

CHAPTER III

METHOD OF INVESTIGATION

A. Research Approach

This study is action research at the nine grade students of SMP Negeri 31 Semarang in the Academic Year 2010/2011. There was three cycle applied in this study. There are four components in one cycle for doing classroom action research. It consists of (1) planning (2) acting (3) observing (4) reflecting.

The four phases of the classroom action cycle were conducted integrated. Each phase was conducted based on the previous one and the next phase. It meant that the activities in the action research were based on the planning the observation was done to collect data from the four phases. Then, the writer did a reflection to determine the next cycle planning lesson. In this study, the writer improves the students' understanding on tag questions used snap game.

The action research consists of four phases are as follows:

1. Planning

Planning was the first step of the research procedure. In planning step, the writer formulated some procedural acts how to improve students' understanding on tag questions using snap game. The procedure are put in some lesson plans, it includes how and why this research is going to carry out. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems the writer and the collaborator could find a good solution to solve the problems arose.

2. Acting

After recognizing the possible cause of problems faced by students of SMP Negeri 31 Semarang, the action was decided in advance. The aim of this action was to solve the problems. At the acting stage, the writer tried to implement techniques or procedural acts that have been formulated at planning.

3. Observing

There are many ways to learn about students' development and interest. Observing the students in the classroom is a good way to start. Teacher can watch students as they interact with their friends and teachers. By watching their interactions, teachers are able to look at their development.¹

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective. The data being taken were quantitative data. It was taken from field notes. The writer observed the teaching and learning process when she was implementing techniques or procedural acts in improving students' understanding on tag questions using snap game.

4. Reflecting

After observation process is done, the researcher and the teacher made a reflection to evaluate teaching learning process and the improvement of students' understanding on tag questions using snap game. Reflection was the activity of evaluating critically about the progress or change of the students, class, and teacher. In this step, the writer or collaborator can observe whether the acting activity had resulted the progress, what progress happened, and about the positive and negative and so on.

B. Subject of the Research

In this study, the research was conducted at the nine grade of SMP Negeri 31 Semarang in the academic year 2010/2011. This school is located Tambakharjo Tugu Semarang Central Java.

¹ David Nunan, *Practical English Language Teaching: Young Learners*, (Mc Graw hill: Singapore), 2006, p.7

C. Time and Setting

This research was conducted on the first semester in the academic year 2010/2011 for about a month on October 2010. It was conducted in SMP Negeri 31 Semarang which was located Tambakharjo Tugu Semarang.

D. Methods of Data Collection and Analysis

Here, the writer performed the methods of data collection and analysis.

1. Source of Data

This research was conducted at the seven grade students of SMP Negeri 31 Semarang in the academic year of 2010/2011. Total numbers of the students at the nine grades are 350, the researcher takes G class as research subject, 32 students as participant

2. The achievement indicators of this research

Students are showing the improvement in engaging themselves in that technique through their improvement of their score and activeness in class.

3. Techniques of Data collection and Instrument

Instrument is needed by the writer to get data. The technique of collecting data in this study were:

a. Observation

In the psychological definition, observation involved an activity that focused towards the object by using all senses². Observation is the process of observe and write the phenomena that happened in class systematically³. 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.

² Suharsimi Arikunto, *op. cit* p.162

³ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), 2nd Edition, p.151

In this study, check list observation was used in order to know the activities of the students and the teacher in the classroom. There were two kinds of checklist that was used in this study, check list to observe the students' activity, check list to know the teachers way in teaching learning. In other word, this method was used to observe the teaching learning process and the students' activity. Observation check list is used to make the obserbvation process easier, the aspect that observed are concern to teacher explanation, responding to question, asking question and accomplishing the task.

Observation is carried out four times: pre cycle, cycle I, cycle II, and cycle III. The observation checklist which is used in this study is as follows:

Table I

Form of observation checklist:

No	Indicators	Yes	No
1	Paying attention		
2	Asking questions		
3	Responding to the questions		
4	Accomplishing task		

b. Test

Test is important part of every teaching and learning process experience. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria⁴.test of grammar is used to measure the students' ability to manipulate structure and to distinguish appropriate grammatical form from inappropriate ones⁵.test also to reinforce and to motivate the

⁴ H.D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), Second Ed., p.401

⁵ J. B. Heaton, *Writing English Language Tests: A Practical Guide for Teacher of English as A Second of Foreign Language*, (London: Longman Group limited, 1975), p.5

students' in learning, test is a method for collecting data by using questions.

c. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students' understanding on tag questions using snap game. 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 giving a treatment the writer gave the test to students. the score of the correct answer is 1 and 0 to each wrong answer. The result of the test will be analyzed by using percentage scoring as following formula⁶:

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

Then, the writer is going two determine the frequency of correct answer. The frequency of correct answer is divided by total number respondent (n), and multiplied by 100% the formula is:

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

Note P= the percentage of correct answer

⁶ Suharsimi Arikunto, *op. Cit.*, p. 236

f= frequency of correct answer

n= the total of students

After giving percentage of the correct answer, the writer gave five letters: A, B, C, D, and E to classifying the grade of students' scores level as follows:

Table 2

Level of achievement

The percentages of correct answer	grade	Level
90%-100%	A= excellent	Outstanding
70%-89%	B= good	Above average
60%-69%	C= fair	Satisfactory
50%-59%	D= less	Below average
0%-49%	E= poor	Insufficient

b. Measuring the mean

After calculate the percentage of students score, the writer calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical which is obtained by adding the sum offset score and dividing the number of the students⁷.

The following formula is:

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

X= the mean

f= the sum offset score

n= the number the students.

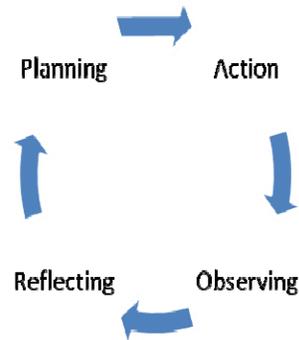
From the result of those formula the researcher analyzed the score of the test and the result from observation checklist to

⁷ Suharsimi Arikunto, *op. Cit.*, p.222

find out the improvement of students' understanding on tag questions using snap game.

E. Research Procedure

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in four phases, those are: pre test, cycle I, cycle II, and cycle III. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycle and it was implemented to improve students' spirit to solve their problems. The four components consisted of planning, acting, observing, and reflecting.



The procedures of the action research were as follows:

1. Pre cycle

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

2. Cycle I

In teaching learning activity, the researcher presented snap game to develop students' ability. In order to make teaching learning process effective, it was necessary for each number of the class to participate. The following procedures are as follows:

- a. Planning
 1. Choosing the teaching learning material
 2. Arranging lesson plan based on the teaching material
 3. Preparing the test instrument
 4. Preparing teaching facilities
 5. Preparing students' attendance list
- b. Acting
 1. Entering the class and greeting the students. after that she checked students' attendances
 2. Explaining the pattern of tag questions and give chance to students who want to ask questions
 3. Asking to make some groups , each group consist of five students
 4. Give the card to each groups
 5. Playing the snap game
 6. The researcher asked them to identify the sentence contain tag questions
 7. Giving final test to find out the final outcomes
- c. Observing
 1. Observing the students' activities using observation sheet
 2. Observing the teaching learning process
- d. Reflecting
 1. Analyzing the data from the observation checklist and result of the test to find out the improvement of students understanding on tag questions after taught using snap game
 2. The researcher evaluated the steps in pre cycle and discussed the result of the observation for the improvement of students' achievement in the next cycle.

3. Cycle II

Basically, the students did some activities as the first cycle. The researcher still used snap game duringh the teaching learning process the following procedures as follows:

a. Planning

1. Choosing the teaching learning material
2. Arranging lesson plan based on the teaching material
3. Preparing the test instrument
4. Preparing teaching facilities
5. Preparing students' attendance list

b. Acting

1. Entering the class and greeting the students. after that she checked students' attendances
2. Explaining the pattern of tag questions and give chance to students who want to ask questions
3. Asking to make some groups , each group consist of five students
4. Give the card to each groups
5. Playing the snap game
6. The researcher asked them to identify the sentence contain tag questions
7. Giving final test to find out the final outcomes

c. Observing

1. Observing the students' activities using observation sheet
2. Observing the teaching learning process

d. Reflecting

1. Analyzing the data from the observation checklist and result of the test to find out the improvement of students understanding on tag questions after taught using snap game

2. The researcher evaluated and discussed the result of the observation for the improvement of students' achievement

4. Cycle III

The third cycle was done based on the result of the second cycle. There are several aims of cycle III; to fix the weaknesses in cycle II, to improve the teaching learning process, to give more opportunities to students to improve their understanding on tag questions.

a. Planning

1. Choosing the teaching learning material
2. Arranging lesson plan based on the teaching material
3. Preparing the test instrument
4. Preparing teaching facilities
5. Preparing students' attendance list

b. Acting

1. Entering the class and greeting the students. after that she checked students' attendances
2. Explaining the pattern of tag questions and give chance to students who want to ask questions
3. Asking to make some groups , each group consist of five students
4. Give the card to each groups
5. Playing the snap game
6. The researcher asked them to identify the sentence contain tag questions
7. Giving final test to find out the final outcomes of first cycle

c. Observing

1. Observing the students' activities using observation sheet
2. Observing the teaching learning process

d. Reflecting

1. The researcher and the teacher discussed teaching learning process that have been done and then they analyzed students score to find out the improvement of students understanding on tag questions.