

CHAPTER III

METHOD OF INVESTIGATION

A. Research Approach

In this research, the researcher focused on improving students' understanding on Simple Future Tense. Research methodology plays an important role in the research. The researcher used a classroom action research, as we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Usually it is used by teachers because they find some problems in the teaching learning process. And the result of test in every cycle will be measured. The score shows improving students' understanding on Simple Future Tense. All of which makes this research quantitative in nature.

B. Subject of The Research

The subjects of the research for this time were VII E students of SMP N 31 Semarang. They consisted of 36 students, there were 22 males and 14 females. The English teacher of seventh grade was Mr. Darnoto, S. Pd, in this case the researcher just use one class for the research.

C. Time and Place

This research was conducted on the second semester in the academic year of 2010/2011 for about 1 month on January 2011 until February 2011. It was conducted in SMP N 31 Semarang, which was located on Jl. Tambakharjo, West Semarang. Phone number 024 760 93 73, Post code 50145, Email: smp_tigasatu@yahoo.com

D. Method of Data Collection

In this classroom action research, the researcher used two kinds of instruments in gathering data. Those are observation and test.

1. Observation

Observation is the activity of giving total concern to research object of the sense.¹ The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.² In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or happening which might happen.³ In this research, observation used to know how the improving students' understanding on Simple Future Tense using song lyric.

In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding on present perfect tense. Observation is carried out four times; pre cycle, cycle I, II and III.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁴ Test of grammar is used to measure the students' ability to manipulate structure and to distinguish appropriate grammatical form from inappropriate ones.⁵

Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill Knowledge, intelligence, ability or aptitude of individual or group.⁶ In this research the researcher used three evaluation tests that has been given in the end of each treatment to know the students' score after they are taught by using song in learning present

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan praktik*, (Jakarta: PT Rineka Cipta, 2006), p.149

² Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.239

³ Suharsimi Arikunto, *op.cit.*, p.157

⁴ Hitchcock, and David Hughes, *op.cit.*p.158

⁵ J. B. Heaton, *Writing English Language Tests: A Practical Guide for Teacher of English as a Second Language*, (London: Longman group Limited, 1975) p. 5

⁶Suharsimi Arikunto, *Op.cit.*, p. 139.

perfect tense. The researcher combined the test from several sources related to the topic and used individual test to measure students' individual ability.

E. Method of Data Analysis

There are some data that are analyzed in this research:

1. The data from observation.

This research used observation guide to observe the classroom. In selecting an observation scheme, it is necessary to match the purpose of the research. The researcher used the instrument of observation to know the students' participation. The form of students' observation check list was like this table:

No	Name	Paying Attention	Asking Question	Responding of Question	Accomplishing Task
1	Abdul				
2	Agustin				
3	Ahmad				

2. The Data of Students' Test

In giving scores, the researcher referred to the rating scale modeled by David P. Harris, but there is modification in this scoring guide.

The formula that will be used to calculate the result of the test is:

- Calculating the mean of test. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:

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

X = the mean of score

$\sum x$ = the total of score

N = the sum of students number

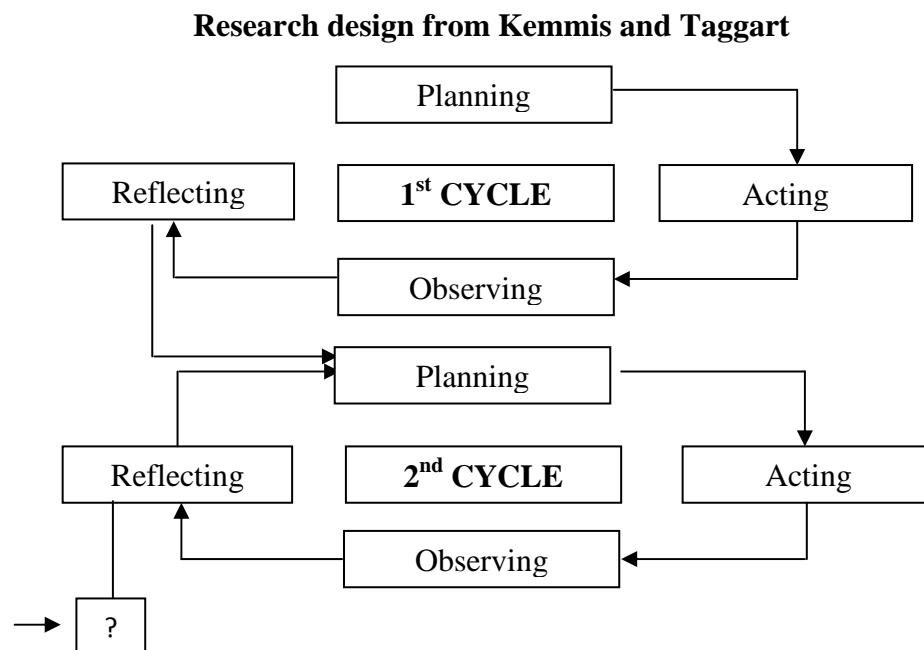
F. Procedure of The Research

According to Carr and Kemmis, classroom action research is a form of self-reflective enquiry undertaken by participants (teachers, students, principals, etc) in social (including education) situation in order to improve the rationally and justice of their own social or educational practices, their understanding of these practices, and the situation(and the institutions) in which the practices are carried out.

According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are: it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things. In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

In classroom action research there are many components. In this research, the researcher applied four components, like the following picture:

The explanation of the research design in this research such as below:⁷



⁷ Suharsimi Arikunto, *Op.Cit.*, p. 16.

This is the procedure of research:

Cycle of Action Research

1. Pre-cycle

In this cycle the researcher didn't teach the students, the students were taught by the teacher. The researcher observed the class to get the information about students' initial condition and to know their problems in teaching learning. In this activity the teacher taught students using conventional method. After that, the teacher gave test to check the students' understanding on Simple Future Tense.

2. First cycle (1st meeting)

a. Planning

- 1) The researcher prepares the material and media of the study that the researcher needs.
- 2) The researcher discusses about the implementation of using song lyrics to improve students understanding on Simple Future Tense.
- 3) The researcher makes a lesson plan for the first meeting.

b. Acting

- 1) Greeting
- 2) Teacher introduces her lesson
- 3) Teacher uses song to teach her lesson
- 4) Teacher gives test to students
- 5) Students listen the song carefully
- 6) Students answer the assignment
- 7) Singing a song together

c. Observing

Researcher Observed students' activities in teaching learning process while they were doing the assignment. There are many aspects that were observed by the researcher and the teacher such as: students' attention, students' ability to listen the song, students' ability to answer the assignment. So that the researcher should make a note in every activities and changing in learning process.

d. Reflecting

After doing the first cycle the researcher analyzed the weakness and strengthens of song lyrics as a media from learning and teaching. Making reflection and conclude the result of the first cycle.

3. Second cycle (2nd meeting)

a. Planning

- 1) Evaluating the result of reflection and discuss to be better in the next meeting.
- 2) Preparing the material and media of the study that teacher need.
- 3) Making a lesson plan for the second meeting.

b. Acting

- 1) Greeting
- 2) Teacher asks the students to preview the material last meeting
- 3) Teacher gives a song lyrics and assignment
- 4) Teacher divides the students into group discussion
- 5) Teacher asks students to analyze the difficult words
- 6) Students listen to the music
- 7) Students answer the assignment
- 8) Singing a song together

c. Observing

Just like in the first cycle, in this cycle the researcher and the teacher also observed the students. For some aspects that need to observe same with first cycle.

d. Reflecting

Evaluating and concluding the result of the second cycle by calculating score of students test. From that score the researcher will know there is improvement on Simple Future Tense.

4. Third cycle (3rd meeting)

a. Planning

- 1) Planned to review the previous lesson.
- 2) Planned to make the lesson plan for next meeting.

3) Prepared the material and media of the study that teacher need.

b. Acting

1) Greeting

2) Teacher asks the students to preview the material last meeting

3) Teacher divides the students into small group in pairs

4) Teacher gives a song lyrics and assignment

5) Teacher asks students to analyze the difficult words

6) Students listen to the music

7) Students answer the assignment

8) Teacher asks students to evaluate about her method

9) Singing a song together

c. Observing

Just like in the first cycle and second cycle, in this cycle the researcher also observed the students. For some aspects that need to observe similar with first cycle.

d. Reflecting

Evaluating and concluding the result of research. The researcher will submit all result from the first cycle until the last cycle. She will calculate the mean of students score. From that score she will know the implementation of song lyrics to improve students understanding on Simple Future Tense.