

## CHAPTER III

### METHODS OF INVESTIGATION

#### A. Method of the Study

##### 1. Design of the Study

Research design plays an important role in conducting a research. It will decide the quality of the research to a certain degree. In this research, the researcher used the form of classroom action research. According to Wallace, a classroom action research is a research done by analyzing data gathered systematically on the researcher's practice to come to some decisions about the future practice should be.<sup>33</sup> Suharsimi Arikunto states that classroom action research is a study towards learning activity in a form of action which is purposely done and occurs in a classroom all together.<sup>34</sup>

Elliot states that “action research is the study of a social situation with the view to improving the quality of the action in it”.<sup>35</sup> Harmer has his own definition of action research. He defines it as the name given to a series of procedures in which teachers can employ to improve their teaching, or evaluate the success or

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<sup>33</sup> Wallace, Michael J., *Action Research for Language Teachers*, (New York : Cambridge University, Press, 1998), p. 4.

<sup>34</sup> Arikunto, Suharsimi *et. al.*, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 3.

<sup>35</sup> Mills, Geoffrey E., *Action Research: A Guide for Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), 2<sup>nd</sup> Ed., p. 5.

appropriacy of certain procedures.<sup>36</sup> In line with his statement, Carmen as cited by Burns, states that “action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified”.<sup>37</sup> One of the aims of action research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones.

Another definition comes from Carr and Kemmis as follow:<sup>38</sup>

Action research is implying a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out

From all the definitions above, the writer comes to the conclusion that classroom action research is a research done by teacher researcher or other stakeholders in the teaching and learning environment to evaluate their practices as a self-

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<sup>36</sup> Harmer, *The Practice ...*, p. 344-345.

<sup>37</sup> Burns, Anne, *Doing Action Research in English Language teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 5.

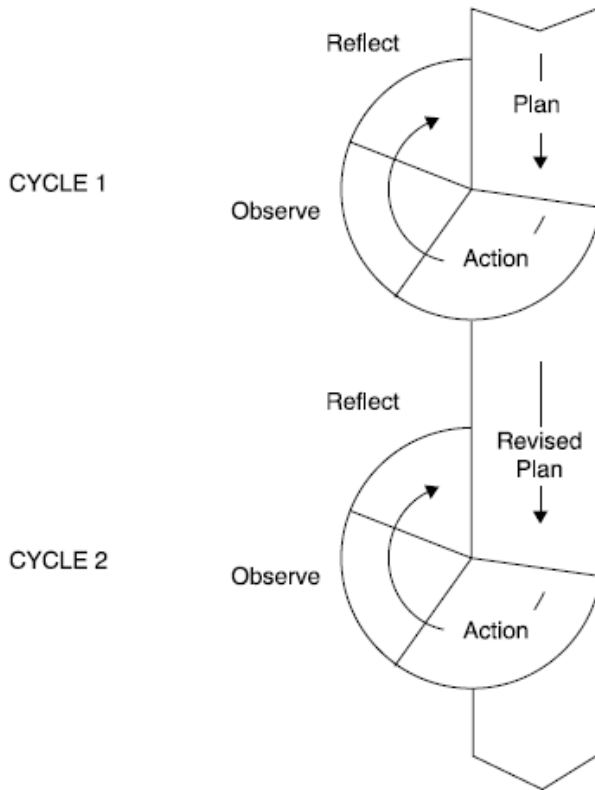
<sup>38</sup> Norton, Lin S., *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009), p. 52.

reflection in order to repair and/ or improve their practices. The purpose of this research is to solve the identified problem and enhance the quality of the practices. By conducting this research, teachers or practitioners will get better understanding on their practices. In this study, the researcher used data observation towards teaching vocabulary using *pictionary* game, this data would be analyzed through some cycles in action.

In classroom action research there are four broad steps consist of planning (identifying the problems), acting (collecting the data), observing (analyzing and interpreting the data), and the last is reflecting (developing an action). All these aspects are put in a cycle, as stated by Kemmis and Mc Taggart:<sup>39</sup>

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<sup>39</sup> Burns, *Doing Action Research ...*, p. 9.



**Figure 3.1 Action Research Cycle**

The research was done by the procedure below:

- a. Preliminary Research
  1. Observing the class

The researcher observed the English language teaching and learning at the fifth grade of SDN 1 Kliris, Boja, Kendal. She focused on the common noun learning.

The researcher also searched for the information of the students' score list of the fifth graders in the academic year of 2012/2013.

2. Identifying the problem

In the preliminary research, the researcher identified the problems faced by the teacher and students towards common noun teaching and learning.

b. Planning in Action

There are typically four phases in a cycle of classroom action research:

1. Planning

In this phase, the researcher identified the problem and developed a plan of action to bring about in the common noun teaching and learning area.

2. Acting

The plan which was the chosen technique to vocabulary teaching and learning was put into action. The researcher applied *pictionary* game in the classroom.

3. Observing

The researcher observed systematically the effects of the action in this case *pictionary* game. This was the phase wherein the researcher collected the data by using 'open-eyed' and 'open-minded' tools to gain the information.

#### 4. Reflecting

At this point, the researcher reflected on, evaluated and described the effects of the implementation of *pictionary* game in the teaching and learning common nouns in order to make sense of what has happened and to understand the issue she explored more clearly. The researcher needed to reflect on practice, the research process, beliefs and values about the teaching and learning and feelings and experiences. As a result, the researcher could decide on what she had to do next, whether she needed to conduct cycle two or not.

#### 2. Characteristics of Classroom Action Research

Cohen and Manion state that the characteristics of classroom action research are:

- a. It is the first and foremost situational, being concerned with the identification and solution of problems in a specific context.
- b. It also identifies collaboration as an important feature of this type of research.
- c. The aim of the research is to improve the current state of affairs within the educational context in which the research is being carried out.<sup>40</sup>

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<sup>40</sup> Nunan, David, *Research Method in Language Learning*, (United Kingdom: Cambridge University Press, 1992), p. 18.

Suyadi sums up the characteristics of classroom action research in four points. They are as follow:<sup>41</sup>

- a. The teacher thinks that there is a problem in the class needed to be solved soon.
- b. There is a self-reflection.
- c. Classroom action research is done in a 'classroom' so that the focus is on the teaching and learning process between the teacher and students through interaction.
- d. The purpose of classroom action research is to repair the teaching and learning process continuously.

According to Suhardjono, there are three aspects in the implementation of classroom action research.<sup>42</sup>

- a. Classroom action research encourages the participation of both teacher and students.
- b. Reflection is done based on the rational thinking and consideration to solve the problem.
- c. The reparation towards the teaching and learning must be done immediately and practically.

From the explanation above, it can be concluded that classroom action research is a flexible, situationally responsive methodology that offers rigor, authenticity and voice. Complete data here are needed that the presence of collaborator is important to the success of the research.

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<sup>41</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:Divya Press, 2012), p. 23-29.

<sup>42</sup> Arikunto *et. al.*, *Penelitian Tindakan...*, p. 72.

## **B. Setting of the Study**

As stated in the background, *pictionary* game is suitable for children since it offers interesting activities for young learners. It is a picture-based guessing game that encourages the students to illustrate things in order to make learning more memorable and meaningful. This game is effective for visual learners. This became the researcher's consideration to conduct the classroom action research at SDN 1 Kliris. This school is located at Sokorini Street, Kliris, Boja, Kendal.

The researcher chose the fifth grade because *pictionary* game is appropriate for the students of that grade. The fifth graders are active and like to illustrate things. Besides, they have been able to classify concrete pictures, objects, and/ or abstract concepts. Another reason is because the location is reachable. This study was conducted in the second semester from April 17<sup>th</sup> to May 16<sup>th</sup> 2014.

## **C. Subject of the Study**

The subject of this study was students of the fifth graders of SDN 1 Kliris in the academic year of 2013/2014, where the total number was 16 students. The whole subjects in this research consisted of 10 female students and 6 male students. The students' detail information can be seen on appendix 10.

## **D. Collaborator**

Collaborator in classroom action research is a person who helps



the researcher to collect the data. The collaborator in this research was the English language teacher of SDN 1 Kliris for the fifth grade. She was Sri Indah Wulaningsih, S. Pd.

## **E. Procedure of the Study**

In this study, the researcher used a classroom action research. There are four components in a cycle of classroom action research. It consists of planning, acting, observing, and reflecting. The researcher collaborated with the English language teacher who taught the fifth grade of SDN 1 Kliris. She was Mrs. Sri Indah Wulaningsih, S.Pd. The activities were applied in each cycle as follow:

### **1. Preliminary research**

At this stage, the researcher observed the common noun teaching and learning process. She also collected some documents related to the research – the students’ score list of fifth graders in the academic year of 2012/2013 – with the assistance of the English language teacher. By doing the observation, the researcher was able to identify the problem faced by the English language teacher and students in teaching and learning common noun. The teacher did not used media in the teaching and learning process. It made learning common noun more difficult since the learners needed to illustrate the words the teacher introduced. When the teacher translated the words directly into Indonesian language, it left no meaningful experience of language learning. It could be seen from the

students' engagement in the teaching and learning process. The students' engagement in the teaching and learning process was 43% (see p.). Therefore it will affect the students' achievement of English common noun. The average of the students' score in the previous semester was 71 with 6 students of 22 students failed to pass the minimum passing grade (see p.). It meant that only 73% of the class who passed the minimum passing grade.

## 2. Cycle 1

The technique applied to teach common noun to the students was *pictionary* game. The material was land transportation. The procedure was as follow:

- a. Planning
  - 2) Composing a lesson plan.
  - 3) Preparing the teaching material.
  - 4) Preparing pictures related to the material as the aids.
  - 5) Preparing a set of word cards to play *pictionary* game.
  - 6) Preparing the test.
  - 7) Preparing observation check-list.
  - 8) Preparing students' attendance list.
- b. Action

The English language teacher with the researcher began the teaching and learning process according to the lesson plan. The teacher introduced vocabulary of transportation to the students.

The teacher employed *pictionary* game. The steps of the teaching and learning process were as follow:

- 1) Teacher presented a set of land transportation vocabulary by employing pictures.
- 2) Students guessed the names of the transportations then teacher gave the English words.
- 3) Teacher pronounced the words clearly and correctly.
- 4) Students together repeated what the teacher said twice or three times.
- 5) Teacher pointed a certain picture and asked a pointed student to guess what picture it was. Teacher asked the entire students to repeat the answer to make sure they pronounced it correctly.
- 6) Teacher gave examples of sentence using transportation vocabulary.
- 7) Teacher pointed a certain picture of transportation and asked question related to the picture for students to answer in a complete sentence.
- 8) Playing *pictionary* game, the steps were:
  - a) Teacher divided the students into group of five or six.
  - b) Teacher explained the rules and demonstrated the game.
  - c) Teacher called one member of each group to come to the front one after another.
  - d) Teacher flashed a word for the representative of the group to draw the pictorial clues on the blackboard in

one minute. Teacher reminded the students that written words, verbal clues and gestures were forbidden.

- e) The members of the group that the representative drew picture on the blackboard, made guesses of the word in English in 10 seconds. If the guess was correct, the group got point from the teacher.
  - f) Teacher asked each group to write down their answer on their notebooks.
  - g) At the end of the game, students were assigned to write a sentence for each word they write in a group. Teacher gave point for each correct sentence.
  - h) The winner was the group that scored the most.
- 9) Teacher asked the students about their understanding of the vocabulary they were taught.
- 10) Teacher gave test.

b. Observation

The observation in the first cycle was to check:

- 1) The students' activity in learning new vocabulary.
- 2) The students' response during teaching and learning process.
- 3) The teacher's activity during teaching learning process.

c. Reflection

In the first cycle, the researcher got data from the test and observation.

- 1) Evaluating the activities that had been done.
- 2) Analyzing the data – what to repair and what to improve.

- 3) Making a temporarily conclusion for classroom action research in cycle.
  - 4) Doing discussion with the teacher to decide a further action, either to do further cycles or not.
3. Cycle 2

The technique applied to teach common noun to the students was *pictionary* game. The material was water and air transportation. The procedure was as follow:

- a. Planning
  - 2) Composing a lesson plan.
  - 3) Preparing the teaching material.
  - 4) Preparing pictures related to the material as the aids.
  - 5) Preparing a set of word cards to play *pictionary* game.
  - 6) Preparing the test.
  - 7) Preparing observation check-list.
  - 8) Preparing students' attendance list.
- b. Action

English language teacher with the researcher began the teaching and learning process according to the lesson plan. They introduced vocabulary of transportation to the students. The teacher employed *pictionary* game. The steps of the teaching and learning process were as follow:

- 1) Teacher gave dialogues related to water and air transportation to the students and asked them to read.

- 2) Teacher asked students to find out vocabulary of water and air transportation.
- 3) Teacher elaborated the material by presenting a set of water and air transportation vocabulary by using pictures.
- 4) Students guessed the names of the transportations then teacher gave the English words.
- 5) Teacher pronounced the words clearly and correctly.
- 6) Students together repeated what the teacher said twice or three times.
- 7) Teacher said a certain name of water or air transportation and asked a student to show the picture.
- 8) Teacher gave examples of simple dialogue.
- 9) Teacher pointed a certain picture of transportation and asked question related to the picture for students to answer in a complete sentence.
- 10) Playing *pictionary* game, the steps were:
  - a) Teacher divided the students into group of five or six.
  - b) Each group was asked to list three kinds of water or air transportation.
  - c) Teacher explained the rules and demonstrated the game.
  - d) Teacher called a member of a certain group to come to the front with a list of word his/ her group wrote and one member of another group. The former whispered a word according to the list while the latter should draw the pictorial clues on the blackboard in one minute.

Teacher reminded the students that written words, verbal clues and gestures were forbidden.

- e) The members of the group that the representative drew picture on the blackboard made guesses of the word in English in 10 seconds. If the guess was correct, the group got point from the teacher.
  - f) The winner was the group that scored the most.
- 11) Teacher asked the students about their understanding of the vocabulary they were taught.
  - 12) Teacher gave test.

d. Observation

The observation in the second cycle was to check:

- 1) The students' activity in learning new vocabulary.
- 2) The students' response during teaching and learning process.
- 3) The teacher's activity during teaching learning process.

e. Reflection

In the second cycle, the researcher got data from the test and observation.

- 1) Evaluating the activities that had been done.
- 2) Analyzing the data – what to repair and what to improve.
- 3) Making a temporarily conclusion for classroom action research in cycle.
- 4) Doing discussion with the teacher to decide a further action, either to do further cycles or not.

## **F. Source of Data and Techniques of Data Collection**

### **1. Source of Data**

The source of data is the subject where the data can be gained in detail. Those data are field data, they are:

- a. Data from the teacher especially the English language teacher of fifth grade that are related to the teaching learning process in the previous time when she taught using conventional method. They are students' name list and students' score list.
- b. Data from the students including: students' achievement that is obtained from students' score in the end of every cycle, students' activities in the teaching learning process.

### **2. Techniques of Data Collection**

Method of data collection is a conscious effort to gather data systematically using the standardized method.<sup>43</sup> The methods used will affect the result of the research since the validity of data will determine the success. The methods will be used by the researcher to get the data in this research are as follow:

#### **a. Observation**

Classroom observation is an observation that is focused on the understanding of how social event of language classroom are enacted.<sup>44</sup> Through observation, the researcher is able to gather live data from live situation by

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<sup>43</sup> Arikunto, *Prosedur Penelitian ...*, p. 225.

<sup>44</sup> Nunan, *Research Method ...*, p. 93.



studying and recording what takes place in the teaching and learning process. The researcher observes the students' activities in the teaching and learning process. She also observes the teacher's activities.

The researcher compiles observation check-list by listing some students' observable behaviors that indicate their understanding on the new vocabulary taught during the teaching and learning process. Besides those, the researcher also lists teacher's activity during teaching and learning process.

b. Test

Test is an important or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.<sup>45</sup> There are two kinds of test; they are subjective and objective object. Subjective test is a test in which the answer is different from one student to other, for instance, essay. Objective test on the other hand is a test in which the answer is the same for all the students.

The researcher designs the test in the form of multiple choices and completion. They are kinds of objective tests in which the answers of the test are the same for all students.

The questions consist of ten items of multiple choices and

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<sup>45</sup> Brown, Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman Inc., 2001), 2<sup>nd</sup> ed, p. 401.

five items of completion.

## **G. Technique of Data Analysis**

This study uses descriptive statistical analysis to find out the improvement of students' achievement of common noun after being taught using *pictionary* game. The descriptive statistics are used to present succinctly what the data show.<sup>46</sup>The techniques of analysis here are used to analyze the observation data and test.

### 1. Technique of Analyzing Observation Data

Observation check-list is an instrument for observation method. The function of this instrument is to measure the affective and psychomotor domain. In this study, the researcher employs it to observe teacher's performance and students' engagement in the teaching and learning process. For the teacher's performance, it will be analyzed by calculating the percentage of the check-list through the following formula:

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

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<sup>46</sup> Norton, *Action Research ...*, p. 131.

The criterion put for this analysis is as follow:

**Table 3.2**  
**Scoring Level in Observation**<sup>47</sup>

Grade	Percentage	Note
A	91% - 100%	Excellent
B	76% – 90%	Good
C	61% - 75%	Fair
D	51% – 60%	Sufficient
E	< 50%	Less

On the other hand, the students' engagement in the teaching and learning process will be based on the criterion below:

**Table 3.1**  
**Scoring Rubric**<sup>48</sup>

Grade	Percentage	Note
1	0 %	None students
2	>20%	Few students
3	21% - 49%	Half students
4	50% - 69%	Many students
5	70% - 100%	Majority students

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<sup>47</sup> Uno, Hamzah B. and Satria Koni, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2012), p. 198

<sup>48</sup> Rahmawati, Indah, unpublished thesis under title *The Use Of English Children Song As Media To Improve Students' English Vocabulary Power In Noun (A Classroom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011)* , Semarang: IAIN Walisongo. (Semarang: IAIN Walisongo, 2010), p. 43

## 2. Technique of Analyzing Test

The researcher draws on the mean formula to measure the average of students' score in order to see the improvement of students' achievement after the treatment. The formula is as follow<sup>49</sup>:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Explanation:

$\bar{x}$  : The average of students' score

$\sum_{i=1}^n x_i$  : Total score

n : The number of students

## H. The Minimum Standard of Success

The success of the teaching and learning process can be reflected on the students' score of the test. The teaching and learning process is said to be doing well when more than 80% of the students pass the minimum passing criterion of 65.<sup>50</sup> Besides, it can also be seen on the students' engagement in the teaching and learning process. If majority of the students are enthusiastic in the teaching and learning process and the students' engagement in the teaching and learning process is in a good category, it is said that the teaching and learning process is successful.

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<sup>49</sup> J. V. Freeman, "Scope Papers", [http://www.shef.ac.uk/polopoly\\_fs/1.104345!/file/Scope\\_tutorial\\_manual.pdf](http://www.shef.ac.uk/polopoly_fs/1.104345!/file/Scope_tutorial_manual.pdf), p. 14, retrieved on February 22<sup>nd</sup> 2014 at 08:00 a. m.

<sup>50</sup> Sam's, Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 90.