

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Design of The Study

This study is action research at the eight grade students of MTs Matholibul Huda Jepara in The Academic Year of 2009/2010. It uses descriptive quantitative study that focused on the improvement of students' understanding on present perfect tense using song through action research. Action research is a form of research which is becoming increasingly in language education, according to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things.<sup>1</sup> In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

Moreover, Mill explains that action research is any systematic inquiry by teacher researcher principles, school counselors or other stakeholders in the teaching and learning environment, to gather information about the ways that the particular school operates, how they teach, and how well their students learn.<sup>2</sup> According to Harmer, action research is the name which is given to series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.<sup>3</sup> Then Arikunto states that action research is one of the type of investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair

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<sup>1</sup>David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p. 17.

<sup>2</sup>Geoffrey E. Mills, *Action Research A Guide for the Teacher Researcher*, (New Jersey, Pearson Education, 2000), p. 6.

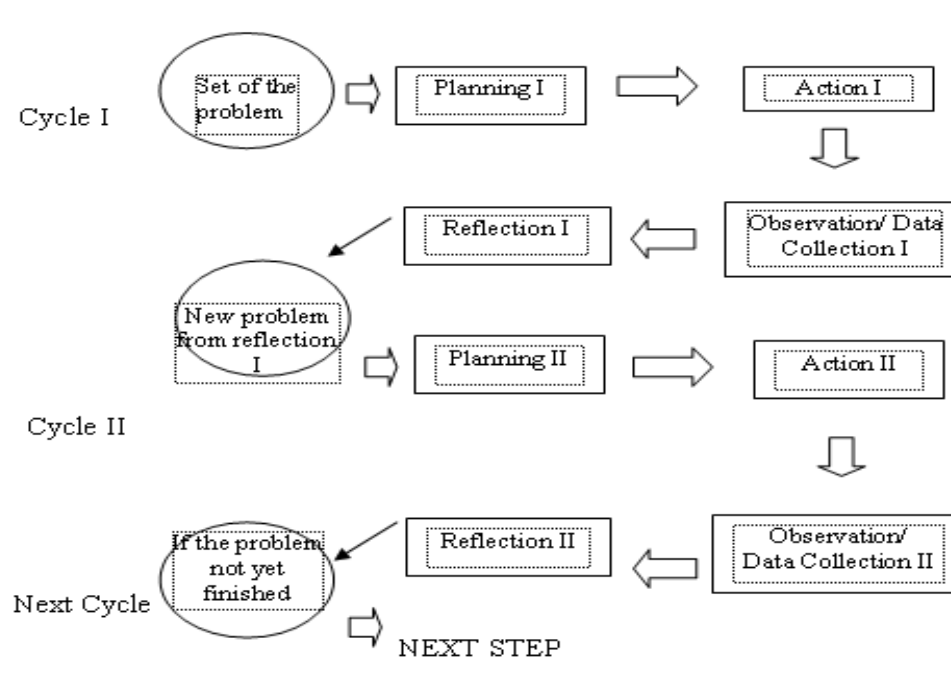
<sup>3</sup>Jeremy Harmer, *The Practice Of English Language Teaching*, England: Longman, 2003), p. 344.

and to increase the system, method, process, substance, competence, and situation.<sup>4</sup> The specific characteristic of classroom action research is collaboration between teacher and researcher and repairing the system or improving the teaching method. Collaboration between teacher and researcher is very important to discover and examine real problem that is faced. After finding the problem faced by the students, the researcher considered to use a different method from the teacher in teaching. In this study, the researcher used song to improve students' understanding on present perfect. The researcher has challenge to solve the problems which have been found in the classroom.

There are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. Each step was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, observing, and reflecting the activities in each cycle.

#### The Steps of Action Research

Taken from: Penelitian Tindakan Kelas, LP3 (UNNES: 2007)



<sup>4</sup>Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

All those steps can be explained as follow:

1. Planning

In planning step, the researcher formulated some procedural acts how to improve students' understanding on present perfect tense using song lyrics. The procedures are put in some lesson plans, it includes how and why this research is going to carry out.

2. Acting

At the acting stage, the researcher tried to implement some techniques or procedural acts that have been formulated at planning.

3. Observing

The researcher observed the teaching and learning process when she was implementing some techniques or procedural acts in improving students' understanding on present perfect tense using song lyrics.

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 the present perfect tense using song lyrics.

In addition, the process should be continued until reach the improvement of students' understanding based on the target score. It is a reflective process which help teachers to explore and examine the aspects of teaching and learning and to take action to change and improve the teaching method.

## **B. Procedure of the Study**

This study is classroom action research; it means that there must be cycles in this study. The cycle of classroom action research project involved identifying a problem (planning), collecting data (acting), analyzing and

interpreting data (observing), and developing an action (reflecting).<sup>5</sup> Those four steps are interrelated each other. There are three cycles in this study, each cycle consists of planning (planning to use song in teaching), acting (implementing the song in teaching present perfect tense), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted three cycles and each cycle is ended by a final test, but before conduct the first cycle she will conduct pre cycle to know the initial condition of students' understanding on present perfect tense. The activities that have done in each cycle are as follows:

#### 1. Pre – Cycle

Before the cycle, the researcher found an institution as an object of research to conduct preliminary observation to know the teaching method and the initial condition of students' understanding on present perfect. The researcher observes the class to get the 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 present perfect tense. After the researcher got the data from observation and the test, the researcher decided to analyze the problems faced by the students. After the problems faced by students, the next step which is done by the researcher is designing a plan to continue into the next cycle to surmount the problem in the previous cycle. It was going on Saturday, January 16<sup>th</sup> 2010 and on Saturday, January 23<sup>rd</sup> 2010. After conducting preliminary research, the researcher conducted cycle I, II, and III.

#### 2. The First Cycle

The first cycle conducted on Saturday, February 6<sup>th</sup> 2010. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

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<sup>5</sup>Geoffrey E. Mill, *Action Research; A Guide for The Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> <li>- Looking for an appropriate lesson plan with school.</li> <li>- Looking for several songs which is included present perfect tense that would be used in the research</li> <li>- preparing the teaching material</li> <li>- preparing the test as an instrument.</li> <li>- Preparing the observation scheme</li> </ul>	<ul style="list-style-type: none"> <li>- preparing students' attendance list.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students. After that, she checked students' attendances.</li> <li>- Asking a question related the topic. Such as; have they ever listened a song?</li> <li>- Explaining the pattern of present perfect tense and give chance to students who want to ask question.</li> <li>- Asking students to make some groups, each group consist of five students.</li> <li>- Giving the song lyric to each student.</li> <li>- Playing a song and asking them to listen carefully</li> <li>- After that, the researcher asked them to identify the sentences contain of present perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher as an observer</li> </ul>

		<p>from the lyrics and asked some of them to write the sentences in the white board.</p> <ul style="list-style-type: none"> <li>- Then giving final test to find out the final outcomes of first cycle.</li> </ul>	
3	Observing	<ul style="list-style-type: none"> <li>- The researcher also become an observer of the classroom activities.</li> <li>- Observing students' activities using observation sheet.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher become an observer in the teaching and learning process.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>- Analyzing the data from the observation checklist and result of the test to find out the improvement of students understanding on present perfect tense after taught using song.</li> <li>- The researcher and teacher discussing about teaching learning process that have done to find the weakness and how to improve it in the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step in teaching learning process and discuss the result of the observation sheet</li> <li>- Teacher and researcher discussed the results of the test.</li> </ul>

### 3. The 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 the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Saturday, March 20<sup>th</sup> 2010. The designs of the second cycle are:

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> <li>- Designing lesson plan of cycle II</li> <li>- preparing the teaching material.</li> <li>- Preparing the song which is applied in cycle II</li> <li>- Preparing observation checklist of cycle II</li> <li>- Designing test in cycle II</li> </ul>	<ul style="list-style-type: none"> <li>- preparing students' attendance list.</li> <li>- Teacher and the researcher made a plan to develop teaching learning process.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students</li> <li>- Giving song lyrics to students.</li> <li>- Before the researcher plays the song, she asked students about present perfect tense to refresh memory.</li> <li>- Explaining more about present perfect tense.</li> <li>- Playing a song and asked students to identify the sentences from the song</li> <li>- Asking some students to write the sentences in white board. Then she explained once more about present perfect tense, she will make sure that they will not have problem with it</li> <li>- Conducting the final test in cycle II to find out the learning outcomes of the</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asked students about their problems on the previous lesson.</li> <li>- Teacher and the researcher asked the students to find the difficult words then they will help them to find the meaning of the words.</li> </ul>

		teaching learning process in cycle II.	
3	Observing	<ul style="list-style-type: none"> <li>- Observing the event during teaching learning process using observation checklist</li> <li>- Observing students' activities when they did the test to know their improvement of understanding on present perfect tense in cycle II.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' participation.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discussed the teaching and learning process that have been done to find the weakness and how to surmount the problem in the next cycle.</li> <li>- Analyzing the students score and the observation checklist to find on the improvement of students' understanding at the cycle II researcher reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist.</li> </ul>

#### 4. The Third Cycle

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 present perfect tense. The third cycle conducted on Tuesday, March 23<sup>rd</sup> 2010. The designs of third cycle are:



No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> <li>- Designing lesson plan of cycle III.</li> <li>- Preparing the teaching material.</li> <li>- Preparing the song that will be applied in cycle III</li> <li>- Preparing observation checklist of cycle III</li> <li>- Preparing the test that will be in cycle III</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing students' attendance list.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>- Giving song lyrics to students. She asked them to listen carefully when song was played</li> <li>- Playing a song, and asked them to find the present perfect sentence from the song</li> <li>- Asking them to discuss the sentence according to the pattern of present perfect in group and she asked one of them to present the result of their discussion</li> <li>- Explaining again about present perfect tense to make sure that they have no problems</li> <li>- Finally, the researcher gave them a test to find out the learning outcome of cycle III</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the researcher to give the paper test to students.</li> </ul>
3	Observing	<ul style="list-style-type: none"> <li>- While students discussing the</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the teaching learning</li> </ul>

		<p>material, the researcher observed the difficulties faced by the them by using observation checklist</p> <ul style="list-style-type: none"> <li>- Observing students' respond to the researcher question.</li> <li>- Observing students participation.</li> </ul>	process.
4	Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discussed teaching learning process that have been done and then they analyzed students score to find out the improvement of students understanding on present perfect tense. The result of the observation compared with the students score in cycle I and II.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step in teaching learning process and discuss the result of observation.</li> <li>- The teacher and researcher reflected the activity that have been done. The result of this analysis could be used as review to use song to improve students' understanding on present perfect tense using song.</li> </ul>

### C. Research Setting and Subject

This research was conducted at the eight grade students of MTs Matholibul Huda Jepara in The Academic Year of 2009/2010). This school is located in Mlonggo Jepara central java.

In a classroom action research, there are populations that will be investigated. Population means the group that you are interested in investigation.<sup>6</sup> Population of this study is the students at the eight grade of MTs Matholibul Huda Jepara, total number of students at eight grade are 450, to gather the data. The researcher need to take a sample. Sample is a part of

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<sup>6</sup>Michael J. Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p. 26.

population that can represent all the population observed.<sup>7</sup> The researcher takes E class as research subject, 45 students as participant. This school was chosen to conduct action research because the students usually felt bored in studying English. It caused several factors such as the teachers quality and minimum facilities in this school. Therefore, it needs to create a new way to make students interest in learning English especially in learning grammar. So, the researcher used song to improve students understanding on present perfect tense.

#### **D. Instrument and Data Collection Techniques**

An instrument is needed by researcher to collect the data. In this research the researcher used two instruments in gathering data, those are observation and test.

##### **1. Observation**

Observation is the process of observe and write the phenomena that happened in class systematically.<sup>8</sup> The researcher observed the event in class during the lesson or the treatment using check list to got the data. Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, being anthusthiastic, seriousness in discussion, responding to question, asking question and accomplishing the task.

In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding on present perfect tense. Observation is carried out four times; pre cycle, cycle I, II and III. The observation checklist which is used in this study is as follow:

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<sup>7</sup> *Ibid.*, p. 109.

<sup>8</sup> Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), Second Edition, p. 151.

Table I  
Form of observation checklist:

NO	Indicators	Yes	No
1	Paying attention		
2	Being enthusiastic		
3	Asking questions		
4	Responding to the questions		
5	Making effort to solve problems		
6	Accomplishing task		

## 2. Test

Test is important part of every teaching and learning experience. There are many varieties of test: group test, individual test, written test, oral test, speeded test, power test, pretest and post test. Each test has different characteristics that must be considered when the tests are planned.<sup>9</sup> Test of grammar is used to measure the students' ability to manipulate structure and to distinguish appropriate grammatical form from inappropriate ones.<sup>10</sup> Test also to reinforce and to motivate the students' in learning, test is a method for collecting data by using questions.

In addition, Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill Knowledge, intelligence, ability or aptitude of individual or group.<sup>11</sup> In this research the researcher used three evaluation tests that has been given in the end of each treatment to know the students' score after they are taught by using song in learning present perfect tense. The researcher combined the test from several sources related to the topic and used individual test to measure students' individual ability.

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<sup>9</sup> William Wiersma & Stephen G., *Educational Measurement and Testing*, (USA: The University of Toledo, 1990), Second Edition, p. 36.

<sup>10</sup> 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.

<sup>11</sup>Suharsimi Arikunto, *Op.cit.*, p. 139.

## E. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students' understanding on simple past tense using song lyrics. The steps are:

### 1. Method of Analyzing Observation Checklist

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 checklist, 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 Analyzing Test

#### a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave 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 formula<sup>12</sup>:

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

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

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

Note P = The Percentage of Correct Answer

f = Frequency of Correct Answer

n = The Total of Students

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<sup>12</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), Edisi Revisi, Cet. 6, p. 236.

After giving percentage of the correct answer, then 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 researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.<sup>13</sup>

The following formula is :

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

X= the mean

f = the sum offset score

n = the number of the students.

From the result of those formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students' understanding on present perfect tense using song lyrics.

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<sup>13</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 222.