

CHAPTER III

METHOD OF INVESTIGATION

A. Setting of the Study

This action research was conducted in Madrasah Ibtida'iyah (MI) Walisongo Jerakah, Tugu, Semarang, which is located in Jerakah village. It is at Stasiun Street no. 20 Rt.01 Rw III Jerakah Tugu Semarang. It is an industry area. The majority of the people that live around the school are labor. Most of the students come from the village itself and village near it. It has 6 classrooms. Each grade consists of around 25 students.

B. Subject of the Study

The subject providing the data of this study was the fifth graders students of MI Walisongo Jerakah, Tugu, Semarang in the academic year 2009/2010. There were 23 students in the class. It consists of 13 boys and 10 girls.

C. Research Design

1. Definition of Action Research

There are many kinds of research design in conducting a research. Action research is a form of research which is becoming increasingly significant in language education. Teacher investigates teaching and learning to improve their own and their student's learning in a process.

According to Kemmis and Mc. Taggart in Nunan, action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation.¹ They are arguing that there defining characteristic of action research are:

¹David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), P. 18.

- a. That is carried out by practitioners (for classroom teachers purposes rather than outside researchers)
- b. That is collaborative
- c. That is aimed at changing things

Action research is defined by Kemmis as cited in Hopkins; action research is the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.² It is often useful for teachers to find solution of problems encountered in everyday practice. Teachers usually use action research when they find some problems such us the students have not achieved the target they expected during teaching and learning process. In this study, the writer studied the student's ability in performing the language in a complete the sentences.

According to Geoffery, action research is any systematic inquiry conducted by teacher researchers, principals, school counselor or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students' learn.³ This information is gathered with the goal of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved.

From the definition above, the writer concluded that action research is an action in research that can be done by teacher, researcher and teacher with his or her colleague, etc which involves a group of student to improve the quality of teaching and learning process or to enhance the understanding of the understanding of the students to the lesson.

2. The steps in action research.

There were three cycles applied in conducting this study. Each cycle consisted of two meetings. According to Kemmis as cited by Mills, there are four

²<http://physicsed.buffalostate.edu/danowner/actionrsch/03062008/phtml>.

³Geoffrey E Mills, *Action Research: A Guide for the Teacher Researcher*, (USA: Prentice Hall, 2000), p. 6.

components in one cycle for doing classroom action research. It consists of planning, acting, observing and reflecting.

1. Planning

Planning as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatments. In order to improve student's speaking skill, the writer tended to use pictures as learning media. It was hoped that by using pictures as learning media, students would be able to produce good comprehension in descriptive adjectives.

Planning is important step conducting an action research. The purpose of this activity is to know the problems. Then the researcher and the collaboration find a good solution to the problems.

First, the writer should do was to find an institution to do an action research. In this case, the writer chose MI Walisongo Semarang as the institution. After that the writer should asked permission to the headmaster to carry out the study there. Then, the writer should make a well-prepared plan and evaluation format. In this case, the writer should do the first step of learning process using pictures. The writer should design the material for her teaching learning process. Then, the writer made the lesson plan and test evaluation format with the aims at guiding her in teaching and learning process and to measure the students' progress during the action research.

2. Action

Doing an action is the main phase of action research. It is followed by observation and reflection. This phase is the implementation of the plan that researcher has made to solve the problems.

After planning the concept, the writer carried out the treatment referring to the plan has been made. The writer conducted a preliminary research before applying the treatment.

3. Observation

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the writer identified and analyzed the data collected during the

treatment. The data being taken were quantitative data. It was taken from observation and documentation.

The writer was intended to observe the students during the classroom action research as observer. The researcher was asked her English teacher to observe her classroom in teaching learning process to support her investigation.

The English teacher became as the teacher during the classroom action research and the writer as observer. In this phase, the writer analyzed and collected the result of the action. The purpose is to know what extent the result of “action” reaches the objective.

4. Reflection

Reflection is the activity of evaluating critically about the progress or change of the students, class, and also teacher. In this step, the writer could observe whether the “action” activity had resulted any progress, what progress happened, and also about the positives and negatives, and so on.

A reflection is an effect to inspect what has been done. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the inspection effort of the success or the failure in reaching the research the purpose.

From the explanation above, it can be said that planning always becomes the first step in doing any activities without planning, the researcher does will have no directions; planning becomes the references in doing the action. While, action is the second step which is the realization of the planning the researcher has made. Then, observation is needed to know the quality of the action. Based on the observation, the researcher can determine whether it is necessary to revise the action or not in order to achieve the purpose of the research.

To support her research, the writer used test to gather the data. Hopefully, her research could be conducted well and could achieve the objective of this research.

In general, the cycle of action research could be seen from the figure below:

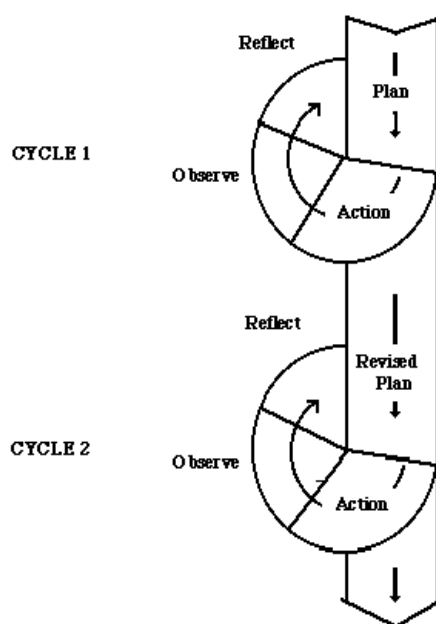


Figure 2.2 Action Research Protocol after Kemmis (cited in Hopkins, 1985)⁴

3. Characteristics of Action Research

Action research is different from other research. It has its own characteristics. According to Gabel, there are six characteristics of action research:

a. On the job problem oriented

The problems of teaching and learning which are investigated in action research are the problems found in everyday life.

b. Problem-solving oriented

The main aim of action research is to solve problem.

c. Improvement oriented

Action research is meant to make changes and improvement by making use of the elements in the process of development.

⁴Dorothy Gabel, "An Introduction an Action Research", <http://physicsed.buffalostate.edu/danowner/actionrsch/03062008/html>.

d. Multiple data collection

An action research consists of several methods which are used to collect the data, such as observation, tests, interview, and questionnaire.

e. Cyclic

A cyclic consists of certain steps that are planning, acting, observing, and reflecting. They are implemented in an action research.

f. Participatory/ collaboration

The researcher cooperates with other people to heighten the validity of the observation.⁵

D. Type of Data

In this study, the writer applied a quantitative approach with simple qualification. In the quantitative approach, the writer count the achievement of test and describe the use of pictures as media in teaching descriptive adjectives to the fifth grades of MI Walisongo Semarang by using observation, test and documentation as the data to compose the conclusion. To know the achievement of the students' vocabulary, the writer used simple formula.

E. Instrument for Collecting Data

One of most important activities in the research is how to need data, to collect the data needed; the writer has tried to apply some appropriate research instrument.

According to Arikunto, research instrument is "a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed".⁶

There are several ways to collect data like questionnaire, observation, field notes, interview and test. In this study, the writer gathered the data by using several instruments namely, observation, test and documentation.

⁵Dorothy Gabel, "An Introduction an Action Research", <http://physicسد.buffalostate.edu/danowner/actionrsch/03062008/html>.

⁶Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.160.

1. **Observation**

In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How English teacher carry out the material and what English teacher will manage the classroom, and also students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problems, and their understandings to the material given. To be more objective, the researcher considers of asking her colleague to help her to observe in the classroom.

In this study, an observation was used to observe the subject of the study in same aspects. The aspects that were observed were students' attendance, students' actively in asking questions to teacher, students' actively in answering questions, students' ability in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. **Test**

Test is valuable measuring instrument for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numeral score can be assignment.

Test is used to measuring students' skill, first skill, development or achievement during action, and skill on end cycle action.⁷

Here the writer applied an achievement test. The achievement test is similar to the progress test in which it measures how much the students have learned it of the first foreign language interaction. The achievement test is appropriate to measure that students' progress in learning process.

Through tests the teacher can evaluate the effectiveness of a new teaching method of a different approach to a difficult pattern of new materials. Because the researcher do not have student's score on adjective, the researcher give a preliminary research to get information about student's ability to understanding vocabulary,

⁷ Departemen Pendidikan dan Kebudayaan, *Penelitian Tindakan (Action Research)*, 1999, p. 33

especially descriptive adjectives. The writer gave a preliminary research at the prior of teaching learning process before using pictures. Therefore, in order to evaluate the effectiveness of using pictures, the writer gave a test in cycle I, cycle II& cycle III. The achievement test is to determine whether course objectives have been met with an appropriate knowledge and skills required by the end of a period of instruction. Students performed it individually. While the students were performing their answer in complete the sentences, the writer assessed their descriptive adjectives ability.

3. Documentation

Documentation is the method to find our data about case or variables as notes, transcripts, books, newspapers, magazines, etc.⁸

Documentation is the method to do research by collecting the materials that has relation with research. The researcher will be using documentation to collecting the materials that has relation with research. This method to get subject of research, the data about school, structure of organization, students' list that make subject of research.

F. Procedures of Collecting Data

a. Preliminary Research

The preliminary research was conducted on 13th of October 2009. The researcher was carried out preliminary research to get information about student's ability to understanding on vocabulary.

Based on the result of observation from Mr. Mutohirin as English teacher, he asks that student's understanding on vocabulary is less sufficiency especially in adjective. Students will to practice conversation in English is less. So, their score of study is very low. In learning process, the teacher uses conventional method, the teacher only uses LKS during learning process. So, the students difficult of understanding on adjectives and students' motivation in learning English are less.

⁸ Suharsimi Arikunto, *op.cit.*, p. 231.

b. Cycle I**1) Planning**

After doing preliminary research, the researcher identifies and analyzes problems faced by students during teaching learning process. The researcher wants to using pictures as media to improve students understanding on descriptive adjectives.

Furthermore, the researcher determines materials and arranges learning plan to use in learning process. In cycle I, the teacher will introduce some vocabulary about shapes through picture. In addition, the researcher also arrange format of observation and evaluation

2) Acting

In this cycle, the researcher began with teaching learning process using picture. In this activity, pictures were introduced to the students.

In this study, the English teacher introduces materials about “Shapes”. Then, the teacher delivers question to students about kind of shapes by pointing to picture to motivate students answering the questions. Next, the teacher writes students’ answers on the board, then reads it loudly while the students follow the teachers’ pronounce. The teacher repeat again reads it and the students follow it. After that, the teacher divides students into groups. The pictures have been adhered as well as the vocabularies and translations. The teacher reads off every vocabulary loudly, while the students follow the teacher’s pronounce. Then, the teacher gives example how to describe pictures and example of dialogues. After the students understood and mastery of descriptive adjectives, the students practice conversation with their couple.

3) Observing

The researcher with help the English teacher did the observation in the classroom. This step was done in the same time with acting. The observation focused on the students’ activity during the teaching and learning process.

4) Reflecting

The result of observation was analyzed and evaluates to get the description of the action that had been done. The writer also gave a test to know the result of using picture in first cycle.

c. Cycle II**1) Planning**

The researcher more focuses on students, who do not pay attention and will focus on their problems. The researchers will revision if there are difficult or less in learning teaching.

2) Acting

The acting of the second cycle will do the same activity with the first cycle. The material of second cycle was different. The material is about "Colors". But the teacher took several minutes to review the previous lesson before doing the activity.

3) Observing

The researcher observed second action with focus on students' activities. The researcher also took note about the differences activities of first and second action.

4) Reflecting

The result of observation will analyze and evaluates using test to check whether any progress on their comprehension or not.

d. Cycle III

1) Planning

Based on the result of first and second cycle that during learning process, the researcher wants to join between shapes and colors. Then, they were recorded while practicing conversation in their dialogue.

2) Acting

In this cycle, the activities almost same with first and second cycle. In this meeting, the writer looks several minutes to review the previous lesson before doing the activity. In this opportunity the students have to practice on conversation about shapes and colors using the same media. After that the students describes two pictures on one dialogue.

3) Observing

The writer observed this action with focus on students' activities. The writer also took note about the differences activities of third cycle.

4) Reflecting

The researcher make conclusion based on observation that during teaching learning process in each cycle.

G. Method of Analyzing the Data

In this study, the writer gave oral tests to the students and analyzed their scores to measure the improvement. In each test, the students were asked to come forward in pairs and had dialogues about the materials that had been given in the treatments. To analyze the result of test the researcher cooperates with Mr. Thohirin as English teacher at the fifth grade students of MI Walisongo Semarang.

As on practice of classroom action research, analyzing the data that use is:

1. Data from observation

In this, the researcher observed the students of the study in some aspect, such as the students' attention to explanation of teacher, the students' question to teacher about adjective, the students' understanding to explain of teacher about descriptive adjectives.

2. Test

The researcher will be analyzed with account the result of test in each cycle. This test will use to measure the students' progress in understanding on descriptive adjectives in each cycle. To account result of test using simple formula:

$$X = \frac{F}{N}$$

Explanation

F = the total of students score frequency

N = the totality score

x = mean

3. Documentation

The researcher will be using documentation to collecting the materials that has relation with research. This method to get subject of research, the data about school, structure of organization, students' list that make subject of research.