

CHAPTER III

METHOD OF RESEARCH

A. Research Approach

In this research, the researcher used the form of action research as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.¹ It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research. Action research is the name given a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.² According to the researcher's opinion, classroom action research is a number of procedures that is used to improve teaching learning process in classroom. So in this research, she uses a classroom action research. This data was analyzed through some cycles in action.

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 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.

¹ Michael J Wallace, *Action Research For Language Teachers*, (New York : Cambridge University, Press, 1998), p. 17

² Jeremy Harmer, *The Practice Of English Language Teaching*, (New York :Longman, 2002), p. 344

B. Procedure of the Research

In this classroom action research, the researcher planned to conduct three cycles through English songs in learning modal auxiliary.

This research was done in three cycles. Which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting.

A cyclical process involving stages of action research are followed by action can be illustrated below:³

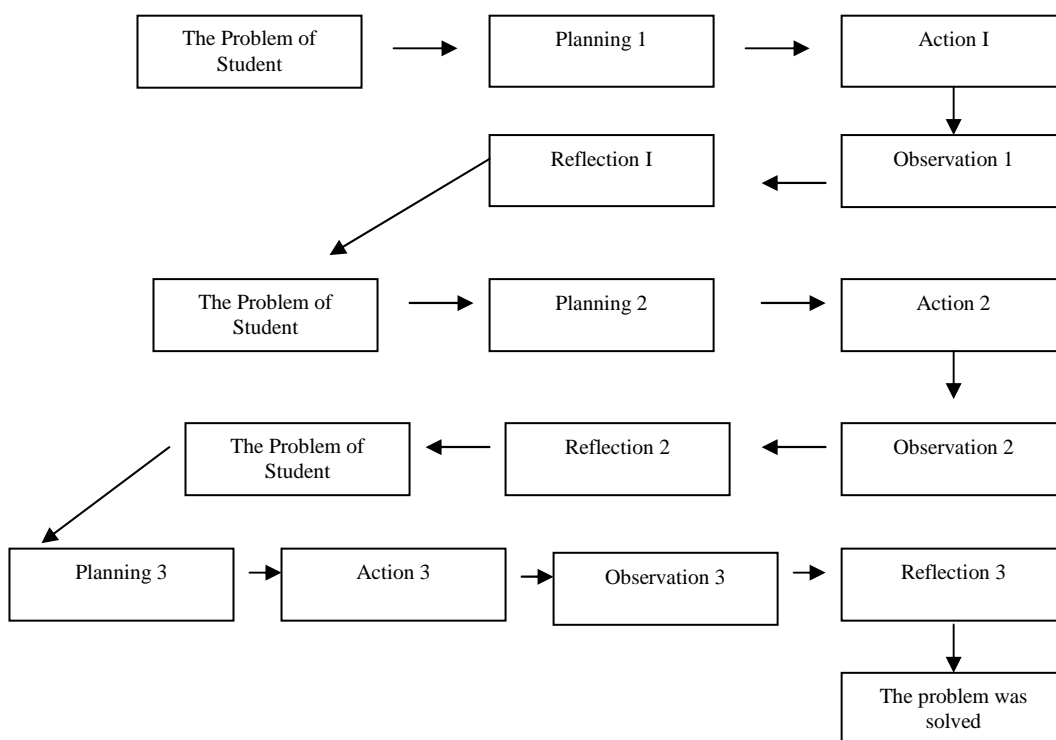


Figure 2 Cyclical Process of Action Research

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

1. Pre Cycle

The first step in making classroom action research, the teacher uses test to assess the students' achievement in learning modal auxiliary. In this

³ Suharsimi Arikunto, *et. a.l.*, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), 6th Ed, p.16

activity, the teacher explains the material to the students with conventional method. The teacher explains about modal auxiliary including; definition, the kind, and the usage. Then, the teacher gives the example of modal auxiliary. After that, the teacher asks the students to answer the question. The teacher gives 20 true false test questions. After the researcher gets the data from the test, the researcher decided to analyze the result to determine the use of song in learning modal auxiliary.

2. First cycle

a. Planning

In this stage have been done the activities as follows:

- 1) Make a lesson plan
- 2) Prepare a transparency of the lyric of the song (Modal Auxiliary)
- 3) Prepare test
- 4) Prepare observation scheme
- 5) Prepare students' attendance list

b. Acting

In this stage what thing has been planned in the planning will be done according to the schedule that had been arranged. In this stage was done teaching scenario that has been planned by researcher with the teacher. The teaching scenario is as follows:

- 1) The teacher gives lyrics the song (modal auxiliary) to the students and they sing a song together.
- 2) Teacher explains about the material, in this activity the teacher explains about modal auxiliary (*can, could, will, would, should*) including; the definition, the kind and the usage.
- 3) After the teacher explains about modal auxiliary, she gives an example of modal auxiliary and explains to the students.
- 4) After the students understand the material, teacher asks the students to make some example using modal auxiliary.
- 5) Teacher gives 20 true or false questions to the students.

6) After the students finishing their work, the teacher asks them to collect their work.

c. Observing

1) Observing the teaching learning process focuses on students' observable behavior that indicates their enthusiasm and concerns on the lesson

2) Observing the students when they are making some example using modal auxiliary.

d. Reflecting

Evaluate the steps in teaching learning process and discuss the result of observation for the improvement of students' achievement in learning modal auxiliary

3. The Second Cycle

a. Planning

1) Arrange the lesson plan based on the teaching material

2) Improve the teaching strategy

3) Choose the song as a media in teaching according to the students' need(Wherever You Will Go)

4) Improve the explanation about song that given.

5) Prepare test

6) Prepare observation scheme

7) Prepare students' attendance list

b. Acting

In this step what has been planned in the planning will be done according to the schedule that is arranged. In this step was done the teaching scenario that has been planned by researcher.

The teaching scenario in the cycle II is same with teaching scenario in the cycle I, but in the cycle II is done improvements that had not completed in the cycle I.

The activities in teaching learning process are:

- 1) The teacher reviews the material, although it has been explained on the day before.
 - 2) The teacher asks the students about their problems on the previous lesson
 - 3) The teacher explains the problems on the previous lesson
 - 4) The teacher asks the students about their understanding about song that has been given in the day before.
 - 5) The teacher writes all the words of the song on separate cards.
 - 6) The teacher divides students to work in pairs and distributes the cards to the students.
 - 7) Show a transparency of the lyrics with the nine words about modal auxiliary left blank.
 - 8) The teacher gives song (Wherever You Will Go) that will be explained and students listen the song from the cassette.
 - 9) The teacher asks the students to stamp the cards on the blank lyrics of the song and they match it.
 - 10) The teacher asks the students if they can tell what the song means from the lyrics. Explain anything they do not understand
 - 11) The teacher asks the students to look for modal auxiliary on the English Songs
 - 12) The teacher explains about modal auxiliary (*shall, may, might, must*)
 - 13) The teacher helps the students to translate the Indonesian difficult words into English
 - 14) The teacher gives 20 true or false questions to the students.
 - 15) The teacher asks the students to answer the question that has been given.
- c. Observing
- 1) Observing the teaching learning process focuses on students' observable behavior that indicates their enthusiasm and concern on the lesson

- 2) Observing the students when they are answering the question according to the song.

d. Reflecting

Evaluate the steps in teaching learning process, discuss the result of observation, and assess the result of students' understanding for the improvement of students' achievement in learning modal auxiliary.

4. The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The result from observation tells that the students get improvement score, but they still have some misunderstanding about different among shall and should, will and would, can and could, so it is needed another action in order the next cycle is better.

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Prepare the teaching material
- 3) Prepare song (I Can Play a Guitar)
- 4) Prepare test
- 5) Prepare the observation scheme
- 6) Prepare students' attendance list

b. Acting

The activities in teaching learning process are:

- 1) The teacher reviews the material, although it has been explain on the day before.
- 2) The teacher asks the students about their problems on the previous lesson
- 3) The teacher explains the problem
- 4) The teacher asks the students about their understanding about song that has been given in the day before.
- 5) The teacher sings a song by playing a guitar (I Can Play a Guitar)
- 6) The teacher explains about the material.

- 7) The teacher helps the students to translate the Indonesian difficult words into English.
- 8) The teacher gives 20 questions. It consists of 10 multiple choice and 10 true or false questions.
- 9) Teacher asks the students to answer the question.
- 10) The teacher guides the students to answer the question.
- 11) After the students finishing their work, they were asked to collect their work to the teacher.

c. Observing

- 1) Observing the teaching learning process focuses on students' observable behavior that indicates their enthusiasm and concern on the lesson
- 2) Observing the students when they are answering the question according to the song.

d. Reflecting

The result that is obtained on the observation is analyzed in this phase. Then, the teacher and researcher reflect the activities that have been done. Beside that, the teacher assesses the students' answer the question result. The result of assessment can be used as consideration the use of English song in learning modal auxiliary.

C. Focus of the Research

In this research, the researcher focuses on using English songs to improve students' achievement in learning modal auxiliary with eighth grade of MTs Fatahillah Karangawen Demak in academic year of 2009/2010. Modal auxiliary are *can, could, will, would, shall, should, may, might, must*. English subject taught every Saturday from 9.55 a.m. until 10.35 a.m. and Monday from 8.20 a.m. until 9.40 a.m.

D. Setting and Participants

This research was done at MTs Fatahillah Karangawen Demak. It is

located at Jl. Rimbu Kidul Rejosari Karangawen Demak 59566.

The participants of this research were the class VIII B MTs Fatahillah Rejosari Karangawen Demak in academic year 2009/2010 with 34 students (14 female and 20 male). The reason for choosing the eighth grade students is based on consideration that students of Junior High School are at the age of searching such pleasure, even in their learning activities.

E. Source of the Data

The sources of the data in this research are 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.⁴

The sources of data in this research are from the head master who gives further information about school and school curriculum, the teacher who gives some further instructional information, teaching materials, learning assessments, and teaching methods applied in eight grade of MTs Fatahillah, and from school documents (the data of teacher and students, lesson schedule, students' exercise book, and so on).

F. Technique of Collecting Data

As other research, classroom action research also needs to collect data to support the investigation. It is a fundamental thing to be well throughout by a researcher before to conduct a research.

There several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. 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. In gaining the data, the researcher attempts to employ the following methods.

1. Documentation

It refers to archival data that helps researcher to collect the needed

⁴Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

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.

2. Observation

Observation is the activity of giving total concern to research object by the sense.⁵ In conducting observation, the researcher used the sheets of check list to note the activity that might happen in the teaching learning process. Observation is intended to see and to know about the condition of class and students, and the obstacles appear during the teaching learning process. It can be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem and their understanding about the material given.

3. Test

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.⁶

There are four main reasons for testing which give stressing to four categories of test:

- a. Placement tests: placing new students in the right class in a school is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on.
- b. Diagnostic tests: while placement tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learners difficulties, gaps in their knowledge, and skill deficiencies during a course.

⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1998), 2nd ed., p.149

⁶ Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd Ed, p.401.

- c. Progress or achievement tests: these tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.
- d. Proficiency tests: proficiency tests give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.⁷

In this research, the researcher used achievement test because it is made to measure the students' achievement after they learned the material.

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

G. Instrument of the Research

Research instrument is a device used by researcher while collecting data to make her work become easier and to get better result, complete, and systematic in order to make the data easy to be processed.⁸

An instrument could be in form of questionnaire, observation list, interview, test, etc. In this study, the researcher uses document, observation, and test.

1. Document

Document is every written data or film.⁹ The researcher used this method to obtain documents which are related with this research. They are school file like the data of teacher and students, lesson schedule, students' worksheet, students' textbook, and so on.

2. Observation Check List

In arranging check list observation, the researcher lists some students'

⁷Jeremy Harmer, *Op. Cit*, p.321.

⁸ Suharsimi Arikunto, *Op. Cit*, p. 136.

⁹Lexy J moeloeng, *Op. Cit*, p. 216.

observable behavior that indicates their understanding on modal auxiliary taught that teacher can see from their activities and response during teaching learning process. The instrument is attached.

3. Tests

In this research, the researcher uses an achievement test to measure the student's progress in improving students' achievement. The researcher uses multiple choices and true or false test. With those forms, the researcher can get score directly the specific skill and learning. The scoring can be done quickly and easily.

The reason to give assessment test to the students was to measure the student progress in every cycle during the classroom action research. The researcher gives test to the student after the teacher teaches modal auxiliary without English song or still uses conventional method with 20 true or false questions. After that, the researcher begins to conduct action research cycle by using English song. They will be presented by three treatments. Every action after gives the treatments, the researcher gives assessment that consists of 20 questions. In the cycle I and II, the researcher gives 20 true or false questions and the last cycle, the researcher gives 10 multiple choice questions and 10 true or false questions.

H. Technique of Analyzing Data

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately.¹⁰

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using English songs in learning modal

¹⁰ Igak Wardani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2001), p. 189

auxiliary.

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

$$score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100$$

In this research, the researcher uses mean formula to know the average of students' score and to check students' improvement in learning modal auxiliary. The formula is as follow:

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

M : The average of students' score

ΣX : Total score

N : The number of the students¹¹

I. Criterion of Assessment

The students' success and failure in doing the activities planned assessed by referreing the criterion issued by MTs Karangawen Demak, namely Kriteria Ketuntasan Minimum (Minimum Passing Grade). A material could be said that it was succesfully taught if students had minimal score 65. Means that 65% of the material were understood by them.

The researcher determined the criteria of students' achievement scores from first test until third test above as follows:

- 1) The range of Outstanding Achievement (Excellent) was: 80 – 100
- 2) The range of Above Average(Good) was: 60 -79
- 3) The range of Average Achievement (Fair) was: 40 – 59
- 4) The range of Below Average(Poor) was: 20 – 39
- 5) The range of Insufficient Achievement(Very Poor): 0- 19.¹²

¹¹Prof. Dr. Sutrisno Hadi, *Statistik*, Jilid I, (Yogyakarta: Andi Offset, 2001), p. 37.

¹² Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.