

### **CHAPTER III**

#### **METHOD OF INVESTIGATION**

Method is a way use in scientific research. It is a way to understand research object. A success or failure the goal, important steps have to be formulated in the research. While the method of the research consists of:

##### **A. Time and Setting of the Study**

The researcher has time schedule for doing the research, uses the time to do observation, getting familiar with school conditions, doing the research and analyse the result.

The explanation of time and setting the research are such as below: The researcher did the research on 1-30 September 2010. This classroom action research was conducted in MTs Al Asror Gunung Pati Semarang, which is located on Jl Legok Sari Raya No 02 Patemon, Gunung Pati Semarang.

##### **B. Subject of the Study**

In this study, the researcher conducted in MTs Al Asror Gunung Pati Semarang in the academic year of 2010/2011. Because of classroom action research, the researcher only used one class as the subject of study. The researcher chose in VIII F class students of MTs Al Asror Gunung Pati Semarang, consisting of 23 students (11 boys and 12 girls) as a subject of study.

Table 1  
The Students' Name of Class VIII F  
At MTs Al-Asror Gunung Pati Semarang<sup>1</sup>

No	Name	Sex
1	Abi Abdul Karim Al Fajri	Male

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<sup>1</sup>Documentation of MTs Al-Asror Gunung Pati Semarang in the Academic 2010/2011.

2	Abraham Candra Putra	Male
3	Ahmad Uli Nuha	Male
4	Ahmat Faisal Muzakki	Male
5	Eva Khanifah	Female
6	Farhatul Aula	Female
7	Febry Fitriyanto	Male
8	Fiki Lutfiyan	Male
9	Fikri Maulana Haikal	Male
10	Galih Pratama	Male
11	Imam Agus Faizal	Male
12	Isroatul Fadhillah	Female
13	Isro'atul Kusnah	Female
14	Khasan Anwar	Male
15	Khoeriyatun	Female
16	Kukuh Pambuko	Male
17	Luluk Choerunnisa	Female
18	Nisrina Hanin Nabila	Female
19	Nurul Hidayah	Female
20	Siti Aminah	Female
21	Tri Ambarwati	Female
22	Ulya Nurul Azizah	Female
23	Eky Nurendra. S	Female

### C. Focus of study

Research focus is an object which will be explored in a research activity in order to lose a research vague. In the research, focus studies are:

In this classroom action research, the research focuses on:

#### 1. Students

The focus of students can be seen from students' activity in teaching learning process that involves:

- a) Students' activities doing learning process.
- b) Students' understanding about question tag through matching game.

## 2. Teacher

Focus on the teacher was the way of teacher in constructing teaching learning condition through matching game as a technique: motivate student, present the lesson, gives exercises to the students.

## 3. Teaching learning process

Teaching learning process was focused on the improvement of students' understanding toward question tag.

### **D. Research Design**

There are many kinds of research design in conducting a research. A research method used in this study is classroom action research. This research will be conducted in the classroom. The researcher tended to conduct a classroom action research in the second grade students of MTs Al Asror Gunung Pati Semarang to investigate their writing improvement as the result of learning question tag through matching game.

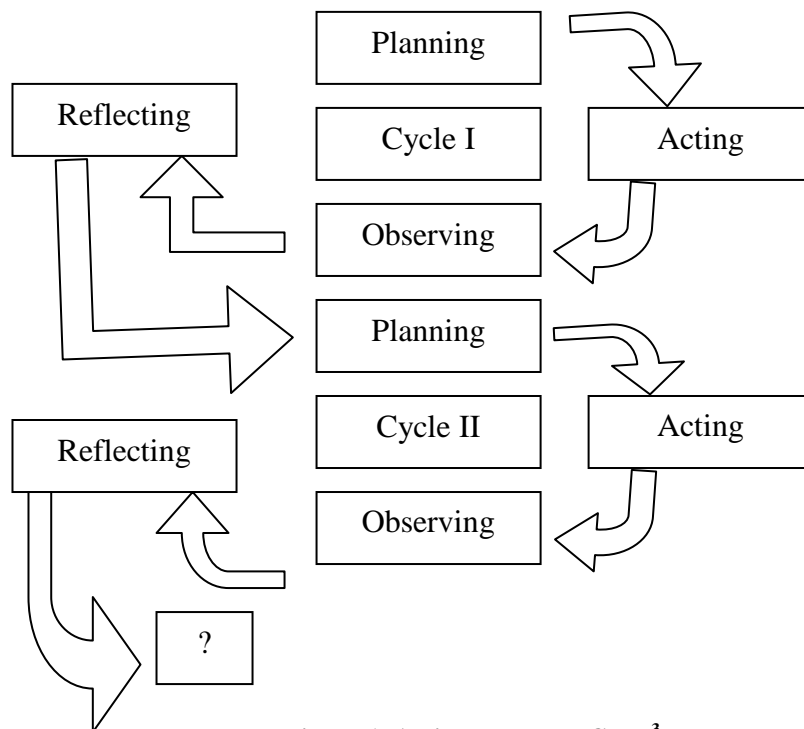
According to Mc Taggart in Nunan, a classroom action research is in a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom.<sup>2</sup>It is often useful for teachers to find solution of problems encountered in everyday practice. Teachers usually use classroom action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process.

From definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his or her colleague. This involves a group of students to improve learning and teaching-learning process or to enhance the students' understanding of the lesson.

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<sup>2</sup>David Nunan, *Research Methods in Language Learning*, (Cambridge university press,1992), page 18.

There are four steps in classroom action research, they are: planning (identify a problem), acting (collect data), observing (analyze and interpret data), reflecting (develop an action). All aspects are made a cycle, as stated by Kemmis and McTaggart:



**Figure 1. Action Research Cycle<sup>3</sup>**

According Suharsimi Arikunto, that one of characteristic classroom 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 a classroom action research.

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<sup>3</sup>Suharsimi Arikunto, *et.all.*, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 5<sup>th</sup> Ed, page 16.

## 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.

## 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.<sup>4</sup>

This research used classroom action research, therefore; to analysis, the data would be combining both of qualitative and quantitative approaches. "Quantitative research is a research data in the form of numbers and analyze uses statistic".<sup>5</sup> 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.

## E. Technique of Data Collection

A classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, interview, documentation, and test. The researcher chooses some of which are appropriate to her school environment, and can be done there. The methods that are use by the researcher to collect the data are test, and observation.

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<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), page 98-99.

<sup>5</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), page 7.

#### a. Tests

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.

A test is a method for collecting data by using questions. According to Arikunto that a test is many questions or exercises or other apparatus that is used to measure skill knowledge, intelligence, ability or aptitude of individual or group.<sup>6</sup>

Learners do test in order to demonstrate, to themselves and to the teacher, how well they have mastered the material they have been learning. The main objective of tests within a taught course is to provide feedback, without which neither teacher nor learner would be able to progress very far. We have to know where we are in order to know where to go next.<sup>7</sup>

The aim of using this technique is to know the students' response during the activities and to measure the extent of students' achievement during the teaching learning process. In this research, the researcher gave a series of test, those are pre cycle, first cycle, second cycle, third cycle. The pre cycle was intended to investigate the students' initial condition, the assesment test was intended to get the information of students' improvement during the teaching learning process, and the third cycle was intended to know the students' achievement in the final of teaching learning process.

#### b. Observation

Sukardi says that "observation is technique of method to collect data by holding monitoring forward activity in lasting."<sup>8</sup>In contrast, observational research is planned and conducted in a systematic way rather than accruing

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<sup>6</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*,(Jakarta: PT. Rineka Cipta, 2006), page 223.

<sup>7</sup>Penny Ur. *Grammar Practice Activities*, page 9.

<sup>8</sup>Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Bumi Aksara, 2006), page 220.

spontaneously and haphazardly as in everyday life. Its aim is also to produce public knowledge rather than just add to an individual's knowledge, and to achieve this requires that such observations are systematically recorded, and carefully interpreted and analyzed.

According David Nunan state classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted.<sup>9</sup>

Collection data through observation is preparing a checklist of some sort to facilitate observations. A checklist allows to record instances of a particular behavior or practice.<sup>10</sup> In this classroom observation, the researcher used the object of students activities in English classroom of investigate and used the observation check list (✓) to get the data or monitoring students condition happened in the teaching and learning process. Such as, behaviour attitude and students respond. It was given to know the students improvement in learning process, especially learning question tag.

Advantages of observational research:

- 1) Information about the physical environment and about human behaviour can be recorded directly by the researcher.
- 2) The researcher unlike participants can see the familiar as stage.
- 3) It can provide information on the environment and behaviours of those who cannot, or will not, speak for themselves.

Observation was used to get the data about teaching and learning process of question tag using matching game. Observation was needed to monitor the students' activities during the teaching and learning process. In conducting this

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<sup>9</sup>David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1992), page 93.

<sup>10</sup>Jeffrey Glanz, *Action Research: An Educational Leader's to School Improvement*,(USA: Christopher Publisher, 1998), page 142.

classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process.

## **F. Technique of Data Analysis**

This study will use statistical analysis to find out the improvement of students' understanding on question tag.

The steps are;

### **1. Method of Analyzing observation check list**

The observation in this research was conducted four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III. The researcher gave check in the observation check list, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{Amount of students}} \times 100\%$$

### **2. Method of Analizing Test**

#### **a. Measuring the students individual ability**

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

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

#### **b. Measuring the mean**

After calculate the percentage of students score, the researcher calculate the mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of the students.<sup>11</sup>

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<sup>11</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, page 222.



The following formula is:

$$P = \frac{\sum f}{n} \times 100\%$$

$P$  = the mean

$f$  = the sum offset score

$n$  = the number of the students

From the result of those formula the researcher analyzed the score of the test and the result from observation checklist to find out the improvement students' understanding on question tag using matching game.

## **G. Research Procedure**

A classroom action research is the procedure of the classroom activities. This researcher will be planning in three cycles. Every cycle consist of planning, acting, observing, and reflecting. In this section, the researcher conducted three activities. There are pre cycle, cycle 1, cycle 2 and cycle 3. The activities that will be done in each cycle is as follows:

### **1. Pre cycle**

Pre test as a first activity before the teacher did the teaching learning activities. In this activity the teacher used conventional method to teach students. The teacher explained question tag and the usage. Then, the teacher gave example of using question tag. After that, the teacher gave test to the students about question tag.

### **2. Cycle I**

The teacher uses matching game technique to teach question tag. The topic about sentence of question tag.

The procedure as follow:

a. Planning

- 1) Prepare the media related the material
- 2) Prepare the teaching material
- 3) Make a lesson plan
- 4) Prepare checklist observation
- 5) Prepare a students attendance list
- 6) Prepare the material for test

b. Action

- 1) The teacher introduces the material.
- 2) Teacher introduces the matching game technique to teach question tag.
- 3) Teacher gives an example” how to use matching game technique”.
- 4) Play the matching game technique using paper as follows:
  - a) Asking students simple yes/no questions insisting on the correct use of the auxiliary verbs.
  - b) Teacher introduces the idea of question tag by asking students questions using information that teacher already know about them.
  - c) Teacher explains the usage of question tag to students and when they are more preferable than direct questions.
  - d) Divide students into groups of 3-4 and have them complete the gap-fill exercise.
  - e) Teacher give each group the sentence halves and ask them to match them.
  - f) Correct the sentence matching as a class.

c. Observation

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

- 1) The students activity using matching game
- 2) The students response during teaching and learning process
- 3) The students improvement understanding material

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) 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 research in cycle.

3. Cycle II

The second cycle is done based on the result of reflection from the first cycle. The topic is about her or him self.

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.
- 4) Prepare card that appropriate with the material.
- 5) Prepare checklist observation.
- 6) Prepare students' attendance list.
- 7) Prepare formative test

b. Action

- 1) Ask students to remember the material.
- 2) Teacher explains the material.
- 3) Play the using flashcards as follow:
  - a) Teacher asks students to make a group like cycle one.
  - b) Teacher gives the flash card for students one by one.
  - c) Ask each student to write his/her name on the flash card followed by five simple statements about him/her self.
  - d) Collect the statements and re-distribute the sheets to different students.
  - e) Teacher makes sure that the students keep the sheets upside they are called on.
  - f) Each student then uses the statements to form question tag questions asking the student who has written the statements
  - g) Correct the sentence as a class.

c. Observation

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

- 1) The students' activity using matching game
- 2) The students' response during teaching and learning process
- 3) The students' improvement understanding material

d. Reflection

- 1) Evaluate the activity using matching game.
- 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.

- 1) Teacher and researcher discuss to make a reflection what should they do to repair the next cycle.
- 2) Analyze the data to repair the next cycle.
- 3) Make a while conclusion in second cycle.

#### 5. Cycle III

The third cycle is done based on the result of reflection from the second cycle. The topic is still question tag, but in this case, the matching game will be conduct using sentence for all type in question tag and ask students to make a fact from this sentence. The topic is about her or him self. 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.
- 4) Prepare card that appropriate with the material.
- 5) Prepare checklist observation.
- 6) Prepare students' attendance list.
- 7) Prepare formative test

##### b. Action

- 1) Ask students to remember the material.
- 2) Teacher explains the material.
- 3) Play matching game:
  - a) Ask students to make a group like cycle one

- b) Teacher gives the flashcard for students one by one
  - c) Teacher ask students to guess the flash card
  - d) Teacher ask students to complete the gap-fill exercise
  - e) Put their report on the blackboard.
- 4) Teacher asks students about their understanding of question tag.
  - 5) Teacher gives questions reviews of material.

#### c. Observation

Each group should presentation from their discussion. The researcher observes the teaching learning process and compare with cycle two. The observation on the students in second cycle will check:

- 1) The students' activity using matching game
- 2) The students' response during teaching and learning process
- 3) The students' improvement understanding material

#### d. Reflection

- 1) Evaluate the activity that has been done.
- 2) Analyse the data from the test and observation.
- 3) Analyze the activity, whether they still find out the problem or not.
- 4) Teacher and researcher discuss about to continue the next cycle or enough.