CHAPTER 1V
DATA DESCRIPTION AND ANALYSIS

This chapter discusses about data description, data analysis per cycle, and final data analysis.

A. Data Description

This study was conducted by using a classroom action research. It consisted of several activities. First activity was the preliminary research. In this activity, the researcher interviewed the English teacher and did the observation to find out the problem faced by the students. It was held on Wednesday, 20th of April 2016. After did the preliminary research, the researcher held the cycle 1 on Wednesday, 27th of April 2016, cycle 2 on Friday, 29th of April 2016. The subject of this study is students of IX TKJ of SMK Ma'arif NU 01 Ketanggungan Brebes. The total number of this class was 22 students.

Based on the observation, some students of this class (IX TKJ) didn't pay attention to the teacher. There were just a few of student active asking questions to the teacher during the teaching learning process, and some students were easy to be bored. Managing this class was not easy because they had different characteristics of psychological background.

In teaching learning process, the teacher used conventional method, where the students just paid attention the

explanation from the teacher. So, the students felt bored of this way. It affected their ability in learning English.

There were 22 students participated in the research. Each student was labeled by a code as below:

Table 4.1
List of Students' Code

No	Name	Student's code
1	Carwiti	A-1
2	Cecep Nugroho	A-2
3	Ema Husnilillah	A-3
4	Fajar Murnasih	A-4
5	Himatul Aliyah	A-5
6	Ida Nurhidayah	A-6
7	Khotimah	A-7
8	Kurniati Ratnasari	A-8
9	Meliana Nur Afiati	A-9
10	Nken Indah F	A-10
11	Ninok Mutiara Maharani	A-11
12	Putri Septiani Rahayu	A-12
13	Rina Herlina	A-13
14	Rizal Fadilah	A-14
15	Saripin	A-15
16	Siti Nurlaela	A-16
17	Toipah	A-17
18	Toybatul Laeli	A-18
19	Ulfah	A-19
20	Ummilia Umrotul Ummah	A-20
21	Warti	A-21
22	Wawan Gunawan	A-22

B. Data Analysis per Cycle

The data would be analyzed per cycle. It was done to make easy in describing the implementation of busy picture game in teaching learning process and to know students' ability in understanding passive voice after being taught by using busy picture game.

1. Pre-Cycle

Pre – cycle was conducted on Wednesday, 20th of April 2016 at 07.15 – 08.45. There are 22 students as participant. First activity was interview. The writer interviewed the English teacher to find out the problems faced by the students. Mr. Supriyanto as English teacher said that the students' interest and ability toward English, especially about its grammar were low. It might be caused of some possibility reasons, such as the limited time of lesson and the less facility supported in English lesson, for example there is no language laboratory yet.[1]

Besides the interview the writer also did the observation. It was done on 20th of April 2016. An observation checklist was used in this activity. Teacher explained the material about passive voice. Teacher used conventional method in this pre-cycle. From the observation, the writer

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[1] Interview was with Mr. Supriyanto, S. Pd (English teacher), Wednesday, 25th of November 2015, in SMK Ma'arif NU 01 Ketanggungan Brebes

found some facts that happen in the classroom during the English lesson. It could be described as bellow:

The English teacher explained the material systematically and communicatively. Teacher did not use English language in explaining the material because some students did not understand if the teacher used English in explaining material. Here, some students was not enthusiastic in listening teacher' explanation. Too many students gave negative responses in the class with their various troublesome attitudes verbal or nonverbally. Here is form of observation about interaction between students and teacher in the class:[2]

Table 4.2

Form of observation checklist in Pre cycle

No	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students paid attention teacher's explanation		✓				2
2	The students asked question actively	✓					1
3	The students were enthusiastic in		✓				2

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[2] Based on researcher's observation in the class

	teaching learning process						
4	The students were enthusiastic in doing the test		✓				2
5	The teacher used active learning	✓					1

In fact, the data from pre cycle showed that the students less interacted with the teacher well. The students' interaction can be calculated by using this following formula:

$$\text{Score} = \frac{Total\ Score}{Maximal\ Score}\ X\ 100\%$$

$$= \frac{8}{25}\ \text{x}\ 100\%$$

$$= 32\%$$

From the table above, the average of the interaction between students and teacher when teaching learning process was 32%. It can be concluded that students need interesting technique in teaching learning process.

After finishing the material and the students were conducive, the teacher prepared the test for pre cycle. The test was given to the students by giving 10 questions how to change active into passive form in English. For each correct answer students would be given 1 score and 0 for each wrong answer. The maximum score was 10. Then after finding the

result of the students' score, the researcher went to analyze the score by using percentage of scoring as follow, Below was the data of pre cycle:

$$Score = \frac{The\ number\ of\ right\ answer}{The\ number\ of\ questions} x100\%$$

By using the percentage of scoring above, the researcher had purpose to get the percentage of correct answer to analyze the students' score. Then the researcher used five letters: A, B, C, D and E. to classify the grade of students' score level as presented on the table below.

The test result of pre cycle can be seen in the table below:

Table 4.3
The result of percentage in the pre cycle as follow:

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-1	6	60%	D	Less
2	A-2	3	30%	E	Poor
3	A-3	8	80%	B	Good
4	A-4	6	60%	D	Less
5	A-5	5	50%	D	Less
6	A-6	5	50%	D	Less
7	A-7	6	60%	D	Less
8	A-8	6	60%	D	Less
9	A-9	8	80%	B	Good
10	A-10	8	80%	B	Good
11	A-11	2	20%	E	Poor
12	A-12	5	50%	D	Less
13	A-13	1	10%	E	Poor
14	A-14	2	20%	E	Poor
15	A-15	4	40%	E	Poor
16	A-16	7	70%	C	Fair
17	A-17	3	30%	E	Poor

18	A-18	6	60%	D	Less
19	A-19	7	70%	C	Fair
20	A-20	1	10%	E	Poor
21	A-21	6	60%	D	Less
22	A-22	8	80%	B	Good
Total score		113			
Mean		5,13			

After knowing the result of students' score of pre cycle, the researcher determined the frequency of the students' ability; it aimed to classify students' ability. The frequency of level percentage is divided by total of respondent (n), and multiplied by the formula was:

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

Note:

P = the percentage of frequency

f = frequency of students' score

n = the total of students

The computing of the scoring as follow:

Table 4.4

The Category of the students' score and their percentage

No	Interval	Frequency	Percentage	Category
1	90% - 100%			Excellent
2	80% - 89%	4	18,19%	Good
3	70% - 79%	2	9,1%	Fair
4	50% - 69%	9	40,9%	Less
5	<50%	7	31,81	Poor
		22	100%	

From the data above, it can be seen that no one student or 0% who got excellent category, 4 students or 18,19% got good category, 2 students or 9,1% got fair category, 9 students or 40,9 % got less category, and 7 students or 31,81% got poor category.

After calculating the percentage of students' score, the researcher calculated the mean to know the improvement of students' score in every cycle. The formula is as follow:

$$X = \frac{\Sigma f}{N}$$

X = the mean

F = the sum score

N = the number of students

The computation in pre cycle is as follow:

$$X = \frac{\Sigma f}{N}$$

$$X = \frac{113}{22} = 5,13$$

The average of the students' score in pre cycle was 5,13. It showed that the result was low. The researcher would use the interesting game in teaching passive voice, the researcher used busy picture game to improve students' understanding on passive voice.

2. **Cycle 1**

The first cycle of this research was conducted on Wednesday, 27th of April 2016. After the result that was

gotten by the students was low, the researcher started to use the game in teaching learning process. In this cycle, the researcher used busy picture game to improve students' understanding on passive voice. There were 4 steps in conducing this first cycle, they were planning, acting, observing, and reflecting. Here were the steps of the first cycle:

a. Planning

Planning was the main activities of the first step which to be done by the teacher before committing the research. With good planning, the researcher would be easier to solve the difficulty.

In this planning, the researcher did some activities, as follow:

1) Making lesson plan to be used in the meeting. Lesson plan was aimed managing class, planning what would be done by the researcher in the class. It was including teaching learning design, choosing method and technique used, and teaching materials. In first cycle, the researcher started to use busy picture game in teaching learning process.

2) Preparing tests for the students. Written test was used in this cycle, students asked to change active sentence into passive sentence. Students were given 10 questions.

3) Preparing media for teaching. The use of media was very important to gain students attention and to support teaching learning process and data collection. The researcher prepared the picture that had many activities on. The researcher did not use slide because there was not LCD in this class. Besides that, preparing digital camera to make documentation.

b. Acting

There were some things done in acting step, they were:

1) Delivering the materials to the students. The researcher introduced 8 tenses that would be learned, that were simple present tense, simple past tense, simple future tense, simple past future tense, present continuous tense, present perfect tense, past continuous tense, and past perfect tense. Then, students had to change active sentences into passive form. Students was learned to make sentences in passive form based on busy pictures that given by the researcher.

2) Giving the test for the students. After using the busy picture game students was given the test, it was for measuring students' achievement after taught by busy picture game.

3) Collecting data

c. Observing

This observation had function as viewing and documenting the effects caused by the actions in the classroom. There were 2 aspects monitored in this step:

1) Students' attention and participation in learning

While conducting teaching learning process, students' attention and participation was observed. Observation was done by the researcher and collaborator. After the teaching learning process the results were being discussed.

Table 4.5
Form of students' interaction in cycle 1

No	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students paid attention teacher's explanation			'			3
2	The students asked question actively		'				2
3	The students were enthusiastic in teaching learning process			'			3

4	The students were enthusiastic in doing the test			ᵛ			3
5	The teacher used active learning		ᵛ				2

In fact, the data from cycle 1 showed that the students still less interacted with the teacher well. The students" interaction can be calculated by using this following formula:

Score $= \dfrac{Total\ Score}{Maximal\ Score}\ X\ 100\%$

$= \dfrac{13}{25}$ x 100%

$= 52\%$

In pre cycle, students got 32%. It showed that students attention in teaching learning process was low, in the first cycle students got 52%. So, there were improvement of students' attention and participation in teaching learning process. Although, the students were still be confused with the technique used, because the technique were new for them. It mean that students' interaction were still low from the indicator of achievement (75%). But after given some example, they began to understand. Some of them paid attention to the material, some of them ignored the teacher explanation.

2) Students' achievement

After the game used by the researcher, students were given tests to know improvement of students' understanding on passive voice.

Table 4.6
Students' Achievement in Cycle 1

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-1	6	60%	D	Less
2	A-2	3	30%	E	Poor
3	A-3	8	80%	B	Good
4	A-4	7	70%	C	Fair
5	A-5	6	60%	D	Less
6	A-6	7	70%	C	Fair
7	A-7	6	60%	D	Less
8	A-8	5	50%	D	Less
9	A-9	8	80%	B	Good
10	A-10	8	80%	B	Good
11	A-11	2	20%	E	Poor
12	A-12	7	70%	C	Fair
13	A-13	5	50%	D	Less
14	A-14	5	50%	D	Less
15	A-15	7	70%	C	Fair
16	A-16	8	80%	B	Good
17	A-17	5	50%	D	Less
18	A-18	8	80%	B	Good
19	A-19	7	70%	C	Fair
20	A-20	4	40%	E	Poor
21	A-21	7	70%	C	Fair
22	A-22	9	90%	A	Excellent
Total score		138			
Mean		6,27			

Table 4.7

The Category of the Students Score and their percentage in cycle 1:

No	Interval	Frequency	Percentage	Category
1	90% - 100%	1	4,55%	Excellent
2	80% - 89%	5	22,73%	Good
3	70% - 79%	6	27,27%	Fair
4	50% - 69%	7	31,81%	Less
5	<50%	3	13,64%	Poor
		22	100%	

From the data above, it can be seen that one student or 4,55% who got excellent category, 5 students or 22,73% got good category, 6 students or 27,27% got fair category, 7 students or 31,81 % got less category, and 3 students or 13,64% got poor category.

After calculating the percentage of students' score, the researcher calculated the mean to know the improvement of students' score in every cycle. The formula is as follow:

$$X = \frac{\Sigma f}{N}$$

X = the mean

F = the sum score

N = the number of students

The computation in pre cycle is as follow:

$$X = \frac{\Sigma f}{N}$$

$$X = \frac{138}{22} = 6,27$$

In pre cycle, the average was 5,13, and in cycle 1 the average was 6, 27. So, there are improvement of the average, that was 1,14%. But, the students have not gotten good result.

d. Reflecting

From the table above, it could be seen the students' achievement or understanding on passive voice. The average score was 6,27. The minimum score was 2, and the maximum score was 9. There was an increasing from the pre-test average score that was 5,13 became 6,27. It could be concluded that busy picture game was effective to teach passive voice in this cycle. Although, there were students got poor category, it might be students have not understood well about the game. However, the average score was still below minimum standard score. The minimum standard score (75), so the researcher tried to the next cycle.

Since pre cycle until test in the first cycle, the increase of students' average score was shown as below:

Chart 4.1

The increasing of students' average score
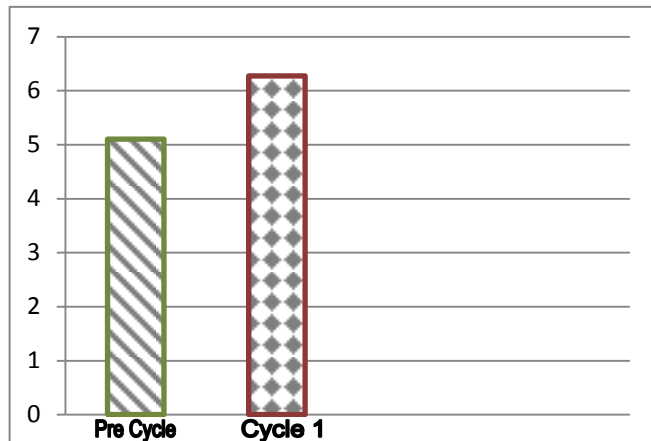
From the diagram above, the researcher can conclude that there was an improvement on students' achievement in passive voice after taught using busy picture game.

In cycle 1 showed that there was increasing students' achievement up to 6,27. Before it students' achievement was 5,13 It means there was improvement from pre cycle until cycle 1 after using busy picture game. So, second cycle would be conducted

3. **Cycle 2**

The second cycle of this research was conducted on Friday, 29th of April 2016. After using busy picture game in the first cycle students still confused about passive, they

couldn't differ the function of auxiliary verb (to be). They also confused differ subject and agent. When they were playing game some of them could not cooperative with their group, thus the researcher was still guides them on playing game. The implementation of busy picture game was continued in teaching passive voice. There were 4 steps in conducting the second cycle, they were planning, acting, observing, and reflecting.

a. Revised Planning

The researcher did this cycle based on the reflection of the first cycle with the teacher of English. In this revise plan activity, the teacher prepared the instructional tool for teaching and learning process such as; arranging lesson plan. Here the lesson plan was modified with different material and activities from the previous one but still used problem based learning strategy. It supposed to make the students would get better improvement on their result. Then, the teacher prepared media, observation checklist which needed in teaching learning process. The teacher also prepared test for the students which the test was different topic in this cycle than the test in the previous cycle.

b. Acting

There were some things done in acting stage, they were:

1) Delivering the materials to the students. Students were taught how to change active sentence into passive sentence, and to know the error sentences in passive voice by using busy picture technique.

2) Giving the tests to the students. The test was given after delivering the materials to the students.

3) Collecting the data.

c. Observing

There were 2 aspects monitored in this stage:

1) Students' attention and participation in learning.

The method of observation was the same as which had been done the first cycle. Observation was done by the researcher and the collaborators, English teacher (Mr. Supriyanto, S.Pd)

Table 4.8
Form of students' interaction in cycle II

No	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students paid attention teacher's explanation						3
2	The students asked question actively						4

3	The students were enthusiastic in teaching learning process					,	4
4	The students were enthusiastic in doing the test					,	5
5	The teacher used active learning					,	4

The students" interaction can be calculated by using this following formula:

$$\text{Score} = \frac{Total\ Score}{Maximal\ Score}\ X\ 100\%$$

$$= \frac{20}{25}\ x\ 100\%$$

$$= 80\%$$

2) Students' achievement

After learning passive voice by using busy picture game, the students was given 10 questions that had same technique of questions with the first cycle.

Table 4.9

Students' Achievement in Cycle 2

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-1	7	70%	C	Fair
2	A-2	9	90%	A	Excellent
3	A-3	9	90%	A	Excellent
4	A-4	9	90%	A	Excellent

5	A-5	7	70%	C	Fair
6	A-6	9	90%	A	Excellent
7	A-7	8	80%	B	Good
8	A-8	7	70%	C	Fair
9	A-9	10	100%	A	Excellent
10	A-10	8	80%	B	Good
11	A-11	9	90%	A	Excellent
12	A-12	8	80%	B	Good
13	A-13	8	80%	B	Good
14	A-14	7	70%	C	Fair
15	A-15	8	80%	B	Good
16	A-16	9	90%	A	Excellent
17	A-17	8	80%	B	Good
18	A-18	8	80%	B	Good
19	A-19	7	70%	C	Fair
20	A-20	7	70%	C	Fair
21	A-21	8	80%	B	Good
22	A-22	8	80%	B	Good
Total score		178			
Mean		8,09			

Table 4.10

The Category of the Students Score and their

percentage in cycle 2:

No	Interval	Frequency	Percentage	Category
1	90% - 100%	7	31,82%	Excellent
2	80% - 89%	9	40,90%	Good
3	70% - 79%	6	27,28%	Fair
4	50% - 69%			Less
5	<50%			Poor
		22	100%	

After calculating the percentage of students' score, the researcher calculated the mean to know the improvement of students' score in every cycle. The formula is as follow:

$$X = \frac{\Sigma f}{N}$$

X = the mean

F = the sum score

N = the number of students

The computation in pre cycle is as follow:

$$X = \frac{\Sigma f}{N}$$

$$X = \frac{178}{22} = 8{,}09$$

d. Reflecting

From the table above, it seemed that there were 6 students failed the tests. They got score under standard minimum, that was 7,5, 7 students got excellent category, and 9 students got good category. The average score was 8,09. The minimum score was 7, and the maximum score was 10. There was an increase of the scores average, from 6,27 became 8,09. It could be concluded that busy picture game was effective for passive voice. Because of the score that was higher than minimum standard score, the problem of teaching passive voice was solved

The interaction between students and teacher in this cycle was also increase. The mean of students'

interaction during second cycle was 80% of total students. It means that students' participation was excellent. It was passed the indicator of achievement (75%).

Since test in the first cycle until second cycle, the increase of students" average score was shown as below:

Chart 4.2

The increasing of students' average score
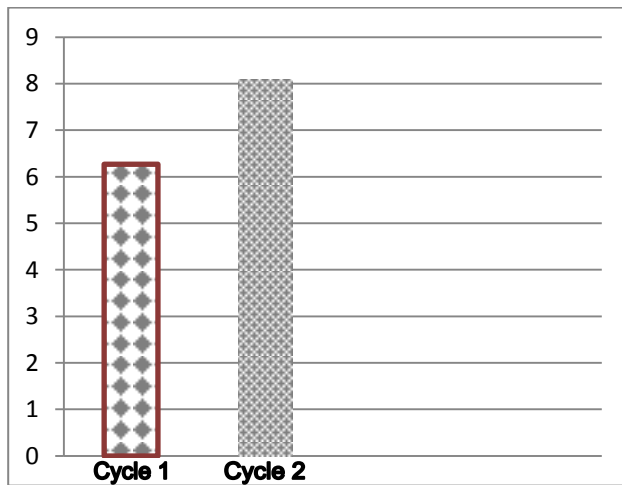
From the diagram above, the researcher can conclude that there was an improvement on students' achievement or understanding on passive voice after taught using busy picture game. From first cycle showed that students' achievement was 6,27%. In cycle 2 showed that there was increasing students' achievement up to 8,09%. It means there was improvement from cycle 1 until cycle 2 after using busy picture game.

C. Final Data Analysis

1. The Result of Observation Checklist

After the researcher implemented busy picture game as the technique to improve students' understanding on passive voice, he got data. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Table 4.11

Students' Observation Checklist

No	Indicators	Grade		
		Pre cycle	Cycle 1	Cycle 2
1	The students paid attention teacher's explanation	2	3	3
2	The students asked question actively	1	2	4
3	The students were enthusiastic in teaching learning process	2	3	4
4	The students were enthusiastic in doing the test	2	3	5
5	The teacher used active learning	1	2	4
	Total	8	13	20
	Percentage	32%	52%	80%

Table 4.12

Teacher's Observation Checklist

No	Indicators	Total Score		
		Pre cycle	Cycle 1	Cycle 2
1	Presentation			
	a. Teacher's explanation is easy to be understood	2	3	4
	b. Teacher gives students chance to ask some questions about the material	3	3	4
	c. Teacher can answer the students' answer	3	4	4
	d. Teacher can involve students to make a conclusion	2	3	5
2	Implementing of Strategy			
	a. Teacher can apply the strategy appropriate with lesson planning	3	4	4
	b. Teacher can give explicit and easy to be understood instructions	3	3	4
	c. Teacher can use media effectively	2	3	5
3	Performance			
	a. Teacher has clear voice during teaching and learning process	2	4	5

	b.Teacher can manage students in class	1	3	4
	Total	21	30	39
	Percentage	46.7%	66.7%	86.7%

It can be seen from the observation above that there were improvements from the teacher's activities in teaching passive voice. It was 46.7% in the preliminary research. It means that the score is still average. It was being 66.7% in the cycle one and it was being 86.7% in the cycle two. It means that the scores were good. The teacher felt easier to handle the class when she taught busy picture game.

2. The result of test

Table 4.13

The result of task from the first cycle until third cycle

as follow:

No	Students' Code	Pre Cycle	Cycle 1	Cycle 2
1	A-1	6	6	7
2	A-2	3	3	9
3	A-3	8	8	9
4	A-4	6	7	9
5	A-5	5	6	7
6	A-6	5	7	9
7	A-7	6	6	8
8	A-8	6	5	7
9	A-9	8	8	10
10	A-10	8	8	8
11	A-11	2	2	9
12	A-12	5	7	8
13	A-13	1	5	8
14	A-14	2	5	7

15	A-15	4	7	8
16	A-16	7	8	9
17	A-17	3	5	8
18	A-18	6	8	8
19	A-19	7	7	7
20	A-20	1	4	7
21	A-21	6	7	8
22	A-22	8	9	8
Sum		113	138	178
Average (Mean)		5,13	6,27	8,09
Low Score		1	2	7
High Score		8	9	10

Since pre cycle until test in the second cycle, the increase of students' average score was shown as below:
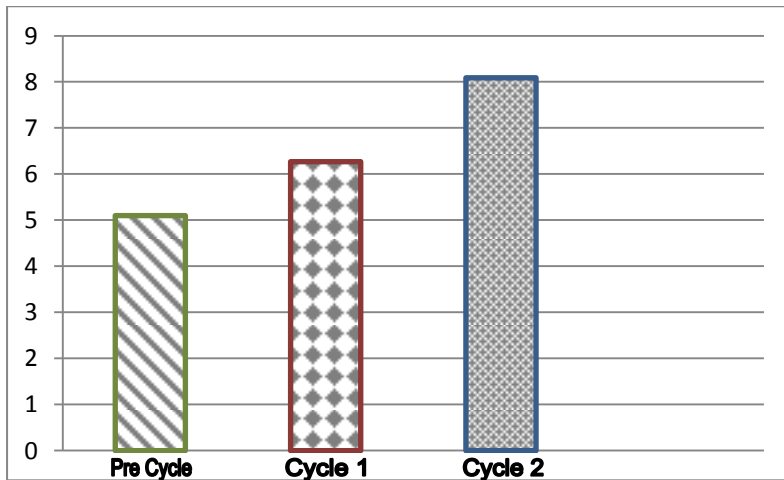
Chart 4.3

The increasing of students' average score

Table 4.14

The Result of Students' Observation Checklist from

Preliminary until Second Cycle

No	Cycle	Average (Mean)
1	Preliminary	32%
2	Cycle 1	52%
3	Cycle 2	80%

Table 4.15

The Result of Teacher Observation Checklist from

Preliminary until Second Cycle

No	Cycle	Average (Mean)
1	Preliminary	46.7%
2	Cycle 1	66.7%
3	Cycle 2	86.7%

In the pre cycle, all of the students have been doing the test, and the average result was 5,13. In this activity, the teacher still uses conventional method and didn't implement teaching strategy yet. The students' interaction was 32%. It means that students' interaction were still low from the indicator of achievement (75%). In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students

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who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the average result increased became 6,27, and the students' interaction was 52%. The teacher began busy picture game to teach the students. In beginning, students were still confused with the game. I thought that the students have not understood well about the game. But, after several examples, they began to understand. In teaching learning process, there were many of students joined the class enthusiastically. They sometimes paid attention, and sometimes didn't pay attention. There were many students in the behind still talked with their pair.

In the second cycle, the average result was 8,09. It was higher than result in pre cycle and first cycle. It showed that there was some significant improvement in students' achievement. The students' interaction in the class was also increased became 80%. Furthermore, there was also improvement from cycle 1 until cycle 2.

Teaching learning process in second 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. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward for the students who got higher score, so it makes the students are more highly motivated to learn. In teaching learning process, majority of the

students joined the class enthusiastically. All activities in this cycle run well.

The researcher did not continue to the next cycle. Because there were some reasons, firstly, from the second cycle the result of students' achievement reached the minimum score although there were many students' that got fair category. Secondly, the time, the students' of this school wanted to do final test of first semester. So, they had to prepare it.

Based on the result that have been done, it can be described that using busy picture game in the teaching learning process at grade XI TKJ students' of SMK Ma'arif NU 01 Ketanggungan Brebes could improve students' understanding on passive voice. Actually, the use of the appropriate teaching media and technique made students easy to understand the material that is delivered by the teacher. The researcher felt that applying busy picture game to improve students' understanding on passive voice was successful.