

CHAPTER III

METHODS OF INVESTIGATION

A. The Setting of Research

1. The History of SMP Nurul Islam Purwoyoso Semarang

SMP Nurul Islam located on Jl. Siliwangi No. 574, Purwoyoso Semarang Regency, Central Java. Before 1985 in Purwoyoso Ngaliyan Semarang there were two foundations closely related to SMP Nurul Islam Semarang named Nurul Islam Foundation chaired by Drs. H. Ahmad Daroji and Syuhada Foundation chaired by Drs. Syamsuri. At that time, under Syuhada Foundation there was institute of secondary education named SMP Ahmad Yani.

In 1985 Nurul Islam foundation registered as legal foundation on February 21st 1985 with NO. 132. In this legitimization process this foundation changed to Takmir Masjid Nurul Islam Foundation.

In 1987 Syuhada Foundation fused into one with foundation Takmir Masjid Nurul Islam Foundation. Then, the name of SMP Ahmad Yani followed the Takmir Masjid Nurul Islam foundation. In 1985, this foundation was established legally by Rusbandi Yahya, SH. as notaries in February 21st 1985 NO.132. In 1999 the name SMP Ahmad Yani changed to SMP Nurul Islam.

Along with the change and renewal in Takmir Masjid Nurul Islam foundation, so the foundation changed its name into Nurul Islam foundation Purwoyoso. This change was occurring in February 2009 up to now.

2. Vision and Mission of SMP Nurul Islam

a. Vision

Superior in achievement, manners behavior based on by faith and Taqwa

b. Mission

- (1) To Carry out orders and shuns prohibition of Allah
- (2) To develop learning process in the school
- (3) To increase the graduation rates every year
- (4) To develop academic performance and non-academic
- (5) To create a conducive organization
- (6) To create islamic attitude in daily life.

3. The Purpose

a. General purpose

The purpose of junior high school is to prepare students to the next education level, senior high school

b. The purpose of school

- (1) Increase the event of religious experience.
- (2) Train and inculcate attitude mutual respect among members family SMP Nurul Islam.
- (3) Create effectiveness of learning and guidance to students optimally.
- (4) Encourage and help students know potential himself so as to be developed optimally.
- (5) Improve the human resource by pushing teacher to follow management curriculum, student, facilities and public relations.
- (6) Optimalize ability of human resource and teachers employees.
- (7) Impart and execute life east culture daily

4. Targets

a. Increase aspects management school

- 1) Increasing curriculum management
- 2) Increasing student management
- 3) Increasing of infrastructures management
- 4) Increasing public-relation management

b. Development curriculum and test system aspects.

- 1) Increase and development syllabus

- 2) Manufacture of systems of evaluation and analysis
- 3) Effectiveness the remedial enrichment
- 4) Increase in making media learning
- 5) Increase in making teaching materials
- c. The aspect of developing
 - 1) Increase OSIS management
 - 2) Increase in extracurricular activities

5. General Situation of SMP Nurul Islam

SMP Nurul Islam Purwoyoso Semarang have the building permanent located above the land belonging to the foundation of 615 m², with a situation and the mood rather crowded as it lies on the highway nevertheless, learning process in SMP Nurul Islam Purwoyoso Semarang run smoothly and quite strategic. The building of SMP Nurul Islam Purwoyoso Semarang that is not so broad this, having facilities and infrastructure that enough for learning and teaching, the class room available is very possible to accommodate all of students.

6. Teacher List of SMP Nurul Islam Purwoyoso

Tabel 3.1

The List of Teacher of SMP Nurul Islam Purwoyoso

No	Name	Last Education	Position
1	Mashadi, S.Ag	Under Graduate/S1	Head Master
2	Enis Puspita Sari, S.Si	Under Graduate/S1	Mathematic Teacher
3	Sri Wahyuni, S.Pd	Under Graduate/S1	Bahasa Teacher
4	Edy Prasetyo, S.Pd	Under Graduate/S1	Social Teacher
5	Aji Heru Pambudi, S.Pd	Under Graduate/S1	English Teacher
6	Sumiarsih, BA.	Under Graduate/S1	Social Teacher
7	Moh Ulinuha, S.Sos	Under Graduate/S1	Computer Teacher
8	Suhardi Segara, A.Ma.Pd	Diploma/D3	Sport Teacher
9	Wahyui Aryanto, S.Pd	Under Graduate/S1	Science Teacher
10	Miftahul Huda, S.Pd.I	Under Graduate/S1	Science Teacher
11	M. Muslihin, S.Pd.I	Under Graduate/S1	Computer Teacher
12	Nur Anisah, S.Pd.I	Under Graduate/S1	Religion Teacher
13	Siti Muizzatun, S.Ag	Under Graduate/S1	Religion Teacher
14	Istiadatus Solehah, S.Ag	Under Graduate/S1	Religion Teacher
15	Ahmadi, S.Pd.I	Under Graduate/S1	Arabic Teacher

16	Puji Susanti, S.Pd	Under Graduate/S1	Mathematics Teacher
17	Waliyadin, S.Pd	Under Graduate/S1	English Teacher
18	Yuya Daulati, S.Pd	Under Graduate/S1	Javanese Teacher
19	Diah Ardiani, S.Pd	Under Graduate/S1	Counseling Guidance
20	Dwi Febriana, S.Pd	Under Graduate/S1	Bahasa Teacher

7. Students List of SMP Nurul Islam

Tabel 3.2

The List of Students of SMP Nurul Islam

NO.	CLASS	A	B	C	D	AMOUNT
1	VII	29	27	29	25	110
2	VIII	38	36	32	24	130
3	IX	29	29	29	24	111
AMOUNT						351

B. The Subject of The Research

The subject of the study is the students at eighth grade students of SMP Nurul Islam Purwoyoso Semarang especially in 8 B class. The total numbers of students are 36 students. It consists of 21 male students and 15 female students. On this research, the writer uses total sampling technique for taking sample because all of the students in 8 B become the sample. Population, usually this students" list is presented in detail below:

Tabel 3.3

The List of Students

No	Kelas		Nama Siswa
1	VIII	B	Aditya Ponco Setyaji
2	VIII	B	Ahmad Fauzan Nashir
3	VIII	B	Aldo Bagus Alrosyid
4	VIII	B	Alfian Bagus Pratama
5	VIII	B	Annisa Dwi Amalia Putri
6	VIII	B	Arinda Meilita Dewi
7	VIII	B	Arviyan
8	VIII	B	Astri Galuh Wahyuningrum
9	VIII	B	Aurellia Iinaas Prihandari

10	VIII	B	Bima Faristyan Sukma
11	VIII	B	Desi Ramadhani
12	VIII	B	Dhani Wahyu Wicaksono
13	VIII	B	Fadhlurrahman
14	VIII	B	Fera Irawati
15	VIII	B	Fikri Yulianto
16	VIII	B	Fitri Arumsari
17	VIII	B	Ilham Maulana Aflah
18	VIII	B	Illham Bayu Pamungkas
19	VIII	B	Jihan Islamiati
20	VIII	B	Kurnia Nida Astuti
21	VIII	B	M. Azrial akbar
22	VIII	B	Maya Nafidhatul Lailiyah
23	VIII	B	Muhamad Firdaus Ardianto
24	VIII	B	M Aqil Zaakkaatullah
25	VIII	B	Muhammad Faizal Bani S
26	VIII	B	Muhammad Wahab Arifin
27	VIII	B	Novi Adelia Isnanda
28	VIII	B	Nurul Huda Yulianto
29	VIII	B	Nuzela Nur Alfiani
30	VIII	B	Panca Adisusilo Nugroho
31	VIII	B	Rakhmat Agung Gunawan
32	VIII	B	Roqiv Atmadani
33	VIII	B	Sabrina Regita Ardani
34	VIII	B	Supranto
35	VIII	B	Tarisa Sifa Gurnianingsih
36	VIII	B	Three Dyah Oktaviani

C. Research Design

1. Definition of Classroom Action Research (CAR)

Generally, research is investigation on a object accurately to find facts to produce new product, solve the problems, and support and reject a theory.¹

The design of research that used in this study is classroom action research. It is usually doing by a teacher collaborates with a researcher or the teacher

¹Dudung Abdurrahman, *Metode Penelitian Sejarah*, (Yogyakarta: Ar-Ruz Media Group2007), p. 53

himself do the research individually in the classroom, school or a place he teaches that has purpose to improve or develop teaching learning process.²

Classroom action research is a research used by teacher in his class inside and outside the room, by planning, doing, observing and reflecting action collaboratively and participative to improve his teaching, and improving students' ability³.

Classroom action research is a kind of research which conducted in the classroom by the teacher of the subject, mainly with the purpose of solving or improving the teaching learning process. The main point is to find out the problem faced by teachers during teaching learning process.⁴

Its series of "research-action-research-action-research" to solve the problem. Classroom action research is done in some cycles. The character of this research is contextual, the result can't be generalized. Generally, classroom action research has criteria as follow (Cohen and Manion, 1980: Burns, 1999):

- a. Situational, contextual, practical, allocated and relevant to the real situation.
- b. Giving regular framework to solve the question research.
- c. Flexible and adaptive
- d. Participative
- e. Self-evaluative
- f. Alteration in a practice

2. Characteristic of Classroom Action Research

Classroom action research has some characteristics. The characteristics of classroom action research stated as follow:

² Jasa Unggah Muliawan, *Penelitian Tindakan Kelas*, (Yogyakarta: Gava Media, 2010), p. 1.

³Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 9

⁴ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Roulledge, 2010), p. 5

- a. An inquiry of practice from within
- b. Self-reflective inquiry
- c. Research focus in learning process
- d. The aim is to improve or to repair the learning process.⁵

3. Aim of Classroom Action Research

There are some reasons when researchers do classroom action research. Classroom action research is a research to improve students' achievement and learning quality of class (specifically) and school (generally).

Cohen and Manion (1980: 211) stated that action research has five function categories as follow:⁶

- a. As a tool to solve the problems in a specific situation or to improve specific situation.
- b. As a coaching tool in work. Providing the teacher with competent skill and new method.
- c. As a tool to set addition approach or innovation to the learning process.
- d. As a tool to improve communication between teacher and students.
- e. As an alternative to subjective phenomenological, impressionistic to the solution of the problem.

Researcher needs to know whether teacher is an effective teacher or not. Researcher needs to find out the effective technique in teaching students and looks for the characteristic of students, what they need, what they want and how to help them gain it. In addition, classroom action research is done to know the function of a technique, whether it is effective in leaning process or not.

From those functions above, the researcher concluded that classroom action research can be used to improve the quality of practice in learning

⁵ M. Saekan Muchith, Kisbiyanto, Mohtarom, *Classroom Action Research*, (Semarang: RASAIL Media Group, 2009), p. 13

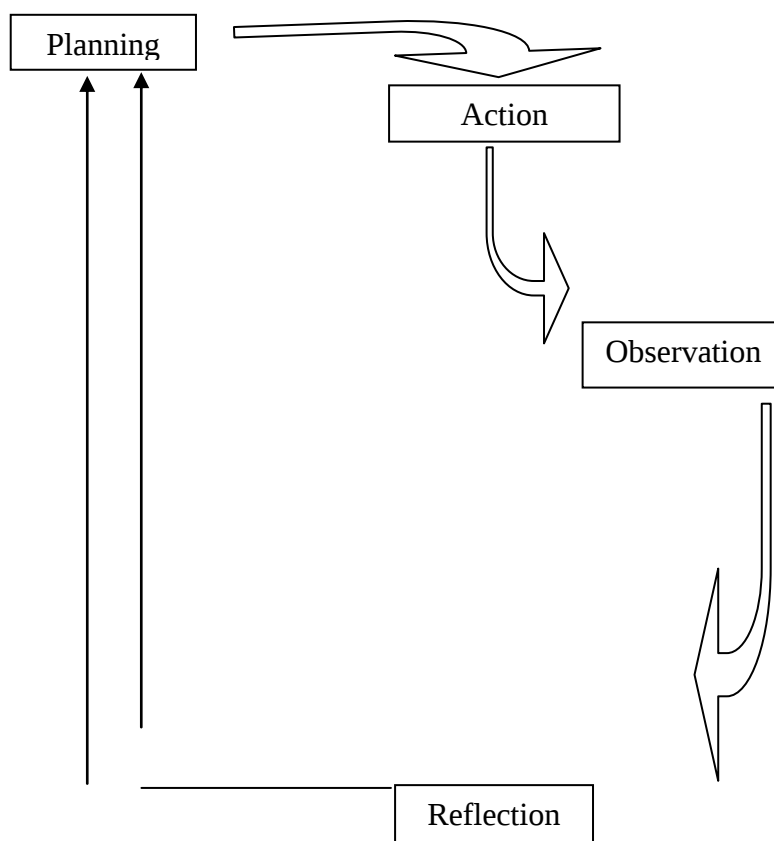
⁶ Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan*, (Bandung: Alfabeta, 2007), p.

situation. And the result of the research was used in situation related to the learning activity.

4. Procedure of Classroom Action Research

In conducting classroom action research, there are some detail steps which should be followed by researcher. Suharsimi (2006) stated that there are some scientists who interpose some different model of classroom action research, but generally, they have four procedures inside; there are planning, action, observation and reflection.⁷ Those steps are done in every cycle. Here is the model of classroom action research.

The skeleton design of classroom action research (Kurt Lewin)⁸:



⁷ M. Saekan Muchith, Kisbiyanto, Mohtarom, *Classroom Action Research*, (Semarang: RASAIL Media Group, 2009), p. 52

⁸Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 26

That phase is done in every cycle until the problem is solved.

a. Planning

Planning can be divided into general and special plan. General planning is intended to plan the whole aspect of the research. While specific planning is intended to arrange the plan in every cycle.⁹

Research planning is a formed action. Research planning is forward looking. Planning is arranged according to the reflective observation. In planning phase, researcher explains about what, why, when, where, who, and how to do the research. In this phase, researcher needs to decide the point or locus of the phenomenon, and then make a research instrument to help the researcher recording the fact happens during the planning step.¹⁰

For planning in this research, researcher prepared the requirement for the research. Researcher arranged the lesson plan, prepared the material for teaching, made the checklist observation and made the instrument of the test.

b. Action

Implementing action basically is a realization of planning.¹¹ Action means a conscious action, action contains innovation. In this phase, researcher should be consistent to what he has planned before. The researcher has to follow the plan to synchronize each other.

For action in this research, some steps would be done by the teacher. Firstly, teacher explained the material until they understand, then introduced the technique to the students and asked for the students to perform bamboo dancing technique.

c. Observation

Observation has function to document the influence of the action. Observation is oriented to the next period, gives basic reflection.

⁹ Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 39

¹⁰ M. Saekan Muchith, Kisbiyanto, Mohtarom, *Classroom Action Research*, (Semarang: RASAIL Media Group, 2009), p. 55

¹¹Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 39

Observation is needed because the action is definite. Observation needs a plan, and the observation plan which will be the documenter for the next phase. Observation should be responsive.¹²

In observation, researcher identified the class based on the checklist. Researcher observed the students activeness, students responses during teaching and learning process and observed students improvement in speaking skill.

d. Reflection

Reflection is an activity to interpose the activity before. Basically, reflection is an effort to think about the evaluation from the collaborator or participant related to the classroom action research. This reflection will be the basic remedial action (re-planning) of the next phase.¹³

Reflection in this research was needed in order to know the learning process and students difficulties. In reflection, researcher and teacher discussed about the teaching learning process, students' understanding, students' activities in class, students' difficulties in speaking and how students implemented the technique. Researcher needed to look for the solution to solve the problem.

D. Collaborator

From *Oxford Advanced Learner's Dictionary*, collaborator is someone who helps in work.¹⁴ In this classroom action research, collaborator is a person who helps the researcher collects the data. The collaborator in this research is English teacher of eighth grade of SMP Nurul Islam Purwoyoso Semarang, He is Mr. Waliyadin, S. Pd.

¹²Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan*, p. 63

¹³Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 40

¹⁴A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 2010) p. 277

E. Source of the Data

In a research, data is a basic reflection. Data represent action, it means that data enables researcher to reconstruct related action, not only to recall the action. There are two kinds of source of the data. The first is primer source, and the second is secondary source. Primer source of this research is the activity of the class. Researcher collected the data from what she got during the research. The researcher used checklist and test to collect the data. The secondary source came from the teacher. Teacher gave the secondary data to the researcher (students' attendance, students' value before the research).

F. Data Collection Technique

Data of the research was taken from a situation together with the entire element inside. The data can be all notes taken from the observation, interview transcript, audio record, or video from the phenomenon. In conducting the research, data can be got through some ways. Kind of data that used will be the basic of appraising the success or failure of the technique used.

There are two kinds of data collection technique, these are observation and test.

1. Observation

Observation is a process of collecting the data in observation, where the researcher or observatory sees or observes the research situation.¹⁵ In classroom action research, observation is centralized to the process and result teaching learning and phenomenon include (teaching learning interaction, behavior, and group interaction). And through observation, the researcher learn about behavior and the meaning attached to those behavior. Observation can be done by interpret, watch the teaching activity and record the activity.

For this research, researcher did the observation by observing the class during the class period. Researcher used observation checklist to make the observation process easier.

¹⁵Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 66

2. Documentation

Documentation is done to get context and information explicitly.¹⁶ Document is a note of the past event. Document can be note, picture, or someone's monumental creation. In this research, documentation is collected by students' attendance, students' English score, and photos of teaching learning process using bamboo dancing technique.

3. Test

Besides the observation and documentation, test also used to get the data. Test is used to measure students' achievement. Test is a main measuring tape in a research. Test is a set of stimulation that is given to the students with the view of getting answer to decide numeral score¹⁷.

In this research, test that used spoken test. Teacher gave some topic to the students and asked them to give their opinion related to the topic.

G. Instrument of the Research

For the instrument of research, researcher used two instruments:

1. Observation checklist

Observation checklist is a list of observation to give the score to the students and based on the students behavior in class.

Table 3.4

Observation Checklist of the Research

CRITERIA	SCORE					GRADE
	1	2	3	4	5	
Students' attention toward the teacher's explanation						
Students' activeness during teaching and learning process						
Students' participation in group						
Students' interaction to others and the teacher						
Students' understanding toward the						

¹⁶Wijaya Kusumah, Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 65

¹⁷Wijaya Kusumah, Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p. 78

material given						
TOTAL SCORE						

NOTE:

Scoring rubric:

- 1 : none students (0%)
- 2 : few students (>20 %)
- 3 : half students (20% - 49%)
- 4 : many students (50% - 70%)
- 5 : majority students (70% - 100%)
 - Poor : 0 – 20 %
 - Fair : 21 – 40 %
 - Average : 41 – 60 %
 - Good : 61 – 80 %
 - Excellent : 81 – 100%

There are five aspects observed as follow:

- a. Students' attention toward the teacher's explanation.
Aspect observed related to this point as follow:
 - 1) Students' focus on the material taught.
 - 2) Students' chaos or noisy.
- b. Students' activeness during teaching and learning process. Aspect observed related to this point is students' activeness to ask question to the teacher and answer the question given
- c. Students' responses toward the teacher's order to perform the discussion. In this case students' response related to their performance after being pointed with the teacher whether they are exited or not
- d. Students' interaction to others and the teacher. This aspect related to students' confidences and way to interact with their friend. Some aspects observed are:

- 1) Attitude (politeness)
 - 2) The use of English.
 - 3) Confidence.
- e. Students' understanding toward the material given. Related to their capability to catch the material.
2. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people. Test is used to measure the person's competence and to achieve the objective.

Teaching speaking is not easy. It needs for hard work and long process. At least there are 5 aspects of speaking; vocabulary, pronunciation, grammar, fluency and comprehension.¹⁸ Here is the scoring guidance for the entire test.

Table 3.5
The Assessment Scale of Speaking

No	Aspects of Assessment	Score	Description
1	Vocabulary	4	Use of vocabulary and idioms is resembled to native speaker.
		3	Sometimes needs to rephrase the appropriate vocabulary.
		2	Limited vocabulary makes comprehension quite difficult.
		1	A very limited vocabulary so that interaction is not possible.
2	Pronunciation	4	Have few traces of foreign accent.
		3	Occasional phonemic errors, but generally comprehensible.
		2	Very difficult to understand because of pronunciation problems. Must frequently be repeated.
		1	Pronunciation problems make speech virtually un intelligible.
3	Grammar	4	Makes few noticeable errors of grammar

¹⁸ Douglas Brown, *Language Assessment (Principles and Classroom Practice)*, (England: Longman, 2004), p.141-142

		3	or word order. Occasionally makes grammatical and word order errors which do not obscure meaning.
		2	Error of basic structure, but some phrase rendered correctly.
		1	Errors in grammar and word order make speech virtually.
4	Fluency	4	Speech as fluent and effortless resemble to native speaker.
		3	Speed of speech seems to be slightly affected by language problems.
		2	Usually hesitant, forced into silence by language limitations.
		1	Speech is very halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	4	Totally Comprehensible.
		3	Speech can be understood generally.
		2	Some definite stumbling. But manages rephrase and continue.
		1	Cannot be understood even simple conversation English

The score analytic scale as below:

Score	Grade
4	Excellent
3	Good
2	Poor
1	Very bad

H. Technique of Data Analysis

1. Observation

In collecting the data, observation is used. Observation was done in class while monitoring the students' activity and gave score related to the checklist. The formula that used to process the data from observation as follow:

$$P = \frac{X}{X_i} \times 100\%$$

P = Percentage of the score.

X = Total score

$$X_i = \text{Score maximum.}^{19}$$

2. Test

After did the observation and implemented the technique, students would be tested to know the improvement of their speaking skill. Test was given to the students in every cycle until they achieve better score than before and gain the criteria of minimum score. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:²⁰

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

M : mean

$\sum x$: total score

N : total students

From that formula, researcher analyzed the result from observation and test to find out the score and students' improvement.

I. Procedure of the Research

In conducting classroom action research, researcher should pay attention to the phase in every cycle. There are planning, action, observation and reflection. This classroom action research is planned into two cycles. Here is the planning of every cycle.

1. Pre cycle

In pre cycle, researcher attended to observe the class, to know the class behavior and condition. Researcher needed to know the students' difficulties in speaking.

2. Cycle-one

a. planning

1) Arranged lesson plan.

2) Made the media related to the material.

¹⁹ Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

²⁰ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2010), p. 81.

3) Made checklist observation

4) Made the test

b. Action

1) Teacher explained the material.

2) Teacher introduced bamboo dancing technique to the students.

3) Students were asked to apply bamboo dancing technique

4) Teacher asked students to make two big group and every group consist of two lines, right line and left line.

5) Teacher gave descriptive text for every group and asked them to discuss about the text, then answered the questions which related to the text.

6) Students in a half of every large group stand facing each other following lined slid a clockwise direction. so every learners got new partner and share information.

c. Observation

Observation did in order to know:

1) The students' activity in implementing bamboo dancing technique

2) The students' response during the teaching and learning process.

3) The development of students' speaking skill.

d. Reflection

In this step, researcher and collaborator discussed about the learning process in first-cycle. Reflect the students' activity, find out the students' difficulties about the material and hoe the students implemented the technique.

3. Cycle-two

In second cycle, researcher needed to reflect the result of the first cycle. Looked for the solution for the shortage of the first cycle.

a. Planning

1) Researcher searched for the problem from the first cycle and identified to repair it.

2) Arranged lesson plan

- 3) Prepared the media
- 4) Prepared teaching material.
- 5) Prepared observation checklist.
- 6) Made the test material.

b. Action

- 1) Teacher explained the material.
- 2) Teacher explained about bamboo dancing technique.
- 3) Teacher asked students to make two big groups to conduct bamboo dancing technique.

c. Observation

This observation did in order to check:

- 1) Students understanding toward the material
- 2) Students' activity in implementing bamboo dancing technique
- 3) The students' responses and activeness during the teaching and learning process.
- 4) The development of students' speaking skill.

e. Reflection

In this step, researcher and collaborator discussed about the learning process in second cycle and made evaluation and conclusion from learning process in second cycle.

After doing all cycles, the researcher took the result of the test and compared students' achievement in speaking to know their development.