CHAPTER IV
THE RESULT OF RESEARCH

A. The Result of the Research

In this chapter, the researcher discussed the findings of the result of research and described the implementation of teaching Present Continuous Tense to improve students' understanding using flash cards and to find out the effectiveness of the use of flash cards to facilitate teaching Present Continuous Tense to students. In this research, the researcher used classroom action research. It was addressed to know students improvement in understanding on Present Continuous Tense. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through four cycles that consist of pre-cycle and three cycles of treatment. The researcher act as teacher. Pre-cycle which were the researcher taught Present Continuous Tense without flash card. Then she gave test 10 questions of 10 multiple choices and three times of treatment were the teaching and learning processes using flash cards. The results descriptions of all cycles were as follows:

1. The Analysis of Pre-Cycle

Pre-Cycle was done on Saturday, February 6th 2010. There were 38 students present in the class and 3 students absent that day because of sickness. Based on the results of observation could be concluded that most of the students did not pay attention in learning Present Continuous Tense. There were 10 students pay attention in learning Present Continuous Tense. Most of them showed their behaviors such as especially students who sit in the backside of the class. They still like to talk with their peers, students look bored and feel sleepy. Students did not respond to the researchers' question. When the researcher asked question about material, they mostly keep silent. There were only 3 students who responded to the question and tried to answer it. Students did not ask question. When the researcher gave question session, most of them did not use the time to ask

about their problem. They were not brave enough to ask question if they do not understand yet. There was only one student who tried to ask the question. When the researcher asked them to do the task, most of them did it with minimal effort. Sometimes, they also leaved blank the answer sheet. There were 17 students who accomplished the task.

In this phase 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 conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10. After finding the result of the students' test score in students understanding on Present Continuous Tense, the researcher went to further analysis by using percentage of scoring as follow:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} x100\%$$

Students' score in reading comprehension was analyzed by using the percentage of scoring in order to get the percentage of the descriptive analysis of the score in reading comprehension test.

e.g.: the percentage of the student's number 6 as follow:

f = 6 n = 10

$$P = \frac{\Sigma f}{n} x100\%$$

Student number 4=

f = 6 n = 10

$$P = \frac{7}{10} x100\%$$

P= 60%

Then the researcher arranged the percentage that was obtained from the test as presented on the tabel. This was done to know students base score of students' understanding on Present Continuous Tense. The result was as follows:

Table 2

The result of pre- test

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A- 1	Absent	Absent	Absent	Absent
2	A- 2	5	50%	D	Less
3	A- 3	5	50%	D	Less
4	A- 4	4	40%	E	Poor
5	A- 5	5	50%	D	Less
6	A- 6	6	60%	C	Fair
7	A- 7	5	50%	D	Less
8	A- 8	4	40%	E	Poor
9	A- 9	6	60%	C	Fair
10	A- 10	6	60%	C	Fair
11	A- 11	4	40%	E	Poor
12	A- 12	6	60%	C	Fair
13	A- 13	5	50%	D	Less
14	A- 14	6	60%	C	Fair
15	A- 15	6	60%	C	Fair
16	A- 16	5	50%	D	Less
17	A- 17	4	40%	E	Poor
18	A- 18	5	50%	D	Less
19	A- 19	5	50%	D	Less
20	A- 20	6	60%	C	Fair
21	A- 21	6	60%	C	Fair
22	A- 22	6	60%	C	Fair
23	A- 23	5	50%	D	Less
24	A- 24	4	40%	E	Poor
25	A- 25	4	40%	E	Poor
26	A- 26	5	50%	D	Less
27	A- 27	6	60%	C	Fair
28	A- 28	Absent	Absent	Absent	Absent
29	A- 29	4	40%	E	Poor
30	A- 30	5	50%	D	Less
31	A- 31	6	60%	C	Fair
32	A- 32	4	40%	E	Poor
33	A- 33	6	60%	C	Fair
34	A- 34	4	40%	E	Poor
35	A- 35	4	40%	E	Poor
36	A- 36	Absent	Absent	Absent	Absent
37	A- 37	4	40%	E	Poor
38	A- 38	4	40%	E	Poor
39	A-39	6	60%	C	Fair

40	A-40	5	50%	D	Less
41	A-41	6	60%	C	Fair
	The total of score	191			

The category of students' ability and their percentage can be seen in the formula as follow:

Table. 3

The category of the students score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	-	-	Excellent
2	70% - 89%	-	-	Good
3	60% - 69%	14	36,8%	Fair
4	50% - 59%	12	31,6%	Poor
5	0% - 49%	12	31,6%	Less
		38	100%	

Based on the table 3, it could be seen that 36, 8% or 14 students got 60 or fair mark, 31, 6% or 12 students got 50 or poor mark and 31,6% or 12 students got 40 or less mark.

After the data had been analyzed, the researcher found the sums of the score in distribution that is 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 the students.[1]

To know the mean of the students first cycle score of reading comprehension, this formula is as follows:

$$\overline{X} = \frac{\Sigma fX}{n}$$

$\overline{X}$ = the mean

fX = the sum off set score

---

[1] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, [Jakarta: PT. Rineka Cipta, 2002], p. 222

n = the number of the students.

The computation of the average of the score is as follow:

$$\overline{X} = \frac{\Sigma fx}{n}$$

$$X = \frac{191}{38} = 5,03$$

Mean = 5, 03

So the score mean of the students in the pre cycle was 5, 03. It means the students' score in pre cycle could be categorized as poor. The researcher concluded that the treatments in each cycle were necessary to improve the students result.

2. **The Analysis of the First Cycle**

The first cycle was done on Friday, March 5th 2010. There were 41 students present in the class and no student absent that day. In this cycle the teaching and learning process was begun. The researcher prepared the flash cards. The teacher told them that during the lesson they had to listen to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class.

The problem faced by the researcher in the previous cycle were the students who sit in the backside of the class like to talk with their peers, look bored, and feel sleepy. To solve this problem, the researcher gave more attention to the students who sit in the backside of class, and sometime the researcher walked to behind of class.

The researcher began the class by explaining about rules of Present Continuous Tense in positive, negative, and interrogative form. She gave some examples of Present Continuous Tense that are represented with flashcard. She asked the students to make sentences in positive, negative and interrogative form based on flashcard was showed by her. Then, the students played the game by using the flash cards and guided by the

researcher. After playing the game, the researcher gave feedback and review. At the end of the lesson, she gave test.

After the first cycle, there were several improvements. Most of students had higher attention than the pre-cycle during the teaching learning process. There were15 students pay attention in learning Present Continuous Tense. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson. During the question session, there were only 3 students who tried to ask the question. There was interesting phenomenon that most of students were shy to speak and ask in the class. Some of students responded to the researchers' question. When the researcher asked question about material, there were 7 students tried to answer question. Students tried to finish the task. Although there were not all of students did the good job in their task. There were 30 students who accomplished the task. Most of students being enthusiastic when played the game, because they never played game before. There were 30 students enthusiastic when played the game.

The test result of first cycle could be seen in the table below:

Table. 4

The results of the first cycle were as follows:

The result of percentage

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A- 1	5	50%	D	Less
2	A- 2	6	60%	C	Fair
3	A- 3	7	70%	B	Good
4	A- 4	5	50%	D	Less
5	A- 5	7	60%	C	Fair
6	A- 6	6	70%	B	Good
7	A- 7	6	60%	C	Fair
8	A- 8	5	50%	D	Less
9	A- 9	7	70%	B	Good
10	A- 10	7	70%	B	Good
11	A- 11	5	50%	D	Less
12	A- 12	7	70%	B	Good
13	A- 13	6	60%	C	Fair

14	A- 14	7	70%	B	Good
15	A- 15	7	70%	B	Good
16	A- 16	6	60%	C	Fair
17	A- 17	5	50%	D	Less
18	A- 18	6	60%	C	Fair
19	A- 19	6	60%	C	Fair
20	A- 20	7	70%	B	Good
21	A- 21	7	70%	B	Good
22	A- 22	7	70%	B	Good
23	A- 23	6	60%	C	Fair
24	A- 24	5	50%	D	Less
25	A- 25	5	50%	D	Less
26	A- 26	6	60%	C	Fair
27	A- 27	7	70%	B	Good
28	A- 28	5	50%	D	Less
29	A- 29	5	50%	D	Less
30	A- 30	6	60%	C	Fair
31	A- 31	7	70%	B	Good
32	A- 32	5	50%	D	Less
33	A- 33	7	70%	B	Good
34	A- 34	5	50%	D	Less
35	A- 35	5	50%	D	Less
36	A- 36	5	50%	D	Less
37	A- 37	5	50%	D	Less
38	A- 38	5	50%	D	Less
39	A-39	7	70%	B	Good
40	A-40	6	60%	C	Fair
41	A-41	7	70%	B	Good
	The total of score	247			

Table. 5
The category of the students score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	-	-	Excellent
2	70% - 89%	-	-	Good
3	60% - 69%	26	63,5%	Fair
4	50% - 59%	15	36,5%	Less
5	0% - 49%	-	-	Poor
		41	100%	

Based on the table 5, it could be seen that 63,5% or 26 students got 70 or fair mark and 36,5% or 15 students got 50 or poor mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$\overline{X} = \frac{\Sigma fx}{n}$$

$$X = \frac{247}{41} = 6{,}02$$

Mean= 6.02

So the mean of the students' score in the first cycle is 6.02 It means the students first cycle score could be categorized as fair. The students first cycle score could be said were successful, because the whole students get over 60 of the achievement. But it was unsatisfied yet, because 15 students still got less category and the criterion of achievement evidance (KKM) in the school stated that a student could be said to pass the test if he or she could solve 70 of the whole problem, so the researcher continued to the next cycle.

3. **The Analysis of Second Cycle**

The second cycle was conducted on Sunday, March 7th 2010. The steps of second cycle were the same as the first cycle. The materials were same with the first cycle. But the researcher gave different flashcard and game from the previous meeting. There were 41 students present in the class and no student absent that day. Before the lesson started, she asked the students to give more attention to the lesson.

The researcher began the class by giving apperception about material was discussed at the previous meeting. After that she explained again about rules of Present Continuous Tense in positive, negative, and interrogative form. She gave some examples of Present Continuous Tense that are represented with flashcard. She asked the students to make sentences in positive, negative and interrogative form based on flashcard is

showed by her. Then the students played the game using the flash cards and guided by the researcher. After playing the game, the researcher gave feedback and review. At the end of the lesson, she gave test.

After the second treatment, students showed their improvement comparing to the first cycle. It could be seen from the observation stage done by the collaborator.

There were about 25 students had higher attention than the first cycle. It could be happened because there were students knowing and be familiar with the flashcard material. There were little improvement in the question answer session, there were 10 students who tried to ask question. There were 21 students who responded to the question from the researcher. There were many opinions from the students about researcher's question. They also had higher appropriateness in answering the researcher's question. Students also had a great of improvement in finishing their task. Most of the students finished all sections although their answer might vary and different. Most of students being enthusiastic when played the game, because they never played game before. There were 35 students enthusiastic when played the game.

The problem faced by the researcher in the previous cycle was most of students were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. She encouraged them by asking question such as gave difficulty questions in order to create critical thinking of students. Students showed their improvement comparing to the first cycle. There were 10 students who tried to ask question.

There was significant improvement in this cycle; it could be seen from the result of the test below:

Table.6

The result of percentage in the second cycle

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A- 1	6	60%	C	Fair
2	A- 2	7	70%	B	Good
3	A- 3	8	80%	B	Good
4	A- 4	6	60%	C	Fair
5	A- 5	7	70%	B	Good
6	A- 6	8	80%	B	Good
7	A- 7	7	70%	B	Good
8	A- 8	6	60%	C	Fair
9	A- 9	8	80%	B	Good
10	A- 10	8	80%	B	Good
11	A- 11	6	60%	C	Fair
12	A- 12	8	80%	B	Good
13	A- 13	7	70%	B	Good
14	A- 14	8	80%	B	Good
15	A- 15	8	80%	B	Good
16	A- 16	7	70%	B	Good
17	A- 17	6	60%	C	Fair
18	A- 18	7	70%	B	Good
19	A- 19	7	70%	B	Good
20	A- 20	8	80%	B	Good
21	A- 21	8	80%	B	Good
22	A- 22	8	80%	B	Good
23	A- 23	7	70%	B	Good
24	A- 24	6	60%	C	Fair
25	A- 25	6	60%	C	Fair
26	A- 26	7	70%	B	Good
27	A- 27	8	80%	B	Good
28	A- 28	6	60%	C	Fair
29	A- 29	6	60%	C	Fair
30	A- 30	7	70%	B	Good
31	A- 31	8	80%	B	Good
32	A- 32	6	60%	C	Fair
33	A- 33	8	80%	B	Good
34	A- 34	6	60%	C	Fair
35	A- 35	6	60%	C	Fair
36	A- 36	6	60%	C	Fair
37	A- 37	6	60%	C	Fair
38	A- 38	6	60%	C	Fair
39	A- 39	8	80%	B	Good

40	A- 40	7	70%	B	Good
41	A- 41	8	80%	B	Good
	The total of score	287			

Table. 7

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	-	-	Excellent
2	70% - 89%	15	36,5%	Good
3	60% - 69%	11	27 %	Fair
4	50% - 59%	15	36,5%	Less
5	0% - 49%	-	-	Poor
		41	100%	

Based on table 6, it could be seen that 36, 5% or 15 students got 80 or very good mark, and 63,5% or 26 students got 60 or fair mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$\overline{X} = \frac{\Sigma fx}{n}$$

$$X = \frac{287}{41} = 7$$

Mean= 7

So the mean of the students' score in the second cycle is 7. It means the students' second cycle score could be categorized as fair.

4. **The Analysis of Third Cycle**

The third cycle was conducted on Saturday, April 10th 2010. The steps of third cycle were the same as the second cycle. The materials were same with the second cycle. But the researcher gave different flashcard

and game from the previous meeting. There were 36 students present in the class and 5 students absent that day because of sickness. Before the lesson started, she asked the students to give more attention to the lesson.

The researcher began the class by giving apperception about material was discussed at the previous meeting. After that, she explained once more about rules of Present Continuous Tense in positive, negative, and interrogative form. She gave some examples of Present Continuous Tense that are represented with flashcard. She asked the students to make sentences in positive, negative and interrogative form based on flashcard was showed by her. Then, the students played the game by using the flash cards and guided by the researcher. After playing the game, the researcher gave feedback and review. At the end of the lesson, she gave test.

There are no significant problems that faced by the researcher in the previous cycle. In this cycle, the researcher just continued what she has been done in the previous cycles to repair methods and strategy which used in teaching learning process. The researcher and the teacher just added attention and motivation to the students.

After the third treatment, students showed their improvement comparing to the second cycle. It could be seen from the observation stage done by the collaborator.

There were 35 students pay attention to the lesson than the second cycle. It could be happened because there were students knowing and be familiar with the flashcard material. There were little improvement in the question answer session, there were 16 students who tried to ask question. More than half students responded to the question from the researcher. There were many opinions from the students about researcher's question. They also had higher appropriateness in answering the researcher's question. Students also had a great of improvement in finishing their task. Most of the students finished all sections although their answer might vary and different. 34 students enthusiastic when played the game, because they never played game before.

Table. 8

The result of percentage in the third cycle

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A- 1	7	70%	B	Good
2	A- 2	8	80%	B	Good
3	A- 3	9	90%	B	Good
4	A- 4	7	70%	B	Good
5	A- 5	8	80%	B	Good
6	A- 6	Absent	Absent	Absent	Absent
7	A- 7	8	80%	B	Good
8	A- 8	7	70%	B	Good
9	A- 9	9	90%	B	Good
10	A- 10	9	90%	B	Good
11	A- 11	7	70%	B	Good
12	A- 12	9	90%	B	Good
13	A- 13	8	80%	B	Good
14	A- 14	Absent	Absent	Absent	Absent
15	A- 15	9	90%	B	Good
16	A- 16	8	80%	B	Good
17	A- 17	7	70%	B	Good
18	A- 18	8	80%	B	Good
19	A- 19	8	80%	B	Good
20	A- 20	10	100%	B	Good
21	A- 21	9	90%	B	Good
22	A- 22	9	90%	B	Good
23	A- 23	8	80%	B	Good
24	A- 24	7	70%	B	Good
25	A- 25	Absent	Absent	Absent	Absent
26	A- 26	8	80%	B	Good
27	A- 27	9	90%	B	Good
28	A- 28	7	70%	B	Good
29	A- 29	7	70%	B	Good
30	A- 30	8	80%	B	Good
31	A- 31	9	90%	B	Good
32	A- 32	7	70%	B	Good
33	A- 33	9	90%	B	Good
34	A- 34	7	70%	B	Good
35	A- 35	Absent	Absent	Absent	Absent
36	A- 36	7	70%	B	Good
37	A- 37	7	70%	B	Good
38	A- 38	7	70%	B	Good
39	A- 39	9	90%	B	Good

40	A-40	7	70%	B	Good
41	A- 41	Absent	Absent	Absent	Absent
	The total of score	290			

Table. 7

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	12	33.3%	Excellent
2	75% - 89%	10	27.8%	Good
3	60% - 74%	14	38.9%	Fair
4	50% - 59%	-	-	Less
5	0% - 40%	-	-	Poor
		36	100%	

Based on table 7, it could be seen that 33,3% or 12 students got 90 or very good mark, and 27,8% or 10 students got 80 or good mark and 38.9% or 14 students got 70 or fair mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$\overline{X} = \frac{\Sigma fx}{n}$$

$$X = \frac{290}{36} = 8,05$$

Mean= 8, 05

So the average (mean) achievement of the students in the third treatment was 8, 05 or good mark. The result of third treatment was better than the previous treatment; there was more increase in this treatment. It told that flashcard could improve students' understanding on Present Continuous Tense.

B. The Analysis of the Whole Meetings

The observation of learning activities of student in this research was done by collaborator. There were five items of the observation checklist. The result compared to the pre cycle, there was improvement students' understanding on Present Continuous Tense after they taught by using flashcards.

The table below also stated an improvement of teaching Present Continuous Tense by using flashcards compared to the pre cycle.

Table.9

The result of observation checklist from pre cycle until third cycle as follow

No	Indicators	Total of students			
		Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Paying attention	10	15	25	35
2	Asking questions	1	3	10	16
3	Responding to question	3	7	21	27
4	Accomplishing Task	17	30	41	32
5	Being enthusiastic an English game	-	30	35	34

From the data above, it will be analyzed by calculating the percentage from the checklist as the pattern below:

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

Table 10

Students Data of Observation Check List

| No	Indicators	Pre cycle	Cycle 1	Cycle 11	Cycle 111
1	Paying Attention	26,3%	36,6%	61%	97,2%
2	Asking Question	2,63%	7,32%	24,4%	44,4%
3	Responding to question	7,89%	17,1%	51,2%	75%
4	Accomplishing task	44,7%	73,2%	85,4%	88,9%
5	Being enthusiastic an English game	_	26,3%	85,4%	94,4%

The result of the test from the first cycle until third cycle briefly could be seen in the table 9 below:

Table. 11

The test result from the first cycle until third cycle

No	Students	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A- 1	Absent	5	6	8
2	A- 2	5	6	7	8
3	A- 3	5	7	8	9
4	A- 4	4	6	6	7
5	A- 5	5	6	7	8
6	A- 6	6	7	8	Absent
7	A- 7	5	6	6	8
8	A- 8	4	5	6	7
9	A- 9	6	6	8	9
10	A- 10	6	7	8	9
11	A- 11	4	5	6	8
12	A- 12	6	7	7	9
13	A- 13	5	6	7	8
14	A- 14	6	6	8	Absent
15	A- 15	6	7	8	9
16	A- 16	5	6	7	8
17	A- 17	4	5	5	7
18	A- 18	5	7	7	8
19	A- 19	5	6	6	8
20	A- 20	6	8	8	10
21	A- 21	6	7	8	9
22	A- 22	6	7	7	9
23	A- 23	5	6	7	8
24	A- 24	4	5	6	7
25	A- 25	4	5	6	Absent
26	A- 26	5	6	5	8
27	A- 27	6	7	8	9
28	A- 28	Absent	5	8	7
29	A- 29	3	5	6	8
30	A- 30	5	6	7	8
31	A- 31	6	7	8	9
32	A- 32	4	5	5	7
33	A- 33	6	6	8	9
34	A- 34	4	6	6	7
35	A- 35	3	5	6	Absent
36	A- 36	Absent	5	6	7

37	A- 37	4	5	5	8
38	A- 38	4	5	6	7
39	A- 39	6	7	7	9
40	A- 40	5	6	7	7
41	A- 41	6	7	8	Absent
sum		**191**	**247**	**287**	**290**
Average (mean)		**5,03**	**6,02**	**7**	**8,5**
Low score		3	5	6	7
High score		6	8	8	10
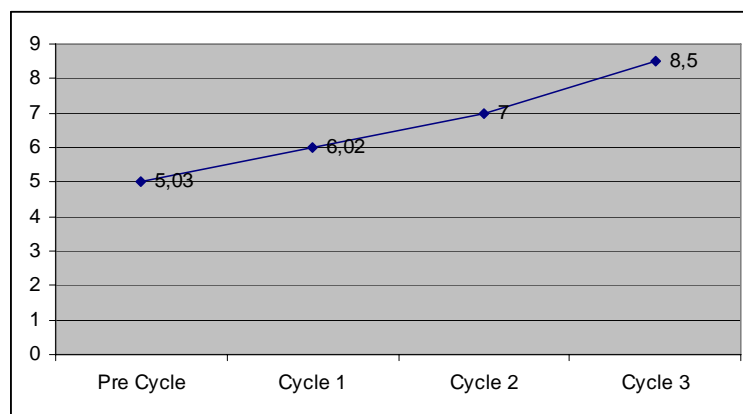
Graphic of Learning Achievement

As whole the meetings ran well. There was some significant improvement from cycle one to cycle three.

In the pre test, the average result was 5, 03 in this activity, the researcher used conventional method. She did not use flash cards as teaching aid. In teaching learning process, most of the students were not active and enthusiastic to the lesson. Most of them did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the average result was 6, 02. The researcher began to use flash cards in teaching Present Continuous Tense. In teaching learning process, there were many of students paid attention to the lesson but in question session, most of students were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. She

encouraged them by asking question such as gave difficulty questions in order to create critical thinking of students.

In the second cycle, the average result was 7. The teaching learning process in this cycle has not many different with the previous one. The researcher just analyzed and gives more attention to some students that still have lower score.

In the third cycle, the average result was 8, 5. It was higher than result in the pre test. The observation checklist showed that most of the students active and enthusiastic to the lesson. Most of them gave response maximally. All activities in this cycle run well. It showed that there was some significant improvement in students' achievement. Furthermore, there was also improvement from cycle 1 until cycle 3.

From the table 10 above, the researcher concluded that the use of flashcard in teaching Present Continuous Tense could help students to improve their understood. So, this Classroom action research of the implementation of flashcard in teaching Present Continuous Tense at MTs YAMIDA Grobogan was successful. It could be seen from the result of each cycle proved there were improvements not only in teaching learning activity but also the result of test.