

CHAPTER III

METHODS OF THE RESEARCH

A. Research Approach

In this study, the writer used classroom action research. According to Wallace, action research is a process, which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come some decisions about what her/his future practice should be.¹

From the definition above, action research is a series of procedures, a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom. Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it be solved.

There are four components in one cycle for doing classroom action research, they are:²

a. Planning

Planning is a plane to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

b. Acting

This section discuss about the steps and activities that would be taken by the researcher.

c. Observing

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

¹Michael J.Wallace, *Action Research for Language Teacher*, (Cambridge:Gambridge University Press, 1998), p.4.

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:PT Asdi Mahasatya, 2006), p.99.

d. 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.

Because to improve aspect of their teaching, or because they wish to evaluate the success or appropriate or certain activities and procedures, it will be combine both of qualitative and quantitative approaches. Because every activity in this research is not only analyzed through the description of achievement in teaching learning process but also through the descriptive statistic to look for the percentage of the test result.

B. The Subject of the Research

Research subject is a person and group as a unit related to the research.³ This action research aims at describing the teaching activities in class using the memory round game which is used to improve students' understanding on adverb of frequency. For that reason, the subjects that will be observed in this research are the students themselves. In this study, the subjects of the research were the students who got adverb of frequency material at that time; they were from VIII C students of MTs NU 07 Patebon Kendal where the total number are 40 students. It is consist of 16 male and 24 female.

C. Time and Setting

The researcher has time schedule for doing the research and she uses the time to do observation and getting familiar with school conditions, doing the research and analyze the result. The explanation of time and setting the research are such as below:

a. Time for research

The researcher did the research start from 1 until 31 March 2010. This is the schedule time for research:

³Sanapiah Faisal, *Format Penelitian Sosial: Dasar-dasar dan Aplikasi*, (Jakarta: CV. Rajawali, 1992), p.109.

Task Description	Time Procedure						
	Mar 1	Mar 8	Mar 11	Mar 15	Mar 22	Mar 29	Mar 31
Ask for principal allowance to do research	√						
Meet the English teacher to make research framework		√					
Meet vice principal to give research proposal		√					
Meet the English teacher to make sure The start of research			√				
Do the research (pre cycle)				√			
Doing the first cycle					√		
Doing the second cycle						√	
Analyzing data and writing the report							√

b. Setting of the study

This research was conducted on the second semester in the academic year 2009/2010 for about two months began from 1 up to 31 March 2010. It was conducted in MTs NU 07 Patebon Kendal, which is located on Masjid Baitul Izza street kebonharjo Patebon Kendal.

D. Methods of Data Collection and Analysis

1. Source of Data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.⁴

⁴Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.157.

The sources of data in this research are from the head master who give further information about school and school curriculum, the teacher who give some further instructional information, teaching materials, learning assessments, and teaching methods applied in eight graders of MTs NU 07 Patebon, and from the observations of students' activeness in adverb of frequency teaching learning activity through memory round game.

2. Technique of Data Collection

For collecting the data, the writer uses three instruments: observation, writing test, and documentation.

a) Observation

In the psychological definition, observation involved an activity that focused towards the object by using all senses.⁵ Observation was used in every cycle to make a conclusion of the teaching learning process of that cycle which would be reflected in the next cycle. In this study, Observation used to monitor the students' activities during the teaching learning process. To observe the activity during the research, researcher used checklist (√).

b) Written test

Test was one technique to measure someone's proficiency. Brown states that a test is a method of measuring person's ability, knowledge or performance in a given domain. Test is preparing administrative procedure that occurs in identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.⁶

Written test is used by the writer for collecting data. A test is very useful to know the students achievement in understanding material given by the teacher. In this research, the writer obtains data by giving

⁵Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002), 3rd Ed., p. 162.

⁶Douglas Brown, *Language Principles and Classroom Practices*, (New York: Pearson, 2004), p.3.

evaluation. Evaluation is used during the cycle to measure the students' understanding. It is given after the students get some activities of teaching adverb of frequency through memory round game. It is used to measure the students' achievement after being given some activities of teaching.

c) Documentation

Documentation is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc.⁷ The writer used this method to obtain documents which are related to this research. Those documents are students' name list and documentation of the teaching learning process in English subject especially in adverb of frequency class.

3. Instrument of the study

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.⁸

An instrument could be form of questionnaire, observation list, interview, and test. In this study, the writer uses observation checklist, test and documentation.

a) Observation checklist

In arranging observation checklist, the writer lists some students' observable behavior that indicates their understanding on adverb of frequency that taught by the teacher and it can be seen from their activeness and response during teaching learning process. The instrument is attached.

b) Test

In this research, the writer uses an evaluation test to measure the students' progress in improving students' achievement.

⁷Suharsimi Arikunto, Op.Cit., p.231.

⁸Suharsimi Arikunto, Op.Cit., p.160

c) Document

The writer used documents which are related with this research. They are school file like the data of students' name list, lesson schedule, and students' worksheet.

4. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of teaching learning process using memory round game to improve students' understanding on adverb of frequency.

The writer arranged data from the evaluation test by using a frequency distribution. To know the mean, the writer uses simple formulas follow:⁹

$$Mean = \frac{\sum nx}{\sum n}$$

Where x: students' mark

n: number of students

nx: students mark x number of the students.

This analysis technique was purposed to find out how the improvement of using memory round game in improving students' understanding on adverb of frequency. In this study, researcher was counted data used the *mean* because from this method it was already known the result of the research. What there was a difference between first test and second test or not.

The mean from the pre cycle will be compared with the mean from first cycle. And the mean from first cycle will be compared with the mean from second cycle. It is to know how far the progress of students in this research.

⁹Sutrisno Hadi, *Statistik*, (Yogyakarta:ANDI, 2000), p.41.

The data from the observation are aimed at describing the implementation of the memory round game to improve students' understanding on adverb of frequency and to explain the condition in raising indicator achievement every cycle. Data from the observation that is got by field note will be analyzed use some steps. Data will be edited, and the writer makes a categorization and tabulation of data in accordance with research questions.

Whereas, the observation is analyzed by using the following formula:

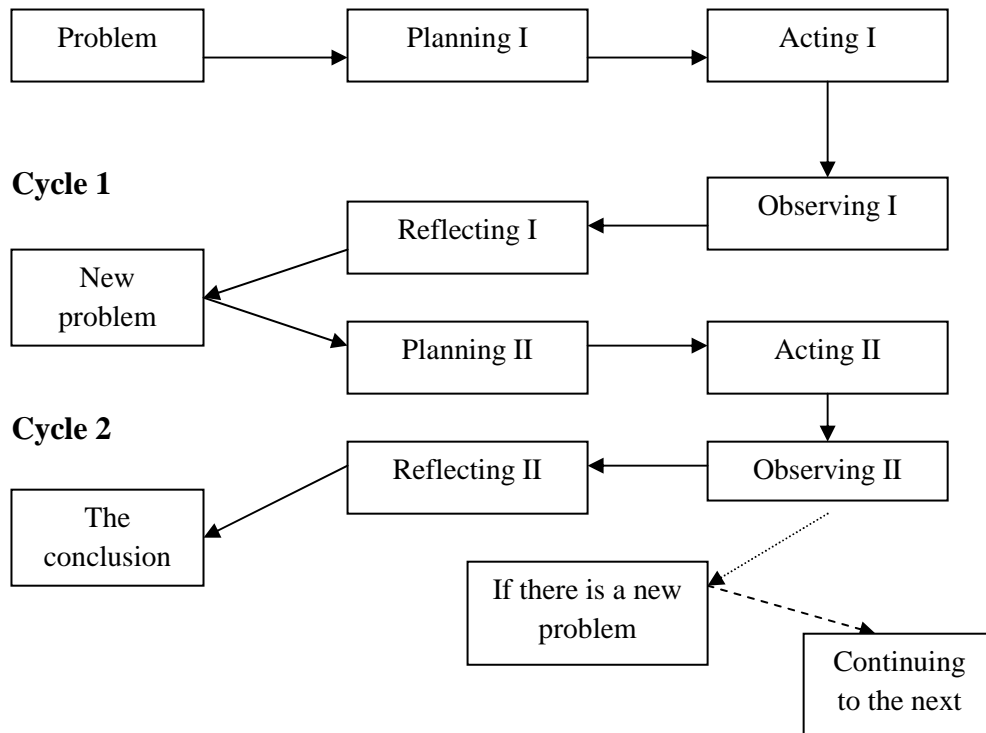
$$\text{Score} = \frac{\text{Total score}}{\text{maximum score}} \times 100\%$$

Observation is used to describe the success of improving students' understanding during the adverb of frequency teaching learning.

E. Research Procedure

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I, and cycle 2. There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting.

The steps of action research (taken from: *Pelatihan Penelitian Tindakan Kelas to IAIN Walisongo students, 2008*)¹⁰



According to figure above, there are two cycle and every cycle has four stages: planning an action, implementation of action, observing, and analysis or reflection. In this study, researcher used two cycles to conduct the research. It was hoped to get data in order that more valid. This study was completed by qualitative and quantitative data. The reason of using qualitative was to describe in the teaching-learning adverb of frequency process. And data collection was completed by researcher using observation checklist and evaluation in every cycle. There were two evaluations. The reason of using quantitative because this study would improve students' understanding on adverb of frequency, so that tests in each cycle was needed in data collection because to know the students' improvement in every cycle. Test was done in every the last of class. There were two times of test (first test in first cycle, and second test in second cycle).

¹⁰Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo*, (Semarang: Tarbiyah Faculty, 2008), p.8.

Before the researcher did observation such as getting familiar with students at class VIII C and observes the teaching method which was doing by English teacher at class. After done observation before applying the memory round game, the researcher did test to measure the students' understanding on adverb of frequency. This test was also used to decide the first score before she did the research at class because there was no reference of the score from the students at class VIII C before. It was because of there were changing of class and the students every year.

The activities that done in each cycle is as follows:

1. Pre cycle

In the pre cycle, the writer observed the teacher who taught by using conventional method, in other words, he did not use game as the technique.

The teaching learning process of this pre cycle was measured according to the research indicators by observing students' activeness during the teaching learning process of adverb of frequency. This activity was done in order to compare the success of improving students' understanding on adverb of frequency by using memory round game in cycle 1 and cycle 2.

She only explained about the meaning and position of adverb of frequency and the students were asked to make sentences about those adverbs of frequency. In this teaching process has passive communication. It means the teacher speaks and the students just listen, the students are not brave enough to ask question if they do not understand yet. In the end of lesson, the students do the tests. The tests consist of 10 questions related to the material that are taught by the teacher. After the researcher get the data from test in pre cycle and observation, the researcher analyzes the result to determine the method would be use in teaching adverb of frequency using memory round game.

2. Cycle 1

The teacher uses memory round game to improve students' understanding on adverb of frequency. The topic was hobbies. The procedure as follow

a. Planning

1. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using memory round game.
2. The researcher prepared the teaching learning process resources, such as, the materials, the game (adverb of frequency cards), worksheet, and the observation sheet.
3. Planned the teaching technique that would be implemented in teaching adverb of frequency by using memory round game.

b. Acting

English teacher begin the teaching learning process based on lesson plan. Teacher introduced to the students about memory round game, the procedures of teaching and learning process are as follows:

- 1) Teacher reviews about the previous material.
- 2) Teacher asks students about their hobby to get their interest to the topic.
- 3) Students are asked to make a sentence with adverb of frequency.
- 4) Explaining about the memory round game.
- 5) Drills through memory round game.
 - a) Teacher gave 10 different kinds of candy to students in order to separate them into 10 groups. Each student who got same candy would be placed in one group. Each group consisted of 4 students, the names of the groups were: Relaxa, Kopiko, Dynamite, Kiss, Cappilanos, Red Mentos, Yellow Mentos, Green Tango, Purple Tango, Blaster.
 - b) Teacher chooses the topic 'Hobbies'.
 - c) Teacher distributes adverb of frequency cards to the students.
 - d) Each student makes a sentence using his adverb of frequency but writing is not allowed at any time.
 - e) Each group comes in front of class.

- f) The first student says his or her sentence. The second student says his or her sentence and repeats the first students' sentence. The third student says his or her sentence and repeats the first two sentences. And go on around the circle until the last students who says his or her sentence and repeat the last sentence for everyone in the group. Don't allow any writing.
- 6) Teacher gives the test to students.
- 7) Students did the test.
- a. Observing

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective.

In the first cycle, the researcher observed 10 aspects such as below:

1. Student's attendance.
2. The students are enthusiastic in listening to teachers' explanation of adverb of frequency.
3. The students show curiosity by asking the questions to clarify understanding.
4. The students are enthusiastic in responding teachers' question.
5. The students active in group work.
6. The students are enthusiastic in participating the game.
7. The students pay attention on English game.
8. The students make variation sentence in the game.
9. The students are enthusiastic doing the test.
10. The students complete the task correctly.

The criterion of scoring from the observation checklist such as below:

- (1) Score 1 if the student's participation was poor.
- (2) Score 2 if the student's participation was fair.
- (3) Score 3 if the student's participation was average.

- (4) Score 4 if the student's participation was good.
- (5) Score 5 if the students' participation was very good.

Beside the researcher did the observation to students at class VIII C, she also gave the writing evaluation in the first cycle. The evaluation consists of 10 questions; it was about the meaning and position of adverb of frequency. It could be seen in appendix (Appendix 9)

b. Reflecting

The researcher analyzed and evaluated the actions that had been done; it consisted of quality, number and time from each action. The steps were as follow:

- 1) Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one is should be maintained and which one is should be overcome in the next cycle. For there was found that the first cycle has significant improvement of students' understanding, the researcher and the teacher continued to the second cycle for then the problems were solved.
- 2) Made a temporarily conclusion for classroom action research in cycle 1.

3. Cycle 2

Basically the activities of cycle 2 were similar with in cycle 1, but there were some added activities in order to facilitate students in playing memory round game. The aims of cycle 2 were:

- a) To overcome weaknesses in cycle 1.
- b) To give more opportunities for students to understand how to make sentences with adverb of frequency correctly.
- c) To give more opportunities for students to apply their motor skills in playing memory round game and memorize sentences well.

After doing evaluation in the first cycle, the researcher did the second cycle. The researcher observed the process of teaching adverb of frequency by using memory round game at class; this activity was held on 29 March 2010.

The forms of activity in the second cycle such as below:

a. Planning

The researcher planned some activities to get maximum result of the research. She tried to do not same weakness such as the first cycle.

- 1) Identify the problem and make the solution for the problem
- 2) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using memory round game.
- 3) The researcher prepared the teaching learning process resources, such as, the materials, the game (adverb of frequency cards), evaluation sheet, and the observation sheets.

b. Acting

English teacher begin the teaching learning process based on lesson plan. The procedures of teaching and learning process are as follows:

- 1) Teacher asks the students about their daily activity to get their interest to the topic.
- 2) Teacher reviews the previous material.
- 3) Drills through memory round game.
 - a) Teacher gave 10 different kinds of candy to students in order to separate them into 10 groups. Each student who got same candy would be placed in one group. Each group consisted of 4 students, the names of the groups were: Relaxa, Kopiko, Dynamite, Kiss, Cappilanos, Red Mentos, Yellow Mentos, Green Tango, Purple Tango, Blaster.
 - b) Teacher chooses the topic 'Daily activity'.
 - c) Teacher distributes adverb of frequency cards to the students.
 - d) Each student makes a sentence using his adverb of frequency but no writing is allow at any time.
 - e) Each group comes in front of class.
 - f) The first student says his or her sentence. The second student says his or her sentence and repeats the first students'

sentence. The third student says his or her sentence and repeats the first two sentences. And go on around the circle until the last students who says his or her sentence and repeat the last sentence for everyone in the group. Don't allow any writing.

- 4) Teacher gives the test to students.
- 5) Students did the test.

c. Observing

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective.

In the second cycle, the researcher observed 10 aspects such as below:

1. Student's attendance.
2. The students are enthusiastic in listening to teachers' explanation of adverb of frequency.
3. The students show curiosity by asking the questions to clarify understanding.
4. The students are enthusiastic in responding teachers' question.
5. The students active in group work.
6. The students are enthusiastic in participating the game.
7. The students pay attention on English game.
8. The students make variation sentence in the game.
9. The students are enthusiastic doing the test.
10. The students complete the task correctly.

The criterion of scoring from the observation checklist such as below:

- (6) Score 1 if the student's participation was poor.
- (7) Score 2 if the student's participation was fair.
- (8) Score 3 if the student's participation was average.
- (9) Score 4 if the student's participation was good.

(10) Score 5 if the students' participation was very good.

Beside the researcher did the observation to students at class VIII C, she also gave the writing evaluation in the second cycle. The evaluation consists of 10 questions; it was about the meaning and position of adverb of frequency. It could be seen in appendix (Appendix 10)

d. Reflecting

In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by using memory round game which was hoped that it can improve students' understanding on adverb of frequency, so students were more actively and enjoy in structure class.