CHAPTER III

RESEARCH METHOD

A. Research Design

This study is action research at the eighth grade students of MA Yataba Alasdowo in the academic year 2015/2016. This research is classroom action research (CAR) that uses data observation toward teaching learning process in simple past tense. This data is analyzed through some cycles in action. "Action research is a research that has been done reflectively and systematically about various action or steps that have be done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.[1] Simpler, action research is learning by doing: one group identifies one problem, does to solve the problem, observes them how the achievement of them. If it doesn't successful, they will try again to get the achievement.

---

[1] Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p. 8.

According to Arikunto there are four steps process in each cycle for doing classroom action research. The first is planning. Planning an action research by focusing on who, what, when, where, and how the action will be done. The second is Action. Action means planning strategy will be applied in teaching learning process. The third is observation. Observation is the next step to monitoring and watches closely teaching learning process and collects the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for ten graders) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process. And the forth is reflection. Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could

observe the activity that results any process, the progress happened, and also about the positives and negatives sides.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then the researcher could make a reflection to determine the next cycle. In this study, Make a Match was used by the researcher to improve students' understand on simple past tense.

B. Subject of the Research

The subject of this research is tenth grades student of MA Yataba Alasdowo on simple past tense material at second semester in the academic year 2015/2016 that consist of 47 students, 18 male and 29 female.

C. Time and Setting of the Study

The researcher conducted the research from 20 January until 03 February 2016 at MA Tarbiyatul Banin Banat Alasdowo in the academic year of 2015/2016.

D. Technique of Data Collection

One of the most important activities in the research is how to collect the data needed the researcher applied some appropriate research instruments. According to Arikunto, data source in research is basically subject from which a researcher gets data, depends on necessity and kind of information needed. In this research the researcher uses three instruments in gathering data, those are observation, test and documentation.

1. Observation

The researcher uses observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Observation checklist is used to make the observation process easier. In observation stage, the researcher is helped by the teacher in observing what happen in the class during the lesson from

opening until closing. In this research, the concern of research was focused on the students' observable behavior pertaining to their understanding on English simple past tense. The observation checklist is used as an instrument in this research.

Table 3.1

The observation checklist

No	Object of observation	Check List					Grad
		1	2	3	4	5	
1.	Students pay attention to the teacher's explanation.						
2.	Students are active to ask teacher						
3.	Students are discussion engaged in group						
4.	Students ask the difficult vocabularies						
5.	Students answer of questions from teacher						
6.	The students are enthusiastic in doing the test						

Criterion:

Score 5, if the student's condition is exactly the same as the criteria.

Score 4, if the student's condition is close to the same as the criteria

Score 3, if the student's condition is close enough to the same as the criteria.

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

2. Test

Test is important part of every teaching and learning experience. Test is sets out to measure a student's performance as fairly as possible without in anyway setting traps for him can be effectively used to motivate the student. Test of grammar is used to measure the student's ability to manipulate structure and to distinguish appropriate grammatical

form from inappropriate ones.[2] Test also to reinforce and to motivate the student's 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.[3] In this research, the researcher uses multiple choices test. Researcher gave test in every cycle. The purpose is to measure the improvement of student's understanding on simple past tense by using Make a Match in every cycle. There were 20 items of question's multiple choice. Students must finished exercise in 30 minutes.

3. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher uses the document related to the

---

[2] 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. 2&5.

[3] Suharsimi Arikunto, *Managemen penelitian..."*, p. 139.

object research such as the data about school, structure of organization, students' name list, and the score of test from each cycles. It helps the writer conduct the result of the study.

E. Technique of Data Analysis

1. Scoring Guidance of Cycle Test

   The scoring guidance contains the information or explanation the way score is broken down or mark that be given to the students for the questions which have been done.[4] The test consists of completion items.

   The completion items are useful means of testing the students' ability to produce the correct order of simple present tense. The completion consists of 20 items.

   The scoring guidance is as follows:

   a. Each item in completion is marked 1

   b. Total score: 20 x 5 = 100

   c. The maximum score is 100

2. The Data Analysis of Observation

---

[4] Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik*, *dan Implementasi,* (Bandung: PT. Remaja Rosdakarya, 2008), p. 99

The researcher analyzed the data of observation used descriptive technique through percentage.

The formula that is used as follows:

Percentage (%) = $\frac{Nomber\ of\ score}{Number\ of\ students}$ x 100%

.   From the formula above student's participation can be categorized as follow:

    a. Poor

       The aspect of activity that was observed above, reaches about 20% from overall percentage 100%.

    b. Fair

       The aspect of activity that was observed above, reaches about 21%- 40% from overall percentage 100%

    c. Average

       The aspect of activity that was observed above, reaches about

41%- 60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reaches about 61%- 80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81%- 100%.[5]

3. The Data Analysis of Cycle Test

After the researcher collected the data through test, the writer analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring is aimed at giving description of the improvement students'

---

[5] Nana Sudjana, *Penilaian Hasil Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 1999), p. 132.

achievement of simple present tense, the process are:

a. Giving the weight test item.

b. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

$$\text{Score} = \frac{\sum right\ answer}{\sum items} \text{ x } 100\%$$

c. Determining the frequency of correct answer respondent. The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

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

Note:

P : The percentage of correct answer

f : Frequency of the students with the same score

n : The total of students

After giving the result statistically, then the researcher consuls which

uses five letters: A, B, C, D, and E that expressed various levels as follows:[6]

Table 3.2

Level of Achievement

The percentage of correct answer	Grade	Level
100% - 90%	A= Excellent	Outstanding
89% - 70%	B= Good	Above average
69% - 60%	C= Fair	Satisfactory
59% - 50%	D= Less	Below Average
49% - 0 %	E= Poor	Insufficient

4. Finding The Classical Mean

After the data had been analyzed, the researcher found the *sum* of the score in distribution that was used to calculate the *mean*. The mean is the arithmetical average that is obtained by adding the

---

[6] Nana Sudjana, *Penilaian Hasil Belajar……"*, p. 124.

sum offset score and dividing the number of students.[7]

This formula is as follows:

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

Note:

$\bar{x}$: The mean

$f.x$: The sum offset score

n : The number of students

F. Procedure of the Research

In this classroom research, the researcher conducted in two cycles through Make a Match in teaching simple past tense. Each cycle consists of four stages, they are: planning, acting, observing and reflecting. The activities that have been done in each cycle are as follows.

a. Pre cycle

The first step in making classroom action research is conducting preliminary observation to know the teaching method and the initial condition of students'

---

[7] Nana Sudjana, *Penilaian Hasil Belajar……"*, p. 109.

understanding on simple past tense. The researcher observes the class to get information about students' initial condition and to know their problems in learning grammar. In this activity the teacher taught students using conventional method that is lecturing, after that, the teacher gave test to check the students' understanding on simple past tense. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by students. The next step which is done by the researcher is designing a plan to continue the next cycle to surmount the problems in the previous cycle. It was going on Wednesday, January 20th 2016. After conducting preliminary research, the researcher conducted cycle I, and cycle II.

b. The First Cycle

The teacher uses Make a Match to stimulate student's understanding on simple past tense. This cycle will conduct on Wednesday, January 27th 2016. The procedures are as follows.

Table 3.3

The first cycle

No	Steps	Activities in the classroom	Explanation
1.	Planning	- Identifying the teaching design, such as: arranging lesson plan which is according to the teaching learning process which is using Make a Match on past tense. - Preparing the teaching learning process resources such as, grammar material, lesson plan, test, the observation students' checklist and also the documentation.	
2.	Acting	- Starting the lesson by greeting and praying. After that, he checked students' attendance list. - Explaining the learning goal	- Teacher as a facilitator or source

		and the lesson about simple past tense.	speaker if
		- Each learner given a card.	learners
		- Learners looking for a partner. They must find the card that match with their card.	experien ce difficult
		- Learners who have match card met with the group to discuss it, so that they can understand and present their card in front of the class correctly.	y in doing the workshe et.
		- The teacher gave reinforcement about group presentation	
		- Then the teacher gave final test to find out the final outcomes of first cycle.	
3.	Observing	- The researcher and teacher observed activities such as: attendant of students, attention's students to teacher's explanations,	- The research er and teacher became

		student's engagement to make question, the student's activity in cooperation and enthusiasm to work in group,	an observer in the teaching and learning process.
4.	Reflecting	- The researcher and teacher reflected all of the activities that have been done. The results from observation were prepared to make plan for the next cycle.	- The research er and teacher evaluate d the step in teaching learning process.

c. The second cycle

      After conducting the first cycle, the researcher conduct the cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that students score still low, it is

needed to be continued to the next cycle to
fix the previous weakness. The second cycle
was conducted on Wednesday, February 03th
2016. The designs of the second cycle are:

Table 3.4

The second cycle

N o	Steps	Activities in the classroom	Explanation
1.	Planning	- Designing the new lesson plan in cycle II. - Preparing the teaching learning process resources such as: grammar material, test, and also the documentation. - Preparing observation check list and design test in cycle II.	
2.	Acting	- Starting the lesson by greeting and	- Teacher as a facilitator or

		praying. After that, the teacher checked students' attendance list.	source speaker if learners experience difficulty in doing the worksheet.
		- The teacher gave review the previous lesson and the material about simple past tense.	
		- Each learner given a card.	
		- Learners looking for a partner. They must find the card that match with their card.	
		- Learners who have match card met with the group to discuss it, so that they can understand and present their card	

		in front of the class correctly. - The teacher gave reinforcement about group presentation - Then learners were given test, it's to know their understanding on the lesson in cycle II.	
3.	Observi ng	- The researcher and teacher observed activities such as: attendant of students, attention's students to teacher's explanations, student's engagement to make question, the	- The researcher and teacher became an observer in the teaching and learning process.

		student's activity in cooperation in group, the student's enthusiasm to work together in group.	
4.	Reflecti ng	- The researcher and teacher analyzed all actions from first cycle to the second cycle. - Finally in second cycle, the researcher makes reflection with application type of make a match which is done in this research. If the result is good, its means models of learning that are applied in this research are successful to	- The researcher and teacher evaluated the step in teaching learning process.

		increase achievement of students' learning.	

G. Indicator of Achievement

This research hopefully can improve students' achievement. The researcher have some indicators to know; students be able to understand about Make a Match and students be able to use make a match to improve their understanding on simple present tense.

In this study, the writer will make some indicators of achievement based on standard of minimum completeness. The writer determine that the standard of minimum completeness is 7.5, and 75% of students have to achieve it. The indicators of achievement content three domains of assessment. They are affective (attitude),

cognitive (knowledge) and psychomotor (skill) of students in the classroom.