and justice of their own social or educational practice, their understanding of these practices and the situations in which the practices are carried out" ${ }^{20}$

Based on statement above, that one of characteristic action research is cycle, there are four components in one cycle for doing classroom action research. They are:

1. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.
2. Acting

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.
3. Observing

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted.

[^0]
## 4. 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. ${ }^{21}$

This research used action research, therefore; to analysis, the data would be combining both of qualitative and quantitative approaches. Sugiyono defines, "Quantitative research is a research data in the form of numbers and analyze uses statistic". ${ }^{22}$ It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things.

Michael J. Wallace states that "Qualitative research is a type of investigation in which there is a substantial subjective element". ${ }^{23}$ It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts,

[^1]definitions, characteristics, metaphors, symbols, and descriptions of things.

## B. Source of Data/Participants and Setting

The participants were taken by the writer, the students at Eighth Grade of MTs Fatahillah Ngaliyan Semarang. In conducting the study, the writer tried to get some data from participants. The research was conducted with the students of Eighth Grade of MTs Fatahillah Ngaliyan Semarang. There are two classes in this grade, and the writer take 8 A as the participants of research. There are 40 students in this class. The address of this school is at Jln. Faletehan no. 9 Bringin Ngaliyan Semarang.

## C. Variable and Indicator

Suharsimi state that "Variable is the object of research or something that becomes the concern of research" ${ }^{24}$ There are two variables in this research:

1. Dependent variable

It is the affected one, because of the existence of the independent variable. ${ }^{25}$ Dependent variable in this

[^2]research is the student's mastery improvement of simple past tense. The indicators of this variable is the students are able to write sentences with the correct pattern of simple past tense.
2. Independent variable

It is a variable that influences or causes of change or emergence of the dependent variable. ${ }^{26}$ Independent variable in this research is the use of grab the Word game in teaching simple past tense. The indicators are:

1. Teacher explains about simple past tense and grab the word game.
2. Teacher divides the students into 3 or 4 groups.
3. Teacher prepares some word card with the verb 1. Spread the word cards on the table. Put the table in the middle of the students.
4. Every students have a chance to grab the word. Then, the student who get a word, don't have a change to grab the word.
5. Teacher tells the students that as you read one of the words, they should rush to grab it.

[^3]6. The students should change the verb into past verb and write a sentence in simple past tense using that verb.
7. At the end, the teacher corrects the sentences with the students and the winner is the group with the most cards.

## D. Data Collection Technique

1. Observation

According to Suharsimi Arikunto, "observation is an activity concern an object which use all of body senses". So, observation can be done through vision, hearing, etc. Observation in this research will be used to monitor the student's activities during the teaching learning process.
2. Test

Test is some questions or drill used to measure someones's ability, intellegence, skill from individual or group. ${ }^{27}$ The researcher used achievement test in this research. The achievement test is used to measure students' achievement after studying simple past tense using grab the word game.

[^4]
## E. Data Analysis Technique

After the writer collected the data through test, the writer analyzed 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 grammar especially simple past tense.

There are some data analyzed in this research:

1. The data of students' participation

This research used the instrument of observation to know the student's participation. The instrument consisted of aspects of observation.

The criterion of scoring is:
$\begin{array}{|l|l|c|c|c|c|c|c|}\hline \text { No } & \text { Indicators } & \begin{array}{l}\text { None } \\ (0 \%)\end{array} & \begin{array}{c}\text { A } \\ \text { few } \\ (<\end{array} & \begin{array}{l}\text { Half } \\ (20- \\ 49 \%)\end{array} & \begin{array}{l}\text { Many } \\ (50- \\ 69 \%)\end{array} & \begin{array}{c}\text { Majority } \\ (>70 \\ \%)\end{array} & \begin{array}{c}\text { Total } \\ \text { score }\end{array} \\$\cline { 3 - 6 } \& 1 \& $\left.20 \%\end{array}\right)$

|  | discussion |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 4 | Students are <br> enthusiastic <br> in teaching <br> learning <br> process <br> using games |  |  |  |  |  |  |
| 5 | The <br> students are <br> enthusiastic <br> in doing test |  |  |  |  |  |  |
| Total score |  |  |  |  |  |  |  |

Total score
Score

$$
=\longrightarrow \text { X 100\% }
$$

Maximal score
2. Determining the frequency of students' correct answer

The frequency of correct answer is divided by the total of students ( n ), and multiplied by $100 \%$, the formula is:

$$
P=\frac{\Sigma f}{n} x 100 \%
$$

## Explanation:

$$
\begin{aligned}
& \mathrm{P}=\text { the percentage of correct answer } \\
& \mathrm{F}=\text { frequency of correct answer } \\
& \mathrm{N}=\text { the total of students }
\end{aligned}
$$

There are twenty (20) questions that must be answered by the students in the test. There are two parts of the questions (part A and B). in part A, the students must change the present verb into past verb, and in part B , the students made simple past tense related the verbs of part A .

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

| The Percentages of Correct <br> Answer | Grade |
| :--- | :--- |
| $90 \%-100 \%$ | A = Excellent |
| $70 \%-89 \%$ | B = Good |
| $60 \%-69 \%$ | C = Fair |
| $50 \%-59 \%$ | D = Less |
| $0 \% \_49 \%$ | E = Poor |

After computing the percentage of correct answer, the writer classified any answers that possibly appear and this part, the writer analyzed of each item also.
3. Finding the classical mean. The formula is:

After the data had been analyzed, the researcher found the sum of the score in distribution that is used to calculate the mean.

The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students.

This formula is as follows:

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

Explanation:
M : The mean
$\Sigma x \quad:$ The sum of scores
$\mathrm{N} \quad$ : The number of students.

## F. Procedure and Timeline

This research held on the first week until the fourth week of October at the class VIII B of MTs Fatahillah Ngaliyan Semarang which located on Jln. Faletahan no. 9 Bringin Ngaliyan Semarang.

Research procedure is something, which have been planned to execute research with purpose to obtain a data. In this research, the writer used three cycles. Before the writer did the first cycle, the writer provided the pre-liminary research to measure the student's achievement in simple past tense.

This is the procedure of research:

- Pre-liminary Research

In this pre-liminary research, the writer observed the students' score of simple past tense in the last year from class 8 A and 8 B . From class 8 A the writer found the total score is 2362 and the average is 67 . From class 8B the writer found the total score is 2454 and the average is 72 .

From the result above, the average of class 8A hadn't met the minimum standard score (KKM). Meanwhile, the average of class 8B had met the minimum standard score (KKM). The students' previous score of simple past tense is shown in the table below:

Table 3.1
The students' score of simple past tense at eighth grade of MTs Fatahillah Ngaliyan Semarang in the academic year of 2012/2013

## Class 8A

Class 8B

| No | Student Name | Score |
| :---: | :--- | :---: |
| 1 | Achmad Ghozi <br> Arifudin Sidiq | 66 |
| 2 | Abdul Latif <br> Riyanto | 68 |
|  | Achmad <br> 3 | Aiffanda <br> Ardiyansyah |
| 4 | Alfian Ari Sandi | 70 |
| 5 | Arika Nadya <br> Farkha | 64 |
| 6 | Asih Faridatul <br> Ulya | 70 |
| 7 | Cessna nugraeny | 65 |
| 8 | Dicky Ronal <br> Atmaja | 67 |
| 9 | Divya Yulistitia | 65 |
| 10 | Fachrizan <br> Luthfiantoro | 67 |
| 11 | Fajar <br> Hidayatullah | 85 |
| 12 | Galih Firliandi | 71 |


| No | Student Name | Score |
| :---: | :--- | :---: |
| 1 | Ahmad Rifai | 66 |
| 2 | Annisa Nuha <br> Nabilah | 80 |
| 3 | Bagus Choirul <br> Mukminin | 63 |
| 4 | Hiut Danalam | 73 |
| 5 | Imam Syafi'i | 79 |
| 6 | Islakhatul Jannah | 77 |
| 7 | Lailatun Ni'mah | 67 |
| 8 | Lindha Ambar <br> Cahyaningrum | 78 |
| 9 | M. Farid <br> Abdurrahman | 64 |
| 10 | M. Hanif Asrofi | 68 |
| 11 | M. Sholeh Fudin | 65 |
| 12 | Maulida | 92 |


|  |  |  |
| :---: | :---: | :---: |
| 13 | Ghodlidl <br> Shautika | 65 |
| 14 | Hidayah Hasanah | 68 |
| 15 | Ivania Bachrul Ulum | 84 |
| 16 | Melinda Ratna Sari | 65 |
| 17 | Mirda cahyo Dwi Wahyu Wibowo | 66 |
| 18 | Mochammad Rifqi Yusron | 68 |
| 19 | Moh Arief Setiawan | 66 |
| 20 | Muhammad Afnan | 64 |
| 21 | Muhammad Adbul Rozak | 63 |
| 22 | Muhammad Al Farizi | 63 |
| 23 | Nurma Indah Susanti | 61 |
| 24 | Prima Tri Suseno | 65 |
| 25 | Rahmah Khairun Azzahra | 71 |
| 26 | Reynaldi Bagus Anggoro F | 69 |
| 27 | Risal Anggita Pratama | 63 |
| 28 | Rismawati Ramadhani | 64 |
| 29 | Rizqa Nur Aini | 68 |
| 30 | Tantri | 67 |


|  | Rachmah |  |
| :---: | :--- | :---: |
| 13 | Misbahul Munir | 60 |
| 14 | Moh. Shochih <br> Saifullah | 62 |
| 15 | Muhammad <br> Adib Zain | 63 |
| 16 | Muhammad <br> Fahrul Fadholi | 67 |
|  | Muhammad <br> 17 | Irbabil Hija |
| 18 | Muhammad Nur <br> Fajar As Siddiq | 79 |
|  | Naufal <br> Fatahuddin <br> Maharditya | 70 |
| 20 | Niza Zahrotul <br> Firdaus | 74 |
| 21 | Nur Koniah | 75 |
| 22 | Prapti Setiawati | 70 |
| 23 | Risma Nisrina <br> Firdaus | 76 |
| 24 | Rizal Wahyu A <br> Tamini | 60 |
| 25 | Shalli Afdhalash <br> Shalaati Gusani | 75 |
| 26 | Siswanah | 70 |
| 27 | Siti <br> Mustianingrum | 83 |
| 28 | Titok Eko <br> Setiawan | 77 |
| 29 | Tri Nafiatun | 85 |
| 30 | Ulinni'am | 75 |
|  |  |  |
| 19 |  |  |


|  | Muhtarofatun |  |
| :---: | :--- | :---: |
| 31 | Tika Marianah | 66 |
| 32 | Utari Hadi <br>  <br>  <br> Novitasari | 67 |
| 3 | Yosie Andika <br> Fajar Bimantara | 66 |
| 34 | Choirul <br>  <br> Mutaqiin | 67 |
| 35 | Isma Nandia | 68 |
|  | Total Score | $\mathbf{2 3 6 2}$ |
|  | Average | $\mathbf{6 7}$ |


|  | Habibullah |  |
| :---: | :--- | :---: |
| 31 | Windi Wandira | 76 |
| 32 | Yogi Affendi | 68 |
| 33 | Zahronida Ulya <br>  <br> Haqqani | 70 |
| 34 | Zulia Saffa <br>  <br> Naturrahmah | 78 |
|  | Total Score | $\mathbf{2 4 5 4}$ |
|  | Average | $\mathbf{7 2}$ |

The writer also has observed the students' activeness in the class while studying English. It is shown by the result of observation checklist below:

Table 3.2
Observation checklist of students' activeness
in the previous meeting

| No | Indicators | None <br> $(0 \%)$ | A <br> few <br> $(<$ <br> $20 \%)$ | Half <br> $(20-$ <br> $49 \%)$ | Many <br> $(50-$ <br> $69 \%)$ | Majority <br> $(>70$ <br> $\%)$ | Total <br> score |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 |  |  |
| 1 | Students <br> concern <br> toward <br> teacher's <br> presentation |  |  |  |  |  | 2 |
| 2 | Students <br> participate <br> in <br> answering <br> the <br> teacher's <br> questions |  |  | V |  |  |  |


| 3 | Students are <br> serious in <br> discussion |  |  | V |  |  | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 4 | Students are <br> enthusiastic <br> in teaching <br> learning <br> process |  | V |  |  |  |  |
| 5 | The <br> students are <br> enthusiastic <br> in doing test |  | V |  |  |  | 2 |

Total score
Score

$$
=\longrightarrow \text { X 100\% }
$$

Maximal score

$$
\begin{aligned}
& =\frac{12}{25} \times 100 \% \\
& =48 \%
\end{aligned}
$$

From the monitoring was conducted on Wednesday, 28 of August 2013, there were 40 students joined the class. Some of the students were listened to the teachers' explanation but some of them spoke by them-selves. When the teacher gave the question to them, some of the students weren't able to answer it. The teacher wasn't used any media in teaching learning process, it was one main problem why the students weren't enthusiastic in learning process.

From the results of observation above, there was $48 \%$ of the students were enthusiastic and concerned with the teachers' explanation. By this pre-liminary research, the writer found the reasons to choose classroom action research as the method of this research. From the results of the students' score of simple past tense last year, in class 8A the average of the students' score hadn't met the minimum standard score (KKM), and from the class observation in this year, the students weren't enthusiasm in learning process. The teacher should make the lesson more interesting for the next, because by creating interesting atmosphere during the class, it could come up the students' enthusiasm. From the students' score of simple past tense in class 8 A and 8 B , the score of class 8A hadn't met the minimum standard score (KKM) and they still spoken by them-selves when the teacher explain the matters, also the score of class 8 A still low. Then, the writer choose 8 A as object of this research to improve their understanding of simple past tense using grab the word game.

- Planning of the research

After doing pre-liminary research, the writer will do the cycles of the research. In this research, the writer will use three cycles to find out the achievement of the students in simple past tense.

First ( $1^{\text {st }}$ ) cycle:

1. Planning:

- Preparing the material
- Arranging lesson plan based on the material
- Preparing observation checklist

2. Acting:

- Telling the material in this meeting
- Exploring the students’ understanding about simple past tense
- The writer show the material about simple past tense and explain it
- The students gives some example of simple past tense
- Discussing about simple past tense together
- The writer devides the students into 3 or 4 groups and gives the instructions of the game
- The writer spread some past verbs
- The writer instructs to begin the game
- Discussing the work together
- Giving the individual test to the students

3. Observing

The writer observes student's activities in teaching learning process and while they are working in group. Teacher helps the students who still finds difficulties in making simple past tense.
4. Reflecting

The writer concludes the result of the first cycle and discuss it with the teacher.

Table 3.3 Research Schedule

| No | Activities | Time | Place |
| :---: | :--- | :---: | :---: |
| 1 | Asking permission to <br> do the research | 21 August <br> 2013 | MTs Fatahillah <br> Ngaliyan |
| 2 | Doing pre-liminary <br> research | 28 August <br> 2013 | MTs Fatahillah <br> Ngaliyan |
| 3 | Doing the first cycle <br> and evaluating the first <br> cycle. | 19 October <br> 2013 | MTs Fatahillah <br> Ngaliyan |
| 4 | Doing the second <br> cycle and evaluating <br> the second cycle. | 23 October <br> 2013 | MTs Fatahillah <br> Ngaliyan |
| 5 | Doing the third cycle <br> and evaluating the <br> third cycle. | 26 October <br> 2013 | MTs Fatahillah <br> Ngaliyan |
| 6 | Analyzing all of data <br> and writing the report | Last month <br> of October | IAIN <br> Walisongo <br> Semarang |


[^0]:    ${ }^{20}$ Fakultas Tarbiyah, Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo, (Semarang: IAIN Walisongo, 2008), p. 3.

[^1]:    21 Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, revised edision V, (Jakarta: PT Asdi Mahasatya, 2002), p. 83.
    ${ }^{22}$ Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan $R \& D$, (Bandung: CV. Alfabeta, 2008), p. 7.
    ${ }^{23}$ Michael J. Wallace, Action Research for Language Teachers, (New York: Cambridge University Press, 1998), p. 258.

[^2]:    ${ }^{24}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, revised edision V, (Jakarta: PT Asdi Mahasatya, 2002), p. 96.

[^3]:    ${ }^{25}$ Muchammad Fauzi, Metode Penelitian Kuantitatif, (Semarang: Walisongo Press, 2009), p. 150.
    ${ }^{26}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, revised edision V, (Jakarta: PT Asdi Mahasatya, 2002), p. 97.

[^4]:    27 Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, revised edision V, (Jakarta: PT Asdi Mahasatya, 2002), p. 198.

