

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The topic discussed improving students' mastery on simple present tense through toothpick game. It can be separated into three components about action, tool, and goal. Related to the components, the topic is categorized in classroom action research as a research design. Action research is one type of applied research in educational research classification. It focuses on the solution of day to day problems at the local level.<sup>1</sup> It means that classroom action research is a procedure which is used to solve problem in teaching and learning process in the classroom.

Classroom Action Research (CAR) can be concluded as a kind of research that is solving problem of some activities in a classroom to reconstruct or increase the teaching and learning process. Beside that CAR has a purpose to develop correct abilities or approaches and to solve problems by applying actual worlds directly.<sup>2</sup> There are some benefits of classroom action research such as it helps teachers to fix teaching and learning quality, improves teachers' professionalism, increases teachers' confident, and probably develops teachers' knowledge and skills

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<sup>1</sup> Wiersma, William. *Research Methods in Education*. ... p.11

<sup>2</sup> Suryabata, Sumadi. *Metodologi Penelitian*. (Jakarta: PT. Raja Grafindo, 2006). p.94

actively.<sup>3</sup> CAR also has characteristic as Kemmis and McTaggart in Nunan's book, they argue that there are three defining characteristic of action research, they are: it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researcher, collaborative, and aimed at changing things.<sup>4</sup>

There are many designs to implement the classroom action research that are created to solve the classrooms' problem. This research used Kurt Lewin's design to do action research. Main concept of Kurt Lewin design consist of four components, they are:<sup>5</sup> 1) planning is a plan of learning programs arrangement based on the result of the preliminary research. 2) acting. Teaching and learning process is carried out by the teacher as a model to use the learning programs that have planned before. 3) observing. Teacher observes the students' activities in teaching and learning process in the class. This observation is guided by the instrument of observation checklist as the data collection. 4) reflecting. The analyzing data based on the result that was done by the researcher to find out the new way of learning which will conduct in the next cycle.

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<sup>3</sup> Kusumah, Wijaya dan Dedi Dwitagama. *Mengenal Penelitian Tindakan Kelas Edisi Kedua*.(Jakarta: Indeks, 2010). p.14

<sup>4</sup> Nunan, David. *Research Method in Language Learning*. (New York: Cambridge University Press, 1992). p.17

<sup>5</sup> Tampubolon, Saur. *Penelitian Tindakan Kelas sebagai Pengembangan Profesi Pendidik dan Keilmuan*. (Jakarta: Erlangga, 2014). p.26

## **B. Research Setting**

This research was carried out as the following setting.

### **1. Time**

This research was conducted in second semester of the academic year of 2015/2016. It was done on 7 to 29 February 2016 based on the schedule of the English lesson in VII D.

### **2. Place**

It was conducted at VII D of M.Ts. Raudlatut Tholibin Pakis Tayu Pati. It is located at Tayu-Pati street km. 03 Pakis, Tayu, Pati.

## **C. Research Subject and Collaborator**

Subject of this study was students of VII D of M.Ts. Raudlatut Tholibin in the academic year of 2015/2016. Based on the preliminary research, the English teacher explained and showed the achievement of the entire seventh students. After that he suggested to help students of VII D because they needed to improve their English mastery by giving treatment in the class. In this research, the researcher became a teacher who had a role in teaching and learning process. So that the researcher asked to Mr. Minanurrohman as an English teacher of seventh grade of M.Ts. Raudlatut Tholibin became a collaborator to help in solving classroom's problems in order that this research was running well.

#### **D. Research Variables and Indicators**

In this research there are two variables: dependent and independent variables.

a. Independent variable (x) in this study means toothpick game, this variable indicated by:

- 1) Implementing toothpick game in learning simple present tense includes verbal and nominal sentences.
- 2) The participants' response and enthusiastic of using toothpick game in learning simple present tense that is proved from the students' achievement.

b. Dependent variable (y) in this study refers to improving students' mastery on simple present tense includes verbal and nominal sentences. The indicators of it are:

- 1) Make sentences both verbal and nominal sentences of simple present tense appropriately.
- 2) Arrange sentences correctly in describing people doing something using verbal sentences of simple present tense.
- 3) Arrange sentences correctly in describing particular people and thing using nominal sentences of simple present tense.

## E. Techniques of Data Collection

To collect the data, the researcher used three techniques as following.

### 1. Documentation

This research used documentation to collect the data. It is explained by Irawan in Sukandarrumudi states that documentation is a tehniqe of collecting data aimed to research subject.<sup>6</sup> In this study, the researcher used primary and secondary data in documentation. The researcher used observation checklist and students' score tables as the primary data. Moreover the researcher toke the data of school profil which was included the background of school, vission and missions, the number of teachers, employees and students as the secondary data. According to Mustafa, primary data is data which collected directly by the researcher from the subject of the research. Whereas secondary data is data which was collected and documented so that the researcher copied the data for the research necessary.<sup>7</sup>

### 2. Observation

It is an important way of collecting information about people because people do not always do what they say do.<sup>8</sup> The analyse and

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<sup>6</sup> Sukandarrumudi. *Metode Penelitian: Petunjuk Praktis untuk Peneliti Pemula*. (Yogyakarta: Gadjah MadaUniversity Press, 2002). p.100

<sup>7</sup> Mustafa EQ, Zainal. *Mengurai Variabel Hingga Instrumen*. (Yogyakarta: Graha Ilmu, 2013). Ed.1. p.92

<sup>8</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. (Bandung: Alfabeta, 2013). p. 196

report ways of the activities was done systematically. In this research activity, the researcher used observation participant technique because of the researcher involved within for monitoring and watching the teaching and learning process closely. The researcher used observation checklist to know the students' activities during in the class, what the problem that were faced, then look for the good solution to solve the problem gathered by the collaborator. The following observation checklist table as be on attachment sheet (see Table 3.1)

Based on the table above, the researcher categorized into five levels of students' achievement which are scaled from number 1 to number 5. They explained as following:

number 1 tells the score of students' achievement is poor. It means that the aspects of activity that are observed above, each student reached about 20% from overall percentage 100%.

number 2, when the aspects of activity reached about 21-40% from overall percentage 100%. So the students' achievement is fair.

number 3 tells students get average score. It means that the students reached about 41-60% from overall percentage 100% of the aspects of activity that are observed.

number 4, when the aspects of activity that are observed above were reached about 61-80% from overall percentage 100%. It tells the students' achievement is good.

number 5, when the students reached about 81-100% from overall percentage 100% of the aspects is called excellent score.

### 3. Test

William uses test term as measurement. It is a process of assigning numerals according to the rules. The numerals are assigned to events or objects, such as responses to items or to certain observed behaviors.<sup>9</sup> In this research, the researcher examined the students' mastery on simple present tense by giving multiple choices test. It means that students have to choose the correct answer among a, b, c, or d.

The test was conducted in every cycle. Pre-cycle test was carried out on February 7, 2016 as the start of this research. First cycle test was done on February 15, 2016 and second cycle test was done on February 22, 2016 as the last meeting of this research. They had done to get the students' improvement on the material, both verbal and nominal sentences of simple present tense.

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<sup>9</sup> Wiersma, William. *Research Methods in Education*.... p.308

## F. Techniques of Data Analyzing

Based on the data collection, the researcher processes the data as the following.

### 1. Analysis observation checklist

The researcher used the observation checklist in every cycle. The researcher analyzed the data of observation by the following formula.

$$\text{Score} = \frac{\text{total score}}{\text{maximal score}} \times 100$$

### 2. Analyzsis test

In this study the researcher measured the students' achievement by students' average score (mean) in every cycle as the following formula:<sup>10</sup>

$$\bar{x} = \frac{\sum f}{n}$$

Explanation:

$\bar{x}$  : mean (the students' average score)

$\sum f$  : the number of the score

n : the number of students

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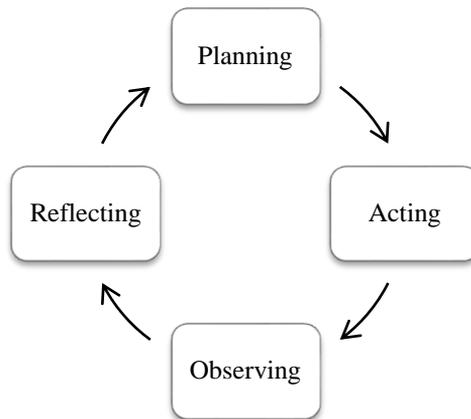
<sup>10</sup> Mertler, Craig A. *Action Research*. (Yogyakarta: Pustaka Pelajar, 2011). p.261

From the result of observation checklist and score test analyzing, the researcher found out the improvement of students' mastery on simple present tense through toothpick game by the following data recapitulation based on the students' achievement in every cycle. (see Table 4.11)

### G. Procedures of the Research

In this study, the researcher conducted CAR to solve the classroom's problem. Based on Kurt Lewin design, these are steps of classroom action research in every cycle as the following<sup>11</sup>:

Figure 3.1 Classroom Action Research Steps



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<sup>11</sup> Kusumah,Wijaya dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas Edisi Kedua*. ... p.20

There are four steps in classroom action research. First is planning, identifying the problems faced; second is acting, collecting data; third is observing, analyzing and interpret the data; fourth is reflecting, developing action.

In this study, the researcher planed to conduct it in two cycles that consisted four steps in every cycle. Before did the cycle, the researcher done the pre cycle (preliminary research) as the following steps.

First, the researcher observed the teacher's performance of conventional method in teaching and learning English lesson. Beside that the researcher collected data of documentation included the profil of the research was taken place, number of students, and the list of research subject.

Second, the researcher prepared for preliminary test to get the students' achievement from their average score about the previous material. Then, the research identified the problem of teaching and learning process that showed the students' average score was 67,11. It was lower score than 70 as the minimum criterion of passing score that has been decided by the researcher. As the last step, the researcher arranged a plan for the next material based on the reflecting problem.

After the preliminary research, the researcher continued to the first cycle as the next stage. It started to implement toothpick game as the learning strategy which drew as the following steps.

1. Planning has some activities such as:
  - a. The researcher designed the lesson plan.
  - b. The researcher prepares for the material about verbal sentences of simple present tense, media (toothpick and picture), test paper, observation checklist and students' attendance.
2. Acting. In this section, the researcher has a role as a teacher who facilitates the learning. It has the following activities:
  - a. The teacher started the lesson by greeting, reciting *basmalah* and checking students' attendance.
  - b. The teacher explained the use of simple present tense especially for verbal sentences.
  - c. The teacher gave examples of using verbal sentences of simple present tense used toothpick.
  - d. The class was playing toothpick game. Firstly, the teacher divided students into groups consisting of five or six. Each group got a lack of toothpick and a picture.
  - e. Students described the people doing something picture by sticking toothpick on the certain part of picture.
  - f. Students discussed and wrote the sentences about people doing something.
  - g. One of students as a group's representative, read the result of the discussion in front of the class and corrected their works.
  - h. Students are given test to find out the final outcomes.
  - i. The teacher asked students to recite *hamdalah* to finish the class.

3. Observing. The teacher and researcher became observers in teaching and learning process. The researcher observed the students' activities which were guided by observation checklist.
4. Reflecting. Teacher and researcher evaluated the steps of teaching and learning process. In this occasion, the researcher and the collaborator reflected the activities that have done. The result of the observation is prepared to make a plan for the next cycle.

Second cycle done based on the result of the first cycle that was still low than the minimum criterion of passing score. This cycle fixed the weaknesses of the previous cycle. The following design of the second cycle's activities.

1. Planning. In this stage, the researcher: a) identified and solved the problems of the previous cycle. b) designed lesson plan. c) prepared for the material about nominal sentences of simple present tense, media (toothpick and pictures), test paper, and observation checklist.
2. Observing. The researcher and the teacher observed the students' activities which was guided by observation checklist. The collaborator and researcher became observers in the teaching and learning process.
3. Acting. The role of the researcher in this step was as the teacher. The collaborator helped the researcher to observe the students' condition in teaching and learning activity. Those activities were:
  - a. The teacher started the lesson by greeting, reciting *basmalah*, and checking students' attendance.

- b. She reviewed the last material about verbal sentences.
  - c. She continued to explain nominal sentences of simple present tense.
  - d. She conducted toothpick to give example of using nominal sentences.
  - e. The students' time to play toothpick game. At the first, the teacher divided students into groups consisting of five or six. Each group got a lack of toothpick and a picture.
  - f. Students described the picture by sticking toothpick on the certain part of picture.
  - g. Students discussed and wrote the sentences about particular people or thing.
  - h. The teacher asked a groups' representative to read the result of discussion and corrected their works.
  - i. Students were given final test to get the students' improvement of the second cycle.
4. Reflecting. In this part, the teacher and researcher evaluated the steps in teaching and learning process. They did activities such as reflected the activities that have done. The result of the observation and test showed the students' improvement was significant. It could be seen from the students' average score.

## **H. Indicators of Achievement**

Based on the title, “Improving Students’ Mastery on Simple Present Tense through Toothpick Game” there are some indicators that should be achieved by students based on the minimum criterion of passing score:

1. making sentences of simple present tense appropriately.
2. arranging sentences to describe people doing something by using verbal sentences of simple present tense correctly.
3. arranging sentences to describe particular people and thing by using nominal sentences of simple present tense correctly.

The students’ success and failure in doing the activities are assessed by referring to the minimum criterion of passing score. If students’ average score is equal to or more than 70 (minimum criterion of passing score) and is equal or more than 80% of students get score equal or higher than minimum criterion of passing score, this research will be stopped. It means the research is successful.

## **I. Triangulation**

Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources.<sup>12</sup> In this study, the researcher verified the result of observation checklist using questionnaire based on class’ phenomenon during teaching and learning

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<sup>12</sup> [https://en.wikipedia.org/wiki/Triangulation\\_\(social\\_science\)](https://en.wikipedia.org/wiki/Triangulation_(social_science)) accessed on November 20 2016

process. That questionnaire was aimed to teachers and the headmaster. Those instruments described that students of VII D need some help and motivation to improve their competence in English. Based on the data, conducting variety methods, strategies, or techniques in teaching and learning made students more active and conducive to join the lesson.