CHAPTER III METHOD OF INVESTIGATION

A. Methods of Research

1. Research Design

The design of research used by the researcher is classroom action research. Wallace states that action research is a process; which is done by systematically collecting data on teacher's every day practice and analyze her future practice should be. Arikunto state that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.

From the definition above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. And this research uses spoof text to improve students' memory on new vocabulary.

In action research, all of the components are doing by the researcher in every cycles of the research. 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.

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¹ Michael. J. Wallace, *Action Research for Language Teachers*, (New York; Cambridge University Press, 1998), p.4

² Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

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.³

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. In this research, the researcher uses two cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

2. Characteristics of Action Research

According Education Faculty, there are six characteristics of action research:

a. On the job problem

Problem which is being investigation appears from the authority of the researcher herself. The problem is the real problem faced by the student's everyday.

b. Problem solving oriented

This research is oriented in the problem solving. The short of the research put the researcher as the agent of change.

c. Improvement

Giving emphasize on the improvement quality, this concept is according to the principle of critical research has to construct produced oriented.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), 6th Ed., p. 98-99.

d. Multiple data collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test, documentation, and act.

e. Cycle

Classroom action research usually conducted cycle in which seeks to unit, its two central concerns, improvement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activates in which each phrase learns from the previous one and shapes the next. In which each cycle consists of four steps are planning, acting, observing, and reflective.

f. Participatory

The researcher makes such collaboration with a teacher to do the classroom action research.⁴

B. Setting of Research

1. Time and Place of the Study

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

a. Time of Research

The researcher did the research start from 18 until 31 March 2010. This is the schedule time for research:

	Time schedule					
Task description		20	22	29	31	
	Mar	Mar	Mar	Mar	Mar	
Asking permission to the head						
master to do research and	$\sqrt{}$					

⁴ Fakultas Tarbiyah, *Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo Semarang*, (Semarang: IAIN Walisongo, 2009), p.3-4.

getting familiar with the school					
situation.					
Doing observation by					
observing the teaching and	$\sqrt{}$				
learning process from the					
teacher of in the class and					
getting familiar with the					
students.					
Doing test in pre cycle		$\sqrt{}$			
Doing first cycle (applying					
teach using spoof text related			$\sqrt{}$		
the material of healthy)					
Doing the test			$\sqrt{}$		
Doing second cycle					
(Reviewing the material of					
spoof text related the material				$\sqrt{}$	
of animals)					
Doing the test				$\sqrt{}$	
Analyzing the data and writing					
the report					$\sqrt{}$

b. Place of the Study

In this study, an action research will be conducted at the fifth grade students of SD Ngadirgo 03 Mijen Semarang in the Academic Year of 2009/2010. It is on the street of RM. Hadi Subeno Sosrowardoyo Mijen Semarng. The researcher chooses this elementary school because she feels that students in elementary are still focus on basic vocabulary especially concrete noun. Beside that, the researcher gets easy to do the research in SD Ngadirgo 03 because in this school,

English is taught from the first grades until sixth grades so the researcher can apply the research in the fifth grades.

C. The Subject of the Research

This action research aims at describing the teaching activities in class using spoof which is used to improve students' memory on concrete noun. For that reason, the subjects that will be observed in this research are the students themselves. In this study, the subjects of the research were the students who got spoof text material at that time; they were from V A students at SD Ngadirgo 03 Mijen Semarang in the academic year 2009/2010. They were consisted of 28 students. The name of students can be seen in the appendix.

D. Source of Data

The source of data in this research are from the headmaster who give further information about school, the teacher who give some further instructional information, teaching materials, learning assessments, and teaching methods applied in fifth grades of SD Ngadirgo 03, and from the observations of students' activeness in understanding and memorizing concrete noun from spoof given in teaching learning activity.

E. Techniques and Instrument of the Research

1. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and et cetera. 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. The techniques and methods which are used by the researcher to collect the data are documentation, observation, and test. The description of the instruments for collecting data such as below:

a. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain documents which is related with this research. This method is used to know geographical location, documentation of teaching learning process in English subject, the list of students' name, and other documents at SD Ngadirgo 03 Mijen Semarang.

b. Observation

Observation is an activity to observe something by using sense toward a particular object. Observation was second major method classroom that teacher used to collect assessment data. As the term suggest, observation involved watching or listening to students carried out a specific activity or response situation. In this research, the researcher will observe of school, students and English teacher of the school. In this research, researcher will use check list. ($\sqrt{}$) to get the data. The observation is used to know the activities during teaching and learning process of English study using spoof text in teaching reading and vocabulary especially on concrete noun at SD Ngadirgo 03 Mijen Semarang.

c. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.⁵

Test is a share of questions or exercises and other tools which used to measure skill, intelligence knowledge, and ability that had by individual or group. This method is applied by researchers to know the

⁵ J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

students' achievements that have done in learning English, especially in teaching concrete noun by using a spoof as a media.

In this research, the researchers use an achievement test to measure the student's progress in memorizing concrete noun. Related to the achievement test, there were many types of achievement test, such as essay test, completion test, multiple choice test, and so on. The researcher uses multiple choices and matching test. With those forms, the researcher can get score directly the specific skill and learning. The scoring can be done quickly and easily.

2. Instrument of the Research

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

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

a. Document

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, photo, and so on.

b. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the vocabulary especially concrete noun taught that teacher can see from their activities and response during teaching learning process. The researcher observed 10 aspects such as below:

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⁶ Suharsimi Arikunto, *Op.cit*, p.149

- 1. Student's attendance
- 2. Students' pay attentions toward teacher's explanation
- 3. The students' seriousness in understanding the material
- 4. The students show curiosity by asking the questions to clarify understanding
- 5. The students are enthusiastic in responding teachers' question
- 6. Students are active during learning and teaching process
- 7. The students active in group work
- 8. The students' discipline in doing the task in individual work
- 9. The students are enthusiastic doing the test
- 10. The students memorize concrete noun easilyThis was the example from the instrument of observation:

Table Example from the instrument of observation:

No	Indicators	Poor (0- 35%)	Fair (40- 59%)	ge (60-	,	Exellen t(85- 100%)	Total Score
		1	2	3	4	5	

c. Tests

In this research, the researcher uses an achievement test to measure the student's progress in memorizing concrete noun. Related to the achievement test, there were many types of achievement test, such as essay test, completion test, multiple choice test, and so on. The researcher uses multiple choices and matching test. With those forms, the researcher can get score directly the specific skill and learning. The scoring can be done quickly and easily.

This research consists of three assessments test. They are pre-test, two formative tests. 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 give pre-test to the student after the teacher teach vocabulary without spoof text or still use conventional method with 10 questions, after that, the researcher begin to conduct action research cycle by using spoof text. They will be presented by two treatments. Every action after give the treatments, the researcher give assessment that consists of 10 multiple choice questions and 10 matching tests to measure memory vocabulary students especially on concrete noun.

F. Analysis of the Data

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 spoof in memory on concrete noun.

The data from document and observation are described as detail as the researcher gets.

a. Data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' understanding when the spoof text and vocabulary especially concrete noun introduced. Data from the observation that is got by field note will be analyzed use some steps. Data will be edited, and the writer makes a categorization, tabulation and check list, so, the result of data from the observation can be described clearly. In this observation, the researcher observed 10 aspects with criterion of scoring from the observation checklist such as below:

In which		Percentage			
1.	Poor	0% - 35%			
2.	Fair	40% - 59%			
3.	Average	60% - 74%			
4.	Good	75% - 84%			
5.	Excellent	85% - 100%			

The observation is analyzed by using the following formula:

b. Data from test

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

- 1. Score 1 if the answer was true
- 2. Score 0 if there was false

And the formula is:

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

Explanation:

M: the average of students' score

 Σx : total score

N: the number of students

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

This analysis technique was purposed to find out how the improvement of using spoof to improve students' memory on concrete noun. 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.

⁷ Sutrisno Hadi, *Statistik (jilid 1)*, (Yokyakarta: ANDI,1989), 14th Ed., p.37

The researcher get score using conventional method from precycle, then mean of score using conventional method will be compared with the average of the students' result from first cycle. And the average of the students' result from first cycle will be compared with the average of the students' result from second cycle. It is to know how far the progress of students in this research.

G. Indicator of Research

The students' success and failure in doing the activities planned assessed by referring the criterion issued by SD Ngadirgo 03 Mijen Semarang, namely Kriteria Ketuntasan Minimum (KKM). A material could be said that it was successfully taught if students had minimal score 60. It means that 60% of the material were understood and memorize by them.

H. 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. It was hoped to get data in order that more valid. This study was completed by qualitative and quantitative data. The reason of using qualitative was to describe in the teaching-learning concrete noun using spoof text. And data collection was completed by researcher using observation checklist and exercises in every cycle. There were two exercises. The reason of using quantitative because this study would improve students' memory on concrete noun, so that tests (each cycle) was needed in data collection because to know the students' improvement in every cycle. Test was done in every the last of the class. There were two times of test (first test in first cycle, and second test in second cycle).

Before the researcher did observation such as getting familiar with students at class V A and observes the teaching method which was doing by English teacher at class. After done observation before applying the spoof, the researcher did test to measure the student's ability, especially students' vocabulary on concrete noun. This test was also used to decide the first score before she did the research at class because there was no reference of the score from the students at class V A. It was because of there was changing of class and the students every year.

There were some procedures in doing a classroom action research.

The procedure of research that researcher did such as below:

1. First Activity (Pre Cycle)

The researcher did the test in pre cycle on 20 March 2010. In this activity students were giving a text and test consists of 10 items. This test was used to know students' ability in memorizing vocabulary especially on concrete noun.

After did a test, the researcher arranged the lesson plan and the material of study. It was the sets of equipment of teaching. It is made by the teacher in teaching the students. It consists of identity, standard of competence and learning activities. Then the researcher arranged the observation checklist, it was about sheet of observing. It was used to do observing of students in teaching and learning process. The researcher also arranged the instrument of evaluation. It was the set of equipment that used to get the result from the research.

2. Second Activity of Action Research (Cycle 1)

The researcher did the research on 22 March 2010. The activities such as below:

a. Planning

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

1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using 'spoof text'.

- 2) The researcher prepared the teaching learning process resources, such as, the materials, text of spoof, students' attendance list, worksheet, and the observation sheet.
- 3) Planned the teaching technique that would be implemented in teaching concrete noun using spoof text.

b. Action

The researcher begins the teaching learning process based on lesson plan. They introduced to the students vocabularies especially concrete noun about healthy. The steps were as follows:

- 1) Teacher opens the class by greetings
- 2) Teacher give warming up such as give a questions about health
- 3) Teacher tells her own funny experience about health.
- 4) Teacher asks the students to identify funny part and which concrete noun.
- 5) Teacher asks the students to tells her own funny experience
- 6) Students tells her own funny experience
- 7) Teacher gives vocabulary about healthy
- 8) Teacher gives the text of a funny story or spoof about health.
- 9) Teacher reads the text and students listen.
- 10) Teacher asks the students to read the text loudly.
- 11) Teacher introduced concrete noun of vocabulary from the text.
- 12) Teacher gives the meaning of difficult words.
- 13) Students question to teacher what their not understand about text.
- 14) Teacher asks students to read with their meaning and identify concrete noun from text.
- 15) Teacher and students discuss the message of the story.
- 16) Students divided into 4 groups with random the consist of 7 students and asked each group to matching some words with their meanings quickly

- 17) One of students from each groups write the result of discuss on the white board
- 18) Teacher gives the students' individual test to answer the question in multiple choice forms.

c. Observation

- 1) Student's attendance
- 2) Students pay attentions toward teacher's explanation
- 3) The students are seriousness in understanding the material
- 4) The students show curiosity by asking the questions to clarify understanding
- 5) The students are enthusiastic in responding teachers' question
- 6) Students are active during learning and teaching process
- 7) The students are active in group work
- 8) The students are discipline in doing the task in individual work
- 9) The students are enthusiastic in doing the test
- 10) The students memorize concrete noun easily

The criterion of scoring from the observation checklist such as below:

- (1) Score 1 if the student's participation was poor.
- (2) Score 2 if the student's participation was fair.
- (3) Score 3 if the student's participation was average.
- (4) Score 4 if the student's participation was good.
- (5) Score 5 if the students' participation was very good.

d. Reflection

Reflecting was the analysis of the observation result and evaluation of the steps in cycle 1. It was held after the researcher finished cycle 1. In this step, 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) The researcher as a teacher gave score in appropriate with the total of score in the first acting from student's worksheet.

2) The researcher as a teacher evaluates the acting in the first cycle.

Analyze the result of observation in the first cycle to know the affect of the acting, so the researcher can repair the activity in the second cycle.

3. Third Activity of Action Research (Cycle 2)

The researcher did the research on 29 March 2010. The researcher planned some activities to get maximum result of the research. She tried to do not same weakness such as the first cycle.

a. Planning

- 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using 'spoof text'.
- 2) The researcher prepared the teaching learning process resources, such as, the materials, text of spoof, students' attendance list, worksheet, and the observation sheet.
- 3) Prepared present list in order to know students' activeness in joining teaching learning process by using 'spoof'.

b. Action

The researcher begins the teaching learning process based on lesson plan. They introduced to the students vocabularies especially concrete noun about animals. The steps were as follows:

- 1. Reviewing the previous research.
- 2. Teacher give a warming up such as gives question about animal
- 3. Teacher give a text about animals
- 4. Students reads the text together
- 5. Teacher wrote some name of animals with the meaning on white board
- 6. Students reads loudly
- 7. Teacher gives the meaning of difficult words.
- 8. Students understanding the text.

- 9. Teacher asks students to read text with their meaning and identify concrete noun from text.
- 10. Teacher and students discuss the message of the story.
- 11. Students divided into 4 groups with random the consist of 7 students and asked each group to matching some words with their meanings quickly
- 12. One of students from each groups write the result of discuss on the white board
- 13. Teacher gives the students' individual test to answer the question in multiple choice forms.

c. Observation

- 1) Student's attendance
- 2) Students pay attentions toward teacher's explanation
- 3) The students are seriousness in understanding the material
- 4) The students show curiosity by asking the questions to clarify understanding
- 5) The students are enthusiastic in responding teachers' question
- 6) Students are active during learning and teaching process
- 7) The students are active in group work
- 8) The students are discipline in doing the task in individual work
- 9) The students are enthusiastic in doing the test
- 10) The students memorize concrete noun easily

The criterion of scoring from the observation checklist such as below:

- 1) Score 1 if the student's participation was poor.
- 2) Score 2 if the student's participation was fair.
- 3) Score 3 if the student's participation was average.
- 4) Score 4 if the student's participation was good.
- 5) Score 5 if the students' participation was very good.

d. Reflection

The researcher made the notes from the result of second cycle. 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 were not getting the progress so the researcher must prepared the acting in the third cycle.