research is going to carry out.

2) Acting

At the acting stage, the researcher tried to implement some techniques or procedural acts that have been formulated at planning.

3) Observing

The researcher observed the teaching and learning process when she was implementing some techniques or procedural acts in improving students' vocabulary power in noun using English children songs.

4) Reflecting

After observation process is done, the researcher and the teacher made a reflection to evaluate teaching learning process and

the improvement of students' vocabulary power in noun using English children songs.

D. Procedure of the Study

This study is classroom action research; it means that there must be cycles in this study. According to Kurt Lewin the cycle of classroom action research project involved identifying a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing an action (reflecting).¹⁰ Those four steps are interrelated each other. There are second cycles in this study, each cycle consists of planning (planning to use song in teaching), acting (implementing the children song in teaching noun), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted two cycles and each cycle is ended by a final test, but before conduct the first cycle she will conduct preliminary to know the initial condition of students' vocabulary power in noun. The activities that have done in each cycle are as follows:

1. Pre Cycle

Pre cycle was conducted on September 8th 2010. In this cycle the researcher didn't teach the students, the students were taught by the teacher. The researcher observes the class to get the information about students' initial condition and to know their problems in teaching learning. In this activity the teacher taught students using conventional method. After that, the teacher gave test to check the students' understanding in noun form

. After conducting the pre cycle, the researcher got conclusion that the vocabulary power of students was low. It can be seen from their score. Not only their score, there were many students didn't give their attention when the teacher taught them. However, the researcher decided to conduct the next cycle to over come the problem.

¹⁰Sarwiji Suwandi, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*, (Surakarta; Yuma Pustaka, 2009),p.27

2. The First Cycle

The first cycle conducted on Friday, September 15th 2010. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> - Looking for an appropriate lesson plan with school. - Looking for several songs which is included noun that would be used in the research - Preparing the teaching material - Preparing the test as an instrument. - Preparing the observation scheme 	<ul style="list-style-type: none"> - Preparing students' attendance list.
2	Acting	<ul style="list-style-type: none"> - Entering the class and greeting the students. After that, she checked students' attendances. - Asking a question related the topic. - Explaining about noun and give chance to students who want to ask question. - Write the song lyric in the white board - Playing a song and asking them to listen carefully - Asking students to make some groups, each group consist of five students. - After that, the researchers asked them to identify the sentences contain of noun and interpret it from the lyrics and asked some of them to write the answer in the white board. - Then giving final test to find out the final outcomes of first cycle. 	<ul style="list-style-type: none"> - Teacher as an observer
3	Observing	<ul style="list-style-type: none"> - The researcher also becomes an observer of the classroom activities. - Observing students' activities using observation sheet. 	<ul style="list-style-type: none"> - The teacher becomes an observer in the teaching and learning process.
4	Reflecting	<ul style="list-style-type: none"> - Analyzing the data from the observation checklist and result of the test to find out the improvement of students' vocabulary power in noun after 	<ul style="list-style-type: none"> - The teacher and researcher evaluated the step in teaching learning process

		taught using children song. - The researcher and teacher discussing about teaching learning process that have done to find the weakness and how to improve it in the next cycle.	and discuss the result of the observation sheet - Teacher and researcher discussed the results of the test.
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3. The Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Friday, September 22Th 2010. The designs of the second cycle are:

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> - Designing lesson plan of cycle II - Preparing the teaching material. - Preparing the song which is applied in cycle II - Preparing observation checklist of cycle II - Designing test in cycle II 	<ul style="list-style-type: none"> - Preparing students' attendance list. - Teacher and the researcher made a plan to develop teaching learning process.
2	Acting	<ul style="list-style-type: none"> - Entering the class and greeting the students - Giving song lyrics to students. - Before the researcher plays the song, she asked students about noun to refresh memory. - Explaining more about noun. - Playing a song and asked students to identify the noun and interpret it from the song in pairs. - Make others example of noun related to the topic and interpret it - Conducting the final test in cycle II to find out the learning outcomes of the teaching learning process in cycle II. 	<ul style="list-style-type: none"> - Teacher asked students about their problems on the previous lesson. - Teacher and the researcher asked the students to find the difficult words then they will help them to find the meaning of the words.

3	Observing	<ul style="list-style-type: none"> - Observing the event during teaching learning process using observation checklist - Observing students' activities when they did the test to know their improvement of understanding in noun in cycle II. 	<ul style="list-style-type: none"> - Observing students' participation.
4	Reflecting	<ul style="list-style-type: none"> - The researcher and teacher discussed the teaching and learning processes that have been done to find the weakness and how to surmount the problem in the next cycle. - Analyzing the students score and the observation checklist to find on the improvement of students' vocabulary power at the cycle II researcher reflection. 	<ul style="list-style-type: none"> - The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist.

E. Collaborator

Collaboration as an important feature of this type of this research, Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in MI Miftahul Ulum Sekuro for fifth graders, she is Mrs. Mariyatul Qibtiyah.

F. Source of the data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.¹¹

The source of data in this research are from the head master who give further information about school and school curriculum, the teacher who give some further instructional information, teaching materials, learning

¹¹ Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

assessments, and teaching methods applied in fifth graders of MI Miftahul Ulum Sekuro, and from school documents (the data of teacher and students, lesson schedule, students' exercise book, and soon).

G. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, fields' notes, interview, documentation, test, and etc. 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 observation and test.

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically.¹² Classroom observation is an observation that is focused on the understanding of social event of the language classroom is enacted.

In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen.

Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, responding to question, asking question and accomplishing the task.

2. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability".¹³ In this research, the researcher uses an achievement test to

¹² Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), Second Edition, p.151.

¹³ Arthur Hughes, *Testing for Language Teachers*, (united kingdom: Cambridge university press, 2005), p.75

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.¹⁴

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 behavior that indicates their activities and response during teaching learning process through English children song

Table 2.

Form of observation checklist:

No	Indicators	Grade
1.	Students pay attention to the teacher's explanation	1 2 3 4 5
2.	Students show curiosity by asking questions.	1 2 3 4 5
3.	.students response to questions	1 2 3 4 5
4.	Students accomplish tasks	1 2 3 4 5

Notes :

1. None (0%)
2. A few (<20 %)
3. Half (20-49 %)
4. Many (50-69%)
5. Majority (> 70 %)

¹⁴ Arikunto Suharsimi, *Op.Cit* p. 160.

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

I. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students' English vocabulary power in noun using English children songs. The steps are:

1. Method of Analyzing Observation Checklist

The observation in this research was conducted four times, before the treatment or pre cycle, during cycle I, and cycle II. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%$$

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave test to students. The score of the correct answer is 1 and 0 to each wrong answer. The result of the test will be analyzed by using percentage scoring as following formula:¹⁵

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

Then, the researcher is going to determine the frequency of correct answer. The frequency of correct answer is divided by total

¹⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara Jawa,2009),p.236

number of respondent (n), and multiplied by 100% the formula is:

$$P = \frac{\sum f}{n} \times 100\%$$

Note P = the Percentage of Correct Answer

f = Frequency of Correct Answer

n = the Total of Students

After giving percentage of the correct answer, then the writer gave five letters: A, B, C, D and E to classifying the grade of students' scores level as follows:¹⁶

Table 3
Level of achievement

The Percentages of Correct Answer	Grade	Level
90% – 100 %	A = Excellent	Out standing
75% – 89 %	B = Good	Above average
60% – 74%	C = Fair	Satisfactory
50% – 59%	D = Less	Below average
0% – 49%	E = Poor	Insufficient

b. Measuring The Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.

The following formula is :¹⁷

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

Explanation:

M : the average of students' score

$\sum x$: Total score

N : the number of students

¹⁶ Suharsimi Arikunto, *ibid*, p.245

¹⁷ Karnadi Hasan, *Dasar-Dasar Statistika Terapan*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2006), p.6.

From the result of those formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students' vocabulary power in noun