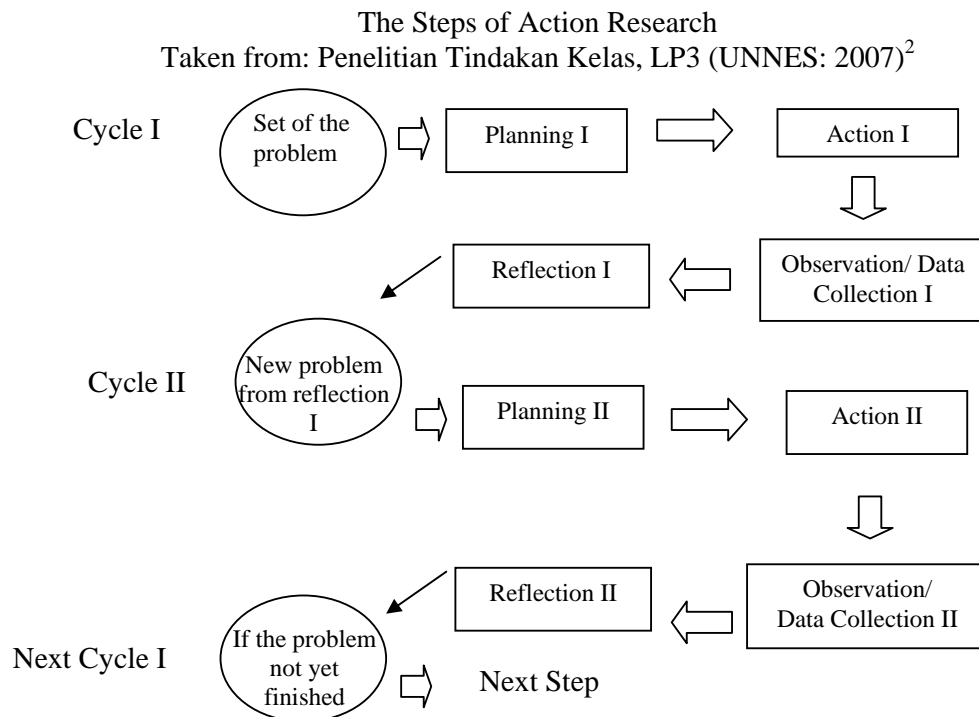


CHAPTER III

METHODS OF INVESTIGATION

A. Design of the study

This study was classroom action research. Wiriaatmadja said that Classroom action research is method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts.¹



According to Arikunto there are four steps process in each cycle for doing classroom action research can be explained as follow:³

1. Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

¹ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), P. 13.

² Penelitian Tindakan Kelas, LP3 (UNNES: 2007)

³ Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 75.

2. Action

The planning strategy will be applied in teaching learning process.

3. Observation

Observation is the next step to monitoring and watches closely teaching learning process and collects the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for first graders) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.⁴

From all the definition above, the researcher concluded that classroom action research is an action research classroom, which can be done by teacher and researcher, or teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. Here the researcher. This research used data observation toward teaching Present Continuous Tense using flash cards, this data was analyzed through some cycles in action.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then the researcher could make a reflection to determine the next cycle. In this study, flash cards was used by the

⁴ *Ibid.*, p. 76-80.

researcher to improve students' understand on Present Continuous Tense especially in action verb.

B. Procedure of the Study

A classroom action research was used in this research. The method was begun by question about classroom experiences, issues, or challenges. It was a reflective process which helped the teachers to change and improve aspects of teaching and learning .There were four components in one cycle for doing classroom action research. It consisted of planning, acting, observing, and reflecting. This classroom action research was arranged into four cycles. They were pre-test, cycle I, cycle 2, and cycle 3. The researcher collaborated with the English teacher who teaches in class of first year. Her name was Mrs. Ismiyatun. The activities did in each cycle is as follows:

1. Pre-test

Before entering cycle I, the researcher observed and gave pre-test to the students. It known the initial condition of student's understanding in learning Present Continuous Tense. The researcher was not use flashcard yet in teaching Present Continuous Tense. In the end of lesson the students did the test. The tests consist of 10 questions related to the material that are taught by the researcher. It consisted of 10 multiple choices. The researcher asked the English teacher of MTs YAMIDA as observer of the class by giving her observation check list. Her name is Mrs. Ismiyatun. The result of the observation and pre-test give information about student understands on Present Continuous Tense before they were taught by using flashcard.

2. Cycle 1

Flash cards used by the researcher to introduce new vocabularies especially action verb and it improved student's understanding in learning Present Continuous Tense. The topic was daily activities. The procedure as follow:

a. Planning

- 1) The researcher prepared flash card that appropriate with the material
- 2) She prepared the teaching material of cycle I
- 3) She made lesson plan of cycle I
- 4) She prepared checklist observation of cycle I
- 5) She prepared students attendance list
- 6) She prepared formative test of cycle I.

It purposed to guide the researcher in teaching process.

b. Acting

- 1) First, the researcher explained about rules of Present Continuous Tense in positive, negative, and interrogative form.
- 2) She gave some examples of Present Continuous Tense that are represented with flashcard.
- 3) She asked the students to make sentences in positive, negative and interrogative form based on flashcard was showed by the researcher.
- 4) She played the flash cards by "Drill" as follows:
 - a) She showed the flashcard to students for example: flashcard of painting the wall.
 - b) She asked the class "What is Richard doing in this flashcard?"
 - c) Then she asked again by showing another flashcard, "Is he painting the wall?"
 - d) The students responded, "Yes, he is painting the wall."
 - e) Next she asked again by showing another flashcards and the students had to respond the question's researcher based on the flashcard.
- 5) She gave correction and feedback to the student's answer.
- 6) In the end of lesson, she gave test.

c. Observing

- 1) The researcher did observation by using check list.

d. Reflecting

- 1) The researcher evaluated the activities that have been done.
- 2) The classroom teacher and the researcher discussed to made a reflection what should they did to repair the problems.
- 3) She analyzed the data from the observation check list and test of cycle I.

3. Cycle 2

The second cycle was done based on the result of reflection from the first cycle. If the result from observation tell that the quality was still low, it was needed another action in order to make improvement of the quality for the next cycle. The topic was school activities. The procedures are as follow:

a. Planning

- 1) The researcher identified the problem and made the solution for the problem
- 2) She designed lesson plan of cycle II
- 3) She prepared flash cards of cycle II
- 4) She prepared checklist observation of cycle II
- 5) She prepared students' attendance list
- 6) She prepared formative test of cycle II.

b. Acting

- 1) The researcher asked students about rules of Present Continuous Tense that was discussed at the previous meeting.
- 2) She explained again about rules of Present Continuous Tense.
- 3) She gave some examples of Present Continuous Tense that are represented with flashcard.
- 4) She asked the students to make sentences in positive, negative and interrogative form based on flashcard was showed by her.
- 5) She played the flash cards by “Guess the Card” as follows :
 - a) She chosen a flashcard without letting students see it.

- b) She showed the flashcard to the students but she was not show the whole flashcard.
 - c) She asked students to guess the card, for example: “Is she cutting the paper?”
 - d) The students answered,” Yes, she is”, or “No, she is not” as appropriate based on the flashcard until the students guess the word.
 - e) She gave feedback to the student’s answer when she shows them the whole flashcard.
- 6) In the end of the lesson, she gave the test.
- c. Observing
 - 1) The researcher did observation by using check list.
 - d. Reflecting
 - 1) The researcher evaluated the activities that have been done.
 - 2) The classroom teacher and the researcher discussed to made a reflection what should they did to repair the problems.
 - 3) She analyzed the data from the observation check list and test of cycle II.
4. Cycle 3

The third cycle was done based on the result of reflection from the second cycle. The topic was shopping. The procedures as follows:

- a. Planning
 - 1) The researcher identified the problem and made the solution for the problem
 - 2) She designed lesson plan of cycle III
 - 3) She prepared flash cards of cycle III
 - 4) She prepared checklist observation of cycle III
 - 5) She prepared students' attendance list
 - 6) She prepared formative test of cycle III.

b. Acting

- 1) The researcher asked students about rules of Present Continuous Tense that were discussed at the previous meeting.
- 2) She explained once more about rules of Present Continuous Tense.
- 3) She gave some examples of Present Continuous Tense that were represented with flashcard.
- 4) She asked the students to make sentences in positive, negative and interrogative form based on flashcard was showed by the researcher.
- 5) She played the flash cards by “The Mime Trick Game” as follows:
 - a) She asked a student to come in front of the class and she showed a flashcard.
 - b) Then she asked the student to do action based on the flashcard
 - c) The first student who guesses the word could be the next player.
(Actually “The Mime Trick Game” same with “Act it Out”. These activities work well with action verb).
 - d) She gave feedback and correction to the student’s answer.
- 6) In the end of the lesson, she gave the test.

c. Observing

- 1) The researcher did observation by using check list.

d. Reflecting.

- 1) She analyzed student’s understanding score to interpret phenomena occur in the program. Student’s understanding on Present Continuous Tense in cycle I and cycle II compared to find out the improvement of student’s understand.

5. The minimal standard of successful

The students’ success and failure in doing the activities planned above would be assessed by referring to the criterion of KKM. The criterion said that a student could be said to pass the test if he or she could solve 70 of the whole problems

C. Subject of the Study

The subject of this research was students of 7th grade of MTs YAMIDA Grobogan. There was one class in 7th grade. It consisted of 41 students.

D. Setting

This research conducted at MTs YAMIDA Grobogan. It was located In Jono Tawangharjo Grobogan Purwodadi 58191. This school was very easy to reached because it was located in front of AL- AULA Mosque.

E. Instruments and Data Collection Technique

Method of data collections is very important in the research, according to Arikunto data source in a research is basically subject from which a researcher gets data.⁵ And 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.⁶ Depending on the necessity and kind of information needed. The researcher used observation and tests.

1. Observation.

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.⁷ In this classroom observation, the objects of observation were students' activities in Present Continuous Tense teaching learning. The observation was carried out four times. Before the cycle, cycle I, cycle II, and cycle III. The researcher used the checklist observation to make it more systematic. John W. Best explained that Check list are the simplest of the devices. Consist of prepared list of items. The presence or absence of the

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 222

⁶ Ibid, Page. 136.

⁷ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 93.

item may be indicated by checking “Yes or No” or the type or number of items may be indicated by interesting the appropriate word or number.⁸

The form of observation check list is as follow:

Table I
Form of Observation Check List

INDICATORS	YES	No
Paying Attention		
Asking Question		
Responding to question		
Accomplishing task		
Being enthusiastic an English game		

2. Test

A test is a method for collecting data by using questions. According to J.B. Heaton, 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

In this research, the researcher used written test. Kenneth T. Henson and Delmar Janke explained that the varieties of written test there are subjective and objective. Objective written test may include true false, multiple choice and matching items.¹⁰ The researcher used an objective test in this research by using multiple choice items.

This research consisted of four tests. They are pre-test, three formative tests. The researcher gave pre-test to the student after she taught Present Continuous Tense without flash card with 10 questions of 10 multiple choices. After that, the researcher began to conduct action

⁸ John W. Best, *Research in Education 4th edition*, (United States of America: Prentice Hall), Page. 162

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

¹⁰ Kenneth T. Henson and Delmar Janke, *Elementary Science Methods*, (Mc. Graw. Hill Book Company), Page 86.

research cycle by using flash cards. They presented by three treatments. Every action after give the treatments, the researcher gave test that consists of 10 multiple choice questions.

F. Data Analysis

1. Method of analyzing observation

The observation in this research conducted four times, before the treatment, during cycle I, cycle II, and cycle III. The researcher checks in the observation check list. In the end it analyzed by calculating the percentage from the check list as the formula below:

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

P = prosentase

Σf = the sum of check list

n = amount of students

2. Method of analyzing test

After the researcher collected the data through test, the researcher analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring is aimed at giving description of the students' understanding on Present Continuous Tense, the processes were:

- a. After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10.
- 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 formula¹¹:

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

- c. Determining of the frequency of correct answer respondent.

¹¹ Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi cet. 6*, (Jakarta: Bumi Aksara, 2006), p. 236

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

$$P = \frac{\Sigma f}{n}$$

Note P = the Percentage of Correct Answer
 f = Frequency of Correct Answer
 n = the Total of Students

After giving the result statistically, then the researcher consults them which used five letters: A, B, C, D and E that expressed various levels 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

After computing the percentage of correct answer, the researcher classified any answer that possibly appears and this part, the researcher analyzes of each item also.

d. 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 commonly understood as the arithmetic average. The term grade point average is computed by dividing the sum of all the scores by the numbers of scores.¹²

This formula is as follows:

¹² John W. Best. *Op. cit.* Page 225.

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

X = the mean

f = the sum offset score

n = the number of the students