

CHAPTER III

METHOD OF INVESTIGATION

A. Time and Setting of the Study

The researcher had time schedule for doing the research and she used the time to do observation and getting familiar with school conditions, doing the research and analysing the result. The explanation of time and setting the research such as below:

a. Time for research

The researcher did the research on 5 November until 7 Desember 2009. This was the schedule time for research:

Task description	Time schedule					
	5 Nov	10 Nov	17 Nov	24 Nov	1 Dec	7 Dec
Asking permission to the head master to do research and getting familiar with the school situation.	√					
Doing observation by observing the teaching and learning process from the teacher of in the class and getting familiar with the students.		√				
Doing test in pre cycle			√			
Doing first cycle (applying scrabble game to teach verbs I and II related the material of healthy)				√		

Doing second cycle (Reviewing the material of verbs I and II and applying scrabble game in teaching and learning process related the material of healthy)					√	
Analyzing the data and writing the report						√

b. Setting of the Study

In this study, an action research was being conducted at the fourth grade students of SD Al Azhar 25 Semarang in the Academic Year of 2009/2010. It is on the street of W. R. Supratman no. 31-32. English in elementary school is still focus on basic vocabulary such as verb. Beside that, the English study in this school is taught from the first grades until sixth grades so the researcher would easy to apply the research in the fourth grades.

B. Subject of the Study

a. The Object of the study

There were 119 students at SD Al Azhar 25 Semarang in the academic year of 2009/2020, and it was divided into four class that were class IV A, IV B, IV C, and IV D. Class IV A consisted of 29 students, class IV B consists of 30 students, class IV C consists of 30 students, and class IV D consists of 30 students. The researcher used class IV A to do research. The researcher chooses class IV A because in this class is possible to apply the method and the students are usually taught by teacher with use several game such as crossword puzzle and scrabble game.

b. In this research, the researcher did the research as observer and teacher at class IVA of SD Al Azhar 25 Semarang.

c. The material of the study

The researcher focused her study on the implementation of teaching verb by using scrabble game and the improvement of students' mastery of English verb. The material of verb is followed the curriculum at elementary school, and the verb is about simple form and past form of regular and irregular verbs.

C. Research Design

The kinds of the research methodologies are varied. In this study, researcher used classroom action research (CAR). Jeffrey said that action research is a form of research that is conducted by practitioners to improve practices in educational setting.¹

So to do the research by using action research, the researcher needs much time to get maximum result from the analyzing and collecting the data on teacher's every day practices in classroom.

A classroom action research proposed to increase the effectively of teaching method, giving assignment for students, assessment, etc.²

The beneficial of action research that are:

- a. Creates a system wide mindset for school improvement a professional problem-solving ethos.
- b. Enhances decision making greater feeling of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
- c. Promotes reflection and self assessment.
- d. Instills a commitment to continuous improvement.
- e. Creates a more positive school climate in which teaching and learning are foremost concerns.

¹ Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, Norwood: Christoper-Gordon Publisher, Inc, 1998, p. 20.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), 6th Ed. , p.93.

f. Impact directly on practice.

g. Empower those who participate in the process.³

It is reasonable that action research is different with other research. This research is done by the researcher to improve and repair the teaching method which is done by using conventional method. By action research, the development of educational qualities is hoped will be reached and the quality of the teachers is increased after repaired some elements in education system. The classroom action research is the process of repairing teacher strategies in teaching and learning process. It is uses to increase the effectively of teaching method. There are components in doing this research. According to Supardi in the book entitle *Penelitian Tindakan Kelas* said that the classroom action research is research which is started from plan the action (planning), action (acting), observe and evaluate the process of acting (observation and evaluation), and reflecting, etc until repairing or improving will be achieved by the researcher.⁴

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. Some steps need to be taken in doing this research. The steps in action research mean the way to conduct an action research. In one cycle of action research there are four phases that have to be done, they are: planning, acting observation and reflection. In this study, the researcher planned to conduct two cycles. It meant that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan. The explanation of the four components in one cycles for doing in classroom action research are:

a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word *what*, *why*, *when*, and *where* the researcher does the research.

³ Jeffrey Glanz, *op. cit.*, p. 21.

⁴ Suharsimi Arikunto, *Op. cit.* P. 93

b. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

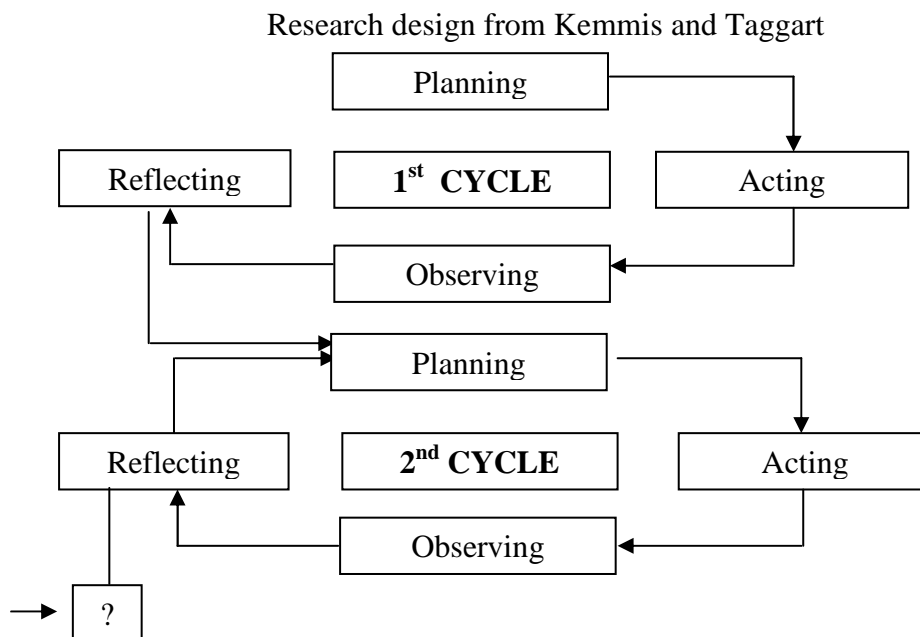
c. Observing

In this step, a researcher has to observe all events or activities during the research.

d. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.⁵

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. The process of the the action research can be seen ib the following figure:⁶



⁵ Suharsimi Arikunto, *Op. Cit* , p. 98-99.

⁶ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p.

D. Procedure of Research

According to figure above, there are two cycle and every cycle has four stages: planning an action, implementation of action, observing, and analysis and reflection. In this study, researcher used two cycles to conduct the research. This study was completed by qualitative and quantitative data. The reason of using qualitative was to describe the students' participation in the teaching and learning process, beside that the researcher observed herself as a teacher during treatment. The researcher also used qualitative data to describe the implementation of treatment. The data collection was completed by researcher using observation checklist and tests in every cycle. There were two tests in two cycles. The researcher used quantitative data because the objective of this study was improved students' mastery of English verb, so that tests in every cycle were needed in data collection because she wanted to know the students' improvement in every cycle. Test was done in every cycle. There were two times of test (first test in first cycle, and second test in second cycle).

There were some procedures in doing this research. The procedure of this research as below:

1. First Activity of Action Research

The researcher did test in pre cycle on 17 November 2009. In this activity students were given test consist of 15 items test. This test was used to determine the problems might be faced by students.

2. Second Activity of action research (Cycle 1)

The researcher prepared some aspects before did the cycles such as below:

1. First Cycles(1st meeting)

The researcher did the research on 24 November 2009. The activities such as below:

1) Planning

There was some planning of research which had been done by the researcher such as below:

- (1) Planning lesson plan and observation checklist.
- (2) Planning the teaching technique that would be implemented in teaching verb by using scrabble game.
- (3) Developing the teaching model.
- (4) Arranging the students worksheet

2) Acting

The researcher plans to begin first cycle by doing some activities such as below:

- (1) Starting learning process by greeting, reading basmalah together, and checking attendance then stimulating students to get interest by asking them about the material.
- (2) Giving introduction about material by showing picture that related to the material.
- (3) Asking the students to answer the question orally and make the sentences related with the picture in pair and then spelt the verb on their sentences.
- (4) Giving conversation that related to the material and reading it together.
- (5) Writing verb I and verb II related to conversation on white board and asking students to read and spelling together after she did it before
- (6) Providing board game of scrabble.
- (7) Eexplaining the rules of scrabble game.
- (8) Dividing 10 letters to each group and asking them to arrange it be word of verb I and II on board game.
- (9) Asking student sounds out words from the words list.
- (10) Asking them to spell the word on the word list
- (11) Giving test for students.
- (12) Correcting the student's worksheets together.
- (13) Asking students to say hamdalah together then closing the meeting.

3) Observing

In this phase, the aspects of observation during the action research were the students including the students' activities and the students' cooperation in their group. The researcher made note all of process in acting of teaching activities then wrote the report from the result of first acting and made notes the weakness in teaching and student's participation in observation checklist.

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the vocabulary of verb taught that teacher can see from their activities and response during teaching learning process. The researcher observed 5 aspects such as below:

1. Students pay attentions toward teacher's explanation
2. Students are seriousness in understanding the material
3. Students show curiosity by asking the questions to clarify understanding.
4. Students are enthusiastic in responding teachers' question
5. Students are active during learning and teaching process

This was the example from the instrument of observation:

Table. 1
Example from the instrument of observation:

No	Aspects of Observation from the Students' Participation	Poor (0-35 %)	Fair (40-59 %)	Average (60-74 %)	Good (75-84 %)	Excellent (85-100%)	Total Score
		1	2	3	4	5	

The instrument of observation can be counted by using formula such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{maximum score}} \times 100\%$$

4) Reflecting

Reflecting is the analysis of the observation result and evaluation of the steps in the first cycle. It was held after the researcher finished first cycle. In these steps, the researcher evaluated steps in cycle 1 and discussed the results of the test for the improvement in the next cycle. The reflecting from the activities in the first cycle was;

- (1) Giving score in appropriate with the total of score in the first acting from student's worksheet.
- (2) Evaluating the acting in the first cycle.
- (3) Analyzing the result of observation in the first cycle to know the affect of the acting, so the researcher could repair the activity in the second cycle.

3. Third Activity of Action Research (Cycle 2)

Basically the activities of cycle 2 were similar to those in cycle 1, but there were some added activities in order to improve students' mastery by using scrabble game. The aims of cycle 2 were:

- a. to overcome weaknesses in cycle 1.
- b. to give more opportunities for students to understand how to spell, memorize and write word well.
- c. to give more opportunities for students to apply their motor skills in playing scrabble game and wrote the words down.

After doing evaluation in the first cycle, the researcher did the second cycle. The researcher observed the process of teaching verb by using scrabble game at class; this activity was held on 1 December 2009.

The forms activities in the second cycle such as below:

1) Planning

The researcher planned some activities to get maximum result of the research. She tried to do not do same weakness such as the first cycle. The planning of the second cycle such as below:

- (1) Arranging the lesson plan of second cycle.
- (2) Identifying the problem.
- (3) Searching the alternative of the problem.

2) Acting

The description of the activities in second cycle such as below:

- (1) Starting learning process by greeting, reading basmalah together, and checking attendance then stimulating students to get interest by asking them about the last material.
- (2) Giving reading text for students then read it together after she practiced it.
- (3) Asking the students to answer the question orally and make the sentences related with the picture in pair and then spelt the verb on their sentences.
- (4) Giving conversation that related to the material and reading it together.
- (5) Writing verb I and verb II related to conversation on white board and asking students to read and spelling together after she did it before.
- (6) Asking students to write and giving example related to the material.
- (7) Asking students to move the chair and making letter O.
- (8) Providing board game of scrabble.
- (9) Eexplaining the rules of scrabble game.
- (10) Dividing 10 letters to each group and asking them to arrange it be word of verb I and II on board game.
- (11) Asking student sounds out words from the words list.

The instrument of observation can be counted by using formula such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{maximum score}} \times 100\%$$

4) Reflecting

The researcher planned the reflecting activities in the second cycle were:

- (1) Giving score in appropriate with the total of score in the second acting from students' worksheet.
- (2) Evaluating the acting in the second cycles.
- (3) Analyzing the result of observation in the second cycles to know the affect of the acting, so the researcher could repair activities in the next cycles if the result unsatisfied.

From the result of the second cycle the researcher could decide to stop the cycle if the research was enough for getting progress from the result of study. If students did not get the progress so the researcher had to prepare the acting in the third cycle.

E. Method of Data Collection

The method of collecting data was done by the researcher in appropriate with the procedure which she presented above. To collect the data, the researcher used documentation, observation, and test. The description of documentation, observation, and test are such as below:

1. Documentation

Documentation is searching the data. It is about note, book, news paper, magazine, etc.⁷

Documentation in this research used to know some information of data such as, profile and identity from the school, and the photo during process in teaching verb by using scrabble game, student's attendance during the research, and the score from the test every cycle.

⁷ Suharsimi Arikunto, *Op. cit.* p. 231.

2. Observation

Observation is observing an object.⁸ Observation in this research will be used to monitor the student's activities during the teaching learning process of English study by using scrabble game in teaching verb at SD Al Azhar 25 Semarang. The researcher used observation data to give assessment on the students' respond, such as how students played a game in group, arranged the letter of word on board game, did an individual work, and student's activeness in class. It was difficult for the researcher because she was still unfamiliar with students so she needed the English teacher and students' guided to give information about characteristic of students at class IV A.

3. Test

Test is giving questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.⁹

The researcher carried out the writing test in this research. Writing test could represent someone's mastery in using a language. Writing was an appropriate test for measuring the students' mastery of the whole language aspects that had been taught in the teaching and learning process. Beside that, the researcher asked students to spell the letter of words in every cycle although it was explained on observation checklist.

F. Method of Analyzing Data

The analysis of method was used to support the research at the school to get the purpose of study, which was improving student's mastery of English verb. The data was gotten from the research; it consisted of observing, test or documenting which was collected to describe the condition of improvement to get students' achievement in appropriate with the indicator of studying every cycle and to describe the achievement of teaching mastery of English verbs by using scrabble game.

⁸ *Ibid.*, p. 156

⁹ *Ibid.*, p. 150

In this observation, the researcher observed 5 aspects with criterion of scoring from the observation checklist such as below: ¹⁰

Criterion of scoring	Percentage
Poor	0% - 35%
Fair	40% - 59%
Average	60% - 74%
Good	75% - 84%
Excelent	85% - 100%

The observation is analyzed by using the following formula:

$$\text{Score} = \frac{\text{Scored got}}{\text{Total of Criterion from observation}} \times 100\%$$

When the researcher did treatments using scrabble game, researcher was conducted the result tests that were measured by using *Mean*. The researcher was also used *Mean* to count tests in every cycle. The scores of tests would be counted using the formula of *Mean* as follows:

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

Where \sum represents “sum of”, X represents any raw score value, N represents the total number of scores, and M represents the *mean*. ¹¹

To calculate the *Mean*, the whole scores were added and the sum was divided by the total number of scores. This analysis technique was purposed to find out how the improvement of using scrabble game in improving students’ mastery of English verb. In this study, researcher was counted data used the *mean* because from this method, it was already known the result of the research. What there was a difference between first test and second test or not, and what was significance or not. Finally, students were

¹⁰ Durriyatun Nazikah, *Using Flash Cards to Improve Young Learners' Understanding on Concrete Nouns (A Classroom Action Research with the First Graders of MI Raudla Tusshuban Tawanrejo Winong Pati in the Academic Year of 2008/2009)*, p. 55.

¹¹ Prof. Drs. Sutrisno Hadi, MA, *Statistik (jilid 1)*, (Yogyakarta, 1989), 14th Ed., p.37

expected able to increase their achievement and mastery in teaching verb by using scrabble game.

G. Indicator of Assessment

The students' success and failure in doing the activities planned assessed by referring the criterion issued by SD Al Azhar 25 Semarang, namely Kriteria Ketuntasan Minimum (KKM). A material could be said that it was successfully taught if students had minimal score 65. It means that 65% of the material must be understood by students.