CHAPTER III RESEARCH INVESTIGATION

A. Research Design

Research methodology plays an important role in the research. Method is a way that is use in scientific research. It is a way to understand research object. Therefore, the method is an important factor in research. A success or failure of the goal, importance's steps have to be formulated in the research. In this research, the writer used the classroom action research. As we know that classroom action research is a number of procedures that is use to improve teaching learning process in classroom.

There are many definitions of action research:

- 1. According to Cohen and Manion argue that "Action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context". ¹
- 2. According to Stinger action research is "disciplined inquiry (research) which seeks focused efforts to improve the quality of people's organizational, community and family lives".²
- 3. Then Robert C.Bogdan and Sari Knopp Biklen, argue that "Action research is the systematic collection of information that is designed to bring about social change". ³
- 4. According to Kemmis and Mc Taggart argue that "Action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others".⁴

¹ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press,p.18

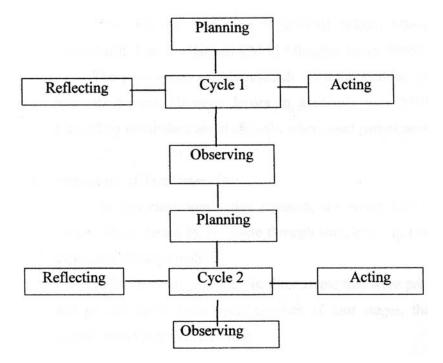
² E.Mulyasa, *Praktik Penelitian Tindakan Kelas*, Bandung: Remaja Rosdakarya, 2009.p.33

³ M. Djunaidi Ghony, *Penelitian Tindakan Kelas*, Malang: UIN Malang Press, 2008.p.7

⁴ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Yogyakarta: Bumi Aksara, 2003, p.210.

From the definitions above the researcher concludes that action research is the inquiry research in the first and foremost situational which is use the systematically collection of information being concerned with the identification and solving of problems in a specific context to improve the people's quality which is carry out by practitioners for purposed classroom teachers.

According to Kemmis and Mc Taggart, cycles of action research to be follow⁵:



The researcher used a classroom action research as an attempt to improve vocabulary especially about animals in teaching learning process and to solve the problems that students have related to motivation in vocabulary.

The research focuses of this classroom action research are:

1. The focus of students can be seen from students' activity in teaching learning process that involves:

⁵ Suharsimi Arikunto, *Procedur Penelitian; Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p.97

- a. Students' activities doing learning process
- b. Students' understanding on vocabulary about animals' name which is indicate by students' achievement.
- 2. Teaching learning process

Teaching learning process was focused on the improvement of students' vocabulary especially about animals' name.

B. Setting and Participants

This research was done at SDN 01 Sekuro Mlonggo Jepara. It is located at Jl. Jepara – Bangsri KM 11 Mlonggo Jepara 59452.

The participants of this research were the students of fourth grade of SDN 01 Sekuro Mlonggo Jepara in academic year 2010/2011, which is focused on vocabulary about animals, where total participants 33 students.

C. Procedure of The Research

In this classroom action research, the writer was conducted in two cycles which started by pre cycle through song lyrics in teaching vocabulary especially about animals' name.

This research was done in three steps; that were pre cycle, first cycle and second cycle. Each cycle consists of four stages, they are: planning, acting, observing, and reflecting.

The activities that will be done in each cycle is as follows:

1. Pre- Cycle

The first step in making classroom action research, the writer was used pre-test in the pre cycle activities to assess the students' ability on vocabulary especially about animals. In this activity, the teacher taught students with conventional method. The teacher explains about vocabulary of animals' name including; mentions animals' name and how to pronounce it. Then, the teacher gave the example of animals' name. After that, the teacher asked to the students to write some name of animals on the black board. After the researcher get the data from the pre-test and the observation, the writer decided to analyze the result of using song lyrics as a teaching media in teaching vocabulary about animals' name.

2. The First Cycle

a. Planning

In this stage were done the activities as follows:

- 1) Make a lesson plan
- 2) Prepare the teaching media (song lyrics as a teaching media in teaching vocabulary especially about animals)
- b. Acting

In this stage the thing that had planned in the planning would be done according to the schedule that had been arranged. In this stage was done teaching scenario that had been planned by the teacher. The teaching scenario as follows:

- The teacher gives motivations to that students related to the material that will be taught, its purpose are: in order the students understand the material. To concern students' attention on the learning situation, achieving the material punctuality.
- 2) Teacher explains about the material. In this activity the teacher explains about vocabulary of animals, including; name of animals and how to pronounce it by using song lyrics (teacher play the song related the lyrics. Then teacher explains about the name of animals on the lyrics and how to pronounce it. And asks the students to repeat the teacher's explanation.
- After the students understand the material, teacher gives test to the students to know the students' improvement of their ability on vocabulary about animals after given the treatment.
- 4) After the students completing their test, the teacher asks them to collect their result.

- c. Observing
 - Observing the students in teaching learning process focuses on students' behavior that indicates their enthusiasm and concern on the lesson.
 - 2) Observing the students when they are answers the teacher questions, asking questions related the topic, paying attention when the teacher explains the material that related topic according to song lyrics, their ability in spelling the name of animals, their ability in pronouncing the name of animals and accomplishing the task.
- d. Reflecting

Teacher evaluate the steps in teaching learning process and the result of observation for the improvement of students' vocabulary about animals.

2. The Second Cycle

The second cycle is conduct base on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is need another action in order the next cycle makes some improvement of the quality.

- a. Planning
 - 1) Arrange the lesson plan based on the teaching material.
 - 2) Improve the teaching strategy.
 - 3) Choose the song lyrics as a media in teaching vocabulary that different from the first cycle.
 - 4) Improve the explanation about vocabulary of animals that given.
 - 5) Prepare the reward to motivate them in focusing the material.
- b. Acting

In this step what was planned in the planning would be done according to the schedule that was arranged. This step is the act of the teaching scenario. The teaching scenario in the cycle two is same with teaching scenario in the cycle one. But in the cycle two is improve the technique which is not complete in the cycle one.

The activities in teaching learning process' are:

- 1) The teacher explains about the material, although it had been explained on the day before.
- The teacher asks the students about their problems on the previous lesson.
- 3) The teacher helps to solve the students' problem (helps to remind the students about spelling of animals' name in English language and how to pronounce it which is still made them confuse).
- 4) The teacher asks the students about their understanding on vocabulary about animals that had been given in the day before.
- 5) The teacher asks all of students to spell some of animals' name then asks some of them as volunteers to write down on the black board.
- 6) The teacher plays the different song from cycle one which related the topic.
- 7) Teacher repeats the song once again.
- 8) Teacher asks the students to find out the name of animals in groups.
- 9) The teacher explains about the material by using song lyrics.
- 10) Teacher pronounces the animals' name of the lyric and asks the students to repeat it.
- 11) Teacher asks the students to safe their lyric in their bag.
- 12) Teacher gives the students cloze lyric which containing blank words of animals' name. But the title of this lyric was same with before.
- 13) Teacher repeats the song once again.
- Teacher asks the students to complete the blank words of lyric in groups.

- 15) Teacher plays the song twice again, pausing briefly after every word of animals' name.
- 16) Teacher and students discusses together about the animals' name on the blank words of lyric.
- 17) Teacher guides the students to pronounce the animals' name and asks the students to repeat it.
- 18) Teacher repeats the song once again.
- 19) Teacher repeats the song uninterrupted and asks them to sing the song together.
- 20) Teacher ask the students to spells the animals' name of the lyric.
- 21) Teacher repeating the pronunciation of animals' name and asks the students to repeat it.
- 22) Teacher gives test to students to know the result of students' improvement on their vocabulary about animals. In doing the test, students could not open the lyric that was given or dictionary or another book.
- 23) After the students finishing their test, they were asked to collect their test to the teacher
- c. Observing
 - Observes the students' behavior that indicates their enthusiasm and concern on the lesson.
 - Observes the students when they were paying attention of teacher explanation according to song lyrics.

Observation in the learning activity was done when the implementation. It was to know the teaching process. Observation was done using the technique of collecting the data. It was same with the cycle one.

d. Reflecting

Evaluates the steps in teaching learning process, discusses the result of observation, and assesses the result of students' test for the improvement of students' vocabulary about animals' name.

D. The Method of Collecting Data

1. Source of the Data

This research is classroom action research which includes field research that was the data gained by field approach through several methods. In this research, the researcher uses descriptive quantitative approach. The source of data is the subject where the data can be got in detailed, those data were the field data, they are:

- a. Data from the English teacher of the fourth grade involves teaching learning process and students' name.
- b. Data from the students involves: students' achievement that is obtains from students' score in the end of every cycle, data observation from students during teaching learning process, data from the test documentation during the research.
- 2. Data Collection Method

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

a. Observation

Observation is the activity giving total concern to research object using five senses.⁶ An observation is use to know the process of the implementation of song lyrics in teaching vocabulary about animals. It use to know the condition of class and the obstacles appeared during teaching learning process. It also use to saw students' difficulties, problems and understanding about material given.

b. Test

Test is series questions used to measure the competence, intelligence and skill of the individual of group.⁷ In this study, the researcher used multiple-choice test consists of 5 items and matching words consist of 5 items. This test was given in the end of each treatment.

⁶ *Ibid* , p. 149

⁷ *Ibid*, p. 150

In this research, the researcher used achievement test because it is made to measure the students' achievement after they learned the material. According to H. Douglas Brown: ⁸

An achievement test is related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement test can serve as indicators of features that students need to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.

Test is to know students' achievement, so that the researcher knows the students' improvement and students' mastery learning can be achieved by students.

In this study, the test is use to know the students' achievement in vocabulary about animals of the fourth grade of SDN 01 Sekuro Mlonggo Jepara. Test was given in pre-cycle, first cycle and second cycle.

c. Documentation

It refers to archival data that helps researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject, and other documents.

E. Technique of analyzing data

In this research that related to the title, the researcher focused on the vocabulary about animals, so the researcher more focused on the students'

⁸ H. Douglas Brown, *Teaching by Principles "An Interactive Approach to Language Pedagogy*", (San Francisco State University: Longman, 2001) 2nd Ed., p.391

result of their vocabulary about animals. Because the researcher wants to know there is improvement whether the students after taught using song lyrics or not.

In knowing whether the students' understanding on vocabulary especially about animals is improve or not, the researcher used the steps which were done by the test in analyzing the result of students' understanding on vocabulary about animals.

The writer used the criteria of assessment, thus are the content of students understanding about the name of animals that conclude the ability to spell the animals' name and write down it correctly and their ability to pronounce the name of animals. In assessing the result of students' understanding on vocabulary especially about animals, the researcher used the score as follows:

Score	Value	Description	
5	Excellent	Ability to spells the name of animals, ability to	
		pronounce the name of animals, paying attention,	
		asking question, responding to question,	
		accomplishing task.	
4	Good	Ability to spells the name of animals, ability to	
		pronounce the name of animals, paying attention,	
		asking question, responding to question,	
		accomplishing task.	
3	Fair	Ability to spells the name of animals, ability to	
		pronounce the name of animals, paying attention,	
		asking question, responding to question,	
		accomplishing task.	
2	Poor	Ability to spells the name of animals, ability to	
		pronounce the name of animals, paying attention,	
		asking question, responding to question,	
		accomplishing task.	
1	Very Poor	Ability to spells the name of animals, ability to	
		pronounce the name of animals, paying attention,	
		asking question, responding to question,	
		accomplishing task.	

Matrix of Assessment for Students' Understanding on Vocabulary about Animals⁹

⁹ Alice C. Omaggio, *Teaching Language in Context*, (Heinle & Heinle Publishers, Inc.: Boston, 1986), p. 266.

The steps of data analysis:

- 1. After the researcher assessed the result of the students' understanding on vocabulary about animals in pre-test of pre cycle, the researcher found the mean of it.
- 2. After that, the writer assessed the result of students' understanding on vocabulary about animals of each cycle, and found the mean of it.
- 3. The last step is the researcher compared the improvement of students score on pre-test of pre cycle, and each cycles.

Comparison percentage students enthusiastic in response teaching learning process using song lyrics on pre- cycle, cycle 1, cycle 2:

No	Cycle	Total Score	Percentage (%)
1	Pre-cycle		
2	Cycle 1		
3	Cycle 2		

The score of students' achievement will be calculated using the following formula:¹⁰

$$score = \frac{\sum right \ answer}{\sum items} x100\%$$

The mean score of the class will be searched by using this following formula:11

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

¹⁰ Slamet, *Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2001), p. 189
¹¹ Suharsimi Arikunto, *Op. Cit*, p. 264

Where:

- *M* : The average of student score
- $\sum x$: Total score
- *n* : The number of students

After computing all of the data and found the result of it, the researcher compare the Mean of pre cycle, first cycle and second cycle by tabulating the result of data to know the significant improvement of teaching vocabulary about animals using song lyrics.

Comparison the average of students' score

on pre- cycle, cycle 1, cycle 2:

No	Cycle	Mean
1	Pre-cycle	
2	Cycle 1	
3	Cycle 2	