

CHAPTER III

METHODS OF INVESTIGATION

A. Setting of the Study

The researcher conducted the classroom action research at MTs N2 Kudus on seventh graders the academic year 2009/2010. It is located on Jl.Mejobo No. 1327 A Kudus. The researcher chooses this setting because its geographical location was not far from the researcher to reach. The students come from different intelligence, social background, and characteristic of student's setting and subject of the research.

B. Participants

In a classroom action research, there are populations that will be investigated. Population simply means the group that you are interested in investigation.¹ In this study, the population that is used by the researcher is the students at MTs N 2 Kudus. Sometimes it is not possible to investigate the whole population directly, so you have to take a sample. Sample is a part of population that can represent all the population observed.² There are 9 classes in seventh graders, they are class VII A until class VII I. Each class consists of 40 students. The researcher uses class VII H as sample in her research. So participant in this study are students on class VII H at MTs N 2 Kudus in the academic year 2009/2010.

¹Michael J Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), P. 26.

²*Ibid*, p.109.

Tabel 1.
Students' Name on Class VII H at MTs N 2 Kudus in the Academic Year
2009/2010³

No	Nama	Sex
1	Abdul Hasan	Male
2	Ah. Abdul Latif	Male
3	Andika Muliandi	Male
4	Anis Marsela	Female
5	Aris Hariyanto	Male
6	Aziz Maulana	Male
7	Budi Utomo	Male
8	Daril Muhammad Anwar	Male
9	Delvi Andrean	Male
10	Diah Nur Fitriyani	Female
11	Dyna Lukita Sari	Female
12	Eke Rinawati	Female
13	Ilham Setyagama	Male
14	Indah Wahyu Lestari	Female
15	Isma Farichah	Female
16	Khusnul Khotimah	Female
17	M. Ainur Ridho	Male
18	M. Fakhris khusaini	Male
19	M. Imam muzaki	Male
20	Masudi	Male
21	Maulana Saiful Nawas	Male
22	Mulyadi	Male
23	Naura Nathifa	Female
24	Noor Rohma Ningsih	Female
25	Noor Rohmah	Female

³ Documents from MTs N2 Kudus In the academic year 2009/2010

26	Norma Wulandari	Female
27	Nunung Afriyani	Female
28	Riki Robiyanto	Male
29	Rois Setiawan	Male
30	Rosiana	Female
31	Siti Kusbandriah	Female
32	Subiyantoro Widodo	Male
33	Syarifah Nur Candra R	Female
34	Tiara Dewi	Female
35	Vivi Rokhiyati	Female
36	Wulandari Susanti	Female
37	Yulia Evita Sari	Female
38	Yuliani	Female
39	Zulfa Firdaus	Female
40	Muhammad Rif'an	Male

C. Focus of Study

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or to respondents.⁴ In this research, the researcher focuses on teaching English written spelling using spelling games to improve students' mastery in English written spelling for seventh graders at MTs N 2 Kudus in the academic year 2009/2010. The topics are the things around them such as animals, fruits, profession and parts of the body. English subject taught every thrush day from 08.00 am until 09.20 am and Saturday from 08.00 am until 09.20 am.

⁴M. Iqbal Hasan, *Pokok-Pokok Materi Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p.11.

D. Methods of Research

1. Design of Research

The design of research used by the researcher is classroom action research. Suroso stated that it is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the problem that faced in the research.⁵ According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.⁶ Arikunto states 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.⁷ Wiriaatmadja said Classroom action research is method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts.⁸ Celce said that classroom research is all or part whose data are derived from the observation or measurement of the classroom performance of teacher and student. Study about language learning in formal instructional setting for which student had filled out a questionnaire about their participation in language lesson, while interesting and potentially useful, would not fit.⁹

From all 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

⁵M. Saekan Muchith, Kisbiyanto, Mohtarom, *Classroom Action Research*, (Kudus: LPPG, 2009), p.9

⁶Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), p. 344.

⁷Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

⁸Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), P. 13.

⁹Marianne Celce Murcia, *Teaching English As Second Or for Language* (USA, 2001), p.

involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching English written spelling using spelling games, this data was analyzed through some cycles in action.

2. Characteristics of a Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.¹⁰

3. Aim of an Action Research

According to Harmer in his book "*The Practice of English Language Teaching*" there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.¹¹ In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

¹⁰David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.17.

¹¹Jeremy Harmer, Op.Cit, P. 345.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

4. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher uses spelling games to improve students' English spelling, especially in written spelling.

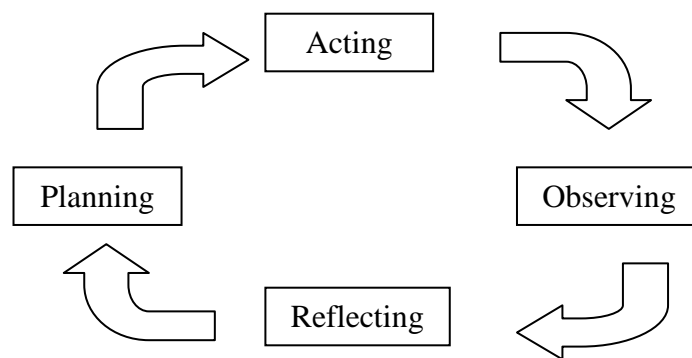


Figure 1 Action Research Cycle

Before the researcher does the cycles in action, she will do initial observation at first. Research design can be done with some steps as follows:

1. Initial Observation

In initial observation, the researcher intended to find out:

- a. Collect data such as documentation includes the number of the students, the student's name list, and pre test.
- b. The researcher interviews an English teacher interrelated teaching learning process in English subject.
- c. Identify the problem.

Based on the interview an English teacher, the researcher can identify the problem of teaching learning process at MTs N 2 Kudus. The

problem of this research was the student's low motivation in learning activity; it was caused because student's activity during teaching learning process and student's understanding in English subject was low especially in English spelling.

2. Action planning

In this research, the researcher plans to conduct three cycles of classroom action research. There are four steps process in each cycle for doing classroom action research:

a. Planning

Planning an action by focusing on who, what, when, where and how the action will be done.

The planning is arranging the learning instrument and prepares the material. It will be done with the students of seventh grade MTs Negeri 2 Kudus. This planning is to get the interesting of spelling games to improve students' mastery in English written spelling.

b. Action

The planning strategy will be applied in teaching learning process. That is using spelling games in teaching English written spelling.

c. Observation

In this phase, the researcher observes and takes notes during teaching learning process.

The researcher observed the situation and the result of student's action. It means that the researcher observes the student's activity, when they feel bored the researcher will change the strategy to get them interested in this study.

d. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting had caused

any progress. What progress happened, and also about the positives and negatives.¹² Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

The researcher analyzes the weakness happened in their action, it is used consideration to decide further steps and makes the other way to get this study more interesting.

A cyclical process involving stages of action research is followed by action. It can be illustrated as the following:¹³

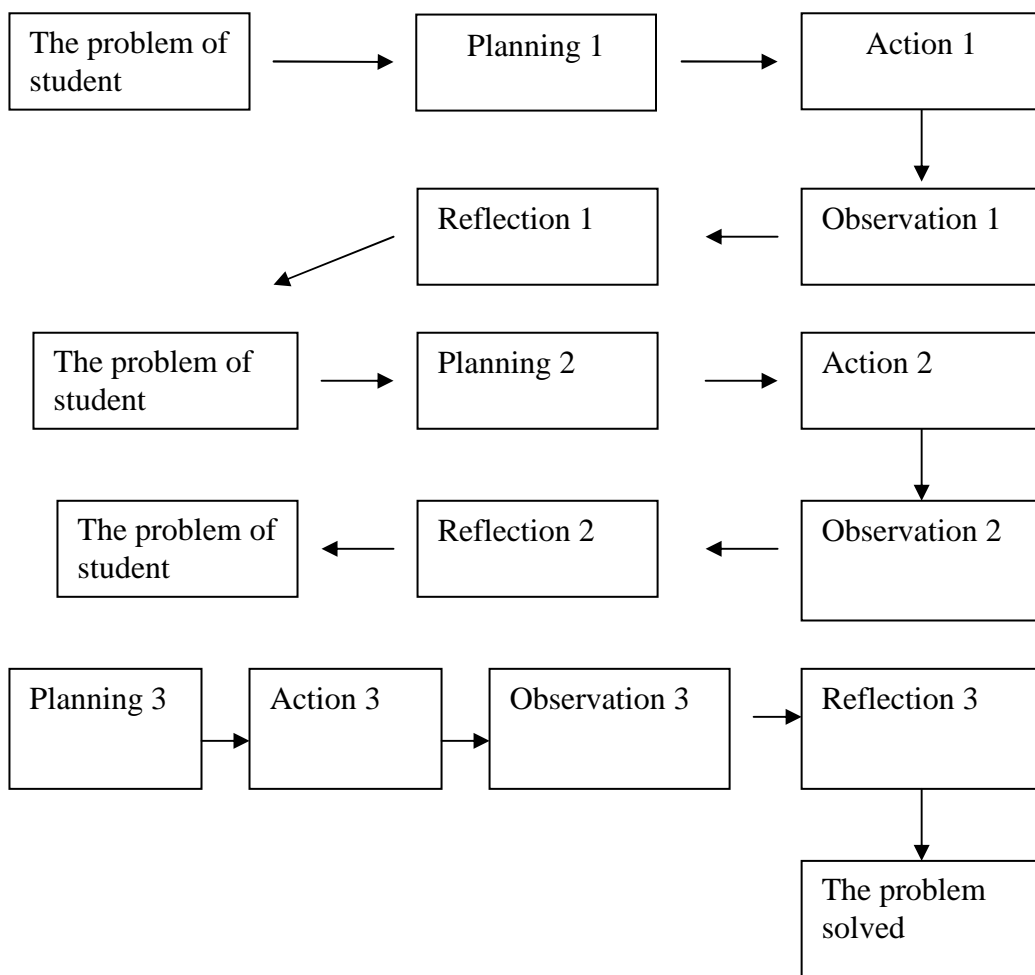


Figure 2 Cyclical process

¹² Suharsimi Arikunto, Suhardjono, and Supardi, *Op. Cit*, p. 75-80

¹³ *Ibid.*, p. 16

E. Source of the Data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.¹⁴

The source of data in this research are from the head master who gives further information about school and school curriculum, the teacher who gives some further instructional information, teaching materials, learning assessments, and teaching methods applied in seventh graders of MTs N 2 Kudus and from school documents (the data of teacher and students, lesson schedule, students' exercise book, and so on).

F. Technique of Data Collection

As other research, classroom action research also needs to collect data to support the investigation. It is a fundamental thing to be well throughout by a researcher before to conduct a research.

The several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. 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, in gaining the data, the researcher attempts to employ the following methods:

a. Observation

Observation is an activity of giving total concern to research object by sense.¹⁵ In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen. Observation is intended to see and to know about the condition of class and the students, and obstacles appear during the

¹⁴ Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

¹⁵ Suharsimi Arikunto, *Op.Cit.* VI ed., p. 229

teaching learning process, to see their difficulties, their problem and their understanding about the material given.

The writer will observe the event in class during the lesson or the treatment using check list to get the data. It will take from opening until the end of teaching learning process.

b. Documentation

It refers to archival data that helps the researcher to collect the needed data. Documentation method is to get the researcher data linked to research object that will be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject.

c. Test

Test is a set of question used measure the achievement or capability of individual or group.¹⁶ 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.¹⁷ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹⁸

There are four main reasons for testing which give stressing to four categories of test:

- a. Placement tests: placing new students in the right class in a school is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on.

¹⁶ *Ibid.*, p. 223

¹⁷ J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

¹⁸ Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd ed, P. 401.

- b. Diagnostic tests: while placement tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learners' difficulties, gaps in their knowledge, and skill deficiencies during a course.
- c. Progress or achievement tests: these tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.
- d. Proficiency tests: proficiency tests give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.¹⁹

In this research, the writer uses an achievement test to measure the students' progress in improve English spelling. The researcher uses the essay, anagram and the word searches. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

Test is done to know student's achievement so that the researcher knows the student's improvement and student's mastery learning can be achieved by the students.

G. Instrument of the Study

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.²⁰

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Ltd, 2001), P. 321.

²⁰ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136.

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

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the spelling word taught that teacher can see from their activities and response during teaching learning process. The instrument is attached.

2. Document

Document is every written data or film.²¹ 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, and so on.

3. Tests

In this research, the researcher uses an achievement test to measure the student's progress in English written spelling. Related to the achievement test, there were many types of achievement test, such as essay test, anagram and the word searches. 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 four assessments test. They are preliminary, and three 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 gives pre-test to the student after the teacher taught English spelling without spelling games or still used conventional method with 30 questions, it consists of 10 essay, 5 anagram, 5 multiple choices and 10 word searches. After that, the researchers begin to conduct action research cycle by using spelling games. They will be presented by three treatments.

²¹ Lexy J Moleong, *Op. Cit*, P. 216.

H. Technique of Data Analysis

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 spelling games in improving English written spelling.

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

This study will use statistical analysis to find out the improvement of students' English spelling.

The steps are:

1) Observation

The observation checklist that used in this study is as follow:

No	Indicators	Grade
1.	Students show curiosity by asking questions.	1 2 3 4 5
2.	Students' participation toward teacher's explanation.	1 2 3 4 5
3.	Students are active during learning and teaching process.	1 2 3 4 5
4.	Students' seriousness in understanding the material.	1 2 3 4 5
5.	Students answer teachers' questions.	1 2 3 4 5
6.	Students cooperate with their groups.	1 2 3 4 5

Notes:

1. None (0%)
2. A few (<20 %)
3. Half (20-49 %)
4. Many (50-69%)
5. Majority (> 70 %)

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

2) Test

1) Measuring the students individual ability

In every cycle, after giving a treatment the researcher gives test to the students'. The result of the test will analyze by using percentage scoring as following formula.²²

The Percentages of Correct Answer	Grade
90%-100%	A: Excellent
70%-89%	B: Good
60%-69%	C: Fair
50%-59%	D: Less
0%-44%	E: Poor

$$Score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

²² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi Cet 6*, (Jakarta: Bumi Aksara, 2006), P.236

2) Measuring the mean

After calculate the percentage of students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students.²³

$$\bar{x} = \frac{\Sigma f}{n}$$

\bar{x} = the mean

f = the sum off student score

n = the number of the students

From the result of this formula the writer will find out the improvement of students' English spelling.

I. Procedure of the Study

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching learning process and look the real effect of those efforts.²⁴

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into three cycles. They are preliminary, and cycle 1, cycle 2, cycle 3. The researcher will collaborate with the English teachers who teach in class of first year. The activities that will be done in each cycle is as follows:

1. Cycle 1

The teacher uses spelling games to teach spelling. The topic was fruits. The procedure is as follow:

a. Planning

- 1) Prepare spelling games that appropriated with the material

²³ Sutrisno Hadi, *Statitik (Jilid 1)*, (Yogyakarta: Andi Offset) 2004, p. 40

²⁴ Rochiati Wiriadmadja, *Op. Cit*, p. 13.

- 2) Prepare the teaching material
- 3) Make lesson plan (attached)
- 4) Prepare checklist observation (attached)
- 5) Prepare students attendance list (attached)
- 6) Prepare formative test (attached)

Its purpose is to guide the researcher and collaborator in the teaching process.

b. Action

The English teacher with the researcher begins the teaching learning process based on the lesson plan. In this cycle, they give the topic about the name of fruits and the name of animals. The researcher uses spelling games; the procedures of teaching and learning process are as follows:

- 1) The teacher introduces how to apply spelling games.
- 2) The teacher spells the alphabet.
- 3) The teacher spells the words that are represented with spelling games
- 4) The teacher asks the students to repeat the words.
- 5) The students pronounce the words together for two until three times.
- 6) Play spelling games as follows:
 - a. Divide students into six groups
 - b. Ask students to work in a group of five and ask them to arrange the scrambled word into the correct word.
 - c. Ask one student of the group to come to the front and spell the word.
 - d. Ask many students to spell the word.
- 7) The teacher asked the students about their understanding of the material.
- 8) The teacher gives a quiz and reviews all of the material.
- 9) The teacher gives tests.

c. Observation

The observation on the students in the first cycle was to check:

- 1) The students' activity in learning English spelling.

- 2) The students' response during teaching and learning process.
- 3) The students' achievement in spell the word.

d. Reflection

- 1) In the first cycle, the researcher gets the data from the test and observation.
- 2) Evaluate the activities that have been done.
- 3) The classroom teacher and the researcher discuss to make a reflection what should they do to repair the problems.
- 4) Analyze the data to repair the next cycle.
- 5) Make a temporarily conclusion for classroom action research in cycle 1.

2. Cycle 2

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic was name of transportation and profession. The procedures are as follow:

a. Planning

- 1) Identify the problem and make the solution for the problem,
- 2) Prepare the teaching material,
- 3) Arrange the lesson plan based on the teaching material, (attached)
- 4) Prepare spelling games that appropriate with the material,
- 5) Prepare checklist observation, (attached)
- 6) Prepare students' attendance list, (attached) and
- 7) Prepare formative test. (attached)

b. Action

The teacher and researcher do the second cycle which is appropriate with lesson plan as follow up from evaluation of cycle 1. In this cycle, the teacher gives the topic about name of transportation and profession. The procedures of teaching learning process are as follows:

- 1) The teacher asks students to mention and spell some vocabularies that are discussed at the previous meeting,
- 2) The teacher spells the words,
- 3) The teacher asks the students to repeat what she said,
- 4) The students spell the word together for two until three times,
- 5) Play spelling games as follow:
 - a. Divide students into four groups
 - b. Ask students to work in group of four and asks them to arrange the scrambled word into correct word.
 - c. Ask one student of group to spell the word.
 - d. Ask many students to spell the word.
- 6) The teacher gives the quiz for the students and reviews of all the material,
- 7) In the end of the lesson, the teacher gives the assessment test.

c. Observation

Observation is conducted together with the action or teaching, the researcher observed the teaching learning process and compare with cycle 1. The observation on the students in second cycle was to check:

- 1) The student's activity in learning English spelling,
- 2) The student's response during teaching learning process,
- 3) The student's achievement in spelling the word.

d. Reflection

- 1) Evaluate the activity that has been done,
- 2) Analyze the data from the test and observation,
- 3) Analyze the activity, whether they still find out the problem or not?
If still find the problem, what should the researcher do to repair the problem,
- 4) The teacher and the researcher discuss to make a reflection what should they do to repair the problem,
- 5) Analyze the data to repair the next cycle,
- 6) Make a while conclusion in second cycle.

3. Cycle 3

The third cycle is done based on the result of reflection from the second cycle. The topic was parts of the body. The procedures as follows:

a. Planning

- 1) Identify the problem and make the solution of the problem,
- 2) Prepare the teaching material,
- 3) Prepare the lesson plan based on the teaching material, (attached)
- 4) Prepare spelling games that are appropriate with the material,
- 5) Prepare checklist observation, (attached)
- 6) Prepare students' attendance list, (attached)
- 7) Prepare formative test. (attached)

b. Action

The collaborator teacher and the researcher do the third cycle which is appropriate with lesson plan as follow up from evaluation of cycle 2. In this cycle, the teacher gives something around us. The procedure of teaching learning process as follows:

- 1) The teacher asks the students to mention and spell some vocabularies that are discussed at the previous meeting,
- 2) The teacher spells the word,
- 3) The teacher asks the students to repeat what she said,
- 4) The students spell the word together for two until three times,
- 5) Play spelling games as follows:
 - a. Divide students in pairs.
 - b. Ask students to work in group of two and asks them to arrange the scrambled word into correct word.
 - c. Ask one student of group to spell the word.
 - d. Ask many students to spell the word.
 - e. Ask all of students to spell the word together.
- 6) The teacher gives the quiz for the students and reviews of all the material,

- 7) At the end of the lesson, the teacher gives the students' assessment tests.

c. Observation

Observation is conducted together with the action or teaching. The researcher observes the teaching learning process and compares with cycle 2. The observation on the students in third cycle is to know:

- 1) The students' activity in learning English spelling,
- 2) The students' response during teaching learning process,
- 3) The students' achievement in spelling the word.

d. Reflection

- 1) Evaluate the activity that has been done,
- 2) Analyze the data from the test and observation,
- 3) Analyze the activity, they still find out the problem or not?
- 4) The collaborator teacher and the researcher discussed about to continue the next cycle or enough.