

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Research Design

This study is action research at the Eleventh Graders of MA Darul Ulum Semarang in the Academic Year of 2010 / 2011. This research is Classroom Action Research (CAR) that uses data observation toward teaching learning process in conditional sentences. 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 been done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.<sup>1</sup> According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things.<sup>2</sup> In addition action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. Action research involves taking a self reflective, critical, and systematic approach to exploring your own teaching contexts.<sup>3</sup> In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

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<sup>1</sup>Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p. 8.

<sup>2</sup>David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p. 17.

<sup>3</sup> Anne Burns, *Doing Action Research In English Language Teaching*, (New York: Taylor 2009) p2

Moreover, Jean McNiff and Jack Whitehead explain action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work and how they are trying to improve their own learning and influence the learning of others.<sup>4</sup>

Based on the explanations above, the researcher concludes that action research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in the class.

In this study there are three cycles applied and there are four components in one cycle for doing classroom action research. They are planning, acting, observing, and reflecting.<sup>5</sup>

All those steps can be explained as follow:

a. Planning

At planning stage, the researcher formulates some procedures on how to improve students' understanding on conditional sentences. The procedures are put in some lesson plans, grammar material, test, the students' observation and also the documentation which is according to the teaching learning process.

b. Acting

At acting stage, the researcher tries to implement some techniques or procedures that have been formulated at planning.

c. Observation

When researcher implements some techniques, he also observes some activities such as: attendant of students, attention's

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<sup>4</sup> Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Ltd 2006 ) p7

<sup>5</sup> Louis Cohen, *Research Method In Education*, (New York: Taylor 2005 ) p232

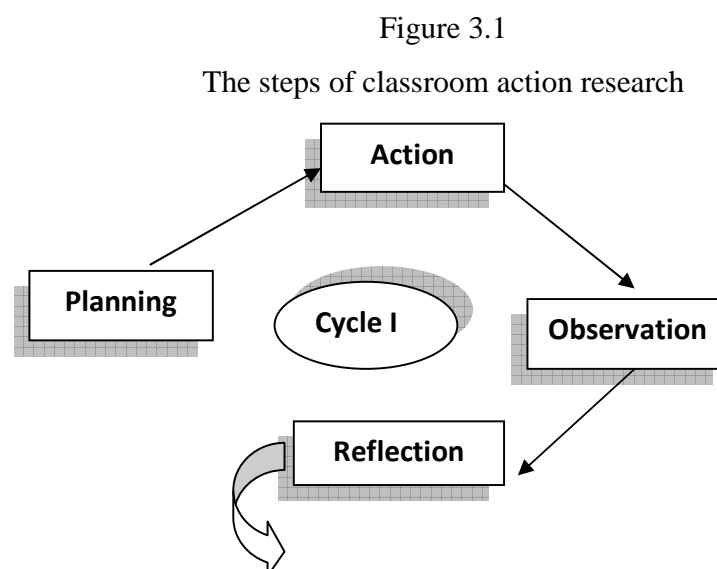
students to teacher's explanations, student's engagement to make question, and the student's activity in the classroom.

d. Reflection

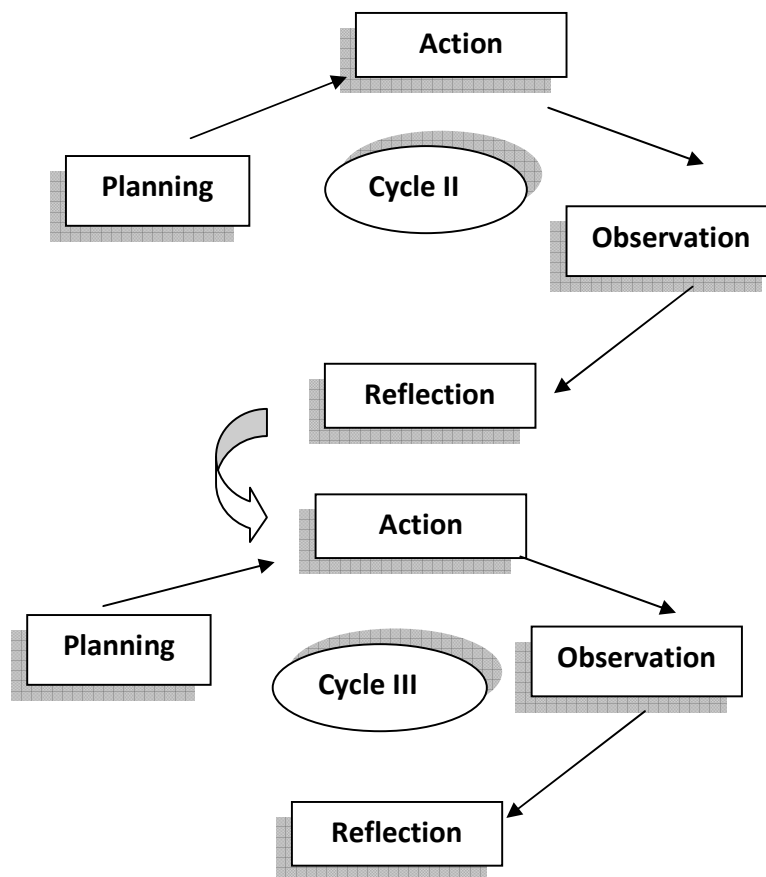
After the observation process is done, the researcher makes a reflection to evaluate teaching learning process and the students' understanding on conditional sentences.

Before starting the research in the classroom, the first thing to do by the researcher is observation in preliminary research. Through the observation the researcher tries to get the information about students' condition and problems in learning conditional sentences. The basic steps in this study are: planning, acting, observing and reflecting. They are called one cycle. If one cycle did not show any improvement, the research activity may be continued in the following cycle until the researcher gets satisfied.

The steps of classroom action research Elliot's model that are copied by Subyantoro in his book "*Penelitian Tindakan Kelas*", as follow:<sup>6</sup>



<sup>6</sup>Subyantoro, *op.cit*, p. 10.



### B. Subject of the Research

The subject of this research is students of class Eleventh Graders of MA Darul Ulum Semarang on conditional sentences in second semester the academic year 2010/2011 that consists of 15 students, 10 male and 5 female.

### C. Time and Setting of the Study

The researcher had time schedule for doing the research and he used the time to do observation and got familiar with school conditions, conduct the research and analysed the result. The explanation of time and setting the research are such as follow:

1. Time for research

The researcher did the research from 4 April until 30 April 2011.

2. Setting of the Research

The action research was in MA Darul Ulum Semarang in the academic year of 2010/2011. The school is on Jl.Raya Anyar Wates Ngalian Semarang. Phone.02470667875

#### **D. Variables**

Variable refers to the object of research that becomes research focus. In this research there are two variables:

1. Independent variable is the teaching learning method using song.
2. Dependent variable is the students' achievement on conditional sentences.

#### **E. 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. The researcher used observation, test, and documentation.

1. Observation

This observation is the activity of giving total concern to research object by the sense. In this research, the concern of research was focused on the students' observable behaviour pertaining to their understanding on conditional sentences. The observation checklist is used as an instrument in this research.

Table 3.1

The observation checklist

NO	Object of Observation	Check List	Grade
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		1	2	3	4	5	
1.	Paying attention						
2.	Asking questions						
3.	Asking the difficult vocabularies						
4.	Responding to question						
5.	Enthusiastic in doing the test						

Explanation:

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%.<sup>7</sup>

2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group and tests may be

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<sup>7</sup>Nana Sudjana, *Penilaian Hasil Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 1999), p. 132.

constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.<sup>8</sup> Through tests the teacher can evaluate the effectiveness of new teaching method of a different approach to a difficult pattern of new material, because the researcher does not have students' score on conditional sentences. The researcher gave pre-test to get information about students' achievement to understand conditional sentences. The writer gave pre-test at the prior of teaching learning process before using song.

The action research was carried out in three cycles. There were tests in each cycle. The tests were aimed to measure the student's progress and result of the teaching learning activities.

### 3. Documentation

It refers to the archival data that helps the researcher to collect the needed data.<sup>9</sup> The function of the document related to the object research such as students name list and the English subject schedule.

## F. Procedure of the Research

In this classroom action research, the researcher planned to conduct three cycles through song in teaching conditional sentences. This research was done in three cycles. 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:

### 1. Pre-Cycle Test

The first step in making classroom action research is conducting preliminary observation to know the teaching method and the initial condition of students' understanding on conditional sentences. The researcher observes the class to get information about

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<sup>8</sup> J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1

<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta:PT. Asdi Mahasatya, 2006) 5<sup>th</sup> Ed., p 158

students' initial condition and to know their problems in learning grammar. In this activity the teacher taught students using conventional method, after that, the teacher gave test to check the students' understanding on conditional sentences. 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 Monday, April 4<sup>th</sup> 2011. After conducting preliminary research, the researcher conducted cycle I, II, and III.

## 2. First Cycle

The first cycle conducted on Tuesday, April 5<sup>th</sup> 2011. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

Table 3.2  
The first cycle

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> <li>- Arranging an appropriate lesson plan with school.</li> <li>- Identifying several songs which consist of conditional sentences that will be used in the research</li> <li>- preparing the teaching material</li> <li>- Preparing the test as an instrument.</li> <li>- Preparing the observation scheme</li> </ul>	<ul style="list-style-type: none"> <li>- preparing students' attendance list.</li> </ul>



2	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students. After that, he checked students' attendances.</li> <li>- Asking a question related the topic. Such as; have they ever listened a song?</li> <li>- Explaining the pattern of conditional sentences and give chance to students who want to ask question.</li> <li>- Giving the song lyric to each student.</li> <li>- Playing a song and asking them to listen carefully</li> <li>- After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked some of them to write the sentences in the white board.</li> <li>- Then giving final test to find out the final outcomes of first cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher as an observer</li> </ul>
3	Observing	<ul style="list-style-type: none"> <li>- The researcher also becomes an observer of the classroom activities.</li> <li>- Observing students' activities using observation sheet.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher becomes an observer in the teaching and learning process.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>- Analyzing the data from the observation checklist and result of the test to</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step</li> </ul>

		<p>find out the improvement of students understanding on conditional sentences after taught using song.</p> <ul style="list-style-type: none"> <li>- The researcher and teacher discuss about teaching learning process that have done to find the weakness and how to improve it in the next cycle.</li> </ul>	<p>in teaching learning process and discuss the result of the observation sheet</p> <ul style="list-style-type: none"> <li>- Teacher and researcher discussed the results of the test.</li> </ul>
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### 3. Second Cycle

After conducting the first cycle, the researcher conducted 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 Tuesday, April 12<sup>th</sup> 2011. The designs of the second cycle are:

Table 3.3

The second cycle

No	Steps	Researchers' Activity	Teachers' Activity
1	Planning	<ul style="list-style-type: none"> <li>- Designing lesson plan of cycle II</li> <li>- Preparing the teaching material.</li> <li>- Preparing the song which is applied in cycle II</li> <li>- Preparing observation checklist of cycle II</li> <li>- Designing test in cycle II</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing students' attendance list.</li> <li>- Teacher and the researcher made a plan to develop teaching learning process.</li> </ul>

2	Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students</li> <li>- Giving song lyrics to students.</li> <li>- Before the researcher plays the song, he asked students about conditional sentences to refresh memory.</li> <li>- Explaining more about conditional sentences.</li> <li>- Playing a song and asked students to identify the sentences from the song</li> <li>- Asking some students to write the sentences in white board. Then he explained once more about conditional sentences, the researcher will make sure that they will not have problem with it</li> <li>- Asking students to make pair and ask them to discuss and make conditional sentences.</li> <li>- Conducting the final test in cycle II to find out the learning outcomes of the teaching learning process in cycle II.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asked students about their problems on the previous lesson.</li> <li>- Teacher and the researcher asked the students to find the difficult words then they will help them to find the meaning of the words.</li> </ul>
3	Observing	<ul style="list-style-type: none"> <li>- Observing the event during teaching learning process using observation checklist</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' participation.</li> </ul>

		<ul style="list-style-type: none"> <li>- Observing students' activities when they did the test to know their improvement of understanding on conditional sentences in cycle II.</li> </ul>	
4	Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discussed the teaching and learning process that has been done to find the weakness and how to surmount the problem in the next cycle.</li> <li>- Analyzing the students score and the observation checklist to find on the improvement of students' understanding at the cycle II researcher reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist.</li> </ul>

#### 4. Third Cycle

The third cycle was done based on the result of the second cycle. There were several aims of cycle III, to fix the weakness in cycle II, to improve the teaching learning process, to give opportunities to students to improve their understanding on conditional sentences. The third cycle was conducted on Tuesday, April 26<sup>th</sup> 2011. The designs of the third cycle are:

Table 3.4

Steps	Researchers' Activity	Teachers' Activity
Planning	<ul style="list-style-type: none"> <li>- Designing lesson plan of cycle III.</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing students' attendance list.</li> </ul>

	<ul style="list-style-type: none"> <li>- Preparing the teaching material.</li> <li>- Preparing the song that will be applied in cycle III</li> <li>- Preparing observation checklist of cycle III</li> <li>- Preparing the test that will be in cycle III</li> </ul>	
Acting	<ul style="list-style-type: none"> <li>- Entering the class and greeting the students</li> <li>- Explaining more about conditional sentences</li> <li>- Giving song lyrics to students. The researcher asked them to listen carefully when song was played</li> <li>- Playing a song, and asked them to find the conditional sentences from the song</li> <li>- Singing together</li> <li>- Asking them to discuss the sentence according to the pattern of conditional sentences in group and The researcher asked one of them to present the result of their discussion</li> <li>- Explaining again about conditional sentences to make sure that they have no problems</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the researcher to give the paper test to students.</li> </ul>

	<ul style="list-style-type: none"> <li>- Finally, the researcher gave them a test to find out the learning outcome of cycle III</li> </ul>	
Observing	<ul style="list-style-type: none"> <li>- While students discussing the material, the researcher observed the difficulties faced by them by using observation checklist</li> <li>- Observing students' response to the researcher question.</li> <li>- Observing students participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the teaching learning process.</li> </ul>
Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discussed teaching learning process that has been done and then they analyzed students score to find out the improvement of students understanding on conditional sentences. The result of the observation compared with the students score in cycle I and II.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluated the step in teaching learning process and discuss the result of observation.</li> <li>- The teacher and researcher reflected the activity that has been done. The result of this analysis could be used as review to use song to improve students' understanding on conditional sentences using song.</li> </ul>

##### 5. The Criterion of the Assessment

The students' success and failure in doing the planned activities are assessed by referring the criterion issued by MA Darul Ulum Semarang, namely Kriteria Ketuntasan Minimum (KKM) Minimum Passing Grade Criteria. A material could be said to be successful if the students had minimal score 70. It means that 60% the

material must be understood by students and a class was said to be successful if 85% of the members pass the test.<sup>10</sup>

## G. 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.<sup>11</sup> The test consists of completion items. The completion items are useful means of testing the students' ability to produce the correct of conditional sentences. The completion consists of 10 items.

The scoring guidance is as follows:

- a. Each item in completion is marked 10
- b. Total score:  $10 \times 10 = 100$
- c. The maximum score is 100

### 2. The data Analysis of Observation

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

The formula that is used as follows:

$$\text{Percentage (\%)} = \frac{\text{sum of checklist}}{\text{amount of students}} \times 100\%$$

### 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

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<sup>10</sup>Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 99

<sup>11</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p. 159.

the improvement students' achievement of conditional sentences, the processes 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:

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

- 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:

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

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 scores which uses five letters: A, B, C, D, and E that expressed various levels as follows:<sup>12</sup>

Table 3.5  
Level of Achievement

The percentage of correct answer	Grade	Level
90% - 100%	A= Excellent	Outstanding
80% - 89%	B= Good	Above average

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<sup>12</sup> Nana Sudjana, *op. cit.*, p. 124.



70% - 79%	C= Fair	Satisfactory
60% - 69%	D= Less	Below Average
0% - 59%	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 sum offset score and dividing the number of students.<sup>13</sup>

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

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<sup>13</sup>*Ibid*, p. 109.