

CHAPTER III

METHOD OF INVESTIGATION

A. Research Method

Research is an activity or a systematic process to solve a problem that is done by applying scientific methods.

According to David Nunan Research is carried out in order to:¹

1. Get a result with scientific methods objectively, not subjectively
2. Solve problem, verify the application of theories, and lead on to new insight
3. Enlighten both researcher and any interested readers
4. Prove/disprove new or existing ideas, to characterize phenomena, and to achieve personal and community aims. That is, so satisfy the individual's quest but also to improve community welfare.
5. Prove or disprove, demystify, carry out what is planned, to support the point of view, to uncover what is not known, satisfy inquiry. To discover the cause of a problem, to find the solution to a problem, etc.

The characteristics of classroom action research are: first, the main purpose of classroom action research is improving the

¹ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 3.

quality of learning process. Second, the problem that examined in action research is a practical problem. Third, the main focus of research is learning. Fourth, responsibility for the implementation and results of classroom action research is teachers as practitioners.

This study is action research at the eleventh grade students of SMK Ma'arif NU 01 Ketanggungan Brebes in the academic year of 2015/2016. This research is Classroom Action Research (CAR) that uses data observation toward teaching learning process in passive voice. This data is analyzed through some cycles in action. "Action research are the first, form of learning that has been systematically and reflectively, the second, done by researcher (teacher), and the third, done for improving learning condition."²

According to Kemmis and McTaggart Action research is a group activity. A piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be 'action research'.³

Based on three explanations above, the researcher concludes that Action research is one of the strategies to improve

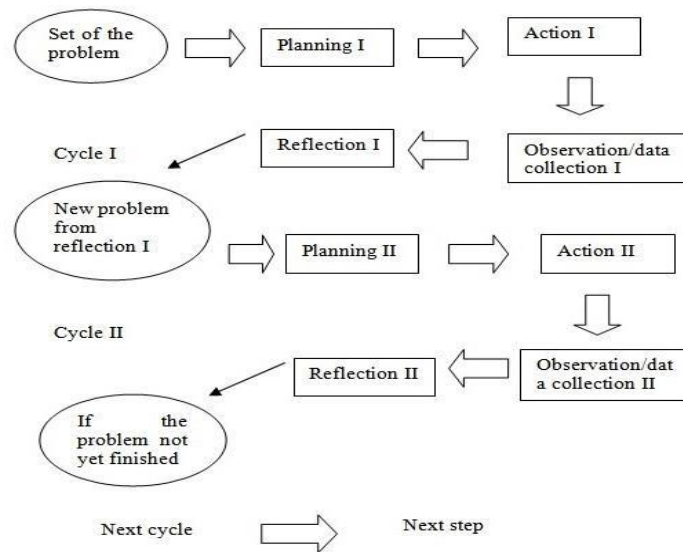
² Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p. 8.

³ David Nunan, *Research Methods in Language Learning...* p. 18

or increase the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and they try it systematically as an alternative way to solve learning problems.

There are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. Each step was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, observing, and reflecting the activities in each cycle.

The steps of Action Research⁴



(Figure 3.1 Action Research Cycle)

⁴ Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p.74

According to Arikunto there are four steps process in each cycle for doing classroom action research can be explained as follow:⁵

a. Planning

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

b. Acting

The planning strategy will be applied in teaching learning process.

c. Observing

Observation is the next step to monitoring and watches closely teaching learning process and collects 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 first graders) 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.

d. Reflecting

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

⁵ Suharsimi Arikuntoet. all., *Penelitian Tindakan Kelas*, p. 75

that results any process, the progress happened, and also about the positives and negatives sides.⁶

The characteristic of features of this kind of research are: the first, action research is carried out by people directly concerned with the social situation that is being researched. The second, action research starts from practical questions arising from everyday educational work (and not from those which might be ‘in fashion’ in some learned discipline). The third, action research must be compatible with the educational values of the school and with the work conditions of teachers. However it also contributes to the further development of these values and to the improvement of working conditions in the educational system. The fourth, action research offers a repertoire of simple methods and strategies for researching and developing practice, which are characterized by a sensible ratio of costs to results. However, specific methods or techniques are not what distinguish Action Research. Each action research project—whatever its scale—has a character of its own, and so we hesitate to provide an elaborate step-by-step model which might limit the variety of different paths to be pursued.⁷

⁶ Suharsimi Arikuntoet. all., *Penelitian Tindakan Kelas*, p. 76-80

⁷ Herbert Altrichter, Peter Posch and Bridget Somekh, *Teachers Investigate Their Work*, (London: Routledge, 1993) p. 5-6.

B. Source of Data / Participants and Setting

1. Research Place and Time

In this research, the researcher conducted the classroom action research at SMK Ma'arif NU 01 Ketanggungan Brebes in the academic year of 2015/2016. It is located at Sindangjaya village, Ketanggungan Brebes. The researcher chose this school has the limited facilities in learning and do an interesting way to learn English in improving grammar skill especially passive voice.

This research was conducted in 3 weeks, from 18th of April 2016 until the 5th of May 2016. During the research time, the researcher had 3 meetings with the students.

The first meeting was used to observe students' understanding on passive voice, and to check students' interaction with the teacher during teaching learning process in the class. So, the data about students' understanding on passive voice was gotten. In this meeting, the researcher has not begun a game in teaching passive voice.

The second meeting was used to begin a game in teaching passive voice. In this meeting, the researcher gave a test to know students' achievement after be taught by a game.

The third meeting was used to evaluate the technique, and give post-test to the students about passive voice. The rest time was used to analyze the data and make a research report.

2. Participants of Study

This research was conducted at SMK Ma'arif NU 01 Ketanggungan Brebes. The researcher used class XI TKJ A at SMK Ma'arif NU 01 Ketanggungan Brebes in the academic year 2015/2016 as a sampel in this research. So, participants in this research are the Eleventh grade students at SMK Ma'arif NU 01 Ketanggungan Brebes in the academic year of 2015/2016. The students' total of this class is 22 students.

3. Focus of Study

In this classroom action research, the research focuses on:

a. Teacher

The collaborator in this research was Mr. Supriyanto, S.Pd, the English teacher of SMK Ma'arif NU 01 Ketanggungan especially class XI TKJ A. the researcher asked the teacher to organize and to motivate the students. Besides that, the permission of research collaborator to conduct the research was very important.

b. Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding on material which is indicated by students' achievement, students' activity during teaching learning process.

c. Teaching learning process

The improvement of students' understanding and achievement in grammar especially passive voice teaching learning process by using busy pictures technique

C. Procedure of the Research

This research was held on 18th of April 2016 until 5th of May 2016 at XI TKJ A of SMK Ma'arif NU 01 Ketanggungan Brebes. This research was conducted for one pre-cycle and two cycles. Pre-cycle was used to observe students' understanding on passive voice. The first cycle was used to teach the materials of passive voice and using game in teaching the material, and the second cycle is used to evaluate the game to teach passive voice.

The sequences of each cycle are:

1. Cycle planning

In this stage, the researcher made a lesson plan and prepared teaching material.

2. Cycle acting

In this stage, the researcher did the teaching learning process. The researcher gave a test by giving 10 questions (change active voice into passive voice) and give 30 minutes to answer the question. After that, the researcher applied busy picture game to teach passive voice.

3. Cycle observation

In this stage, the researcher monitored students' progress during the teaching learning process. During this observation, the researcher collected the data.

4. Reflection

In this stage, the researcher analyzed the data gotten during the cycle. Then, the researcher determined what will be done in the next step.

D. Data Collection Technique

Collecting data method is the way that can be used by researcher for collecting data. They are questionnaire, interview, observation, test and documentation. In this research, the researcher used observation, test, and documentation etc.⁸

The technique was used by the researcher to get the data in this research is as follow:

1. Observation

Observation is a multi-faceted tool for learning. The experience of observing comprises more than the time actually spent in the classroom.⁹ The formula that used to process the data from observation as follow:

⁸ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rieneka Cipta, 2009), p. 100-101.

⁹ Ruth wajnryb, *Classroom Observation Tasks....*" p. 1.

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

P= percentage of the score

X= total score

X_i= score maximum.¹⁰

2. Test

Test is important part of every teaching and learning experience. Each test has different characteristics that must be considered when the tests are planned. There are two testing grammar types; multiple choice test (error recognition item, word order item, completion item) and transformation item test.¹¹ There are two kinds of tests was used by the researcher: Pre-test and post-test. Pre-test is given before the researcher gave the game in teaching the material to the students. The researcher gave pre-test in each cycle, by giving 10 questions (change active voice into passive voice) and give 30 minutes to answer the questions. Post-test was given after the researcher gave the game to teach material to the students. The researcher gave post-test in each cycle.

¹⁰ Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

¹¹ J.B. Heaton, *Writing English Language Tests: A Practical Guide For Teacher of English as a Second of Foreign Language*, (London : Longman Group Limited, 1975), p.23.

3. Documentation

The researcher used documentation which relate with this research. They were students' name list, lesson schedule, students' worksheet, and photo of teaching and learning process by using busy picture.

E. Instrument of The Study

Research instrument is tool or facilities are used by researcher to collect data. Quality instrument will determine the quality of the data collected, so it is fitting to say that the relations between the instruments and data is as the main of the research that interlinked between the background, problem, identification, objectives, benefits, framework, assumptions and hypotheses.¹²

In this research, the researcher used observation checklist, test and documentation.

1. Observation Checklist

In arranging observation checklist, the researcher collaborated with English teacher (Mr. Supriyanto) to list students' observable participate that indicated their activeness during teaching and learning process. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding on passive voice. Observation was carried out

¹² Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2007), p. 32.

three times; preliminary, cycle I, and cycle II. The observation checklist which is used in this study is as follow:

Table 3.1
Form of students' observation checklist

No	Indicators	None (0%)	Few (<20%)	Half (20- 49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students paid attention teacher's explanation						
2	The students asked question actively						
3	The students were enthusiastic in teaching learning process						
4	The students were enthusiastic in doing the test						

5	The teacher used active learning						
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Table 3.2

Form of teacher observation checklist

No	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Presentation a. Teacher's explanation is easy to be understood b. Teacher gives students chance to ask some questions about the material c. Teacher can answer the students' answer d. Teacher can involve students to make a conclusion						
2	Implementing of Strategy a. Teacher can apply the strategy appropriate with lesson planning b. Teacher can give explicit and easy to be understood instructions c. Teacher can use media effectively						

3	Performance a. Teacher has clear voice during teaching and learning process b. Teacher can manage students in class						
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2. Test

In this research, the researcher used essay tests. The researcher gave test in after treatment for every cycle. The purpose is to measure the improvement of students' understanding on passive voice every cycle. There were 10 items of questions that are change active voice into passive voice.

3. Documentation

The researcher used documentation which relate with this research. They were students' name list, students' worksheet and photo of teaching and learning process by using busy picture technique.

F. Data Analysis Technique

Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. After collecting the data, the researcher analyzed the data .It can be defined as the process of analyzing data required from the result of the research. The score

of students' achievement can be calculated by using this following formula:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

The mean score of the class can be searched by using this following formula:¹³

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean (Average Score)

N = The Number of Students

X = Score

G. Indicators of Achievement

This study was said successful, because the research objectives' indicators are reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Student's average achievement in English is higher than minimum score established by school. (75)
2. Students' understanding on passive voice gets improvement after the students are taught by busy pictures technique.

¹³ Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement, Second Edition*, (Norwood: Christopher-Gordon Publisher, 1998), p. 155.