

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a classroom action research in teaching vocabulary using text twist game implemented with cooperative learning as the media and the best way of teaching. 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.⁴⁸

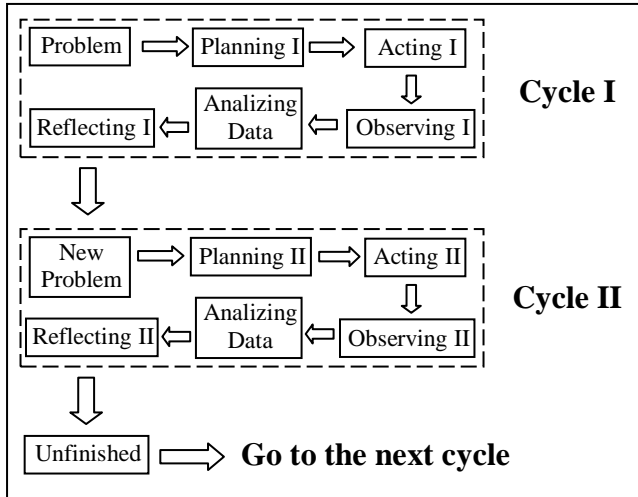
According to Wallace, a classroom action research is a research done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.⁴⁹ Arikunto states that classroom action research is a study towards learning activity in a form of action which is purposely done and occurs in a classroom all together. An action research also helps us gain an understanding of our own attitudes about language learning.⁵⁰

⁴⁸Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), p. 344-345.

⁴⁹Michael J. Wallace, *Action Research for Language Teachers*, (New York : Cambridge University, Press, 1998), p. 4

⁵⁰Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p.3.

Figure 3.1
The Cycles Diagram of Action Research.⁵¹



There are four activities in every cycle for doing classroom action research. The first is planning. In this activity the researcher formulates some procedural act show to improve students’ mastery in English noun using text twist game. Secondly is acting. In this step, the researcher tries to implement some techniques/procedural acts that have been formulated at planning. Third is observing. The researcher is implementing some techniques/procedural acts in improving students’ mastery in English noun, he is also observing the teaching and learning process. The last is reflecting. After observation process is done, the researcher and the teacher class make a reflection to

⁵¹Saminanto, *Ayo Praktik PTK: Penelitian Tindakan Kelas*, (Semarang: RaSAIL Media Group, 2010), p. 8.

evaluate teaching learning process.⁵²

According to Cohen and Manion, characteristics of classroom action research is the first and foremost situational, being concerned with the identification and solution of problems in a specific context. Secondly, it also identifies collaboration as an important feature of this type of research. Third, the aim of the research is to improve the current state of affairs within the educational context in which the research is being carried out.⁵³

There are a lot of advantages conducting classroom action research, for examples, teacher will know his/her weaknesses in teaching their students. They will know the effective methods in teaching children.

B. Research Setting

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

This action research was conducted with the 7th grade students of MTs Negeri Model Babakan in Jl. Ponpes Babakan, Lebaksu, Tegal. The researcher chooses this setting because the geographical location is easy to reach.

⁵²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 138-140

⁵³David Nunan, *Research Method in Language Learning*, (United Kingdom: Cambridge University Press, 1992), p. 18.

In this research, the researcher will be doing the research as observer with the teacher at 7th grade students of MTs Negeri Model Babakan where the number of students was 38. But in reality, the researcher only take the data from 30 students because there are 8 students who the data was incomplete.

The researcher focuses his study on the implementation of teaching noun by using text-twist game implemented with cooperative learning and the improvement of students' mastery of English noun. The material of noun is followed the curriculum at junior high school, and the noun is about singular and plural form and types of noun.

Table 3.1
Students' List of 7th Grades of MTs N Model Babakan

No.	Name
1	ANGELINA TIARA PUSPITA LOVA
2	ATKA FIRLI
3	AULIA FAIQOTUN NAJAH
4	BELLA NURUL AZMI
5	DEA AYUNITYA
6	DITA ISTIQOMAH
7	FIDIYAH ALIATI AZIZ
8	FITRI INDIYANA SYIFA
9	FRISKA MERRILIANA SARI
10	I'ANATUL KHASANAH
11	IZZA ALFI SABILA
12	LIYA HIKMATUL MAULA
13	MARISA FESTY HARTAMA
14	MUKHAYATUNNUFUS
15	MUNA FAIRUZ NADA
16	MUTIARA AL HADITS
17	MUTIARA ROHMAH DHINY
18	NABILAH ASY-SYIFA
19	NADIA AGHISNA SANI
20	NADIA MAULIA IZZANI
21	NAELI FARKHATI
22	NAILIS AULIA RAHMA

23	NAUFALIYA LUTFIYANTI SHODRINA
24	NIDA URROHMAH
25	NOVA PUTRI INDAH SETYANINGRUM
26	NUR IQRIMA PUTRI
27	NUR LATIFATUL KHOFIFAH
28	RAHMA LATIFAH
29	SALSABILA FALASIFAH
30	SEKAR ARUMNING KAHURIPAN
31	SEKTI ALDIN INDRIWATI
32	SITI LAILA IZZA ARDHANI
33	SITI TIFAH SULISTIYANI
34	SYIFA SHAFI SALSABILA
35	TSANIA NISA FADILAH
36	TSANIA RAHMA SHOFIALIN
37	UMU GAIDA MUTMAINAH
38	VIVI VIOLA

C. Data Collection Technique

Classroom action research 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. In this case, the researcher chooses some techniques to gaining the data. The first is observation. It is act of watching the activities and creativities of learners in learning process whether inside or outside the classroom. During observations, the researcher uses observation check-list as instrument to observe teacher's performance and students' engagement in the teaching and learning process.⁵⁴

⁵⁴E. Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya Offset, 2009), p. 69.

Table 3.2
Observation for Teacher's Activities

No	Aspects	Score				
Pre-Activities						
1	Teacher greets students	1	2	3	4	5
2	Teacher checks students' attendance	1	2	3	4	5
3	Teacher pays attention to the whole class	1	2	3	4	5
4	Teacher open the lesson and do apperception.	1	2	3	4	5
Main Activities						
5	Teacher explains the material systematically.	1	2	3	4	5
6	Teacher pronounces the word correctly.	1	2	3	4	5
7	Teacher uses media.	1	2	3	4	5
8	Teacher encourages students to work in pairs and / or groups.	1	2	3	4	5
9	Teacher manages the classroom.	1	2	3	4	5
10	Teacher evaluates students' works.	1	2	3	4	5
11	Teacher invites students to conclude the lesson.	1	2	3	4	5
Post Activities						
12	Teacher gives feedback to the students.	1	2	3	4	5
13	Teacher checks students' understanding by asking questions.	1	2	3	4	5
14	Teacher manage the time properly.	1	2	3	4	5
TOTAL						

Table 3.3
Observation for Students Activities

No	Aspects	Score				
1	Students pay attention.	1	2	3	4	5
2	Students ask questions.	1	2	3	4	5
3	Students answer teachers' questions.	1	2	3	4	5
4	Students are interested to work in group.	1	2	3	4	5
5	Students are interested doing the task.	1	2	3	4	5
6	Students conclude the material.	1	2	3	4	5
TOTAL						

The second way is documentation. It is the instrument used to collect or to record data about the past events during the research

which is documented. Documentation is a term with many meanings, the most common of which are: A set of documents provided on paper, or online, or on digital.⁵⁵

The third is test. It is the instrument used to collect data from the learners by using oral test, written test and etc. Test is important part of every teaching and learning experience. Test (assessment) is intended to measure the respondents' knowledge or other abilities.⁵⁶

In this study, the researcher collected the data by carrying out the written test of noun in this research. Written test can represent someone's mastery in using a language. Written was an appropriate test for measuring the students' mastery of the whole language aspects that had been taught in the teaching and learning process.

D. Data Analysis Technique

The researcher analyzes the data using percentage descriptive quantitative analysis in giving the test score. This scoring is aimed to giving description of the students' improvement in English nouns by using Text Twist game, the processes are:

1. Observation

After giving observation in every cycle, the result of the observation analyzed by using the following formula to measure the teacher and student's activity:

⁵⁵E. Mulyasa, *Praktik Penelitian Tindakan Kelas ...* , p. 69.

⁵⁶E. Mulyasa, *Praktik Penelitian Tindakan Kelas ...* , p. 69.

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

2. Determining the interval grade of students.

The score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:⁵⁷

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

After giving the result statistically, then the researcher consults them uses five letters: A, B, C, D, and E that expressed various levels as follows:⁵⁸

Table 3.4
Scoring Level in Observation

The Percentage of Correct Answer	Grade
90%-100%	A – Excellent
75%-89%	B – Good
60%-74%	C – Fair
50%-59%	D – Less
0-49%	E – Poor

3. Finding the classical average.

After calculate the percentage of students score, the researcher calculates the average to measure the improvement of

⁵⁷Rosma Hartini Sam's, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010) p. 94.

⁵⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009), p.245

students score in every cycle. The average is value that represents a set of data. The average usually tend to be situated in the middle of a group of data that are arranged according to the amount of value. In other words, it has measures of central tendency.⁵⁹ This formula is as follows:⁶⁰

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

Explanation:

M: The mean

$\sum x$: The sum of scores

N: The number of students.

E. Collaborator

Collaborator in classroom action research was person who helped the researcher to collect the data. The collaborator in this research was Indriani Wideasanti, S. Pd. the English language teacher who taught 7th grades of MTs N Model Babakan Tegal.

F. Procedure of The Research

As the approach of this research is classroom action research, it is arranged into two cycles and each cycle consists of four stages, they are; planning, acting, observing, and reflecting. The

⁵⁹J. Supranto, *Statistik Teori dan Aplikasi*. (Jakarta: Erlangga, 2000), p. 85.

⁶⁰Mundir, *Statistik Pendidikan: Pengantar Analisis Data Untuk Penulisan Skripsi dan Tesis*, (Yogyakarta: Pustaka Pelajar, 2014) p. 51

researcher collaborated with the English language teacher who taught the seventh grade of MTs Negeri Model Babakan. The activities were applied in each cycle as follow:

a. Pre Cycle

This activity is used to know about the details of the class that will be observed; to collect some documents related to the research, to know what method that the teacher used to teach the students, to know how the teaching-learning process in the class, and the progress that students achieve after being taught by the teacher with his/her own method.

b. First Cycle

The technique applied to teach noun to the students is *Text Twist game* implemented with *Numbered Head Together Technique*. The material is name of things at school. The procedures of teaching and learning process are as follows:

1) Planning

- a) Making a lesson plan.
- b) Preparing the teaching material.
- c) Preparing pictures related to the material as the aids.
- d) Preparing letter cards and answer sheets to play Text Twist game.
- e) Preparing the test.
- f) Preparing observation check-list.
- g) Preparing students' attendance list.

2) Acting

- a) Teacher presented a pictures of things at school.
- b) Students guessed the names of things at school then teacher gave the English words.
- c) Teacher pronounced the words clearly and correctly.
- d) Students together repeated what the teacher said twice or three times.
- e) Teacher pointed a certain picture and asked a pointed student to guess what picture it was.
- f) Teacher asked the entire students to repeat the answer to make sure they pronounced it correctly.
- g) Teacher gave examples of sentence using name of things at school.
- h) Teacher pointed a certain picture of fruit and asked question related to the picture for students to answer in a complete sentence.
- i) Playing text-twist game. The steps are:⁶¹
 - 1) Teacher divides the class into groups. Each group consist of five participants.
 - 2) Teacher explain the rules and demonstrated the game.
 - 3) All participants will receive Text Twist materials marked with one of the numbers #1, #2, #3, #4, or

⁶¹Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (California: Kagan Publishing, 2009), p. 6.30.

#5.

- 4) All groups answer the questions from teacher until the specified time limit.
 - 5) Teacher mention the number and the group randomly. (Example: “No. 1 from group A, please write down your answer.”)
 - 6) Number of participants mentioned by the teacher raised his/her hand and immediately write the answers on the board.
 - 7) The correct answer get a star, but if participants cannot answer, will be thrown to the participants from the other groups with the same number.
 - 8) The group that gets the highest stars will be the winner.
- j) Teacher asked the students about their understanding of the vocabulary they were taught.
 - k) Teacher gives a test.
- 3) Observing

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

- a) The students’ activity in learning new vocabulary.
- b) The students’ response during teaching and learning process.
- c) The students’ achievement in memorizing new vocabulary.

4) Reflecting

- a) The researcher evaluates the students' condition in the class.
- b) The researcher evaluates the implement of text twist game with cooperative learning.
- c) The researcher discusses with the teacher class about the weaknesses during teaching learning process.
- d) The researcher arranges a reflection for the next cycle.

c. Second Cycle

The technique applied to teach noun to the students is *Text Twist game* implemented with *Roundrobin Technique*. The material is name of things at home. The procedures of teaching and learning process are as follows:

1) Planning

- a) Identify the problem and make the solution for the problem.
- b) Making a lesson plan.
- c) Preparing the teaching material.
- d) Preparing pictures related to the material as the aids.
- e) Preparing letter cards and answer sheets to play Text Twist game.
- f) Preparing the test.
- g) Preparing observation check-list.
- h) Preparing students' attendance list.

2) Acting

- a) Teacher presented a pictures of things at home.
- b) Students guessed the names of things at home then teacher gave the English words.
- c) Teacher pronounced the words clearly and correctly.
- d) Students together repeated what the teacher said twice or three times.
- e) Teacher pointed a certain picture and asked a pointed student to guess what picture it was.
- f) Teacher asked the entire students to repeat the answer to make sure they pronounced it correctly.
- g) Teacher gave examples of sentence using name of things at home.
- h) Teacher pointed a certain picture of things at home and asked question related to the picture for students to answer in a complete sentence.
- i) Playing text-twist game. The steps are:⁶²
 - 1) Teacher divide divides the class into groups. Each group consist of five participants.
 - 2) Teacher explain the rules and demonstrated the game.
 - 3) Teacher gives the answer sheet and one marker to write the answers, and masking tape to stick the answers on the board to each group.

⁶²Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* ... p. 6.33

- 4) Each group was asked to appoint a participant as a note taker who will write the answer in the paper.
 - 5) Teacher gives text twist sheet and each group was asked to give an answer until the specified time limit.
 - 6) Each participant took turns answering questions from participants started sitting on the right side of note taker, while the note taker writes the answers from each participant until the specified time limit.
 - 7) The teacher asks each group to stick answer sheet in the provided space.
 - 8) The group with the highest number of correct answers was selected as the winner.
 - j) Teacher asked the students about their understanding of the vocabulary they were taught.
 - k) Teacher gives a test.
- 3) Observing

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

- a) The students' activity in learning new vocabulary.
- b) The students' response during teaching and learning process.
- c) The students' achievement in memorizing new vocabulary.

4) Reflecting

- a) The researcher evaluates the students' condition in the class.
- b) The researcher evaluates the implement of text twist game with cooperative learning.
- c) Doing discussion with the teacher to decide a further action, either to do further cycles or not.

G. Minimum Standard of Success

The success of the teaching and learning process can be reflected on the students score of the test. The teaching and learning process is said to be doing well when more than 80% of the students pass the minimum passing criterion of 70.⁶³

In this research, if majority of the students are enthusiastic in the teaching and learning process and the students' engagement in the teaching and learning process is in a good category, it is said that the teaching and learning process is successful.

⁶³Rosma Hartini Sam's, *Model Penelitian Tindakan Kelas ...* p. 90