

## CHAPTER III

### METHOD OF INVESTIGATION

#### 3.1. Research Approach

This research is a classroom action research. Wallace states that action research is a process; which is done by systematically collecting data on teacher's every day practice and analyze her future practice should be.<sup>1</sup>

So to do the research by using action research, the researcher needs much time to get maximum result from the analyzing and collecting the data on teacher's every day practice in classroom.

A classroom action research proposed to increase the effectively of teaching method, giving assignment for students, assessment, etc.<sup>2</sup>

In other opinion, Jeffrey Glanz said that action research is a form of research that is conducted by practitioners to improve practices in educational setting.<sup>3</sup>

The beneficial of action research that are:

- a. Creates a system wide mindset for school improvement a professional problem-solving ethos.
- b. Enhances decision making greater feeling of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
- c. Promotes reflection and self assessment.
- d. Instills a commitment to continuous improvement.
- e. Creates a more positive school climate in which teaching and learning are foremost concerns.
- f. Impact directly on practice.
- g. Empower those who participate in the process.<sup>4</sup>

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<sup>1</sup> Michael. J. Wallace, *Action Research for Language Teachers*, (New York; Cambridge University Press, 1998), p.4

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 6<sup>th</sup> Ed. , p.93.

<sup>3</sup> Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (Norwood: Christopher-Gordon Publisher, Inc, 1998), p. 20

It is reasonable that action research is different with other research. This research is done to improve and repair the teaching method which is done by teacher. By action research, the development of educational qualities is reached and the quality of the teachers is increased after repairing some elements in education system.

### 3.2. Time and Setting of the Study

The researcher has time schedule for doing the research and he uses the time to do observation and getting familiar with school conditions, doing the research and analyze the result. The explanation of time and setting the research are such as below:

a. Time for research

The researcher did the research start from 27 March until 12 April 2012. This is the schedule time for research:

Task description	Time schedule					
	27 Mar	29 Mar	31 mar	3 Apr	5 Apr	12 apr
Asking permission to the head master to do research and getting familiar with the school situation.	√					
Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students.		√				
Doing first cycle (applying dice game to teach simple past tense)				√		
Doing second cycle (Reviewing						

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<sup>4</sup>*Ibid.*, p. 21.

the material of simple past tense and applying dice game in teaching and learning process related the material of simple past tense)					√	
Analyzing the data and writing the report						√

b. Setting of the study

In this study, an action research will be conducted at the eighth grade students of MTs Negeri 02 Semarang in the Academic Year of 2011/2012. The researcher chooses this school because the students are studying past tenses. Beside that, the researcher gets easy to do the research in MTs Negeri 02 Semarang in the Academic Year of 2011/2012 because in this school English is taught from the 7<sup>th</sup> grades until 9<sup>th</sup> grades so the researcher can apply the research in the eighth grades. In fact, most of them do not mastery simple past tense well.

### 3.3. Subject of the Study

There are subject of study in this research such as below:

a. The Object of study

There are 176 students at eighth classes MTs Negeri 02 Semarang in the academic year of 2011/2012, and it is divided into five classes that are class VII A, VIII B, VIII C, and VIII D, VIII E. Class VIII A consists of 36 students, class VIII B consists of 34 students, class VIII C consists of 35 students, class VIII D consists of 37 students and class VIII E consists of 35 students. The researcher uses class VIII E to do research.

b. In this research, the researcher did the research as observer and teacher at class VIII E of MTs Negeri 02 Semarang.

c. The material of the study

The researcher focuses his study on the implementation of teaching simple past tense by dice game and the improvement of students' interest especially in simple past tense. The material of simple past tense is

followed the curriculum at junior high school, and the verb is about simple form and past form of regular and irregular verbs.

### 3.4. Research Design

The classroom action research is the process of repairing teacher strategies in teaching and learning process. It is used to increase the effectively of teaching method. There are components in doing this research. According to Supardi in the book entitle *Penelitian Tindakan Kelas* said that the classroom action research is research which is started from plan the action (planning), action (acting), observe and evaluate the process of acting (observation and evaluation), and reflecting, etc until repairing or improving will be achieved by the researcher.<sup>5</sup>

In action research, all of the components are doing by the researcher in every cycles of the research. The explanation of the four components in one cycles for doing in classroom action research are:

a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of simple past tense researcher does the research.

b. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

c. Observing

In this step, a researcher has to observe all events or activities during the research.

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<sup>5</sup>*Ibid.* , p. 21.

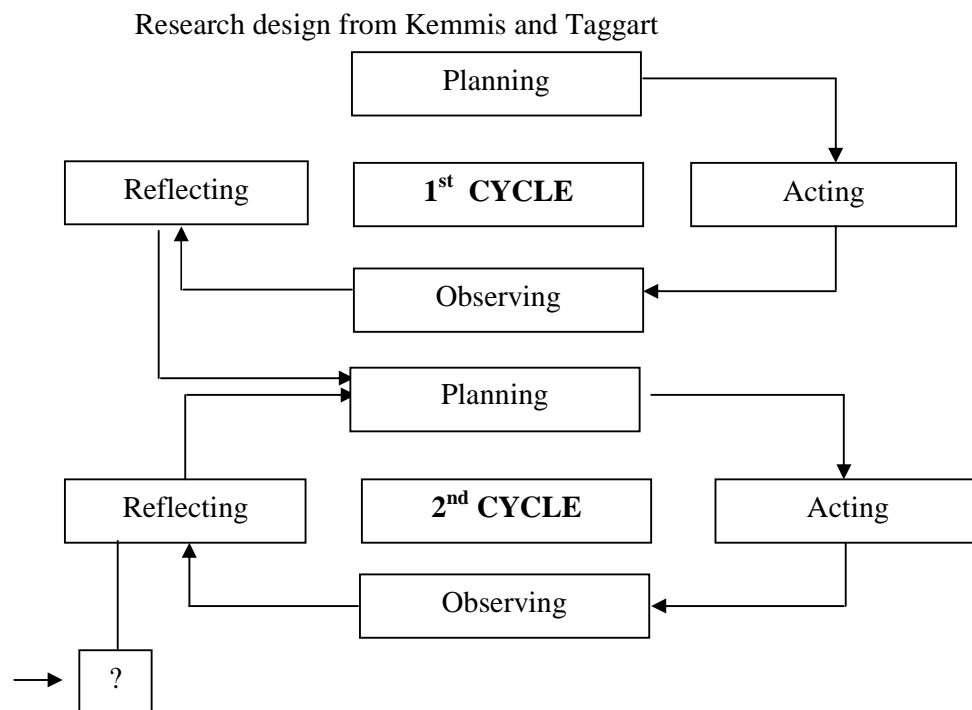
d. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.<sup>6</sup>

Generally, the classroom action research consists of two cycles or more. Every cycles holds in appropriate with the purpose of the study. In this research, the researcher uses two cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in cycle before.

The explanation of the research design in this research such as below:<sup>7</sup>



<sup>6</sup>Suharsimi Arikunto, *Op. Cit*, p. 98-99.

<sup>7</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 16.

### 3.5. Procedure of Research

In this research, the researcher used two cycles. Before the researcher did observation such as getting familiar with students at class VIII E and observed the teaching method which was done by English teacher at class. After doing observation before applying the dice game, the researcher did test to measure the student's ability, especially simple past tense. This test was also used to decide the first score before he did the research at class because there is no reference of the score from the students at class VIII E before. It is because of there are changing of class and the students every year.

There are some procedures in doing a classroom action research. The procedure of research that researcher did such as below:

#### a. Pre cycle of action research

The researcher did the pre-test on 29 March 2012. The pre test can be seen in appendix.

After doing test, the researcher arranged the lesson plan and the material of study. Lesson plan is the sets of equipment of teaching. It is made by the teacher in teaching the students. It consists of identity, standard of competence and learning activities. Then the researcher arranges the observation checklist, it is about sheet of observing. It is used to do observing of students in teaching and learning process. The researcher also arranged the instrument of evaluation. It is the set of equipment that used to get the result from the research.

#### a. Cycles of action research

The researcher prepared some aspects before doing the cycles such as below:

##### 1. First Cycles(1<sup>st</sup> meeting)

The researcher did the research on 29 March 2012 by doing activities such as below:

##### 1) Planning

There were some planning of research which were doing by the researcher such as below:

- (1) Plan lesson plan and observation checklist
- (2) Plan the teaching technique that would be implemented in teaching simple past tense by using dice game.
- (3) Develop the teaching model.
- (4) Arrange the students worksheet

## 2) Acting

The description of some activities in the first cycle such as below:

Phase	Date	Time allotment	Activities
Cycle I		5	- Apperception and giving motivation
	29-03-12	10	- Teacher asked students to make the sentences with simple past tense. Teacher gave list variety of verbs (simple form and past form) on the board and then asked students to describe in part of regular and irregular verbs.
		15	- Teacher gave examination about simple past tense.
		10	- Teacher gave evaluation.
			- Correcting the student's worksheets together.

## 3) Observing

In this step, the researcher noted all of process in acting of teaching activities then wrote the report from the result of first acting and noted the weakness in teaching and student's participation in observation checklist.

In the first cycle, the researcher observes 6 aspects such as below:

- (1) Student listened to teacher's explanation.
- (2) Student tried to follow the material.
- (3) Student's activeness in asking questions.
- (4) Student played game seriously.
- (5) The discipline in doing the task in individual work.

The criterion of scoring from the observation checklist such as below:

- (1) Score 1 if the student's participation is weak.
- (2) Score 2 if the student's participation is enough.
- (3) Score 3 if the student's participation is good.
- (4) Score 4 if the student's participation is very good.

This is the example from the instrument of observation:

No	Name	Aspect of Observation				
		A	B	C	D	E
Total						

Beside the researcher did the observation to students at class VIII E, he also gave the writing evaluation in the first cycle. The evaluation consists of 10 questions, it is about simple past tense.

After all of the data are complete, the researcher did reflection. The reflecting from the activities in the first cycle that are;

- (1) Giving score in appropriate with the total of score in the first acting from student's worksheet.
- (2) Evaluate the acting in the first cycle.
- (3) Analyze the result of observation in the first cycle to know the affect of the acting, so the researcher can repair the activity in the second cycle.

## 2. Second Cycle (2<sup>nd</sup> meeting)



After doing evaluation in the first cycle, the researcher did the second cycle. The researcher observed the process of teaching verb spelling by using dice game at class; this activity was held on 5 April 2012.

The forms of activity in the second cycle such as below:

1) Planning

The researcher planned some activities to get maximum result of the research. He tried not to do same weakness such as the first cycle.

The planning of the second cycle such as below:

- (1) Arrange the lesson plan of second cycle.
- (2) Identification of the problem
- (3) Searching the alternative of the problem

2) Acting

The description of the activities in second cycle such as below:

Phase	Date	Time allotment	Activities
Cycle 2		5	- Apperception and giving motivation
		20	- Teacher gave the letter about dice game. Teacher divided students into 4 group (9 students every group) Teacher asked students to play the game and make sentences with simple past tense.
		15	- Teacher gave students writing test.
		5	- Correct the evaluation together.

3) Observing

The researcher noted the reprocess of acting in teaching of verb spelling by using scrabble game. The researcher also noted the

weakness in teaching and the students' respond in learning activities.

In the second cycle, the researcher observes 6 aspects such as below:

- (1) Student listened to teacher's explanation.
- (2) Student tried to follow the material.
- (3) Student's activeness in asking questions.
- (4) Student played game seriously.
- (5) The discipline in doing the task in individual work.
- (6) Student did the task in group.

The criterion of scoring the observation checklist such as below:

- (1) Score 1 if the student's participation is weak.
- (2) Score 2 if the student's participation is enough.
- (3) Score 3 if the student's participation is good.
- (4) Score 4 if the student's participation is very good.

This is the example from the instrument of observation:

No	Name	Aspect of Observation					
		A	B	C	D	E	F
Total							

#### 4) Reflecting

The researcher made the noted from the result of second cycle. The reflecting activities in the second cycle that are:

- (1) Giving score in appropriate with the total of score in the second acting from students' worksheet.
- (2) Evaluate the acting in the second cycles.

- (3) Analyze the result of observation in the second cycles to know the affect of the acting, so the researcher can repair activities in the next cycles if the result unsatisfied.

From the result of the second cycle the researcher can decide to stop the cycle if the research is enough for getting progress from the result of study. If students are not getting the progress so the researcher must prepare to repair the acting in the third cycle.

After doing all of the cycles, the researcher gave the evaluation test to know the result of study simple past tense by using dice game. It consists of 10 questions. It can be seen in appendix.

### **3.2.Method of Data Collection**

The method of collecting data is done by the researcher in appropriate with the procedure which she presents above. To collect the data, the researcher used instruments such as documentation, observation, and evaluation test. These instruments were used to help the research. The description of the instruments for collecting data such as below:

#### **a. Documentation**

Documentation is searching the data. It is about note, book, news paper, magazine, etc.<sup>8</sup>

Documentation in this research will be used to know some information of data such as, the data of profile of school of MTs Negeri 02 Semarang. It is about the condition of students, teachers, staff and other. Beside that the researcher collected the photo in teaching simple past tense by using dice game, and the collection of score the pre test, evaluation in every cycle.

#### **b. Observation**

Observation is observing an object.<sup>9</sup> Observation in this research will be used to monitor the student's activities during the teaching learning process of English study by using scrabble game in teaching simple past

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<sup>8</sup>SuharsimiArikunto,*Op. Cit.* p. 231.

<sup>9</sup>*Ibid.* , p. 156

tense at MTs Negeri 02 Semarang. The researcher uses the instrument of observation. It is the observation checklist as the instrument to give assessment on the students' participation.

### c. Test

Test is giving questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.<sup>10</sup>

The researcher carried out the writing test in this research. Writing test could represent someone's ability in using a language. Writing is an appropriate test for measuring the students' mastery of the whole language aspects that have been taught in the teaching and learning process.

### 3.3.Method of Analyzing Data

The analysis of method was used to support the research at the school to get the purpose of study, which is improving student's interest of grammar. The data was got from the research; it consists of observing, test or documenting which I was collected by using descriptive analysis to describe the condition of improvement to get students' achievement in appropriate with the indicator of studying every cycle and to describe the achievement of teaching simple past tense by using dice game

When researcher did treatments using dice game, researcher is conducting the result tests that are measured by using *Mean* and *Median*. The researcher is also using *Mean* to count tests in every cycle. The scores of tests will be counted using the formula of *Mean* as follows:

$$M = \frac{\sum X}{N}$$

Where  $\sum$  represents "sum of", X represents any raw score value, N represents the total number of scores, and M represents the *mean*.<sup>11</sup>

To calculate the *Mean*, the whole scores are added and the sum is divided by the total number of scores. This analysis technique is purposed to find out how is the improvement of using dice game in improving students' interest of English grammar in simple past tense. In this study, researcher is

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<sup>10</sup> *Ibid.* , p. 150

<sup>11</sup> Sutrisno Hadi, *Statistik (jilid 1)*, (Yogyakarta: ANDI,1989), 14<sup>th</sup> Ed., p.37

counting data using the *mean* because from this method it was already known the result of the research. What there is a difference between first test and second test or not, and what is significance or not. And the second step is the researcher was looking for *Median*. The *Median* refers to the score obtained by the middle paper of the whole group of tests. Finally, students are expected able to increase their achievement and motivation in teaching spelling English verb by using dice game.

### **3.4.Indicator of the Achievement of Study**

- a. There is improvement of student's achievement to study grammar of simple past tense at MTs Negeri 02 Semarang by the result of written test is reached of 70%.
- b. The researcher determines the criteria of students' achievement scores from first test, and second test above as follows:
  - 1) the range of highest scores is: 81 – 100
  - 2) the range of central tendency of the scores are: 65 -80
  - 3) the range of lowest scores is: 50 - 64