

CHAPTER III

METHOD OF INVESTIGATION

This chapter, discusses about the methods of the study that consist of setting of the research, subject of the research, research design, method of data collection and method of data analysis.

3.1. Setting of the Research

This study was conducted at MI Zumrotul Wildan Ngabul which is located at Ngabul Tahunan Jepara post code 59428. The subject of this study was the fourth grade students in academic year 2017/2018. This study was done in first semester.

3.2. Subject of the Research

There are two classes of fourth grade in the school, but the researcher used sampling of one class in the fourth grade to get the data. The numbers of the students are 23 students. The researcher chooses the fourth grade as the subject of the research based on the fact that they still have difficulties in learning English, especially in vocabulary. In this research, the reasearcher functions as an observer.

3.3. Research Design

This study was designed as a descriptive study. According to Suharsimi (2005:234), descriptive research is a research with the view to collect information and to describe about a phenomenon. It means that, the researcher collect the data based on real situation or phenomenon in the classroom by recording the object.

This research used qualitative method to find the data. According to Wallace (1998:32), qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore subjective.

The descriptive study design used in this research is a collaborative research. It means that the researcher collaborates with the English teacher of MI Zumrotul Wildan as an observer. In conducting the research, the English teacher's role is an English teacher who teaches English vocabulary by using animation video, while the researcher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Equally, the researcher was made an interpretation of the data. This included developing a description of an individual or setting, analyzing data for the themes, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

The teacher used three animation video to teach students' vocabulary. All the animation video was downloaded from youtube. The first, entitled "Kids vocabulary – family - family members & tree – Learn English

educational video for kids” from channel English SingSing. English SingSing is the channel on Youtube that all children joyfully play with English and learn English. The animation video was published on June 13, 2016. The second, entitled “Do you like food? Song for kids. | Super English Kid! (Fruits, Vegetables, Meat, Dessert)” from channel Super English Kid. The animation video was published on Jun 11, 2016. The third, entitled “Kids vocabulary – Action verbs – Action words – Learn English for kids – English educational” from channel English SingSing. The animation video was published on April 27, 2016.

3.4. Method of Data Collection

The data was collected through two techniques. They are classroom observation and interview.

1. Classroom Observation

Classroom observation was conducted to analyze and get the information of data about the real situation from the subject of the research in the classroom. The researcher used video recording to observe all the things happened in the classroom during teaching and learning process, so it can captured all the things happened. The video was transcribed in order to see how the teacher applied animation video in teaching vocabulary.

There were several aspects that were observed. Firstly, focused on observing the teacher’s steps in implementing animation video in teaching students’ vocabulary. The research was observed what the teacher done

from opening until closing on teaching and learning process. Secondly, the researcher was observed the students response when the teacher applies animation video in teaching English vocabulary. The observed concerned in how the teacher teach vocabulary using animation video, responding the teacher explanation and question, giving and accomplishing the task.

The reseracher also used field notes of teacher's step of implementing the method to complete the classroom observation. Field notes could be used to record those behaviors which are not recorded in videotaping. In this study, there were in observation sheet or field notes, and video transcription. The video was transcribed in order to see how the teacher applied English animation video in teaching vocabulary.

The classroom observation was conducted three times. In every meeting the teacher gave vocabulary task to the students. It was gaining to know the improvement of the students' achievement after using English animation video in teaching vocabulary.

2. Interview

The second technique of collecting the data was interview. According to Cohen, Manion and Morrison (2000:269), interview is defined as a two-person conversation initiated by the interviewer for the specific purpose, and focused on content specified by research objectives of systematic description, prediction, or explanation. Interview is a kind of dialogue but the list of question is presented orally. In this research, interview was done either for teacher and students. Interview for teacher

used some questions to get information about how teach students' vocabulary using animation video, the advantages and disadvantages, the problems faced in vocabulary learning in the classroom. Interview for students also used some questions that have prepared by researcher, to identify students' problem faced about vocabulary learning and to know students' feeling and response about the implementing technique which is used by teacher.

The interview session was conducted once after the classroom observation ended and it was recorded by voice recorder. The researcher was chosen two students for interview. This interview session was conducted on Saturday, November 25th 2017. The questions of interview were in Indonesia and it would be transcribed by the researcher. The students answered the questions about feeling and response of students after implementing the strategies.

The second interview was conducted for the teacher. This interview session was conducted on Saturday, November 25th 2017. The researcher interviewed the teacher to describe the implementation of English animation video to enrich students' vocabulary.

3.5. Method of Data Analysis

Miles and Huberman (1994:7) stated that there are three methods of data qualitative analysis:

1. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified. The researcher has to do reduction to analyze the data, the researcher collects the data through participant observation and semi-structured interview. Then, the researcher selected, identified, and focused on the data by referring formulation of the research problem. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying vocabulary teaching strategy used, the difficulties in learning vocabulary, and the solutions that are used to solve the difficulties only.
2. Data display is a set of data reduction results that are organized into a particular form. Generically, data display is an organized, compressed assembly of information that permits conclusion drawing and action. Data display refers to show data that have been reduced in the form of blueprint. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. The researcher arranges the data in good sequence the data in order to be easier to understand.
3. Data conclusion was made by concluding the data. The conclusion draws were verified by testing the truth, strength, and suitability of meanings that

arise from the data to test the validity of those meanings. In this research, the researcher made conclusions from the data reduction and data display.

The researcher analyzed the data through participant observation. The researcher should participate in each activity done by the subject of the research. Sugiyono (2010:331) argued that in participant observation, the researcher observes what people do, listen to what they say, and participant in their activities. In educational setting on this observation, the researcher became an observer that participated fully in the activities of the group being studied, but also makes it clear that he is doing research.

The researcher was conducted classroom observation research based on observation sheet and blueprint of observation sheet that made by researcher. The data from classroom observation was recorded on video recorder that was transcribed and analyzed to found out how to teach students' vocabulary by using animation video.

The interview conducted in this study was in semi-structured. According to Mubarok (2015:51), semi structured interview is a combine of structured and unstructured interview. It means that the researcher conducted an interview by giving questions and the number of question can be more as stated in the interview list.

3.6. Research Procedure

The teaching vocabulary by using animation video was done in three meetings. Below are the brief explanations the research about the teaching and learning process to mastery vocabulary by using animation video:

The first classroom observation research was done on Saturday, November 11th 2017. The title of the animation video that play by teacher “Kids vocabulary – family - family members & tree – Learn English educational video for kids”. The teacher played the animation video four times. At first played the animation video, the teacher asked the students to watch and paid attention. The second time, the teacher gave explanation about the vocabulary and the meaning. Then, the third the teacher asked students come forward to practice the vocabulary in the animation video. The last, the teacher gave a review about the material with play the animation video.

The second classroom observation research was done on Saturday, November 18th, 2017. The teacher played the animation video by the title “Do you like food? Song for kids. | Super English Kid! (Fruits, Vegetables, Meat, Dessert)”. The teacher plays the animation video four times like the first observation. At first played the animation video, the teacher asked the students to watch and paid attention. The second time, the teacher discuss about the vocabulary and the meaning. Then, the third the teacher give instruction some students to come forward and singing a song like in the animation video. The last, the teacher gave a review with play the animation video and singing together.

The last classroom observation research was done on Saturday, November 25th, 2017. The teacher played the animation video by the title “Kids vocabulary – Action verbs – Action words – Learn English for kids – English educational”. The teacher played the animation video four times like the first and second observations. The teacher show and play the animation video at first and asked the students to paid attention. The second time, the teacher give explanation and discuss about the material. Then, the third the teacher asked students to answer the teacher’s questions together. In the last, the teacher give reviews and conclusions about the material in the animation video and close the lesson.

Table 01.
Research Framework

No	Activities	Date
1.	Comes and get permission the headmaster of the school	November 09 th , 2017
2.	Consultation with English teacher	November 11 th , 2017
3.	First Classroom Observation	November 11 th , 2017
4.	Second Classroom Observation	November 18 th , 2017
5.	Third Classroom Observation	November 25 th , 2017
6	Interview with students	November 25 th , 2017
7	Interview with teacher	November 25 th , 2017