

CHAPTER III

METHOD OF INVESTIGATION

A. Setting of Study

The researcher conducted the classroom action research at MAN Babakan Lebaksiu Tegal. This setting is located in Babakan Lebaksiu Tegal. It is located at Street of Ponpes Ma'hadut Tholabah. The researcher chooses this setting because its geographical location was not far from the researcher to reach. The students were from different intelligence, social background, and characteristics of student setting and subject of the research.

B. Subject of Study

The subject of this study was students of XI IPA3 of MAN Babakan Lebaksiu Tegal, where the total number is 40 students. The whole subject in the research was female because since the students were subdivided into the class separately based on the gender. This research was done at first semester in academic year 2010/2011.

C. Focus of Study

In this Classroom Action Research, the research focuses on:

a) Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding and comprehend about grammar which is indicated by students' achievement, students' activity during teaching learning process.

b) Teacher

In this research, focuses on teachers' way in constructing teaching learning condition using *Card Sort*: Organizes conducive class when teaching learning process, presents the lesson, and gives question to students.

c) Teaching learning process

The improvement of students' understanding in grammar, especially on conditional sentence teaching learning process by using *card sort*.

D. Method of Study

1. Research Design

“Action research a type of applied, is a form of research that is conducted by prextitioners to improve prectices in educational setting”¹.

“Action Research is the manner of a group or anuone in organize condition. So they can learning experience themselves and make them experience ca be access by other”².

In this research, the researcher use the form of action research as stated by Basrowi and Suwandi that classroom action research is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality³. It means that classroom action research is a kind of research have quality with do specific action so it is can repair and or increasing the learning practices in classroom with more profesional.

Furthemore classroom action research is a reflective study done and collaborative. As state by Kemmis and Mc Taggart:

The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achived through the critically examined action of individual group member (emphasis in original)⁴.

¹Jeffery Glanz, *Action Research: An Educational Leader's Guide to school Improvement*, (USA: Cristopher Gordon Publisher, 1998) p.20

²Syamsudin and Vismaia, *Metode Penelitian Bahasa*, (Bandung: PT.Remaja Rosdakarya, 2006) p.92

³Basrowi and Suwandi, *Prosedure PTK: Referensi utama PTK untuk Guru serta Mahasiswa keguruan dan ilmu pendidikan*, (Bogor: Ghalia Indonesia, 2008) p.28

⁴Louis Cohen, et.al, *Research Methods in Education*, (New York: Madison Avenue, 2007) p.298

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action). All these aspects are made a cycle⁵:

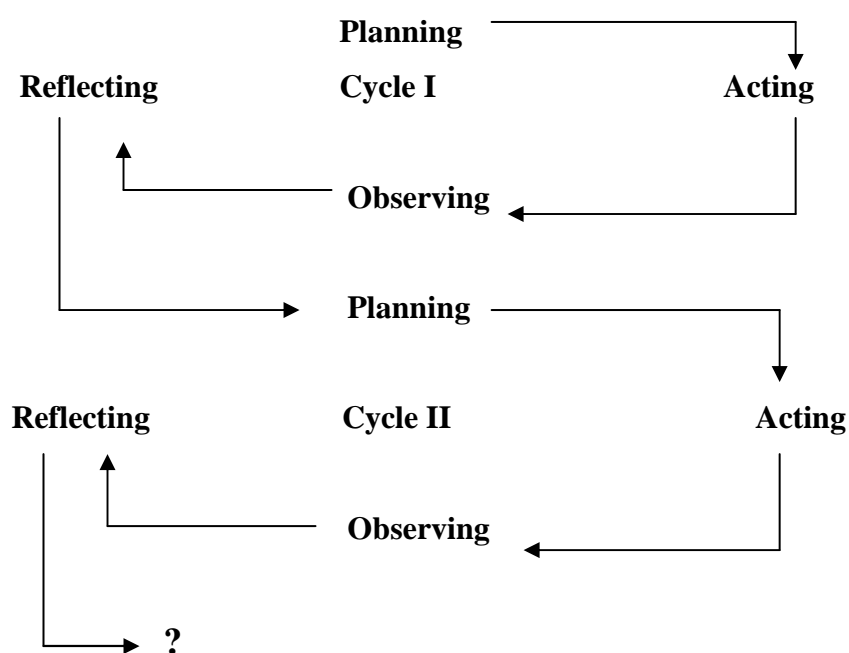


Figure 1 Action Research Cycle

2. Design of Study

This research is Classroom Action research, the researcher that uses data was analyzed through some cycles in action. Generally, Classroom Action Research involves a cyclical approach there are identify the problem (planning), collect data (action), analyze and interpret data (observing), develop and action plan (reflecting)⁶. Before the researcher does the cycles in action, she will be done preliminary observation. Research design can be done with some steps as follows :

⁵Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), 6th ed, p.16

⁶ *Ibid.*,

1. Preliminary Observation

In this step, the researcher intended to find out:

- 1) Collect data such as documentation includes the number of the students and students name list.
- 2) The researcher ask to the English teacher interrelated teaching learning process in English subject.
- 3) Identify the problem

Based on the English teacher' statement, can be identified the problem of teaching learning process at MAN Babakan Lebaksiu Tegal especially in understanding of pattern structure when the students face in answer questions related about grammar. The problems of this research were some students face difficulties in application of pattern structure when the students answer questions, less students' motivation in learning activity because teaching learning process was not satisfied.

2. Planning in Action

In this research, the researcher planned to conduct two cycles of Classroom Action Research. There are four steps process in each cycle for doing Classroom Action Research:

1) Planning

Planning an action by focusing on who, what, when, where, and how the action will be done. This research is a collaborative research which is the action is done by teacher and the researcher's role as observer. In making a plan, teacher and researcher work together to decide teaching material.

2) Acting

In this step, the teaching technique will be applied in teaching learning process. That is using *Card Sort* in teaching grammar, especially in Conditional sentence.

3) Observing

In this phase, the researcher observes and takes notes during teaching learning process.

4) Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle⁷. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives. Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:⁸

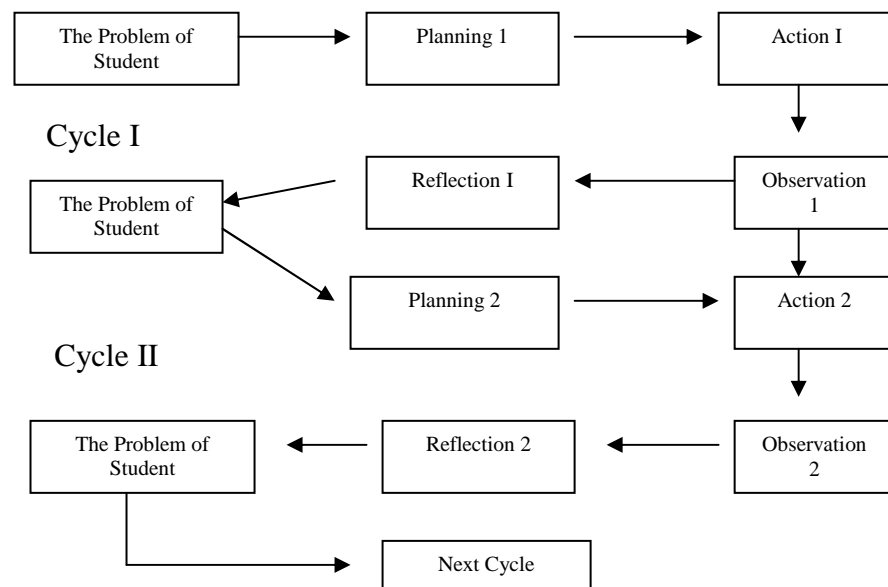


Figure 2 Cyclical Process Of Action Research

⁷*Ibid.*, p.80

⁸*Ibid.*, p.74

E. Procedure of Study

In this Classroom Action Research, the researcher planned to conduct two cycles. In this research, the teacher taught grammar especially in conditional sentence using *Card Sort*. The activities that will be done in each cycle is as follows:

a. Pre – cycle

The first step in making Classroom Action Research, the researcher began with an observation to know the condition of teaching learning in the classroom when the conditional sentence is implemented. Through the observation the researcher tried to get the information about students' understanding and problems in grammar conditional sentence. In this activity the teacher taught students with conventional method. After that, the teacher gave test to check the students' understanding based on the material. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

b. The first cycle

No	Steps	Researchers' Activity as colaborator	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> - Arranging a lesson plan based on the teaching material. - preparing the test instrument. - Preparing the observation scheme 	<ul style="list-style-type: none"> - preparing the teaching material - preparing students' attendance list.
2	Acting	<ul style="list-style-type: none"> - The researcher as observer during the teacher teaches grammar especially conditional sentence using <i>card sort</i> - Researcher and 	<ul style="list-style-type: none"> - The teacher introduced the <i>card sort</i> - Techer gave overview <i>card sort</i> . - Distribute the card for all of students

		<p>teacher together enter the classroom.</p> <ul style="list-style-type: none"> - Researcher helped teacher to distribute the card 	<p>one by one.</p> <ul style="list-style-type: none"> - Ask students looking for their friends who have the same categories and ask also to make a group based on their card to discuss together. - Ask volunteer in each group to explain their discussion - Do correction after all of group put their result and give the appreciation for them - Give conclusion - Teacher gave a test to evaluate students.
3	Observing	<ul style="list-style-type: none"> - The researcher as observing the teaching learning process used observation scheme. - Observe students' respond toward <i>card sort</i> - Observing students participation 	<ul style="list-style-type: none"> - The teacher applied it.
4	Reflecting	<ul style="list-style-type: none"> - The researcher and teacher discuss about teaching learning process that have been done to find weakness and how to improvement in the next cycle. 	<ul style="list-style-type: none"> - The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' understanding on conditional sentence - Teacher and researcher discussed the results of the

			observation for the improvement of students understanding the material.
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c. The second cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation showed that the quality is still low, so it is needed another action in order the next cycle makes some improvement of the quality.

No	Steps	Researchers' Activity as observer	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> - Arranging a lesson plan based on the teaching material. - preparing the teaching material. - preparing the test instrument. - preparing the observation scheme 	<ul style="list-style-type: none"> - preparing the teaching material - preparing students' attendance list. - Teacher arranged improvement action to be developed become learning improvement point
2	Acting	<ul style="list-style-type: none"> - The researcher as observer during the teacher teaches grammar especially on conditional sentence - Researcher helped teacher to distribute the cards. 	<ul style="list-style-type: none"> - Teacher asked students related the material - Teacher divided students into some group consist of five students. - Teacher distribute the cards - Ask students to get the same categories card

			<p>and ask them to analyze also.</p> <ul style="list-style-type: none"> - Teacher helped the students if they have difficulty. - Ask the volunteer in each group to explain in front of class. - Give conclusion and appreciation for them - Teacher gave the test to check their understanding after gave treatment.
3	Observing	<ul style="list-style-type: none"> - The researcher as observing the teaching learning process used observation scheme. - Observe students' respond toward card sort 	<ul style="list-style-type: none"> - The teacher applied this technique - Observing students' participation.
4	Reflecting	<ul style="list-style-type: none"> - The researcher and the teacher discuss about teaching learning process that have been done. The result of observation was analyzed, so it could be seen the improvement of students' understanding on conditional sentence. 	<ul style="list-style-type: none"> - The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' understanding on conditional sentence. - Teacher and researcher discussed the result of the observation, for the improvement

			of understanding related the material.
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F. Technique of Data Collection

1. Source of Data

The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

- a) Data from the teacher especially the English teacher of second grade involves teaching learning process and students' name.
- b) Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

2. Data Collection Method

The methods will be used by the researcher to get the data in this research is as follows:

1. Test

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. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.⁹ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹⁰

There are four main reasons for testing which give rise to four categories of test:

⁹J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), p.1.

¹⁰Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd ed, p.401.

- a. Placement tests: placing new students in the right class in a school is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on.
- b. Diagnostic tests: while placement tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learner's difficulties, gaps in their knowledge, and skill deficiencies during a course.
- c. Progress or achievement tests: these tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.
- d. Proficiency tests: proficiency tests give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.¹¹

This research uses an achievement test to measure the student's progress in understanding conditional sentence. The forms of tests are 20 multiple choices question in every test. With those forms, the scoring can be done quickly and easily.

2. Observation

Observation is the activity of giving total concern to research object of the sense.¹² Types of observation that can be used to monitor progress and identify individual learning difficulties range from anecdotal records to checklist and rating scales¹³. In conducting the observation, the researcher will use the observation scheme to make it

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Ltd, 2001), P. 321.

¹²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006).p.156

¹³Norbith Schmitt, *An Introduction to Applied Linguistics*, (London: Oxford University Press, 2002, p.280

more systematic, containing list of activity or happening which might happen¹⁴. In this research observation is used to know how the implementation of card sorts in teaching conditional sentence. It used to know the condition of class and the obstacles appeared during teaching learning process and it also used to saw students' difficulties, problems and understanding about material given.

3. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain documents which is related with this research. This method is used to collect the documentation of teaching learning process in English subject, the list of students' name, the result study and other documents at MAN Babakan Lebaksiu Tegal.

G. Technique of Data Analysis

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately.¹⁵ After collecting the data, the researcher will analyzed the data .It can be defined as the process of analyzing data required from the result of the research.

The score of students' achievement can be calculated by using this following formula¹⁶:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Guidance of score:

80 – 100% = excellent

60 – 75% = good

< 60 % = fair

¹⁴Suharsimi Arikunto, *op.cit.*, p. 157.

¹⁵IGAK Wardhani dan Kuswaya Wihardhit , *Penelitian Tindakan Kelas*, (Jakarta, Universitas Terbuka, 2001), p. 189

¹⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ed.7, (Jakarta: Bumi Aksara, 2007),p.236

The average score of the class can be searched by using this following formula:

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

The Greek letter \sum (sigma) average the “sum of; X equals the numbers of score; and N of course, signifies the number of students¹⁷.

Comparison percentage students’ understanding on conditional sentence on pre- cycle, cycle 1, cycle 2.

No	Cycle	Total Score	Percentage (%)
1	Pre-cycle		
2	Cycle 1		
3	Cycle 2		

Comparison the average of students’ score on pre- cycle, cycle 1, cycle 2.

No	Cycle	Mean
1	Pre-cycle	
2	Cycle 1	
3	Cycle 2	

From the table above, the researcher can see the significant improvement of using card sort from cycle one to cycle two.

¹⁷Jeffery Glanz, *Action Research: An Educational Leaders’s Guide to School Improvement*, (USA: Christoper-Gordon Publishers, 1998), p.155-156