

CHAPTER III

METHOD OF INVESTIGATION

A. Design of the Research

There are many kinds of research design in conducting a research. In this study, the writer tended to conduct an action research on the 8A students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak to investigate their improvement of interest in learning English grammar using game.

1. Definition of Action Research

According to Kemmis and Mc. Taggart in Nunan, “action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation”.¹ While, Harmer states that action research is the name given to a series of procedures teachers can engage because they wish to improve aspects of their teaching or because they wish to evaluate the success and/or appropriateness of certain activities and procedures.

In the classroom, problems are always found, that can be a reason for the teacher to conduct an action research to achieve the target that becomes her expectation in the process of teaching and learning.

According to Arikunto, the advantages of action research are:

- a. The research result is beneficial in improving teachers’ way in teaching.
- b. Teacher develops professionally since he/she is able to evaluate his/her own teaching.
- c. Teacher gets a chance to actively develop his/her knowledge and skills.
- d. It improves students’ ability in their learning process.²

¹ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 18

² Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2006), p. 107

From the definition above, it can be concluded that action research is a research which is done by a teacher in his/her own classroom systematically through his/her self-reflection to solve the problem faced by the students with the purpose of improving his/her teaching so that the result of the teaching is improved as he/she will. Action research has the advantages to know about teachers and learners deeper. As teachers, we have to know the weaknesses of the students and how affective our methods are. So, teacher didn't do wrong if he/she uses an action research.

2. Characteristics of Action Research

Action research is different from other research. It has its own characteristics. According to Gabel, there are six characteristics of action research:

a. On the job problem oriented

The problem of teaching and learning which are investigated in action research are the problems found in every day life.

b. Problem-solving oriented

The main aim of action research is to solve problem.

c. Improvement oriented

Action research is meant to make changes and improvement by making use of the elements in the process of development.

d. Multiple data collection

An action research consists of several methods which are used to collect the data, such as observation, tests, interview, and questionnaire.

e. Cyclic

A cyclic consists of certain steps that are planning, acting, observing, and reflecting. They are implemented in an action research.

f. Participatory/collaboration

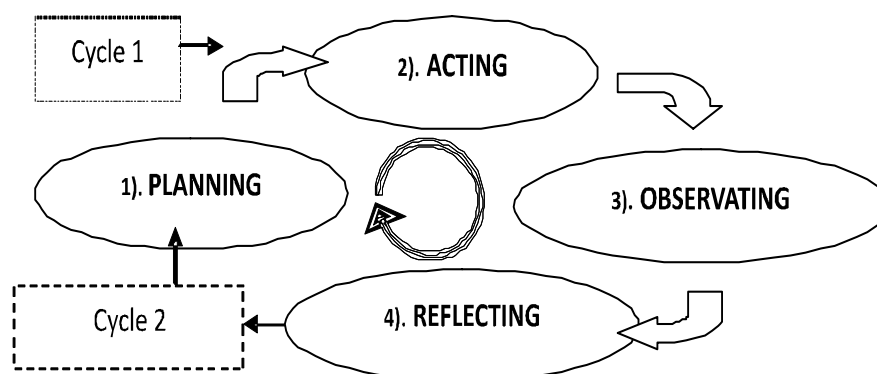
The researcher cooperates with other people to heighten the validity of the observation.³

In addition, Graham Hithcock said that the evaluation of action research is systematic, about both products and process, concerned with policy and practice, defines and explores effectiveness.⁴

From those characteristics, researcher concludes that action research has the specific/special characteristics different with the other research designs. Those characteristics are systematic enough and prospective enough to solve any developed educational problems nowadays.

3. The Steps in Action Research

A classroom action research is conducted cyclic. According to Kemmis Cited by Mills, a cycle consists of four steps. They are planning, action, observation and reflection. The steps can be seen in the figure below.



³ Dorothy Gabel, *An Introduction an Action Research*. <http://physicised.buffalostate.edu/danowner/actionresearch.html>, [retrieved on 25/07/2010]

⁴ Graham Hithcock and David Hughes, *Research and the Teacher (A Qualitative Introduction to School-Based Research)*, London; British Library Cataloguing in Publication Data, p. 31.

The steps which are carried out are presented below:

a. Planning

Planning is the important step in conducting an action research. It is conducted before the research starts her action research. The purpose of this activity is to know the problems then the researcher and the collaboration find a good solution to the problems.

b. Action

Doing an action is the main phase of action research. It is followed by observation and reflection. This phase is the implementation of the plan that the researcher has made to solve the problems.

c. Observation

In this step, the researcher has to observe all events or activities during the research.

d. Reflection

A reflection is an effect to inspect what has been done. The result of reflection is used to establish the next steps of the research. In other word, a reflection is the inspection effort of success or the failure in reaching the research purpose.

From the explanation above, it can be said that planning always becomes the first step in doing any activities. Without planning, the activities the researcher does will have no direction. Planning becomes the references in doing the action. While, action is the second step which is the realization of the planning the researcher has made. Then, observation is needed to know the quality of the action. Based on the observation, the researcher can determine whether it is necessary to revise the action or not in order to achieve the purpose the research.

These are the steps in conducting the classroom action research in this study:

1. Preliminary Research

Before conducting the research the writer does the activity which is called preliminary research. The activity is looking for the problem faced

by the students. The activity is done by interviewed Mr. Abdurrahman as the English teacher of the eight grade students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak. From the explanation of Mr. Abdurrahman, the writer thought that the major problem of the students is the low interest of students in English grammar.

Besides the writer also did observation during the teaching learning process to find out the students activity in the class. From the result of the observation, the writer found the fact that the students' activity and participation during the lesson was low, and this is unsatisfactory, with the students' interest level of this class as a whole not more than 25%. It motivated the writer to help the students and teacher to solve the problem.

2. Cycle 1

- Planning

Planning is the first step of research procedure. This activity covers the problem identifications. This is the most important step in conducting classroom action research by knowing the problems; the writer will find a good solution to solve the problem.

After knowing the condition generally, the writer wants to give solution to the problems. The writer plans to solve the problem by trying to improve the students' interest. It is done by giving new technique in teaching English. By using games, it is hoped that students will be interested in learning English.

The writer began by arranging the lesson plan. Then preparing the instruments those would be used in teaching learning process. The writer prepares the materials which are taken from "*Kurikulum 2004, Standar Kompetensi Mata Pelajaran Bahasa Inggris, SMP, MTs, SMA, MA* book, published by Departemen Pendidikan Nasional, 2003, the writer also took supporting material from other sources. The writer also prepared the game, checklist to observe the students' activity and also questionnaire.

- Action

The action is aimed to solve the problems. In this phase the writer will implement a game as media to teach English in the class. The students will be taught by researcher him self for the first cycle. Students will be taught about “recount text” that consists of past tense. First step is the researcher as teacher explains the topic before they are taught by the game. After that, teacher explains the rule of the game. Then they play the game which is related to the topic. In this first cycle students will play *Card Game* to investigate students’ ability to work in a big group. In the final activity, students are asked to express their feeling and also their attitudes when they are taught by the game, by fill the questionnaire given by teacher/researcher.

- Observation

The writer will observe the teaching learning process. This observation is armed to find out the data related to this study. Researcher will focus on the students’ attitudes as their responses to facing the course to be observed. But it doesn’t close the possibility for the writer to notes any supporting information from other data that could be observed. The writer will use the observation checklist as his guide to investigate students’ attitudes.

- Reflection

Reflection is the activity of evaluating for researcher, critically about the progress or change of the students, class or even the teacher. In this phase the writer can observe whether the game given will result any progress in teaching learning process. In this step researcher will try to find out the weakness of the course executions. After that, researcher will try to correcting the weakness, for then, it can be source to developing action to perfecting to the next cycle.

3. Cycle 2

- Planning

In the second cycle, the writer plans to give the other game as media to teach English grammar referring to the reflection from the first cycle. The writer begins by arranging the lesson plan and preparing the instrument.

- Action

The students will be taught by their English teacher about “Simple Past Tense”. The first activity is the teacher will examine the students about the previous course material, and give little short additional explanation. After that, the students will be explained about the rule of a new game before they play it. In this cycle students will play *Scrambled Sentences* game to investigate their ability to work in pairs. In the final activity, students are asked to express their feeling and also their attitudes when they are taught by the game, by fill the questionnaire given by teacher/researcher.

- Observation

The writer will observe the teaching learning process. This observation is armed to find out the data related to this study. Researcher will focus on the students’ attitudes as their responses to facing the course to be observed. But it doesn’t close the possibility for the writer to notes any supporting information from other data that could be observed. The writer will use the observation checklist as his guide to investigate students’ attitudes.

- Reflection

In this phase the writer will observe whether the game given will result any progress in teaching learning process. In this step researcher will try to find out the weakness of the course executions. After that, researcher will try to correcting the weakness, for then, it can be source to developing action to perfecting to the next cycle.

4. Cycle 3

- Planning

In the third cycle, the writer plans to give the other game as media to teach English grammar referring to the reflection from the second cycle. The writer begins by arranging the lesson plan and preparing the instrument.

- Action

The students will be taught by their English teacher about “Simple Past Tense”. The first activity is the teacher will examine the students about the previous course material, and give little short additional explanation. After that, the students will be explained about the rule of a new game before they play it. In this cycle students will play *Grammar Casino* game to investigate their ability to work individually. In the final activity, students are asked to express their feeling and also their attitudes when they are taught by the game, by fill the questionnaire given by teacher/researcher.

- Observation

The writer will observe the teaching learning process. This observation is armed to find out the data related to this study. Researcher will focus on the students’ attitudes as their responses to facing the course to be observed. But it doesn’t close the possibility for the writer to notes any supporting information from other data that could be observed. The writer will use the observation checklist as his guide to investigate students’ attitudes.

- Reflection

In this phase the writer will observe whether the game given will result any progress in teaching learning process. In this step researcher will try to find out the weakness of the course executions. After that, researcher will try to correcting the weakness, for then, researcher can determine the mayor students’ problem in acquiring the grammar course.

B. Setting and Participants

This action research was conducted in SMP Islam Siti Sulaekha which is located in Pondok Raden Patah Street, Sriwulan Sayung Demak. Most of the students come from around of Sriwulan village.

The subject providing the data of this study was the 8A students of SMP Islam Siti Sulaekha, in the academic years 2010/2011. There were 24 students in the class. It consists of 10 boys and 14 girls.

C. Variable and Instrument

1. Variable

F.N. Kerlinger in Suharsimi said that variable as a concept, such as men in concept of gender. While Sutrisno Hadi defined variable as variation of indications. So, variable is the vary research object.⁵

In this study, the variable is the use of games in teaching English grammar. To find out the effectiveness of the songs usage in teaching English it was done validity test and evaluation as the successful measurement which can be seen from the students' attitude, interest and result of the achievement test in the teaching learning process.

Students' interest in learning English is indicated by the students' attitude, desire, effort, purpose, and reason why students study or learn English, especially its grammar.

2. Instrument

The data for this study were collected by using some instruments the following presents the description of the instruments.

a) *Questionnaire*

Arikunto defined questionnaire as a number of written questions which are used to gain information from the respondents about themselves or their knowledge, belief, etc. Questionnaires hold

⁵ Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik)*, 6th revised edition, Jakarta; PT. Rineka Cipta, p.116.

a number of attractions for the researcher who wishes to collect information from a large number of people but having limited time and resources. "Questionnaires are particularly useful for gathering simple information on what people do or have done (although care must be taken to allow for the limitation of memory in the question asked) and what alternative people know".⁶

The writer has reasons for choosing questionnaire as his instrument. The reasons as follows, it can collect information from a large number of students and on the other side, and the students as respondents can completed and return it in certain period of time.

In this study, the writer used the closed format questionnaire of Likert scale to measure the improvement of the students' interest in learning English grammar. The questionnaire it self was actually written in bahasa Indonesia. The writer thought that it would be easier for the respondents to understand the questions or statements stated in the questionnaire because of their grade that still mastering the low level vocabularies.

b) Observation Checklist

Observation technique at the beginning was used in ethnography. Ethnography is the important study of a culture. Then many researchers used concepts of ethnography in order to understand a culture.⁷

In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during teaching and learning process. How teacher carry out the material and what teacher will manage the classroom, and also student's response. It can also be used to appraise the students'

⁶ Suharsimi Arikunto, *Ibid.*, p. 151

⁷ Syamsudin AR., M.S., *Metode Penelitian Pendidikan Bahasa*, Bandung, PT. Remaja Rosda Karya, p. 99.

interest during teaching learning process, to see their difficulties, their problems, and their understandings to the material given.

D. Procedure of Collecting Data

In this study, several procedures are used in order to get the empirical data required for supporting data collection although this research is naturally qualitative.

The researcher was conducted in several ways:

1. Questionnaire

Questionnaires here are to find out the students' interest after being taught using game. The questionnaires were administered to the second year students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak. The result of the questionnaires distributed to the students would be a reference to determine on how effective is the use of games can improve their interest in learning English grammar. Data from this questionnaire is to looking for data about students' interest level from students' perspective by their selves.

The questionnaire items are pointed out from indicators of interest framework explained before this chapter. Then, from that framework researcher concluded it into 13 items. It can be seen in appendix.

2. Observation

In this study, observation checklists were used to observe the subject of the study in some aspects. The aspects were classified into two categories, Positive Response and Negative Response. Included as positive responses are attending to the class, paying attention, following teacher instructions, asking questions related to the course material and active in group discussion. While included in negative responses are

lateness and inattendance, sleepy/sleeping, talking/inattentive, disturbing other students and making disorder.

This is observation checklist form of students' attitudes in grammar class:

| Students' Attitude | Amount/Intensity |
|--|-------------------------|
| <i>- Positive responses</i> | |
| 1. Attending to the class | |
| 2. Paying attention | |
| 3. Following teacher instructions | |
| 4. Asking questions related to the course material | |
| 5. Active in group discussion | |
| | |
| Total of Positive Responses (PR) | |
| <i>- Negative responses</i> | |
| 1. Lateness and inattendance | |
| 2. Sleepy/sleeping | |
| 3. Talking/inattentive | |
| 4. Disturbing other students | |
| 5. Making disorder | |
| | |
| Total of Negative Responses (NR) | |

E. Method of Analyzing the Data

After collecting the data, the researcher will analyze the data. It can be defined as the process of analyzing data. The data in this research are the result of the questionnaires and observations.

1. Questionnaire

In this study to measure the students' interest researcher uses closed format questionnaire which is analyzed by using Likert Scale.

The Likert Scale begins with a series of statement, each of which expresses an attitude that is either clearly favorable or unfavorable. The scoring system is by valuing several statements: Never (Nev), scored with 0; Seldom (Sel), scored with 25; Sometimes (Som), scored with 50; Often (Of), scored with 75; and Always (Alw), scored with 100.

The questionnaires are distributed in the end of the teaching learning process after students taught English using game in 13 statements.

The criteria of students' interest in learning English can be seen as follows:

$$\text{Minimum score} = \frac{0 \times 13 (\text{number of statements})}{13 (\text{number of statements})} = 0$$

$$\text{Maximum score} = \frac{100 \times 13 (\text{number of statements})}{13 (\text{number of statements})} = 100$$

$$\text{Criteria categories} = 5$$

$$\text{Range} = \frac{100 - 0}{5} = 20$$

Criteria:

Score 0 = very low

Score 1 – 25 = low

Score 26 – 50 = medium

Score 51 – 75 = high

Score 76 – 100 = very high⁸

The result of the students' answer of the questionnaire then will be described in percentage and matched to the criterion.

2. Observation

The result from the observations will have the same role with questionnaire in the data analyzing as the researcher perspective. The

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1995), p. 251

descriptions of the observations explain the students' activity in the class related to their interest in learning English grammar using observation checklist. In observation checklist, there are several *Positive Attitudes* items and *Negative Attitude* items, which to calculate the result of this observation total of positive attitude responses decreased (-) Total of negative attitude responses. Then from this observation calculation criteria/level of students' interest as a whole can be described as follows:

| | | | |
|-----|---|------|-------------|
| 1% | - | 25% | = Low |
| 26% | - | 50% | = Medium |
| 51% | - | 75% | = High |
| 76% | - | 100% | = Very high |