

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Design of the Study

This study is classroom action research at the eleventh grade students of MA Matholi'ul Huda Bugel Kedung Jepara in The Academic Year of 2010/2011. It uses quantitative study that focused on the improvement of students' understanding on passive voice using quiz team technique through action research. Action research is a form of research which is becoming increasingly in language education, according to Kemmis and Mc Taggart cited by Nunan argued that the three defining characteristic of action research are; it is carried out by practitioners (for our purpose classroom teachers) rather than out side researchers, secondly that it is collaborative, thirdly that it is aimed at changing things.<sup>1</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.

Moreover, Mill explains that action research is some systematic inquiries by teacher researcher principles, school counselors or other stakeholders in the teaching and learning environment, to gather information about the ways that the particular school operates, how they teach, and how well their students learn.<sup>2</sup> According to Harmer, action research is the name which is given to set 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>3</sup> Then Arikunto states that action research is one of the type of investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system,

---

<sup>1</sup> David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p. 17.

<sup>2</sup> Geoffrey E. Mills, *Action Research A Guide for the Teacher Researcher*, (New Jersey, Pearson Education, 2000), p. 6.

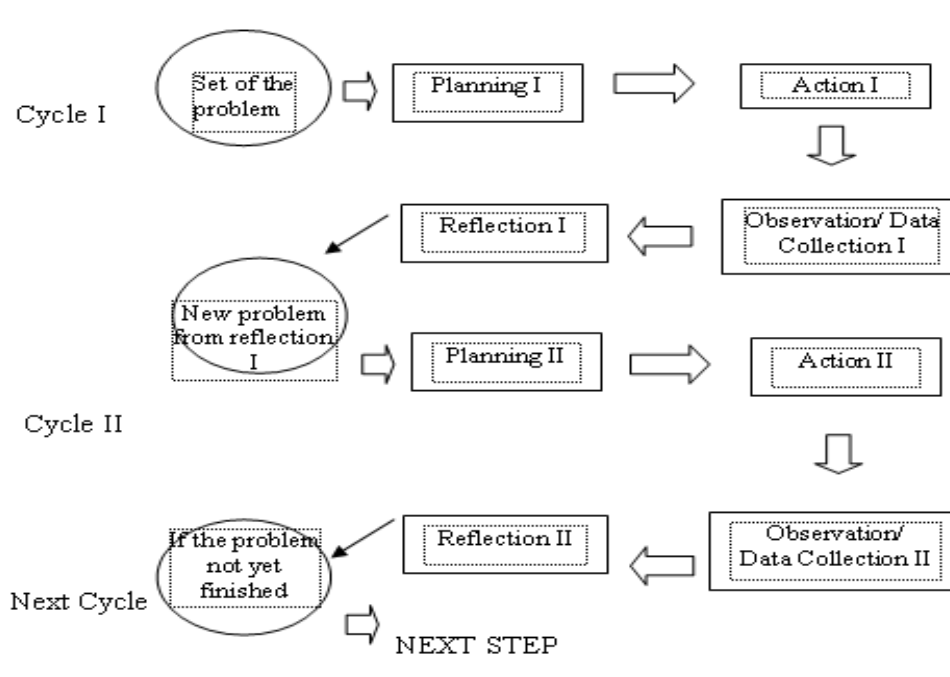
<sup>3</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), p. 344.

method, process, substance, competence, and situation.<sup>4</sup> The specific characteristic of classroom action research is collaboration between teacher and researcher and repairing the system or improving the teaching method. Collaboration between teacher and researcher is very important to discover and examine real problem that is faced. After finding the problem faced by the students, the researcher considered to use a different method from the teacher in teaching. In this study, the researcher used quiz team technique to improve students' understanding on passive voice. The researcher has challenge to solve the problems which have been found in the classroom.

There are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. Each step was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, observing, and reflecting the activities in each cycle.

#### The Steps of Action Research

Taken from: Penelitian Tindakan Kelas, LP3 (UNNES: 2007)



<sup>4</sup> Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

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

1. 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 passive voice. The problem is: the low students' ability in passive voice because of the use of uninteresting method (using teacher-centered method).

All those steps can be explained as follow:

1. Planning

In planning step, the researcher formulated some procedural acts how to improve students' understanding on passive voice using quiz team technique. The procedures are put in some lesson plans, it includes how and why this research is going to carry out.

2. Acting

At the acting stage, the researcher tried to implement quiz team techniques that have been formulated at planning.

3. Observing

The researcher observed the teaching and learning process when he was implementing quiz team techniques in improving students' understanding on passive voice.

4. Reflecting

After observation process is done, the researcher and the teacher made a reflection to evaluate teaching learning process and the improvement of students' understanding on the passive voice using quiz team technique.

In addition, the process should be continued until reach the improvement of students' understanding based on the target score. It is a reflective process

which helps teachers to explore and examine the aspects of teaching and learning and to take action to change and improve the teaching method.

## **B. Procedure of the Study**

This study is classroom action research; it means that there must be cycles in this study. The cycle of classroom action research project involved identifying a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing an action (reflecting).<sup>5</sup> Those four steps are interrelated each other. There are three cycles in this study, each cycle consists of planning (planning to use quiz team technique in teaching), acting (implementing the quiz team technique in teaching passive voice), observing (observing the class condition during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted three cycles and each cycle is ended by a final test, but before conduct the first cycle researcher will conduct pre cycle to know the initial condition of students' understanding on passive voice. The activities that have done in each cycle are as follows:

### **1. Pre-Cycle**

Before the cycle, the researcher found an institution as an object of research to conduct preliminary observation to know the teaching method and the initial condition of students' understanding on passive voice. The researcher observes the class to get the information about 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 passive voice. After the researcher got the data from observation and the test, the researcher decided to analyze the problems faced by the students. After knowing the problems faced by students, the next step which is done by the researcher is designing a planning to continue into the next cycle to surmount the problem in the previous cycle. It was going on Monday, February 7<sup>th</sup> 2011. After conducting preliminary research, the researcher conducted cycle I.

---

<sup>5</sup> Geoffrey E. Mill, *Action Research; A Guide for The Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

## 2. The First Cycle

The first cycle conducted on Sunday, February 20<sup>th</sup> 2011. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

### a. Planning

Teacher and researcher prepare for the material and method during the study. The material is passive voice and the method is quiz team technique. Lesson plan is also prepared to conduct the quiz team technique during the study.

### b. Acting

- 1) Teacher explains student about the material and quiz team technique
- 2) The process quiz team techniques are stated bellow:
  - a) Choose a topic that can be presented in three segments.
  - b) Divide the students into three teams.
  - c) Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
  - d) Have Team A prepare a short-answer quiz. The quiz should take no more than 5 minutes to prepare. Teams B and C use this time to review their notes.
  - e) Team A quizzes a member of team B. If team B cannot answer a question, Team C gets a shot at it.
  - f) Team A directs its next question to a member of Team C, and repeats the process.
  - g) When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quizmasters.
  - h) After Team B completes its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.

- 3) Researcher observes the teaching learning process

### c. Observing

Researcher and teacher observe some obstacles toward material and process of quiz team technique.

d. Reflecting

Teacher together with researcher then reflect all of the activity that has done.

**3. The 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 the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Thursday, February 27<sup>th</sup> 2011. The designs of the second cycle are:

a. Planning

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

b. Acting

- 1) Teacher explains student about the material and quiz team technique
- 2) The process quiz team techniques are stated bellow:
  - a) Choose a topic that can be presented in three segments.
  - b) Divide the students into three teams.
  - c) Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
  - d) Have Team A prepare a short-answer quiz. The quiz should take no more than 5 minutes to prepare. Teams B and C use this time to review their notes.
  - e) Team A quizzes a member of team B. If team B cannot answer a question, Team C gets a shot at it.
  - f) Team A directs its next question to a member of Team C, and repeats the process.
  - g) When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quizmasters.
  - h) After Team B completes its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.

c. Observing

Researcher and teacher observe some obstacles toward material and process of quiz team technique.

d. 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. The Third Cycle

There are several aims of cycle III; to fix the weaknesses in cycle II, to improve the teaching learning process, to give more opportunities to students to improve their understanding on passive voice. The third cycle conducted on Wednesday, March 17<sup>th</sup> 2011. The designs of third cycle are:

a. Planning

Teacher together with researcher then reflect all of the activity that has done.

b. Acting

- 1) Teacher explains student about the material and quiz team technique
- 2) The process quiz team techniques are stated bellow:
  - a) Choose a topic that can be presented in three segments.
  - b) Divide the students into three teams.
  - c) Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
  - d) Have Team A prepare a short-answer quiz. The quiz should take no more than 5 minutes to prepare. Teams B and C use this time to review their notes.
  - e) Team A quizzes a member of team B. If team B cannot answer a question, Team C gets a shot at it.
  - f) Team A directs its next question to a member of Team C, and repeats the process.
  - g) When the quiz is over, continue with the second segment of you lesson, and appoint Team B as quizmasters.

- h) After Team B completes its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.
- c. Observing
- Researcher and teacher observed some obstacles toward material and process of quiz team technique.
- d. Reflecting
- Teacher together with researcher then reflected all of the activity that has done.

### **C. Research Setting and Subject**

This research was conducted at the eleventh grade students of MA Matholi'ul Huda Jepara in The Academic Year of 2010/2011). This school is located in Bugel Kedung Jepara central java.

In a classroom action research, there are populations that will be investigated. Population means the group that you are interested in investigation.<sup>6</sup> Population of this study is the students at the eleventh grade of MA Matholi'ul Huda Jepara, total number of students at eleventh grade are 168, to gather the data. The researcher needed to take a sample. Sample is a part of population that can represent all the population observed.<sup>7</sup> The researcher took XI IPA.2 class as research subject, 39 students as participant. This school was chosen to conduct action research because the students usually felt bored in studying English. It caused several factors such as the teaching methods and minimum facilities in this school. Therefore, it needs to create a new way to make students interest in learning English especially in learning grammar. So, the researcher used a quiz team technique to improve students understanding on passive voice.

---

<sup>6</sup> Michael J. Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p. 26.

<sup>7</sup> Wallace, *Action Research...*, p. 109.



#### D. Instrument and Data Collection Techniques

An instrument is needed by researcher to collect the data. In this research the researcher used two instruments in gathering data, those are observation and test.

##### 1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically.<sup>8</sup> The researcher observed the class on pre cycle and third cycle using check list to get the data. In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding on passive voice. John W. Best explained that Check list are the simplest of the devices. Consist of prepared list of items. The presence or absence of the item may be indicated by checking “Yes or No” or the type or number of items may be indicated by interesting the appropriate word or number.<sup>9</sup>

The observation checklist which is used in this study is as follow:

**Table 1**  
**Form of observation checklist:**

NO	Indicators	Yes	No
1	Paying attention		
2	Asking questions		
3	Responding to the questions		
4	Accomplishing task		
5	Being enthusiastic on quiz		

---

<sup>8</sup> Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), Second Edition, p. 151.

<sup>9</sup> John W. Best, *Research in Education 4<sup>th</sup> edition*, (United States of America: Prentice Hall), Page. 162.

## 2. Test

Test is important part of every teaching and learning experience. Each test has different characteristics that must be considered when the tests are planned.<sup>10</sup> There are two testing grammar types; multiple choice test (error recognition item, word order item, completion item) and transformation item test.<sup>11</sup> In this research, the researcher used completion test and error recognition test. those are used to test student's ability to produce the correct grammatical or structural form.

In addition, Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill Knowledge, intelligence, ability or attitude of individual or group.<sup>12</sup> In this research the researcher used three evaluation tests that have been given in the end of each treatment to know the students' score after they are taught by using quiz team in learning passive voice. The researcher combined the test from several sources related to the topic and used individual test to measure students' individual ability.

### E. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students' understanding on passive voice using quiz team technique. The steps are:

#### 1. Method of Analyzing Observation Checklist

The observation in this research was conducted before the treatment or preliminary research and cycle III. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%$$

---

<sup>10</sup> William Wiersma & Stephen G., *Educational Measurement and Testing*, (USA: The University of Toledo, 1990), Second Edition, p. 36.

<sup>11</sup> 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.23

<sup>12</sup> Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, p. 139.

## 2. Method of Analyzing Test

### a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave task to students. The score of the correct answer is 1 and 0 to each wrong answer. The result of the test will be analyzed by using percentage scoring as following formula<sup>13</sup>:

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

### b. Measuring The Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.<sup>14</sup>

The following formula is :

$$X = \frac{\Sigma f}{n} \times 100\%$$

X= the mean

f = the sum offset score

n = the number of the students.

From the result of those formula the researcher analyzed the score of task and the result from observation checklist to find out the improvement of students' understanding on passive voice using quiz team technique.

---

<sup>13</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), Edisi Revisi, Cet. 6, p. 236.

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 222.