

CHAPTER III

METHOD OF INVESTIGATION

A. Research Design

This study is action research at the eighth grade students of SMP Islam Al-Khoiriyah Pematang in the academic year 2010/2011. This research is classroom action research (CAR) that uses data observation toward teaching learning process in simple present tense. This data is analyzed through some cycles in action. "Action research is a research that has been done reflectively and systematically about various action or steps that have been done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition."¹

According to Kemmis and Mc Taggart in Nunan Moreover, action research is a group of activities and a piece of descriptive research carried out by teacher in his or her own classroom, without changing the phenomenon under investigation.² The characteristics of action research are:

1. Carried out by practitioner (for classroom teachers purposes rather than outside researchers)
2. Collaborative
3. Aimed of changing things

Sukanto said that action research is aimed to improve or increase the practice of learning simultaneously, which is basically looking at the run of the mission of profession in education done by teachers. Action research is one of the strategies in improving the service in education that has to be held in context also in improving the quality of school, program as a whole in a moveable society.³

Based on the three explanations above, the researcher concludes that action research is one of the strategies in improving or increasing the practice

¹Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p. 8.

²David Nunan, *Research Methods in Language Learning*, (Australia: New Jersey, 1992), p. 17.

³Sukanto, *Metode Penelitian*, (Jakarta: Rineka Cipta, 2002), p. 60.

of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in the class.

In this study there are three cycles applied. According to Kemmis as cited by Mills, there are four components in one cycle for doing classroom action research. They are planning, acting, observing, and reflecting.

All those steps can be explained as follow:

a. Planning

At planning stage, the researcher formulates some procedures on how to improve students' understanding on simple present tense. The procedures are put in some lesson plans, grammar material, test, the students' observation and also the documentation which is according to the teaching learning process.

b. Acting

At acting stage, the researcher tries to implement some techniques or procedures that have been formulated at planning.

c. Observation

When researcher implements some techniques, he also observes some activities such as: attendant of students, attention's students to teacher's explanations, student's engagement to make question, the student's activity in cooperation in group, the student's enthusiasm to work individually after work together.

d. Reflection

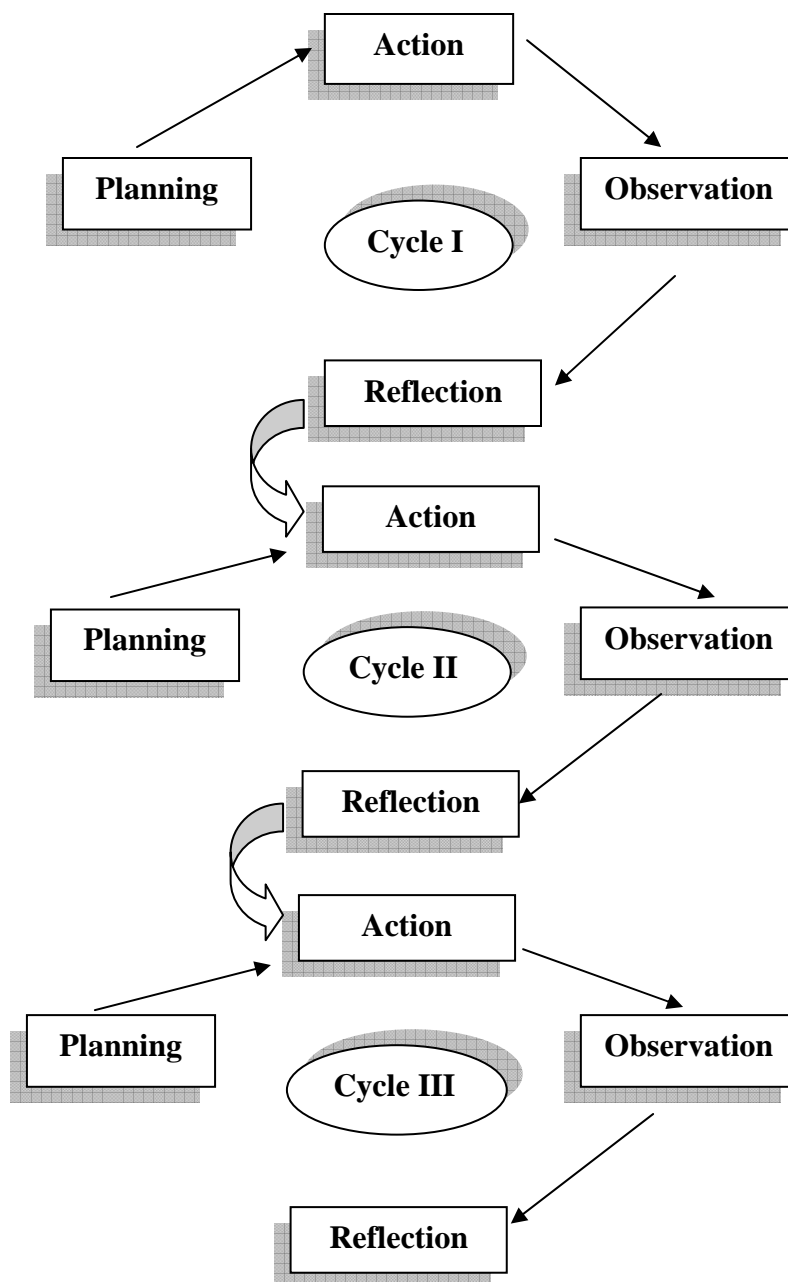
After the observation process is done, the researcher makes a reflection to evaluate teaching learning process and the students' understanding on simple present tense.

Before starting the research in the classroom, the first thing to do by the researcher is observation in preliminary research. Through the observation the researcher tries to get the information about students' condition and problems in learning simple present tense. The basic steps in this study are: planning, acting, observing and reflecting. They are called one cycle. If one

cycle did not show any improvement, the research activity may be continued in the following cycle until the researcher gets satisfied.

The steps of classroom action research Elliot' model that are copied by Subyantoro in his book "*Penelitian Tindakan Kelas*", as follow:⁴

Figure 3.1
The steps of classroom action research



⁴Subyantoro, *op.cit.*, p. 10.

B. Subject of the Research

The subject of this research is students of class A VIII grade of SMP Islam Al-Khoiriyah Petarukan Pemalang on simple present tense in first semester the academic year 2010/2011 that consists of 40 students, 20 male and 20 female.

C. Time and Setting of the Study

The researcher had time schedule for doing the research and he used the time to do observation and got familiar with school conditions, conduct the research and analysed the result. The explanation of time and setting the research are such as follow:

1. Time for research

The researcher did the research from 13 August until 22 September 2010.

2. Setting of the Research

The action research was in SMP Islam Al-khoiriyah Pemalang in the academic year of 2010/2011. The school is on Poncowati, Klareyan, Petarukan, Pemalang. Phone (0284) 43277292.

D. Variables

Variable refers to the object of research that becomes research focus. In this research there are two variables:

1. Independent variable is the teaching learning method using Teams Games Tournaments.
2. Dependent variable is the students' achievement on simple present tense.

E. Technique of Data Collection

One of the most important activities in the research is how to collect the data needed the researcher applied some appropriate research instruments. According to Arikunto, data source in research is basically subject from which

a researcher gets data, depends on necessity and kind of information needed. The researcher used observation, test, interview and documentation.

1. Observation

This observation is the activity of giving total concern to research object by the sense. In this research, the concern of research was focused on the students' observable behavior pertaining to their understanding on English simple present tense. The observation checklist is used as an instrument in this research.

Table 3.1
The observation checklist

| NO | Object of Observation | Check List | | | | | Grade |
|----|---|------------|---|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Students pay attention to the teacher's explanation | | | | | | |
| 2. | Students are active to ask teacher | | | | | | |
| 3. | Students are discussion engaged in group | | | | | | |
| 4. | Students ask the difficult vocabularies | | | | | | |
| 5. | Students answer of questions from teacher | | | | | | |
| 6. | The students are enthusiastic in doing the test | | | | | | |

Explanation:

a. Poor

The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%

c. Average

The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reaches about 61%-80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81%-100%.⁵

2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁶ Through tests the teacher can evaluate the effectiveness of new teaching method of a different approach to a difficult pattern of new material, because the researcher does not have students' score on simple present tense. The researcher gave pre-test to get information about students' achievement to understand simple present tense. The writer gave pre-test at the prior of teaching learning process before using TGT.

The action research was carried out in three cycles. There were tests in each cycle. The tests were aimed to measure the student's progress and result of the teaching learning activities.

3. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher uses the document related to the object research such as the data about school, structure of organization, students' name list, the English subject schedule and the score of test from each cycles. It helps the writer conduct the result of the study.

⁵Nana Sudjana, *Penilaian Hasil Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 1999), p. 132.

⁶Suharsimi Arikunto, *op. cit*, p. 150.

4. Interview

Interview is a way to collect data that uses to get information directly from the resource.⁷ Arikunto says that interview is the interaction process between the interviewer and the man who gives the information (interviewee).⁸ The researcher uses the interview to get information from the teacher in order to know the method of teaching and students' activity before the treatment in the classroom.

F. Procedure of the Research

In this classroom research, the researcher planned to conduct three cycles through TGT in teaching simple present tense. This research was done in three cycles. Each cycle consists of four stages, they are: planning, acting, observing and reflecting.

The activities that have been done in each cycle are as follows:

1. Pre-Cycle Test

The first step in making classroom action research is conducting preliminary observation to know the teaching method and the initial condition of students' understanding on simple present tense. The researcher observes the class to get information about students' initial condition and to know their problems in learning grammar. In this activity the teacher taught students using conventional method, after that, the teacher gave test to check the students' understanding on simple present tense. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by students. The next step which is done by the researcher is designing a plan to continue the next cycle to surmount the problems in the previous cycle. It was going on Wednesday, August 18th 2010. After conducting preliminary research, the researcher conducted cycle I, II, and III.

⁷Riduwan, *Skala Pengukuran Variable-Variabel Penelitian*, (Jakarta: Alfabeta, 2009), p. 29.

⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), 8th Ed., p. 155

2. First Cycle

The first cycle conducted on Wednesday, August 25th 2010. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

Table 3.2
The first cycle

| No | Steps | Activities in The Classroom | Explanation |
|----|----------|---|--|
| 1 | Planning | <ul style="list-style-type: none"> - Identifying the teaching design, such as: arranging lesson plan which is according to the teaching learning process which is using TGT on present tense - Preparing the teaching learning process resources such as, grammar material, test, the observation students and also the documentation. - Planning the position among the groups of students' seat. - making quiz and giving score for individual or teams related to the lesson | |
| 2 | Acting | <ul style="list-style-type: none"> - Starting the lesson by greeting and praying. After that, he checked students' attendance list. - Explaining the learning goal and the lesson about verbal sentence. | <ul style="list-style-type: none"> - Teacher as a facilitator or source speaker if learners experience difficulty in doing the worksheet. |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">- Learners were divided into some groups and each group consists of 4-5 learners and each group sits face to face.- Giving worksheets and each leader of group gave each member to do different worksheets (one learner does one worksheet).- Members of the group who did the same worksheet met to discuss it, so that they can understand and finish the worksheet correctly.- Learners went back to their own group and taught the other member in the group in a certain turn.- Learners were given opportunity to present the result of discussion in front of the class.- The teacher gave reinforcement about group presentation and after finishing the assignment, teacher asked students to sit back on their beginning position (there aren't groups).- Then the teacher gave final | |
|--|--|---|--|

| | | | |
|---|------------|--|---|
| | | test to find out the final outcomes of first cycle. | |
| 3 | Observing | - The researcher and teacher observed activities such as: attendant of students, attention's students to teacher's explanations, student's engagement to make question, the student's activity in cooperation in group, the student's enthusiasm to work individually after work together. | - The researcher and teacher became an observer in the teaching and learning process. |
| 4 | Reflecting | - The researcher and teacher reflected all of the activities that have been done; the results from observation were prepared to make plan for the next cycle. | - The researcher and teacher evaluated the step in teaching learning process. |

3. Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle was conducted on Wednesday, September 01st 2010. The designs of the second cycle are:

Table 3.3
The second cycle

| No | Steps | Activities in The Classroom | Explanation |
|----|----------|---|--|
| 1 | Planning | <ul style="list-style-type: none"> - Designing the new lesson plan in cycle II. - Preparing the teaching learning process resources such as: grammar material, test, the observation students and also the documentation. - Planning the position among the groups of students' seat. - Preparing observation check list and design test in cycle II. | |
| 2 | Acting | <ul style="list-style-type: none"> - Starting the lesson by greeting and praying. After that, the teacher checked students' attendance list. - The teacher gave review the previous lesson and the material about nominal sentence - Learners were divided into some groups and each group consists of 4-5 learners and each group sits face to face. - Giving worksheets and each leader of group gave each member to do different | <ul style="list-style-type: none"> - Teacher as a facilitator or source speaker if learners experience difficulty in doing the worksheet. |

| | | | |
|---|-----------|--|--|
| | | <p>worksheets (one learner does one worksheet).</p> <ul style="list-style-type: none"> - Members of the group who did the same worksheet met to discuss it, so that they could understand and finish the worksheet correctly. - Learners went back to their own group and taught the other member in the group in a certain turn. - Learners were given opportunity to present the result of discussion in front of the class. - The teacher gave reinforcement about group presentation and after finishing the assignment, teacher asked students to sit back on their beginning position (there aren't groups). - Then learners were given test, it's to know their understanding on the lesson in cycle II. | |
| 3 | Observing | <ul style="list-style-type: none"> - The researcher and teacher observed activities such as: attendant of students, attention's students to | <ul style="list-style-type: none"> - The researcher and teacher became an observer in the |

| | | | |
|---|------------|---|---|
| | | teacher's explanations, student's engagement to make question, the student's activity in cooperation in group, the student's enthusiasm to work individually after work together. | teaching and learning process. |
| 4 | Reflecting | - The researcher and teacher reflected all of the activities that have been done; the results from observation were prepared to make plan for the next cycle. | - The researcher and teacher evaluated the step in teaching learning process. |

4. Third Cycle

The third cycle was done based on the result of the second cycle. There were several aims of cycle III, to fix the weakness in cycle II, to improve the teaching learning process, to give opportunities to students to improve their understanding on simple present tense. The third cycle was conducted on Wednesday, September 22nd 2010. The designs of the third cycle are:

Table 3.4
The third cycle

| No | Steps | Activities in The Classroom | Explanation |
|----|----------|--|-------------|
| 1 | Planning | - Identifying the teaching design, such as, arranging lesson plan cycle III which is according to the teaching learning process which is | |

| | | | |
|---|--------|---|--|
| | | <p>using TGT on present tense</p> <ul style="list-style-type: none"> - Preparing the teaching learning process resources such as: grammar material, test, the observation students and also the documentation. - Planning the position among the groups of students' seat - Preparing observation check list of cycle III and design test that will be in cycle III. | |
| 2 | Acting | <ul style="list-style-type: none"> - Starting the lesson by greeting and praying. After that, the teacher checked students' attendance list. - Explaining the previous lesson to know the students' understanding on the material. - Learners were divided into some groups and each group consists of 4-5 learners and each group sits face to face. - Giving worksheets and each leader of group gave each member to do different worksheets (one learner does one worksheet). - Members of the group who did the same worksheet met to discuss it, so that they | <ul style="list-style-type: none"> - Teacher as a facilitator or source speaker if learners experience difficulty in doing the worksheet. |

| | | | |
|---|-----------|--|---|
| | | <p>could understand and finish the worksheet correctly.</p> <ul style="list-style-type: none"> - Learners went back to their own group and taught the other member in the group in a certain turn. - Learners were given opportunity to present the result of discussion in front of the class. - The teacher gave reinforcement about group presentation and after finishing the assignment, teacher asked students to sit back on their beginning position (there aren't groups). - Then the teacher gave final test in cycle III. | |
| 3 | Observing | <ul style="list-style-type: none"> - The researcher and teacher observed activities such as: attendant of students, attention's students to teacher's explanations, student's engagement to make question, the student's activity in cooperation in group, the student's enthusiasm to work individually after work | <ul style="list-style-type: none"> - The researcher and teacher became an observer in the teaching and learning process. |

| | | | |
|---|------------|---|---|
| | | together. | |
| 4 | Reflecting | <ul style="list-style-type: none"> - The researcher and teacher analyzed all actions from first cycle to the third cycle. - Finally in third cycle, the researcher makes reflection with application type of TGT which is done in this research. If the result is good, it means models of learning that are applied in this research are successful to increase achievement of students' learning. | <ul style="list-style-type: none"> - The researcher and teacher evaluated the step in teaching learning process. |

5. The Criterion of the Assessment

The students' success and failure in doing the planned activities are assessed by referring the criterion issued by SMP Islam Al-Khoiriyah Pernalang, namely Kriteria Ketuntasan Minimum (KKM). A material could be said to be successful if the students had minimal score 60. It means that 60% the material must be understood by students and a class was said to be successful if 85% of the members pass the test.⁹

G. Technique of Data Analysis

1. Scoring Guidance of Cycle Test

The scoring guidance contains the information or explanation the way score is broken down or mark that be given to the students for the questions which have been done.¹⁰ The test consists of completion items.

⁹Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 99

¹⁰Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p. 159.

The completion items are useful means of testing the students' ability to produce the correct order of simple present tense. The completion consists of 10 items.

The scoring guidance is as follows:

- a. Each item in completion is marked 10
- b. Total score: $10 \times 10 = 100$
- c. The maximum score is 100

2. The data Analysis of Observation

The researcher analyzed the data of observation used descriptive technique through percentage.

The formula that is used as follows:

$$\text{Percentage (\%)} = \frac{\text{Numberofscore}}{\text{NumberofStudents}} \times 100\%$$

3. The data Analysis of Cycle Test

After the researcher collected the data through test, the writer analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring is aimed at giving description of the improvement students' achievement of simple present tense, the process are:

- a. Giving the weight test item.
- b. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

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

- c. Determining the frequency of correct answer respondent.

The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

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

Note:

P : The percentage of correct answer

f : Frequency of the students with the same score

n : The total of students

After giving the result statistically, then the researcher consults which uses five letters: A, B, C, D, and E that expressed various levels as follows:¹¹

Table 3.5
Level of Achievement

| The percentage of correct answer | Grade | Level |
|----------------------------------|--------------|---------------|
| 100% - 90% | A= Excellent | Outstanding |
| 89% - 70% | B= Good | Above average |
| 69% - 60% | C= Fair | Satisfactory |
| 59% - 50% | D= Less | Below Average |
| 49% - 0 % | E= Poor | Insufficient |

4. Finding The Classical Mean

After the data had been analyzed, the researcher found the *sum* of the score in distribution that was used to calculate the *mean*. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students.¹²

This formula is as follows:

$$\bar{X} = \frac{\sum f.X}{n}$$

Note:

\bar{X} : The mean

$f.X$: The sum offset score

n : The number of students

¹¹ Nana Sudjana, *op. cit.*, p. 124.

¹² *Ibid*, p. 109.