

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. The Implementation of Quartet Cards in Teaching Simple Noun Phrase

Based on the preliminary research before doing her classroom action research, the researcher made conclusion that the students have some difficulties on understanding the simple noun phrase, so the researcher implemented the quartet cards as teaching media/aid in teaching simple noun phrase to improve students' achievement of simple noun phrase.

This is a classroom action research on the use of quartet cards in teaching simple noun phrase to improve the students' achievement of simple noun phrase. Its aim are to describe the implementation of quartet cards in teaching simple noun phrase and identify the students' achievement in learning simple noun phrase through quartet cards. There were preliminary research and three cycles, the researcher got the first score from the pre-test score of the students and compared with students' score of each cycle after taught using quartet cards. The detail description of preliminary research and each cycle are as follows:

1. Preliminary Research

The preliminary research was done on Thursday, February 25th 2010. In this activity the teacher used conventional method without any teaching media/aids in teaching simple noun phrase. This is done to know the difficulties of the students and the class conditions. Most of students did not pay attention to the teacher's explanation. Students who sat on the behind of class talked each other. The students also were not being enthusiastic in learning English. Students showed their behaviour such as sleepy and put their head on the table. When teacher asked question about material students mostly kept silent. There were only three students who tried to answer to the

questions. The researcher got the first score through their pre-test score. The result was as follows:

Table 4.1
The Result of Pre-Test.

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A-1	70	70%	B	GOOD
2	A-2	60	60%	C	FAIR
3	A-3	80	80%	B	GOOD
4	A-4	60	60%	C	FAIR
5	A-5	80	80%	B	GOOD
6	A-6	40	40%	E	POOR
7	A-7	60	60%	C	FAIR
8	A-8	30	30%	E	POOR
9	A-9	70	70%	B	GOOD
10	A-10	60	60%	C	FAIR
11	A-11	60	60%	C	FAIR
12	A-12	30	30%	E	POOR
13	A-13	70	70%	B	GOOD
14	A-14	30	30%	E	POOR
15	A-15	60	60%	C	FAIR

16	A-16	70	70%	B	GOOD
17	A-17	60	60%	C	FAIR
18	A-18	60	60%	C	FAIR
19	A-19	50	50%	D	LESS
20	A-20	60	60%	C	FAIR
21	A-21	80	80%	B	GOOD
22	A-22	60	60%	C	FAIR
23	A-23	50	50%	D	LESS
24	A-24	60	60%	C	FAIR
25	A-25	70	70%	B	GOOD
26	A-26	70	70%	B	GOOD
27	A-27	30	30%	E	POOR
28	A-28	60	60%	C	FAIR
29	A-29	40	40%	E	POOR
30	A-30	40	40%	E	POOR
31	A-31	50	50%	D	LESS
32	A-32	50	50%	D	LESS
33	A-33	70	70%	B	GOOD
34	A-34	60	60%	C	FAIR
35	A-35	40	40%	E	POOR

36	A-36	60	60%	C	FAIR
37	A-37	30	30%	E	POOR
38	A-38	40	40%	E	POOR
39	A-39	60	60%	C	FAIR
40	A-40	60	60%	C	FAIR
41	A-41	60	60%	C	FAIR
42	A-42	80	80%	B	GOOD
43	A-43	70	70%	B	GOOD
		2450			

The average achievement of pre-test score was 56.97. This result is lower than the criterion that has been stipulated by KKM. The researcher concluded that the treatment in each cycle was important to improve the students' achievement.

2. First Cycle

The first cycle was done on Thursday, March 11st 2010. The result of pre-test was not satisfying enough. The researcher and teacher decided to use quartet cards as teaching media/aids to improve the students' achievement.

In the first cycle, teacher used quartet cards in teaching simple noun phrase. After explaining the material, teacher gave quartet cards game activity. Its aim to stimulate the students' understanding about simple noun phrase. Students did what the teacher instructed (see lesson plan of cycle I). In this cycle, the students looked still confused with this activity because it is a new way in learning English that they ever have. According to observer, this

teaching media/aids could give support and motivation to students in learning simple noun phrase. It also could help students' to understand the material about simple noun phrase. Further result explained as follows:

A. Planning

Teacher arranged the learning instrument such as:

- a. Teaching media/aids, such as quartet cards and some pictures
- b. Lesson plan of cycle I
- c. Observation sheet
- d. Test items

B. Acting

In the first cycle, teacher used quartet cards as teaching media/aids in learning simple noun phrase. The teacher and researcher entered class. The teacher greeted to the students and they responded the teachers' greeting. The teacher asked the students' condition. The teacher introduced the researcher to the students. Teacher checked the students attendance, at that time no one students was absent. After that teacher announced the result of pre-test and gave motivation to the students to study harder. Teacher is always giving motivation to the students before beginning the lesson.

In the beginning of the lesson, teacher stimulated the students by showing some pictures. The students paid attention to the pictures. Then teacher asked the students to mention the characteristics (e.g. name, shape, colour, material, number, etc) of the pictures, but there were several students who did not pay attention, and talked to other. Teacher called their name and gave warning.

After those activities, teacher explained the material about simple noun phrase including:

- a. What is simple noun phrase?
- b. How to arrange simple noun phrase?

c. What are the characteristics of noun phrase?

- It consists of two words or more
- It lacks of subject and predicate

Most of students paid attention to the teacher's explanation, but there were several students who did not pay attention. They talked to other and took their head on the table. Then teacher tried to approach them and gave warning.

Teacher asked the students to work in group and divided the students into ten groups. Teacher shuffled a pack of cards and dealt cards to each group. Teacher determined the first group to tenth group. Teacher gave quartet cards game activity, each group did what teacher instructed (see lesson plan of cycle I). There were several students who still confused with the teacher's instruction, it can be seen from the most of students talked each other, they asked their friend about what they should do. So teacher must repeat her instruction slowly and loudly voice.

During the quartet cards game activities, students were being enthusiastic in learning English, especially simple noun phrase. They paid attention to their friends answer and collected their family cards. Then they discussed with their group to identify parts of speech from their cards.

The students asked the teacher if they got some difficulties in their discussion. After students finished their discussion, each group asked a volunteer to come forward and tell the result of their discussion to the class. Students made a sentence based on their cards individually. Students wrote their sentence on a piece of paper and submitted it. Students worked in pairs and corrected the other students' work (students changed their work to the other students to be corrected). Students with teacher's guide corrected the students answer.

After those activities were done, the teacher gave briefly

explanations about all of the materials. The last activity the teacher gave individual test.

C. Observing

- a. Teacher explained the material in confusing way, such as wrote on the whiteboard disorganizely.
- b. Teacher did not give clear instructions to the students.
- c. There were eight students who ignored the teacher's explanation and tried to talk to others.
- d. There were four students who took their head on the table and they looked sleepy.
- e. There were six students who active at answering the teacher's question.

D. Reflecting

- a. Teacher had low preparation in teaching material and learning process.
- b. Teacher may give clear instruction to the students.
- c. Teacher may more pay attention and give motivation to the students who have low motivation and less active in teaching learning process.
- d. Teacher may motivate the students who have some difficulties in learning simple noun phrase in order to brave ask the question.

3. Second Cycle

The second cycle was done on Thursday, March 18th 2010. The result of the first cycle is not satisfying enough. In the second cycle, teacher used grammar translation method and still used quartet cards as a teaching media/aids to improve the students' achievement of simple noun phrase. Further result of observation explained as follows:

A. Planning

Teacher arranged the learning instrument such as:

- a. Teaching media/aids, such as quartet cards and some pictures
- b. Lesson plan of cycle II

- c. Observation sheet
- d. Test items

B. Acting

In this cycle, teacher used grammar translation method and still used quartet cards as teaching media/aids in learning simple noun phrase. Teacher and researcher entered the classroom. Teacher opened the lesson by greeting. Then she asked the students' condition and checked the students' attendance, at that time no one student was absent. Teacher announced the students' score on the first cycle and gave motivation to students to study hard.

For recalling their mind about simple noun phrase, teacher gave each students one card and asked them to circulate around the room for asking others the content of their card until they found two others students who have part of a noun phrase they lack (see lesson plan of cycle II). The class became noisy but it was still tolerable.

Teacher stimulated students by giving some questions, there were several students who could answer and response the teacher's questions. Then, teacher reviewed the material about simple noun phrase including:

- a. What is simple noun phrase?
- b. How to arrange simple noun phrase?
- c. What are the characteristics of noun phrase?
 - It consists of two words or more
 - It lacks of subject and predicate

There were improvement than the first cycle, during the teacher explained the material, all of students paid attention to the teacher's explanation. Although there were two-four students who talked each other, the teacher called their name and gave some questions about simple noun phrase to them.

Teacher divided students into several groups. Then she dealt a family cards to each group. Teacher gave instructions to play quartet cards in the second cycle. Students did what the teacher instructed (see lesson plan of cycle II). Teacher gave more attention to the students who less active and low motivation in learning simple noun phrase.

Teacher gave several questions related to simple noun phrase. Most of students tried to answer the teacher's questions. It indicated that several students began to understand the simple noun phrase. Some students asked to the teacher if they found some difficulties in arranging simple noun phrase.

Teacher showed some pictures and asked the students to make simple noun phrase based on the pictures. Students wrote their answer on a piece of paper and submitted it. Students worked in pairs and corrected the other students' work (students changed their work to the other students to be corrected). Students with teacher's guide corrected the students answer. Finally, teacher gave test to measure the students' understanding on simple noun phrase in the end of the second cycle.

C. Observing

- a. Teacher explained the material clear enough and used loudly voice.
- b. Teacher gave clear instruction to the students
- c. There were four students who did not pay attention to the teacher's explanation and tried to talked each other.
- d. There were two students who took their head on the table and looks sleepy.
- e. There were ten students who active in teaching learning process. They tried to answer and response the teacher's question.

D. Reflecting

- a. Teacher explained the material clear enough.
- b. Tecahe's performance is better than cycle I.

- c. Teacher may motivate the passive students in order to brave to express their mind.
- d. Students' activeness during group work must be improved again.
- e. Teacher may continue or even improve this successfulness.

4. Third Cycle

The third cycle was done on Saturday, March 20th 2010. Teacher used PPP method and still used quartet cards as teaching media/aids to improve the students' achievement of learning simple noun phrase. In this phase, the teaching learning processes also run well. The students were very interested in learning simple noun phrase through quartet cards. It can be seen by their engagement in learning activities, so the teacher and researcher decided to stop the cycle.

Further results are explained as follow:

A. Planning

Teacher arranged the learning instrument such as:

- a. Teaching media/aids, such as quartet cards and some pictures
- b. Lesson plan of cycle II
- c. Descriptive text
- d. Observation sheet
- e. Test items

B. Acting

Teacher entered classroom. Teacher greeted the students. Students responded to the teacher's greeting. Teacher asked the students' condition. Then she checked the attendance, at that time no one student was absent. Teacher announced the students's score in the second cycle and gave motivation to the students to study hard.

In the beginning of the lesson, teacher asked the students to empty their pocket or purses on their desks. Teacher asked the students to make a

simple noun phrase of item's from their next friend on the right side. This activity made the class noisy because they have to change their seat position in order to make good position.

Teacher reviewed the material about simple noun phrase including:

- a. What is simple noun phrase?
- b. How to arrange simple noun phrase?
- c. What are the characteristics of noun phrase?
 - It consists of two words or more
 - It lacks of subject and predicate

All of the students paid attention to the teacher's explanation. There were improvement in students' understanding on simple noun phrase. It can be seen when teacher stimulated them by showing some pictures and asked the students to make simple noun phrase based on the pictures, most of students can arrange simple noun phrase.

Teacher divided students into several groups. Then teacher gave a descriptive text and asked the students to make discussion and identify the simple noun phrase on the text. The students read and tried to understand text enthusiastically. They were active in discussion. Sometimes the students still asked the teacher if they faced difficulty. Volunteer from each group came forward to write and tell the result of their discussion to the class.

Teacher asked the students to work in group. Teacher dealt cards to each group and asked them to discuss with their group about parts of speech of noun phrase from their cards. Volunteer of each group came forward and wrote the result of their discussion on the whiteboard. Students with teacher's guide discuss the result of discussion. Finally, teacher gave test to the students in the end of the cycle.

In this cycle, the students' improvement in their achievement on simple noun phrase is more significant. It can be seen from the average

improvement score. Teacher and researcher agreed that students understand simple noun phrase after given treatment using quartet cards as teaching media/aids. The teacher and researcher agreed to stop in this cycle, because they thought that students' achievement in simple noun phrase had significantly improved since the first cycle until third cycle.

C. Observing

- a. Teacher explained the material clearly and loudly voice.
- b. Teacher gave clear instruction to the students.
- c. There were two students who sat on the corner behind of the class did not pay attention to the teacher's explanation and tried to talk each other.
- d. The students very enthusiastic in learning simple noun phrase. it can be seen from there were no students who took their head on the table and looked sleepy.
- e. There were fifteen students who active at answering and response the teacher's question.
- f. Most of the students are able to accomplish the task well.

D. Reflecting

- a. The teacher performance is better than cycle II.
- b. Teacher should motivate the students to study hard and not shy to ask the question if they faced some difficulties in learning English.
- c. Students should be more active in discussion in order to be brave to express their mind.

It also stated by teacher's interview:

R: What is your opinion about teaching simple noun phrase using quartet cards?

T: It is good, because it can help the students on understanding simple noun phrase easily. It also can be used as interesting teaching media in learning English to avoid students' feeling of boredom.

R: How is the students' response in teaching learning process during the treatment using quartet cards?

T: The students are very interested. They concern toward teacher's explanation and engage in quartet card game activities well.

R: What is the benefit of using quartet cards?

T: - Teaching learning process is interesting and easily understood

- It can enrich the students' vocabulary because they can know the new vocabulary from the family cards.

- The use of pictures on the quartet cards can give clear meaning of the vocabulary and more memorable. Students also can arrange the simple noun phrase easily by describing the characteristics of the pictures.

- The game activities in quartet cards can create fun learning in English. The students can cooperate with their group and discuss the material.

R: What is the lack of the use quartet cards in teaching simple noun phrase?

T: The games activities in quartet cards need much more time. Sometimes the class become noisy because some students still confused with the procedure of game.

B. The improvement of students' achievement in learning simple noun phrase

After the researcher implemented the use of quartet cards in teaching simple noun phrase, the researcher got the data. The data would be analyzed to get the conclusion of this classroom action research. The analyze of each cycle are as follows:

1. First Cycle

The first cycle was conducted on Thursday, March 11th 2010. It was held at 07.00-08.30 a.m. In the first cycle teacher used PPP method and

quartet cards as teaching media/aids in teaching simple noun phrase. This teaching media/aids could help the students to understand the material about simple noun phrase easily. Although in the first cycle, the students still confused with the activity because this is a new way in their experience in learning English especially simple noun phrase using quartet cards. The steps in analyzing the data are as follows:

1.1 Measuring the Students' Individual Ability

After finding the result of the students' test score in simple noun phrase, the researcher went to further analysis by using percentage of scoring as follows:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} \times 100\%$$

Students' score in simple noun phrase was analyzed by using the percentage of scoring in order to get the percentage of the descriptive analysis of the score in simple noun phrase test.

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

Table 4.2

The result of the first cycle are as follows:

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A-1	70	70 %	B	GOOD
2	A-2	50	50%	D	LESS
3	A-3	50	50%	D	LESS
4	A-4	100	100%	A	EXCELLENT
5	A-5	70	70%	B	GOOD

6	A-6	50	50%	D	LESS
7	A-7	90	90%	A	EXCELLENT
8	A-8	30	30%	E	POOR
9	A-9	60	60%	C	FAIR
10	A-10	40	40%	E	POOR
11	A-11	60	60%	C	FAIR
12	A-12	50	50%	D	LESS
13	A-13	60	60%	C	FAIR
14	A-14	30	30%	E	POOR
15	A-15	50	50%	D	LESS
16	A-16	60	60%	C	FAIR
17	A-17	70	70%	B	GOOD
18	A-18	60	60%	C	FAIR
19	A-19	80	80%	B	GOOD
20	A-20	60	60%	C	FAIR
21	A-21	70	70%	B	GOOD
22	A-22	50	50%	D	LESS
23	A-23	80	80%	B	GOOD
24	A-24	50	50%	D	LESS
25	A-25	50	50%	D	LESS

26	A-26	60	60%	C	FAIR
27	A-27	60	60%	C	FAIR
28	A-28	50	50%	D	LESS
29	A-29	60	60%	C	FAIR
30	A-30	70	70%	B	GOOD
31	A-31	60	60%	C	FAIR
32	A-32	70	70%	B	GOOD
33	A-33	60	60%	C	FAIR
34	A-34	60	60%	C	FAIR
35	A-35	70	70%	B	GOOD
36	A-36	60	60%	C	FAIR
37	A-37	60	60%	C	FAIR
38	A-38	70	70%	B	GOOD
39	A-39	70	70%	B	GOOD
40	A-40	70	70%	B	GOOD
41	A-41	70	70%	B	GOOD
42	A-42	70	70%	B	GOOD
43	A-43	80	80%	B	GOOD
		2650			

Table. 4.3

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	2	4,6%	Excellent
2	70% - 89%	15	34,8%	Good
3	60% - 69%	14	32,5%	Fair
4	50% - 59%	9	20,9%	Less
5	0% - 49%	3	6,9%	Poor
		43	100%	

Based on the table 4.3, it can be seen that 4,6% or 2 students got excellent mark, 34,8% or 15 students got good mark, 32,5% or 14 students get fair mark, 20,9% or 9 students got less mark, and 6,9% or 3 students got poor mark.

1.2 Measuring the Mean

To know the mean of the students first cycle score of simple noun phrase, this formula is as follows:

$$X = \frac{\sum f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

The computation of the average of the score is as follow:

$$X = \frac{\sum f}{n}$$

$$X = \frac{2650}{43} = 61.62$$

Mean = 61.62

So the score mean of the students in the first cycle is 61.62. It means the students' score in first cycle can be categorized as fair. The students first cycle score can be said was successful, because the whole students get over 60 of the achievement. But it was unsatisfied yet, because 9 students still got less category and 3 students got poor category, so the researcher could continue to the next cycle.

2. Second Cycle

The second cycle was done on Thursday, March 18th 2010. It was held at 07.00-08.30 a.m. In the second cycle, teacher used Grammar Translation Method and still used quartet cards as teaching media/aids in teaching simple noun phrase. In this cycle, the students very enthusias in the quartet cards game activities. Teacher also focused on the students who less active and have some difficulties in understanding simple noun phrase. There were significant improvement, it can be seen from the average score of the second cycle. The students' score was better than the first cycle. This improvement doesn't make the teacher and researcher to stop in this cycle. The steps in analyzing the score are as follows:

2.1 Measuring the Students' Individual Ability

After finding the result of the students' test score in simple noun phrase, the researcher went to further analysis by using percentage of scoring as follows:

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

Students' score in simple noun phrase was analyzed by using the percentage of scoring in order to get the percentage of the descriptive analysis of the score in simple noun phrase test.

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

Table 4.4

The result of the second cycle are as follow:

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A-1	70	70 %	B	GOOD
2	A-2	60	60%	C	FAIR
3	A-3	80	80%	B	GOOD
4	A-4	90	90%	A	EXCELLENT
5	A-5	90	90%	A	EXCELLENT
6	A-6	60	60%	C	FAIR
7	A-7	100	100%	A	EXCELLENT
8	A-8	30	30%	E	POOR
9	A-9	90	90%	A	EXCELLENT
10	A-10	70	70%	B	GOOD
11	A-11	70	70%	B	GOOD
12	A-12	60	60%	C	FAIR
13	A-13	80	80%	B	GOOD
14	A-14	40	40%	E	POOR
15	A-15	80	80%	B	GOOD
16	A-16	90	90%	A	EXCELLENT
17	A-17	50	50%	D	LESS
18	A-18	50	50%	D	LESS

19	A-19	80	80%	B	GOOD
20	A-20	60	60%	C	FAIR
21	A-21	70	70%	B	GOOD
22	A-22	90	90%	A	EXCELLENT
23	A-23	90	90%	A	EXCELLENT
24	A-24	60	60%	C	FAIR
25	A-25	50	50%	D	LESS
26	A-26	80	80%	B	GOOD
27	A-27	60	60%	C	FAIR
28	A-28	70	70%	B	GOOD
29	A-29	80	80%	B	GOOD
30	A-30	90	90%	A	EXCELLENT
31	A-31	60	60%	C	FAIR
32	A-32	80	80%	B	GOOD
33	A-33	60	60%	C	FAIR
34	A-34	80	80%	B	GOOD
35	A-35	80	80%	B	GOOD
36	A-36	70	70%	B	GOOD
37	A-37	70	70%	B	GOOD
38	A-38	80	80%	B	GOOD

39	A-39	70	70%	B	GOOD
40	A-40	80	80%	B	GOOD
41	A-41	70	70%	B	GOOD
42	A-42	80	80%	B	GOOD
43	A-43	80	80%	B	GOOD
		3100			

Table. 4.5

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	8	18,6%	Excellent
2	75% - 89%	22	51,16%	Good
3	60% - 74%	8	18,6%	Fair
4	50% - 59%	3	6,9%	Less
5	0% - 40%	2	4,6%	Poor
		43	100%	

Based on the table 4.5, it can be seen that 18,6% or 8 students got excellent mark, 51,16% or 22 students got good mark, 18,6% or 8 students got fair mark, 6,9% or 3 students got less mark, and 4,6% or 2 students got poor mark.

2.2 Measuring the Mean

To know the mean of the students first cycle score of reading comprehension, this formula is as follows:

$$X = \frac{\sum f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

The computation of the average of the score is as follow:

$$X = \frac{\sum f}{n}$$

$$X = \frac{3100}{43} = 72,09$$

$$\text{Mean} = 72,09$$

So the score mean of the students in the second cycle is 72.09. It means the students' score in second cycle can be categorized as good. The students' score of second cycle is better than first cycle. But it was unsatisfied yet, because 5 students still got less category, so the researcher could continue to the next cycle.

3. Third Cycle

The third cycle was done on Saturday, March 20th 2010. It was held at 07.00-08.30 a.m. In the second cycle, teacher used PPP Method and still used quartet cards as teaching media/aids in teaching simple noun phrase. In this cycle, the teaching learning process also run well. The students were active in quartet cards game and in discussion. The improvement of the score is more significant than the previous score. The steps in analyzing the score are as follows:

3.1 Measuring the Students' Individual Ability

After finding the result of the students' test score in simple noun phrase, the researcher went to further analysis by using percentage of scoring as follows:

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

Students' score in simple noun phrase was analyzed by using the percentage of scoring in order to get the percentage of the descriptive analysis of the score in simple noun phrase test.

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

Table 4.6

The result of the third cycle are as follow:

NO	STUDENTS CODE	SCORE	PERCENTAGE	LETTER SCORE	CATEGORY
1	A-1	80	80 %	B	GOOD
2	A-2	80	80%	B	GOOD
3	A-3	90	90%	A	EXCELLENT
4	A-4	90	90%	A	EXCELLENT
5	A-5	90	90%	A	EXCELLENT
6	A-6	40	40%	E	POOR
7	A-7	90	90%	A	EXCELLENT
8	A-8	60	60%	C	FAIR
9	A-9	90	90%	A	EXCELLENT
10	A-10	70	70%	B	GOOD
11	A-11	100	100%	A	EXCELLENT
12	A-12	60	60%	C	FAIR
13	A-13	80	80%	B	GOOD

14	A-14	50	50%	D	LESS
15	A-15	80	80%	B	GOOD
16	A-16	80	80%	B	GOOD
17	A-17	60	60%	C	FAIR
18	A-18	60	60%	C	FAIR
19	A-19	100	100%	A	EXCELLENT
20	A-20	70	70%	B	GOOD
21	A-21	90	90%	A	EXCELLENT
22	A-22	80	80%	B	GOOD
23	A-23	80	80%	B	GOOD
24	A-24	80	80%	B	GOOD
25	A-25	70	70%	B	GOOD
26	A-26	90	90%	A	EXCELLENT
27	A-27	70	70%	B	GOOD
28	A-28	90	90%	A	EXCELLENT
29	A-29	70	70%	B	GOOD
30	A-30	80	80%	B	GOOD
31	A-31	60	60%	C	FAIR
32	A-32	80	80%	B	GOOD
33	A-33	70	70%	B	GOOD

34	A-34	80	80%	B	GOOD
35	A-35	90	90%	A	EXCELLENT
36	A-36	80	80%	B	GOOD
37	A-37	90	90%	A	EXCELLENT
38	A-38	90	90%	A	EXCELLENT
39	A-39	70	70%	B	GOOD
40	A-40	80	80%	B	GOOD
41	A-41	80	80%	B	GOOD
42	A-42	90	90%	A	EXCELLENT
43	A-43	90	90%	A	EXCELLENT
		3370			

Table. 4.7

The category of the students' score and their percentage:

NO	INTERVAL	F	P	CATEGORY
1	90% - 100%	15	34,8%	Excellent
2	70% - 89%	21	48,8%	Good
3	60% - 69%	5	11,6%	Fair
4	50% - 59%	1	2,3%	Less
5	0% - 49%	1	2,3%	Fair
		43	100%	

Based on the table 4.7, it can be seen that 34,8% or 15 students got excellent mark, 48,8% or 21 students got good mark, 11,6% or 5 students

got fair mark, 2,3% or a student got less mark, and 2,3% or a student got poor mark.

3.2 Measuring the Mean

To know the mean of the students first cycle score of reading comprehension, this formula is as follows:

$$X = \frac{\sum f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

The computation of the average of the score is as follow:

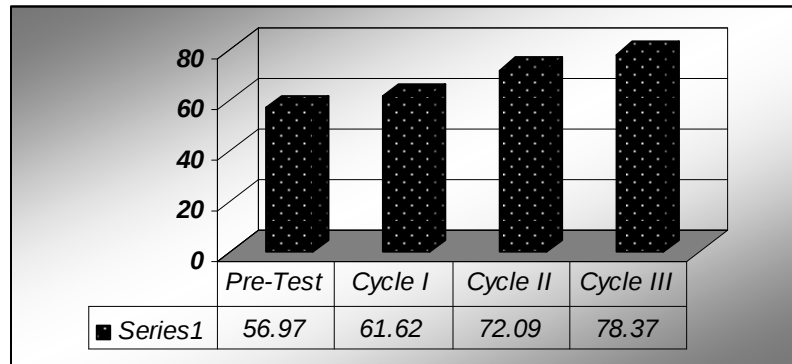
$$X = \frac{\sum f}{n}$$

$$X = \frac{3370}{43} = 78,37$$

$$\text{Mean} = 78,37$$

So the score mean of the students in the third cycle is 78.37. It means the students' score in first cycle can be categorized as good. Because the result of the cycle was more han 60 as stated by criterion of achievement evidance (KKM) in the school.

The mean of the students' score from the pre-test until third cycle briefly can be seen in the diagram below:



The use of quartet cards in teaching simple noun phrase can improve the students' achievement in simple noun phrase. it can be seen from the diagram above. So, this classroom action research of the use quartet cards in teaching simple noun phrase at MTs Nahdlatusy Syubban Sayung Demak was success. The improvement of mean of students' achievement are 61,62 in the first cycle, 72,09 in the second cycle, and 78,37 in the third cycle.