

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This research is a classroom action research. This research is done to know the implementation of change-pair technique in teaching translation in class. The components of the study are explained as follow.

#### **A. Subject of the study**

The subject of this study is students of 8<sup>th</sup> grade of MTs. NU Nadlatul Athfal class A, in the academic year of 2009/2010 that consist of 32 students. The reason for choosing the 8<sup>th</sup> grade students in based on consideration that students of junior high school are at the age of searching such pleasure, even in their learning activities

#### **B. Setting**

This study will be conducted at MTs. NU Nadlatul Athfal. It is located at Puyoh Kecamatan Dawe, Kabupaten Kudus.

#### **C. Focus of the study**

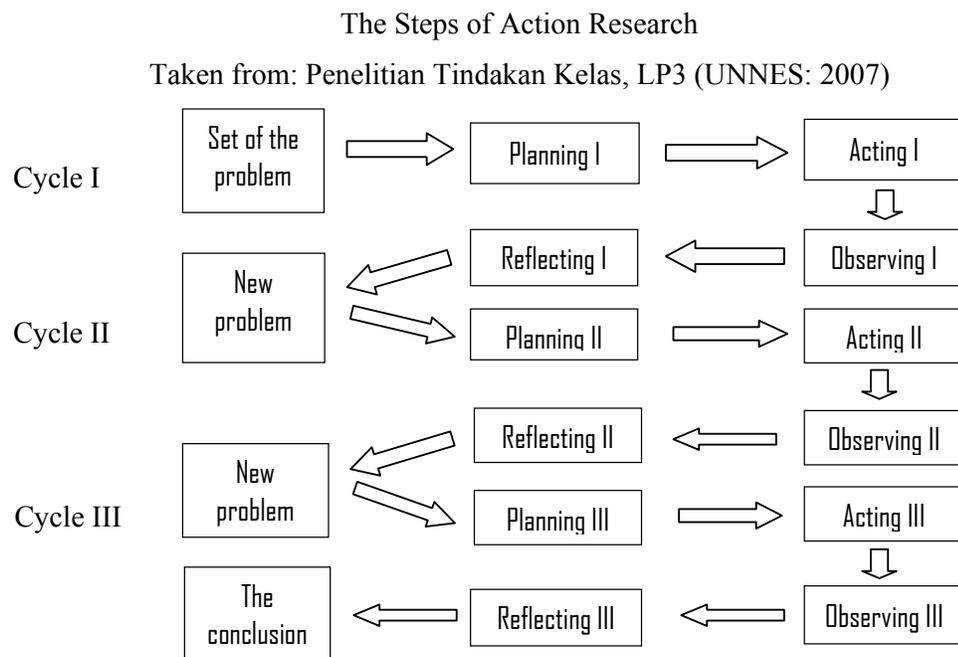
This study only focuses on the implementation of change-pair technique to minimize students' most common error in Indonesia-English recount text translation at MTs. NU Nadlatul Athfal.

#### **D. Design of the study**

This research is a classroom action research. Nowadays many education researches have a big concern toward classroom action research. It is because, this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by watching students conditions. Action research is the name given to a 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>1</sup> Besides that, action research also defined as the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.<sup>2</sup> It gives educators new opportunities to reflect on and assess their teaching, to explore and test new ideas, methods, and materials, to assess how effective the new approaches were. One of specific characteristic of classroom action research is collaboration between teacher and researcher. Collaboration between teacher and researcher is very important to discover and examine real problem that is faced.

There are four steps in action research, they are: planning (identify a problem), acting (collect data), observing (analyze and interpret data), reflecting (develop an action).



**Figure 1. Action Research Cycle<sup>3</sup>**

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), 3<sup>rd</sup> Ed., p. 344.

<sup>2</sup> Peter James, *Teachers in Action*, (UK: Cambridge University Press, 2001), p. 15.

<sup>3</sup> Panitia Sertifikasi Guru Rayon 12 LP3, *Pendidikan dan Latihan Profesi Guru (PLPG) Sertifikasi Guru Dalam Jabatan Penelitian Tindakan Kelas*, (Semarang: UNNES, 2007), p. 39.

In other word, according to Mills, the four-step process namely to: identify an area of focus, collect data, analyze and interpret data, and develop an action plan.<sup>4</sup>

But before doing the cycles, the first observation is done first then followed by pre-cycle and cycles.

#### 1. Pre cycle

First observation

- a. Look for information related with school condition, count of the students, and students' data.
- b. Interview with the English teacher.
- c. Identify the problem.

Based on the interview with English teacher, can be identified the problem in English teaching-learning process especially translation. The problem is: the low students' ability in translation because of the use of uninteresting method (using teacher-centered method).

Pre-test is done to get students' base scores using method that usually applied by the teacher. It is done to decide for the first cycle. In this activity, the teacher teaches translation class using conventional method (teacher-centered). After the teaching learning process is done there will be another translation test for students. These students mark will be compared for the next step.

#### 2. Action plan

There will be three cycles in this study. Each cycle consists of four steps:

##### a. Planning

This step explains what, why, when, where, by whom, and how the action is done. This research is a collaborative research which is the action is done by the teacher and the researcher's role is as observer.

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<sup>4</sup> Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (UK: Prentice-Hall, 2000), p. 6.

b. Acting

At acting stage, the writer tries to implement change-pair techniques / procedural acts that have been formulated at planning.

c. Observing

Observation is done by both teacher and researcher. Since researcher's role is as observer, so he has big responsibilities in this step.

d. Reflecting

Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

### **E. Procedure of the study**

This study is classroom action research; it means that there must be cycles in this study. There will be 3 cycles and each cycle is ended by a cycle final test. There are 4 steps in action research, they are planning, acting, observing, and reflecting.

1. Pre-cycle

The researcher observes the class on how teacher introduces the way of translation technique directly. The English teacher does not use change-pair technique yet in teaching learning. The teacher still use the conventional method, he only translate the words and the students repeat what the teacher said. In this teaching process has passive communication, it means the teacher speaks and the students just listen, the students are not brave enough to ask questions if they do not understand yet. The topic is recount text, in the end of the lesson. The students do the test which related to the material that is taught by the teacher. After researcher get the data from pre test and observation, the researcher analyzes the result to determine the method be use in teaching English using change-pair technique

This activity was done in order to compare the success of improving students' motivation by using change-pair technique in cycle I, II, and cycle III.

## 2. First cycle

### ▪ Planning

Teacher and researcher prepare for the material and method during the study. The material is Indonesian recount text and the method is change-pair technique. Lesson plane is also prepared to conduct the change pair technique during the study.

### ▪ Acting

- Teacher explains student about the material and change-pair technique
- The process teaching pair techniques are stated bellow:
  - a) Each student gets one pair.
  - b) Teacher gives the Indonesian recount text and students do the Indonesian recount text with her/his pair.
  - c) After finishing the Indonesian recount text, each pair join with other pair.
  - d) Both group change-pair each other's. Each new pair then asking each other and convince their answer.
  - e) New answer that is gained from pair change then it is shared to previous pair.
- Researcher observes the teaching learning process

### ▪ Observing

- Researcher and teacher together observe classroom activity and students interest during teaching-learning process.
- Observe the advantages and disadvantages of change-pair technique.

- Reflecting

Teacher together with researcher then reflect all of the activity that has done and also result from observation to make a plan for the next cycle.

3. Second cycle

- Planning

Teacher and researcher prepare for the material and method during the study. The material is Indonesian recount text and the method is change-pair technique. Lesson plane is also prepared to conduct the change pair technique during the study.

- Acting

- Teacher explains student about the material and change-pair technique

- The process teaching pair techniques are stated bellow:

- a) Each student gets one pair.

- b) Teacher gives the Indonesian recount text and students do the Indonesian recount text with her/his pair.

- c) After finishing the Indonesian recount text, each pair join with other pair.

- d) Both group change-pair each other's. Each new pair then asking each other and convince their answer.

- e) New answer that is gained from pair change then it is shared to previous pair.

- Researcher observer the teaching learning process

- Observing

- Researcher and teacher together observe classroom activity and students interest during teaching-learning process.

- Observe the advantages and disadvantages of change-pair technique.

- Reflecting

Teacher together with researcher then reflect all of the activity that has done and also result from observation to make a plan for the next cycle.

4. Third cycle.

- Planning

Teacher and researcher prepare for the material and method during the study. The material is Indonesian recount text and the method is change-pair technique. Lesson plane is also prepared to conduct the change pair technique during the study.

- Acting

- Teacher explains student about the material and change-pair technique

- The process teaching pair techniques are stated bellow:

- a) Each student gets one pair.

- b) Teacher gives the Indonesian recount text and students do the Indonesian recount text with her/his pair.

- c) After finishing the Indonesian recount text, each pair joins with other pair.

- d) Both group change-pair each other's. Each new pair then asking each other and convince their answer.

- e) New answer that is gained from pair change then it is shared to previous pair.

- Researcher observer the teaching learning process

- Observing

- Researcher and teacher together observe classroom activity and students interest during teaching-learning process.

- Observe the advantages and disadvantages of change-pair technique.

- Reflecting

Teacher together with researcher then reflect all of the activity that has done and also result from observation to make a plan for the next cycle.

## **F. Data collection technique**

In order to be a believable research, the data that has high validity is needed. In this study, the researcher does field research that is the data is gained by field approach through several methods:

### 1. Observations

The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.<sup>5</sup> An observation is used to know how the process and the action of the implementation of change-pair technique in teaching translation are and the advantage and disadvantage of change-pair technique in teaching translation. In this study, the researcher uses direct observation technique that is observation which is done toward indication or process happen in the real teaching learning situation and observed directly by observer.

### 2. Documentation

Documentation comes from "document", means have been systematic upon notes or documents as source of data. Documentation method is a method that is used to gain data through written remainder, like files and books of opinion, theory, argumentation, and another thing that has relation with the research. This method is used to gather students' test from first cycle, second cycle and third cycle.

### 3. Test

To assess the development achieved by the students a series or translation test is carried out. Those tests are intended to investigate the

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<sup>5</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 239.

initial condition, the development during the process and the achievement in the final cycle.

### G. Analysis

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately<sup>6</sup>.

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

Processing of the data was descriptive analysis. It is to explain the condition in rising indicator achievement every cycle, and to describe the success of the teaching learning process using change-pair technique.

The score of students' assessment will be calculated using the following formula:

$$score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100$$

In this research, the researcher uses mean formula to know the average of students' score. The formula is as follow:<sup>7</sup>

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

M = The average of students' score

$\sum x$  = Total score

N = The number of the students

Assessment aspects in translation are:

#### 1) Accuracy

Concerning the accuracy of translation in order to restate the implicit meaning of source language is very important. Besides, following

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<sup>6</sup> Igak Wardani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta: Buni Aksara, 2001), p.189.

<sup>7</sup> Sutrisno Hadi, *Statistik, jilid I*, (Yogyakarta: Andi Offset, 2001), p. 37.

the transposition procedure is also needed to avoid distortion of referential meaning. For example, in translating the word “terkenal”, it should be translated into the most accurate to the source language or text.

## 2) Clarity

It is necessary to keep clarity in translation process. The purpose of it is to avoid deviation and distortion referential meaning. For example, when translating the phrase ‘Candi yang terkenal di dunia ini’ into ‘this world-famous temple’, not ‘this famous temple in the world’.

## 3) Naturalness

Because of every language is different in its system. Transposition procedure and modulation are needed to avoid awkwardness and unnaturalness expression. For example, ‘dunia peralihan manusia masa sekarang’ which is best translated into ‘the transitional world from the present corporeal being’.

In this study, researcher concerns on the use of past participle. The scoring will be stressed on the verb.