

CHAPTER IV

DATA ANALYSIS

A. Result of the Study

This study was conducted in three cycles. There were four meetings. The first meeting of pre-cycle was held on August 18th 2010, the second meeting of cycle 1 was on August 25th 2010, the third meeting of cycle 2 was on September 1st 2010, and then, on September 22th 2010 the fourth meeting of Cycle 3 was held.

1. Pre-test

Before the teaching and learning activities were undertaken, the teacher performed a pre-cycle test on Wednesday, 18th August 2010. The test consisted of 10 items. The aim of the test was to measure whether or not the students were familiar with the sentences of simple present. It involved the whole students in the class that consisted of 40 students.

Before giving the test, the teacher asked them to introduce their name one by one, in order the students and he knew each other and even it had also facilitated me to transfer knowledge to them because the students and he had been closed and we had a good relation during conducting his study.

At the time, after the question sheets had been distributed, then the teacher directly explained the rule of the test, they simply needed to answer the question by crossing a, b, c, or d and they were only provided 30 minutes in it.

2. The first cycle

The first cycle was conducted on Wednesday, August 25th 2010, the teacher explains about the simple present tense (verbal sentence). Before doing the first cycle, the researcher and teacher have to do as follow:

a. Planning

Things that have to be done by teacher and researcher before doing the teaching learning process are:

- a) Arranging lesson plan which is according to the teaching learning process which uses TGT on simple present tense (verbal sentence).
- b) Arranging team list consist of 4 students in each team.
- c) Making worksheets.
- d) Planning the position among the groups of students' seat.
- e) Making quiz and giving score for individual or teams related to the lesson.
- f) Planning games of the lesson that related the material.

After the planning is arranged well, the next step was conducting some actions according to the planning above.

b. Acting

The next action done by the teacher was to do the procedures that have been planned as follow:

- a) Teacher checks students' attendance list that consist of 40 students.
- b) Learners are divided into 10 teams and each team consist of 4 heterogeneous students.
- c) Giving the worksheets.
- d) Asking students to cooperate in each team.
- e) The teacher suggests students to work in pairs within the groups and have them check their work among students.
- f) The teacher suggests students to teach each other when one of them find difficulties in understanding the material.
- g) Giving the quiz for each team to do it as individual score and team.
- h) Giving the game that related to the materials that have been finished in one team.

c. Observing

Although have been formed in one team, there were still students who didn't pay attention to the material conveyed by the teacher and just had joke with their friends.

Most of male group member were just chatting and not doing the team work. In fulfilling the worksheets there were many students who depend on the work done by those who are thought to be capable. They were reluctant to do the work because they thought it was difficult. From ten questions which were given, it was found fifteen students who got score under 60.

Students' courage to ask the teacher was still less i.e. sixteen students. Team work among the members didn't appear yet. They were still just talking and kidding with each other.

d. Reflecting

Based on the observation above, teacher and researcher need to do some improvements such as follows:

- a. Teacher should louder the voice in explaining the lesson.
- b. Giving reinforcement and reward to the team with good achievement.
- c. Giving guidance to the team which cannot cooperate well.

3. The second cycle

The second cycle was conducted on Wednesday, September 01st 2010. In this second cycle, teacher explained about nominal sentence. Before doing this second cycle, teacher and researcher set the wheels in motion as follow:

a. Planning

- a) Identifying the problems and formulation of the problems based on the reflection in first cycle.
- b) Designing the new lesson plan before teaching.
- c) Making the worksheets.
- d) Planning the position among the groups of students' seat.

- e) Making quiz and giving score for individual or teams related to the lesson.
- f) Planning the game of grammar (simple present tense) that related to the second cycle.

b. Acting

After the planning, the next step was doing some actions as follows:

- a) Checking the students' attendance.
- b) Learners are divided into 10 teams with arranging the seat which has been set before.
- c) Teacher distributes the worksheet containing the material to do work as individual score.
- d) Observing the team work among the members in or with another team.
- e) Giving quiz to each team to do as individual score or team additional score.
- f) Giving grammar game which has to be finished in one team.

c. Observing

It was found different condition between first and second cycle. Students' attention was increasing from 24 to 34 students. Students' courage was also different with first cycle. A number student who had difficulty in vocabulary and brave to ask increased from 8 to 16.

Number of students who were just talking in by themselves was decreasing. Teaching and learning process ran more effectively. This could be seen from each member who became closer and have good teamwork. Giving enjoyable grammar game enables students to have competition to find the solution and try to ask among the member of the team or with another team. As a result, the score of students' worksheet increased. It could be seen from ten questions

which were given to the students. They had already reached the criteria, but not of whole students.

d. Reflecting

After observing, there are several improvements should be done:

- a) Giving motivation and reinforcement to the team with good teamwork.
- b) Giving punishment to the team which still only have joke.
- c) Giving more interesting simple present tense game simple present tense so that students' creativity becomes better.

4. In the third cycle

The third cycle was conducted on Wednesday, September 22nd 2010, in this cycle teacher reviewed the all material from first and second cycle. It was aimed to improve students understanding. In the third cycle, researcher conducted some activities such as follows:

a. Planning

Planning was done before conducting teaching and learning process. These were:

- a) Identifying the problem and problem analysis based on cycle I and cycle II.
- b) Arranging the lesson plan that related the material
- c) Arranging the worksheets.
- d) Planning the position among the groups of students' seat.
- e) Making quiz and giving score for individual or teams related to the lesson.
- f) Planning the game of simple present tense that related to the lesson in this cycle.

b. Acting

After planning was arranged well, the next procedures were:

- a) Checking the students' attendance list.

- b) Ask the students who have been formed into teams to sit based on the set.
- c) Distributing worksheets.
- d) Ask all members of the team to cooperate.
- e) Suggesting that students should work in pair or three students in each team.
- f) Giving quiz to each team to do ask individual or additional team score.
- g) Giving games to do by one team
- c. Observing

The condition of the students in three cycles was much better. Teaching and learning process ran more effectively. Each member of the team was able to set his/her position. Coordination among the team member or with another team was far more maximum. Students' enthusiasm in doing the students worksheet increased. Students' attention was focused on the teacher's explanation. Joke and kidding did not appear anymore. The other condition which was improving was on the students' courage become 20 students.

- d. Reflecting

In third cycle, the improvement was not necessary anymore, because with cooperative learning model TGT type, students' achievement and creativity and mind set was improving.

B. Discussion

- 1. Pre-Test

The researcher conducted the pre-test on Wednesday, August 18th 2010. The method used to gather the data for this study was achievement test. Pre-test was done before giving teaching and the test consisted of 10 items. This was done to know how far students ability to understand in simple present tense, so that in the next meeting the researcher could prepare the teaching according to the situation of students. It involved the

whole students in the class that consisted of 40 students. The result could be calculated the average of the students' mean of the score using the following formula:

$$\text{The average of the students' test result} = \frac{\text{Thetotalpercentage}}{\text{ThenumberofThestudents}}$$

$$\begin{aligned}\bar{X} &= \frac{2210}{40} \\ &= 55.25\end{aligned}$$

The average of test is 55.25. The result of pre-test was not satisfying yet. Most students answered incorrectly. The students made many errors in choosing the correct answer. Students still did not understand the function and the pattern or form of simple present tense, for example when they answered the questions, they less putting "s" in pronoun *she*, *he*, and *it*.

2. Cycle I

Fist cycle discusses about verbal sentences, dividing the team was based on achievement academic, but there were many students that having joke and taking long time to build the team.

In the test, the score is enough. It means some were high and some other was low. Teaching and learning process apparently not effective yet. It could be seen from each group which had been formed still having joke and not paying attention to the material given by the teacher. Most of male group are just talking by themselves and didn't do the team work.

In quiz time, only few students who were responsive and brave to answer spontaneously. Attention and teamwork among the teams in the first cycle did not appear yet. It was possible because each member of teams was not close friend or tablemate.

Questions related to the material by the students was still less. Question about grammar game apparently wakes the students' creativity in teamwork. This was seen from many students that question and answer

between students in a team or another team. The result of test in every cycle was better than pre test. It was because some of the students have understood the material. The result could be calculated the average of the students' mean of the score using the following formula:

$$\text{The average of the students' test result} = \frac{\text{Thetotalpercentage}}{\text{ThenumberofThestudents}}$$

$$\begin{aligned}\bar{X} &= \frac{2460}{40} \\ &= 61.5\end{aligned}$$

3. Cycle II

In the second cycle, the teacher discussed about nominal sentence. Score of the test was good. It was because students were more ready than before or in the first cycle. Teaching and learning process ran more effectively. Each member of the team was getting closer one another and able to cooperate well. When quiz is given, many students compete to give the answer. Students started to be brave to ask among teams in discussing the question. Giving enjoyable grammar game brought the students to compete solving the problem and tried to ask each other in a team or with another team. Teaching and learning process in cycle II was better than the first. It was also seen from the test result which was improving compared with cycle I. The result could be calculated the average of the students' mean of the score using the following formula:

$$\text{The average of the students' test result} = \frac{\text{Thetotalpercentage}}{\text{ThenumberofThestudents}}$$

$$\begin{aligned}\bar{X} &= \frac{2810}{40} \\ &= 70.25\end{aligned}$$

4. Cycle III

Cycle III concerns more in verbal and nominal sentence. The result of test was better than the first and second cycle. In the teaching and learning process, all students pay attention when the teacher explained the

material. Students' sight is focused on the teacher. It was seen from students' concentration that really pay attention to what is being explained and only a few students who talked by themselves with their teammate.

The question which was already given was done with good cooperation, either in a team or with another team. If there was a difficult question and cannot be solved, the vice of a team directly ask the teacher. They could do the quiz and each team tried to compete to give the answer. Giving this grammar game made the students became more creative to find the answer by analyzing the question first. It was seen in the result of test which is better than the first and second cycle. The result could be calculated the average of the students' mean of the score using the following formula:

$$\text{The average of the students' test result} = \frac{\text{Thetotalpercentage}}{\text{ThenumberofThestudents}}$$

$$\begin{aligned}\bar{X} &= \frac{3420}{40} \\ &= 85.5\end{aligned}$$

5. The result of Observation

Based on the observation from teacher and researcher, in cycle I Students who pay attention on the teacher's explanation were 24 students. But after good approach, it increased to be 24 in cycle II and 38 in cycle III.

In cycle I, coordination among students in one team was only 16 students. In cycle II it increased to be 20 students. The increasing in cycle three became 32 students.

Teacher's role in giving reinforcement and reward could improve students' engagement in answering the quiz. Students who participated in answering the question increased from 16 to 20 and finally become 25 students.

Material comprehension was very important for the teacher so that he didn't waste much time opening the book over and over again. The way

to deliver the material was expected to be clear and easy to understand. Giving question and quiz could stimulate students' mind set. Giving grammar game in the teaching and learning process motivated the students not to be bored with the material given.

The data obtained from the observation was processed to support the primary data needed to complete the study. To get further information about the observation result, the researcher presented the data obtained from the information in the table as follow:

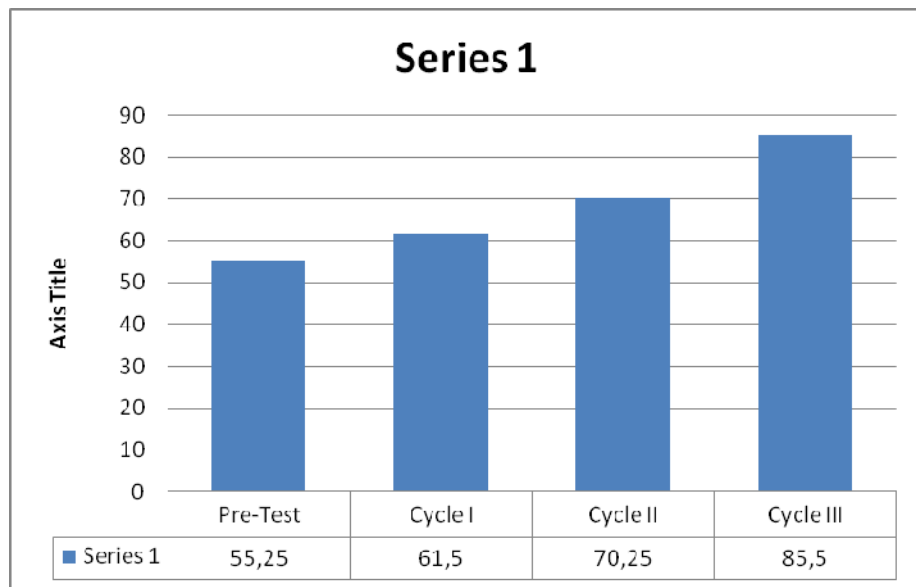
Table 4.1

The result of observation

Object of Observation	Cycle I	Cycle II	Cycle III
Students pay attention to the teacher's explanation	60%	85%	95%
Students are active to ask the teacher	40%	65%	65%
Students are discussed engaged in group	40%	50%	80%
Students ask the difficult vocabularies	20%	40%	50%
Students answer of question from teacher	40%	50%	62.5%
The students are enthusiastic in doing the test	80%	100%	100%

6. The result of test

The result of the test, which was conducted 4 times consist of pre-test and test in each cycle, used as comparative data was basically improving. The result of pre-test is 55.25%, in cycle I 61.5%, cycle II 70.25% and cycle three 85.5%. Based on the result, it could be concluded that the success of students' learning could be reached. The mean of students' score from pre-test until third cycle could be seen in the diagram bellow:



The use of TGT in teaching simple present tense could improve the students' achievement in simple present tense. It could be seen from the diagram above. So, this classroom action research of the use TGT in teaching simple present tense at SMP Islam Al-Khoiriyah Pematang was success.

The success could be reached because the involvement from teacher and the approach to the students to ask the difficult question in doing the task. Teachers' creativity in grammar quiz and game and also giving the reward made the students enjoy, ready, and had more experience in process of teaching and learning so the result of the study was better.