CHAPTER III
METHOD OF INVESTIGATION

A. Types of Research

In this research, the researcher used the form of action research.It is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching.[1] It means teacher teaches the students in the class, then divides the action research into some cycles, at least two cycles. These cycles are intended to measure the positive growth on students' ability in dictation and to do some reflections.These reflections are done by the teacher to improve her teaching in the next cycle. Action research 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 they or their students do in class.[2]It meansin action research, a researcher doesnot only need the theories which supports research but also needs to practice them in some cycles.

According to Kemmis and McTaggart, there are three characteristics of classroom action research. The first is practitioners, the second is collaborative the last one is aimed at

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[1]Anna Uhl Chamot, et al., *Conducting Action Research in the Foreign Language Classroom,* (Washington, DC: National Capital Language Resource Center, 2011), P. 1.

[2] Jeremy Harmer, *The Practice of English Language Teaching,*(Cambridge:Pearson,2011),P.414.

changing things.[3] In this research, the practitioners are the students learned in the classroom where the researcher conducted this research. It's also the kind of collaborative action research because the researcher collaborates with the teacher who teaches English subject in the class where the researcher conducted this research. This research aimed to increase students' ability in dictation.

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action). All these aspects are made a cycle, as stated by Mertler and Charles:[4]

[3] David Nunan "Research Methods in Language Learning"(Cambridge: Cambridge University Press,1992),P.17.

[4]Mertler and Charles, "*Over View of the Action Research Process*", http://www.sagepub.com .
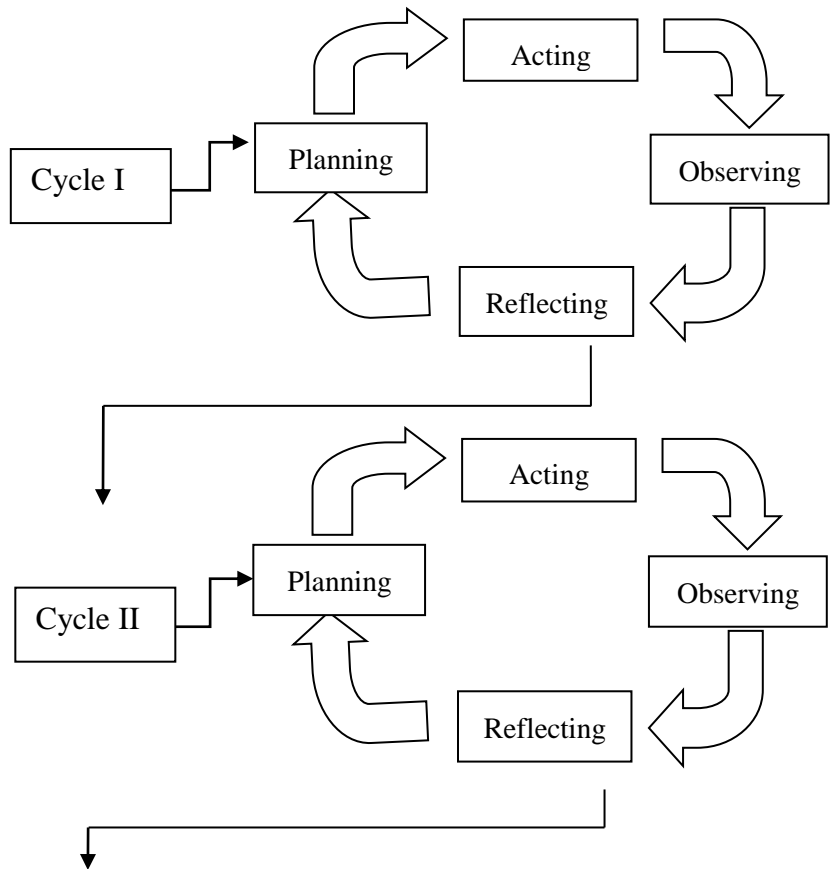
Cyclical process of action research continues……

B. Design of Study

       This research was Classroom Action research. The researcher used data analyzed through some cycles. Generally, Classroom Action Research involves a cyclical approach, there are identifying the problem (planning), collecting data (action),

analyzing and interpreting data (observing), developing and action planning (reflecting).[5] Before the researcher did the cycles in action, she did preliminary observation (pre cycle). Generally, research design can be done with some steps as follow:

1. Preliminary Observation

   In this step, the researcher intended to:

   a. collect data such as documentation that included the number of the students, theirname list, and theiraverage scores.

   b. interview an English teacher who taught English subject, especially related to students' ability in dictation.

   c. identify the problem

      The researcher analyzed the data she got from pre-cycle observation to plan her research. From this analysis, she found a problem in spelling that encouraged her to conduct this research. As stated in the background, the researcher found that students' writing skill was still less and needed some improvements in the technique of teaching, understanding the use of punctuation, capitalization, writing accuracy etc.

2. Procedures of Study

   In this research, the researcher conducted two cycles of classroom action research.There were four steps in each cycle:

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[5]Wijaya Kusumah, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Permata Puri Media, 2010), p. 20.

a. Planning

   The researcher made a lesson plan for every cycle. Plan as the first step of research procedure was done to give solution for the identified problems. The writer decided to use SBG Technique in this stage. It is hoped that by using SBG as learning technique, students will be able to spell correctly, so that they are able to increase their ability in dictation.

b. Action

   In this section the researcher implemented the plan which was made in the previous phase. The researcher started to apply SBG technique in learning process.
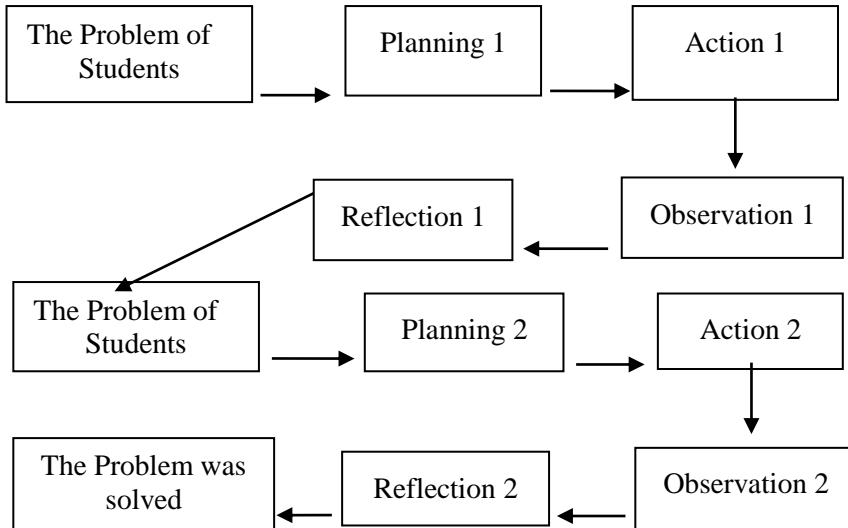
c. Observation

   In this case, the researcher did an observation and took notes during teaching-learning process. The researcher observed students' ability in dictation after being taught using SBG technique.

d. Reflection

   Reflection meant analyzing the result of the teaching-learning process based on the data that had been collected to determine the action for the next cycle. The observation result was analyzed and evaluated together by researcher and collabolator.

A cyclical process involving stages of research is followed by action. It can be illustrated below:[6]

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem of  │ ───> │   Planning 1     │ ───> │    Action 1      │
│    Students      │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              v
              ┌──────────────────┐      ┌──────────────────┐
              │  Reflection 1    │ <─── │  Observation 1   │
              └──────────────────┘      └──────────────────┘
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem of  │ ───> │   Planning 2     │ ───> │    Action 2      │
│    Students      │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              v
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem was │ <─── │  Reflection 2    │ <─── │  Observation 2   │
│     solved       │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
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C. Research Place and Time

1. Research Place

This research conducted at the tenth grade students of Vocational High School Islamic Centre Baiturrahman Semarang in the second semester in the academic year of 2015/2016. It located atAbdurrahman Saleh Street number 285 Semarang.

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[6] Suhardjono and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 16

The researcher chose this Vocational High School because itwas a place where the researcherconducted the teaching internship program. To some extent, researcher had knownthe circumstancesof students.According to the English teacher in the school, she knew that students had low ability in writing English word because their spelling ability was not really good. This was proved by miss writing in some English words that the studentsdid. This case motivated the researcher to conduct the research. In researcher's point of view, acquiring spelling ability in vocational high school was very important. So, she applied the research in this school, especially in the tenth grade.

2. Research Time

This research conducted in 3 weeks, from the last week of January until the first week of February 2016. During the research, the researcher had 3 meetings with the students. The researcher took three times for doing this research as follow:

a. On the 25th of January, researcher and the teacher as the collaborator did pre-cycle. Researcher observed the students activities during the teaching-learning process, such as: paying attention, asking question, responding to question, accomplishing task andbeing active and involved in the learning process.

b. On the 28th of January, researcher did the first cycle. Here, researcher gave new technique, SBG, for teaching the students about menu text, then gave them a test in the form of dictation.

c. On the 4thof February, researcher did the last cycle in order to makethe technique more successful in increasing students' ability in dictation, especially in menu text.

d. After all of the results were complete, researcher began to analyze the data.

D. Research Subject and Collaborator

1. Subject

This study conducted at the 10th grade students of Vocational High School Islamic Centre Baiturrahman Semarang in the academic year of 2015/2016. There were two classes in tenth grade, that were Computer Network Engineering (CNE) 1 and CNE 2. The researcher chose CNE 2 class because in this class was found many miss writings in English word. This class consisted of 36 students. The researcher used the tenth grade as sample in this research. So the participants in this study were tenth grade students of CNE 2 at Vocational High School Islamic Centre Baiturrahman Semarang in the academic year of 2015/2016.

Table of Students' Name List

No	Name	Students' Code
1	Ahmad FendiSaputra	A-1
2	AnggieNormalita Putri	A-2
3	Archie Tobias Lanang A	A-3
4	Arjuna Sukma	A-4
5	Aulia BerlianaRossaShivani	A-5
6	BeniqnoThoriq Aziz	A-6
7	Catur Pamungkas	A-7
8	Chandra RizkyMeliana	A-8
9	DaffaAryaguna	A-9
10	Dimas Aji Pangestu	A-10
11	Evan AndiPramudiaIshak	A-11
12	Faktur Rohman	A-12
13	FinaKhoirunnisa	A-13
14	Fransdito Caesar Maydini	A-14
15	Hasballah Muhammad Iqbal	A-15
16	Iin Agustin Saputri	A-16
17	Iqbal Dwi Anggara	A-17
18	Kurnia Aji Pangestu	A-18
19	MaulanaHerdaSaputra	A-19
20	Miftakhul Aziz	A-20
21	Muh. Nur Ilyas	A-21
22	Muh. KhoirulUmam	A-22
23	Muh. Satria Roy Anggana	A-23
24	NandaniSetyaAmbarsani	A-24
25	NaulfiKintan Dewi	A-25
26	Nindi Aris Mawati	A-26
27	Nur Isa Sutopo	A-27
28	Nur Mei Rahmawati	A-28
29	Octyto Nanda Sugiharso	A-29
30	Putri Nur Aini	A-30
31	Rian Ade Mahendra	A-31
32	RiskaOktaviaHandoyo	A-32
33	Salsabila Hadis Lila Hati	A-33
34	Septiyana	A-34
35	Tri Prastianto	A-35
36	Zaid Huzaifah	A-36

2. Collaborator

The collaborator in this research was the person who helped the researcher to collect the data. She was Mrs. Shofiyatul Hanani, S.Pd, the English teacher in tenthgrade of Vocational High School Islamic Centre Baiturrahman Semarang.

E. **Research Procedure**

In the classroom action research, the researcher conducted a pre-cycle formerly followed by two cycles using SBG technique. There are 4 steps in action research, they are planning (plan to use SBG technique), acting (implement of SBG technique), observing (the researcher observes the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

1. Pre cycle

In pre cycle, the teacher taught menu text. She taught the students without using SBG technique. After conducting teaching-learning process, she gave pre-cycle test to the students. The test used dictation. The material that dictated was "Breakfast" material. After the activity ends, the teacher checked students' task transcriptionand gave score toward it. After the researcher got the students' score, she made a plan for the first cycle.

2. The First Cycle (1st meeting)

The first cycle applied based on the result of pre cycle.

a. Planning

1) Arranging lesson plan

2) Preparing teaching material

3) Preparing observation scheme

4) Preparing test instrument

b. Acting

1) Teacher stimulated the studentsby showing some pictures.

2) Teacher asked the students to mention the pictures' name.

3) Teacher asked the students about many kinds of food that they brought for lunch.

4) Teacher explained common food served in lunch.

5) Teacher divided students into 2 groups.

6) Teacher asked each team to stand along an opposite wall of the classroom.

7) Teacher gave one word at a time to each student in written form.

8) Teacher pointedout the students to spell the word.

9) The students who spelled the word correctly, they went to the end of the line until their turncame up again.

10) The studentswho spelled the word incorrectly, they had to sit down.

11) The last team standing was the winner.

12) Teacher repeated some letters that made some students confused to pronounce.

13) After doing some repetition, teacher asked the students to write lunch menu by using dictation.

14) Teacher gave individual task to browse some foods served in lunch dessert.

c. Observing

The teacher applied SBG technique and observed the teaching learning process. The observation in the first cycle was to check students' activities during teaching-learning process. The indicators of the observationare as follow:

1) Students pay attention toward teacher's explanation.

2) Students ask question to either teacher or their peers to clarify their understanding.

3) Students accomplish the task.

4) Students are enthusiastic in English game.

d. Reflecting

1) In the first cycle, the researcher got the data from the test and observation.

2) Teacher and the researcher evaluated the activities that do in the teaching-learning process.

3) The teacher and the researcher did the reflection to determine what they should do to repair the problems.

4) The teacher and the researcher analyzed the data to prepare the next cycle.

5) The teacher and the researcher made a temporer conclusion for classroom action research in cycle 1.

6) After getting The result of the observation,it used to evaluate students' activeness during the teaching-learning process in the second cycle.

3. The Second Cycle (2nd meeting)

The second cycle did based on the result of the reflection from the first cycle. The result showed that students got enhancement score, but they still faced difficulties in understanding some letters, especially vowel letters. There were only five vowel letters but there were many more vowel sounds. The five vowel letters were: a, e, i, o, u. [7]so it needed another action:

a. Planning

1) Arranging lesson plan

2) Preparing teaching material

3) Preparing observation scheme

4) Preparing test instrument

b. Acting

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[7]Judy B.Gilbert, Clear *Speech Pronunciation and Listening Comprehension in North America English*,(United State: Cambridge University Press,2005),P.10

1) Teacher stimulated students' mind by giving an audio.

2) Teacher asked students' argument related to the audio.

3) Teacher gave brief explanation related to how to pronounce vowel letters.

4) Teacher divided students into 2 groups; consisted of 18 and 19 students.

5) Teacher asked each team to stand along an opposite wall of the classroom.

6) Teacher gave one word at a time to each student in written form.

7) Teacher pointed out the students to spell the word.

8) The students who spelled the word correctly, they went to the end of the line until their turn came up again.

9) The students who spelled the word incorrectly, they had to sit down.

10) The last team standing determined as the winner.

11) Teacher repeated some letters that made some students confused to pronounce.

12) After doing some repetation, teacher asked the students to write lunch dessert menu by using dictation.

c. Observing

The researcher observed teaching learning process in the second cycle. The researcher compared the observation result in the second cycle with the first one. The observation schemes were as follow:

1. Students pay attention toward teacher's explanation.
2. Students ask question to either teacher or their peers to clarify their understanding.
3. Students accomplish the task.
4. Students are enthusiastic in English game.

d. Reflecting

1) Evaluating the activity that done.
2) Analyzing the data from the test and observation.
3) Analyzing the activity to know whether they still found out the problem or not.
4) The result of observation analyzed to see the students' activeness during teaching-learning process. The result of this analysis became a review to the use of SBG technique in learning menu.

F. Technique of Data Collection

Data collection tehnique is away that can be used by

researcher to collect data. The types are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, observation and test.

1. Documentation.

   Documentation is searching the data. It is in the form of note, book, news paper, magazine, etc. The researcher used this method to obtain data which was related to this research. Those documents included students' name and documentation of teaching and learning process of classroom action research.

2. Observation.

   The researcher used observation to collect the data because it had been explained in classroom observation taks that observation is as a learning tool.[8]In this classroom observation, the objects of observation were students' activities in text dictation learning.Observation was second major method classroom that researcher used to collect assessment data. The observation carried out three times; pre-cycle, cycle I, and cycle II.

3. Test

   In this research, the researcher used test to measure the students' achievement in every cycle after being taught using SBG tehnique. Test is needed in order to provide information about the achievement of groups of learner.

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[8]Ruth Wajnryb,*Classroom Observation Tasks,* (Cambridge: Cambridge University Press, 1992), P.1

Without test, it is difficult to see how rational educational decisions can be made.[9]The researcher used written test in the form of dictation. Dictation is a familiar language-teaching technique involved into a testing technique.[10] Essentially, students listen to a passage read aloud by an administrator or teacher then write what they listen using correct spelling. The listening portion usually has three stages: an oral reading without pauses; an oral reading with long pauses between every phrase (to give the learner time to write down what is heard); and a third reading at normal speed to give test-takers a chance to check what they wrote. The researcher used the second one to make the students easier to complete the task. In this case, the researcher gave a test in each cycle. So, there were three tests held by the researcher. The test was in the different topic. The topic were breakfast, appetizer and dessert for having lunch.

G. Technique of Data Analysis

The researcher analyzed the data using quantitative analysis. Quantitative data could be found through conducting test. The researcher analyzed data by using statistical analysis to know whether the students' ability in dictation had increased or not.

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[9] Arthur Hughes, *Testing for Language Teachers*,(Cambridge: Cambridge University Press,2003),P.4

[10]H. Douglas Brown, "*Language Assessment:...*" P.9.

The researcher used dictation as assessment.The researcher focused on writing mechanism and accuracy. After classifying the test items, the researcher gave score for each item to see whether the improvement of students' ability in dictation after being taught using SBG technique was significant or not.

1. Data from observation

Researcher used observation scheme during the teaching-learning process in pre-cycle research, cycle I, and cycle II. According to Anne Burns in her book "*Collaborative Action Research for English Language Teachers*" said, "observation is a mainstay of action research".[11]Data from observation described in detail. Data from observation was grouped based on students' attention toward the lesson, the frequency of asking question, task accomplishment and enthusiasm to English game. In this observation, the researcher used systematic observation. According to Arikunto systematic observation is observation done by researcher with guidance as instrument of observation.[12] The guidance was called sign system which contained the list of activities that observed. The form of sign system observation was as follow:

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[11] Anne Burns, *Collaborative Action Research for English Language Teachers,* (Cambridge: Cambridge University Press, 1999), P.80.

[12] Suharsimi Arikunto,*Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), P. 200.

Table I

Form of Sign System Observation

INDICATORS	YES	No
Paying Attention		
Asking Question		
Responding to question		
Accomplishing task		
Being enthusiastic an English game		

The observation in this research conducted three times, before the treatment, during cycle I, and cycle II,. The researcher checked the result of the observation. In the end it analyzed by calculating the percentage from the observation's table as the formula below:

$$P = \frac{\sum f}{n} \times 100\%$$

P = prosentase

Σf = the sum of check list

n = amount of students

2. Data from test

Test is a technique to measure someone's proficiency.Test is sequence of questions or exercises or other apparatus to measure skill, knowledge, intelligence,

ability or aptitude of individual or group.[13]In this research, the researcher used written test in the form of dictation. From the dictation researcher gave score to the student in writing mechanism and accuracy.

In test, researcher used rating scales. Rating scale incorporates the notion that language ability consists of multiple components, and that involved separate analytic ratings for each of the specific components in the construct definition.[14] The researcher used mean formula to know the average of students' score and to check the increasing of theirability in dictation. The researcher used mean formula because this formula could be used to know the students' average grade and it considered familiar. It has been stated in Tips for Improving Testing and Grading that mean is the familiar the familiar arithmetic average.[15] The category of the rating scale and the mean formula to know the average of students' score is as follow:

[13]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 156

[14]Lyle F.Bachman and Adrian S.Palmer, *Language Testing in Practice: Designing and Developing Useful Language Tests*, (New york: Oxford University Press, 2000), P. 208.

[15]John C.Ory and Katherine E. Ryan,*Tips for Improving Testing and Grading,* (California: SAGE Publications,1993),P.91

Table 2
The Explanation of Criterion[16]

Item Analysis	Score Criteria	
1. Writing Mechanism	5	Excellent: correct use of English writing conventions, left and right margins, all needed capitals,
	4	paragraphs indented, punctuation, very neat.
	3	Good: some problems with writing conventions or punctuation, left
	2	margin in correct, paper is neat and legible
		Adequate: uses general writing conventions but has errors, distract
	1	reader, punctuation errors interfere with ideas.
		Inadequate: serious problems with format of paper, parts of essay not legible, errors in sentence,

[16] H. Douglas Brown, "*Language Assessment...*" P.245.

			punctuation and final punctuation, unacceptable to educated readers.
			Failing: complete disregard for English writing conventions, paper illegible, obvious capitals missing, no margins.
2. Writing Accuracy	5 4 3 2 1		Excellent: correct spelling, grammatical accuracy, listening.
			Good: occasional spelling error, additional word, preposition, article not in the original.
			Adequate: spelling problem, skipped word, permutation of words, difficult to read word.
			Inadequate: spelling error, illegible word, grammatical error, verb form.
			Failing: severe spelling problems, grammatical error, misrepresentation of a word.

Explanation:

Writing mechanism: The use of graphic convention of the language

Writing accuracy : The use of correct spelling and grammatical

accuracy.

After collecting the data, the researcher analyzed it. In scoring of the dictation test, the researcher used mean formula.Sugiyonoexplained the mean formula as follow:[17]

$$Me = \frac{\sum xi}{n}$$

Explanation:

Me : the mean of total score

Σ xi : the total scores of students

n : A number of students

After getting the mean of test, the writer formulated the result to get percentage of score as follow:

$$Me = \frac{\sum xi}{n} x100\%$$

Explanation:

Me : the mean of total score

Σ xi : the total scores of students

n : A number of students

Then the percentage of each component in dictation test was consulted with the following criterion. According to Sutrisno Hadi, the criterions are as follow:[18]

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[17]Sugiono, *Statistika Untuk Penelitian,*(Bandung: Alfabeta, 2012), P. 49.

[18]Sutrisno Hadi, "*Statistic Second Series. . .*",p. 399.

Table 3

The Criterion of Writing Skill

The percentage of ability	Criteria		
81%-100%	5	A	Excellent
61%-80%	4	B	Good
41%-60%	3	C	Adequate
21%-40%	2	D	Inadequate
0%-20%	1	E	Failing

Based on the table above, the researcher determined the level of the students' ability in dictation. First step, the researcher got score using conventional method from pre-cycle, the teacher was English teacher themselves, then mean of score using conventional method was compared with mean of score from cycle 1. Mean of score from cycle 1 was compared with mean of next cycle, and so on until the last cycle. It was to know how far the progress of students in this research.

H. Indicators of Achievement

This research was successful if its objectives' indicators were reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Students' ability in dictation is increasing after they are taught using SBG technique. The increasings are in writing mechanism and accuracy.
2. SBG technique in learning menu can increase students' ability in dictation.
3. The results of students' assessment by using dictation reach the minimum standard of score (KKM) which is 7.2.