

CHAPTER IV

FINDING

A. The implementation of change-pair technique to minimize students' common error in Indonesian-English translation

This is a classroom action research on the use of change-pair technique to minimize students' common error in Indonesian-English translation. Its aims are to describe the implementation of change-pair technique in teaching translation, to describe students' skill after taught using change-pair technique, and to find out the effectiveness of change-pair technique to minimize students' common error in Indonesian-English translation. There were three cycles, and there was also pre-cycle to get students base score in translation and each activity will be explained as follow:

1. Pre-cycle

This activity was done on November 2, 2009. Based on the observation result of the translation teaching process, the researcher saw that teacher still taught the class by using conventional method, where teacher explained, and student listened.

Teacher started teaching by explaining the materials of recount text. Teacher explaining what recount text it is, past tense, and how to translate Indonesian-English translation correctly. Sometimes he asked students the meaning of certain words and asked one of them write on the blackboard. When teacher explained, students were asked to listen carefully what teacher said. If students did not know any meaning of certain words, they might ask the meaning automatically. And if they did not know the use of past tense in the translating, teacher would give a brave explanation, while students were asked to write it down on their books.

For the next action, teacher gave some example of translating Indonesian-English recount text.

2. First cycle

This activity was done on November 09, 2009. The time was conducted from 09.55 until 11.15 a.m. it was followed by 30 students. The material is recount text. The teacher explained the material by change-pair technique.

a. Planning

In this stage had been done the activities as follows:

- 1) Make a lesson plan
- 2) Prepare a text (recount text)
- 3) Prepare test
- 4) Prepare observation scheme
- 5) Prepare students' attendance list

b. Action

Students did not make any noise when the teacher and researcher came into the class. Teacher began explaining to students about change-pair technique and how to work with it. There seems obviousness on their face. But not long afterward, by brief explanation from teacher, students get the point of change-pair technique. It is also because before the study was done, the teacher ever explained little bit about change-pair and they practice to use it too.

After class presentation, students assigned to teams. This activity makes the class noisy because they have to change their seat position in order to make good position to work in group. Students still little bit confused and need much help from their teacher. The teacher didn't do her role as facilitator. As we know that teacher's role in change-pair technique is as facilitator that means teacher facilitates teaching learning process in class. As a facilitator, teacher plans teaching learning process, the material will be used, how to deliver the information, what is the purpose and then help and guide students to

do learning activities by themselves.¹He only oversaw students from his seat. It is not good for students because they will feel that they work by themselves without any guide from their teacher. This also makes the change-pair technique not work well because it is only active students that will work.

After worked in pairs, teacher gives the task and students do the task with her/his pair, after finishing the task, each pair joins with another pair and both group change-pair each other's, each new pair then asking each other and than new answer that is gained from pair change than it is shared to previous pair.

In this cycle, almost all students used infinitive. It seems that they do not really understand yet the used of recount text especially the used of past tense. As seen in the answer sheet, *I and all of my classmates go to Bali, On the first day we visit Tanah Lot temple before we check in a hotel.* It must be, *I and all of my classmates went to Bali, On the first day we visited Tanah Lot temple before we checked in a hotel.*

Besides that, their ability in arranging words in order to be good sentence is also still low. They did this because they taught that English has the same structure with Indonesian.

In this first cycle, not all pairs got good value. There were only some pairs got good values. Teacher and researcher hope for this cycle that there will be all pairs that got good result. But in fact, not all pairs got good result. This makes teacher thinks quickly to make improvement steps for next cycle.

Teacher and researcher agreed that students' participation and comprehension were not really different from pre-cycle because they still need much help from their teacher. It is because that was their first time to work in group especially in English class.

¹ Adi W. Gunawan, *Genius Learning Strategy*, (Jakarta: Gramedia,2003), p. 165.

c. Observation

Observation result:²

- 1) Teacher still had low preparation in learning tool.
- 2) Teacher less motivate students.
- 3) Students had not done yet the discussion well.
- 4) Students less active to ask other members to solve the problem.

d. Reflection

The reflection result:

- 1) Teacher still had low preparation in learning tool. So teacher should prepare learning tool well.
- 2) Teacher less motivate students. So teacher should improve students motivation to work in group especially for students that less active.
- 3) Students must be more active and have responsibilities toward process and learning achievement.

3. Second cycle

This activity was done on November 12, 2009. The time was conducted from 12.50 until 13.30 a.m. it was followed by 32 students. The material is recount text. The teacher explained the material by change-pair technique.

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Prepare another recount text that more exciting than before
- 3) Prepare test
- 4) Prepare observation scheme
- 5) Prepare students' attendance list

b. Action

According to observer, the teaching learning process runs well. Students do the discussion well. They are active in group work and share the problem together in pair. This appropriates with the elements in cooperative learning; they are group rules, learning effort of each

² Observation result in first cycle on 09 November 2009.

students, and purpose to be reached.³ Group rules related with students' effort in task divisions of each member. They saved the time by divide the task for each member. Learning effort of each student related with their effort to minimize their error in translation. Purpose to be reached and learning effort related with their effort to improve their group grade in order to be the good value by applying group rules. So, these elements are integrated each other and it happened in this second cycle.

In this cycle, only some students used infinitive. They had remembered by the teacher to use past tense in recount text. Their error minimized in this cycle. But the problem now is their way to change infinitive into past tense. As seen in these example, *So we just rided our bicycles, They taked us into the studio*. It must be, *So we just rode our bicycles, They took us into the studio*. They did this because they think that to make past tense is always by add -ed, but for irregular verb it is absolutely different. Their ability in arranging words in order to be good sentence also improved.

c. Observation

Observation result:⁴

- 1) Teacher prepared learning tool better than first cycle
- 2) Teacher motivated students to work together in teams.
- 3) Students needed less help from the teacher.
- 4) Students did the discussion better than before.
- 5) Students more enjoy during discussion.
- 6) Students were active to participate to solve the problem during group-work.

d. Reflection

The reflection result:

- 1) Teacher should endure or even improve this successfulness.

³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2007), p. 241.

⁴ Observation result in second cycle on 12 November 2009.

- 2) Teacher should motivate less active students in order to be brave to speak up their mind, to state their objection, and to bear mutual respect during work study.
- 3) Students' participation during group work must be improved again.

4. Third cycle

This activity was done on November 16, 2009. In third cycle is done based on the result of reflection from the second cycle. The result from observation tells that the students got improvement score, but they still had some misunderstanding about different between Verb I and Verb II. The steps that were done by the researcher in the cycle III were:

a. Planning

- 1) Arranging the lesson plan based on the teaching material
- 2) Prepare the teaching material
- 3) Prepare another recount text
- 4) Prepare the observation scheme
- 5) Prepare test
- 6) Prepare students' attendance list

b. Action

In this stage, students do the translation better than before. It is proved by their translation result that less of faults. They use the right verb and apply it in the right sentences. It is caused by students' participation improvement in translation. Teacher motivates students to translate the text by remembering teacher's explanation before about recount text. Students became more active during group work. They need less help from the teacher and do well in pair-discussion. Teacher and researcher agreed that students more understand about Change-Pair Technique. It is proven by their enthusiastic in translating the text. They realize that they have to do the best in order to be the best team. Teacher and researcher also agreed to finish the cycle in this stage, because they think that students' error in translating Indonesian text into English has minimized since the first cycle until this cycle.

c. Observation

Observation result:⁵

- 1) Teacher's preparation for the lesson plan and learning tool well.
- 2) Teacher motivated students well.
- 3) Students did the discussion well.
- 4) Students needed less help from teacher.
- 5) Students more active to solve the problem.

d. Reflection

The reflection result:

- 1) Teacher should motivate students to always accustom to read an English text.
- 2) Students should be more active during work study in order to be brave to speak up their mind, to state their objection, and to bear mutual respect for another member.

B. Discussion

After the researcher implemented change-pair technique in teaching translation, the researcher got the data. It was analyzed of pre cycle, first cycle, second cycle and third cycle, the researcher got the result of Classroom Action Research.

1. The result of pre cycle

The pre cycle was conducted on Monday, November 2, 2009. In this activity, the teacher was doing teaching learning process as usual, the teacher's learning process began with reading the material by teacher loudly. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. Students are not given maximum response. After that the teacher gave test to get students best score using technique that usually applied by the teacher (conventional method).

⁵ Observation result in third cycle on 16 November 2009.

a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 100.⁶ The students' score can be formulated below:

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

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

Table 1
The results of the pre cycle are as follow

No	Students' Code	Score
1	A-1	30
2	A-2	20
3	A-3	30
4	A-4	40
5	A-5	50
6	A-6	50
7	A-7	40
8	A-8	20
9	A-9	20
10	A-10	30
11	A-11	30
12	A-12	30
13	A-13	40
14	A-14	20
15	A-15	70
16	A-16	70
17	A-17	80
18	A-18	70
19	A-19	70
20	A-20	80
21	A-21	40
22	A-22	30
23	A-23	80
24	A-24	70
25	A-25	80
26	A-26	80
27	A-27	50
28	A-28	60
29	A-29	40

⁶ Jeremy Harmer (Ed) , *How to Teach Grammar*, (UK: Blue Press, 2006), p. 145

30	A-30	50
31	A-31	10
32	A-32	20
Sum	32	1500

b. Measuring the Mean

The mean score of the class can be searched by using this following formula:⁷

$$\begin{aligned}
 \text{Mean} &= \frac{\text{Scores}}{\text{Frequency (the number of students)}} \\
 &= \frac{1500}{32} \\
 &= 46.9
 \end{aligned}$$

The average of students test result of the pre cycle was 46.9. It means that the result was low. According to the researcher, this condition was not interesting. The teacher and researcher decided to use another technique to make students interested and enjoyed.

2. The result of first cycle

This activity was conducted on Monday, November 09, 2009. Knowing the students' result from the first cycle was not satisfied enough, the teacher and researcher decided to use change-pair technique to solve the problem.

In this activity, the teacher taught translation using change-pair technique. The planning for the first cycle is the researcher preparing the learning tools, lesson plan, learning material about recount text. The other is observation scheme was also prepared by the researcher to observe during teaching learning process.

⁷ Suharsimi Arikunto, *et. al.*, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 5th Ed., p. 264.

Table 2

The results of the first cycle are as follows

No	Students' Code	Score
1	A-1	33
2	A-2	33
3	A-3	33
4	A-4	42
5	A-5	33
6	A-6	42
7	A-7	33
8	A-8	33
9	A-9	33
10	A-10	33
11	A-11	33
12	A-12	33
13	A-13	33
14	A-14	33
15	A-15	75
16	A-16	75
17	A-17	75
18	A-18	75
19	A-19	75
20	A-20	75
21	A-21	42
22	A-22	42
23	A-23	83
24	A-24	83
25	A-25	83
26	A-26	83
27	A-27	67
28	A-28	67
29	A-29	50
30	A-30	50
31	A-31	33
32	A-32	33
Sum	32	1646

From the result, she could calculate the average of the students' average or mean of the score using the following formula:

$$\begin{aligned}
 \text{The mean of students' score} &= \frac{\text{Total score}}{\text{Number of the student}} \\
 &= \frac{1646}{32} \\
 &= 51.4
 \end{aligned}$$

From the result above, it is clear that the average of the students test result of the first cycle was 51.4. Students had difficulty in understanding the material about recount text, because they cannot translate the verb into past tense.

3. The result of second cycle

This activity was conducted on Thursday, November 12, 2009. Students did the activity same as the first cycle. The teacher taught translation using change-pair technique. As the previous observation, some of the students said that they had difficulties to translate the verb into past tense. They were Muh Ainul Yaqin, Syaiful, Abdullah Syah Anwar, Deni Wibowo, Syaiful Anam, Kosmanto, etc. In this cycle, the teacher focused more to the lowest students who got low score in the previous score. According to the researcher they could be motivated from the teacher. So the teacher gave more attention. When they finished, the teacher and students discussed the result to assist them their difficulties. Then the teacher asked them to discuss the material with his/her pair. It's concluded that the students are interested in teaching learning process. After that, teacher gave a test to measure the students' understanding in recount text and the success of the goal of the process.

Table 3

The results of the second cycle are as follows

No	Students' Code	Score
1	A-1	50
2	A-2	50
3	A-3	50
4	A-4	50
5	A-5	70
6	A-6	70

7	A-7	50
8	A-8	50
9	A-9	40
10	A-10	40
11	A-11	40
12	A-12	40
13	A-13	30
14	A-14	30
15	A-15	70
16	A-16	70
17	A-17	80
18	A-18	80
19	A-19	80
20	A-20	80
21	A-21	50
22	A-22	50
23	A-23	90
24	A-24	90
25	A-25	90
26	A-26	90
27	A-27	70
28	A-28	70
29	A-29	70
30	A-30	70
31	A-31	40
32	A-32	40
Sum	32	1940

From the result, she could calculate the average of the students' average or mean of the score using the following formula:

$$\text{The average of students' score} = \frac{\text{Total score}}{\text{Number of the student}}$$

$$= \frac{1940}{32}$$

$$= 60.6$$

From result above shows that the average of students' test of the second cycle was 60.6. The result of the second cycle was better than the previous one. It means that, there was improvement for the students'

achievement although it was step by step. But in this research still found the students got low score.

4. The result of third cycle

This activity was conducted on Monday, November 16, 2009. In this cycle, teacher and researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improve learning tool to improve students' achievement. It can be proved by their motivation in teaching learning process. After the teacher explained the material, he gave a test to measure students' achievement.

Table 4

The results of the third cycle are as follows

No	Students' Code	Score
1	A-1	60
2	A-2	60
3	A-3	60
4	A-4	60
5	A-5	80
6	A-6	80
7	A-7	60
8	A-8	60
9	A-9	70
10	A-10	70
11	A-11	60
12	A-12	60
13	A-13	70
14	A-14	70
15	A-15	80
16	A-16	80
17	A-17	90
18	A-18	90
19	A-19	90
20	A-20	90
21	A-21	80
22	A-22	80
23	A-23	90
24	A-24	90
25	A-25	90
26	A-26	90
27	A-27	80
28	A-28	80
29	A-29	80

30	A-30	80
31	A-31	50
32	A-32	50
Sum	32	2380

The result of test can be calculated by using this formula:

$$\begin{aligned}
 \text{The average of students' score} &= \frac{\text{Total score}}{\text{Number of the student}} \\
 &= \frac{2380}{32} \\
 &= 74.4
 \end{aligned}$$

The analysis above shows that the average of students' test result of the third cycle was 74.4. The result of the third cycle was better than previous one, there was an improvement in this cycle and the problems with difficult understanding different between verb and verb past. If the students were difficult in understanding the usage of verb past, teacher gave pattern of past tense so that they can understand the material. In Cycle III, teacher and researcher also agreed to finish the cycle in this stage, it can be seen from students' improvement in learning recount text has been proven since the first cycle until third cycle showed difference on the e improvement of students' achievement was good. So students' score in cycle III were good. So that the implementation of change-pair technique to minimizing students' common errors in Indonesian-English translation was successful.

Table 5

The result of the test from the pre cycle until third cycle can be seen

In the table 5 are as follows:

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	30	33	50	60
2	A-2	20	33	50	60
3	A-3	30	33	50	60
4	A-4	40	42	50	60
5	A-5	50	33	70	80
6	A-6	50	42	70	80

7	A-7	40	33	50	60
8	A-8	20	33	50	60
9	A-9	20	33	40	70
10	A-10	30	33	40	70
11	A-11	30	33	40	60
12	A-12	30	33	40	60
13	A-13	40	33	30	70
14	A-14	20	33	30	70
15	A-15	70	75	70	80
16	A-16	70	75	70	80
17	A-17	80	75	80	90
18	A-18	70	75	80	90
19	A-19	70	75	80	90
20	A-20	80	75	80	90
21	A-21	40	42	50	80
22	A-22	30	42	50	80
23	A-23	80	83	90	90
24	A-24	70	83	90	90
25	A-25	80	83	90	90
26	A-26	80	83	90	90
27	A-27	50	67	70	80
28	A-28	60	67	70	80
29	A-29	40	50	70	80
30	A-30	50	50	70	80
31	A-31	10	33	40	50
32	A-32	20	33	40	50
Sum		1500	1646	1940	2380
Average mean		46.9	51.4	60.6	74.4
Low score		10	33	30	50
High score		80	83	90	90

From the result from table 5, the average students in Pre Cycle were only 46.9 and Cycle I was 51.4. The comparison between Pre Cycle and Cycle I improved 4.5%. The average students in Cycle II were 60.6. The comparison between Cycle I and Cycle II improved 9.2%. The average students Cycle III was 74.4. So the comparison between Cycle II and Cycle III improved 13.8%.

From the table 5, the use of change-pair technique can minimize students' common error in Indonesian-English translation. So, this classroom action research of the use change-pair technique to minimizing students' common error in Indonesian-English translation at MTs. NU

Nahdlatul Athfal was success. It can be seen from the result of pre cycle until three cycle shows any improvement.

The improvement of students' achievement in learning modal auxiliary can be seen taught the histogram as follows:

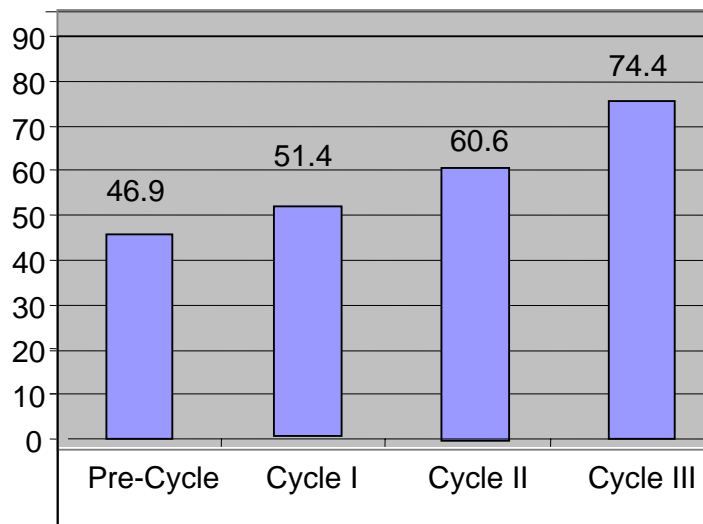


Figure 2. Diagram of the Whole Test

From the diagram above, it can be seen the students error in translating Indonesian into English has minimized since first meeting until final meeting. This shows that the use of Change-Pair Technique in translation can make a change on students' ability in translating text. Students' first cycle marks were not far from pre-cycle; it is because they did not work cooperatively during group work. In second cycle, students' marks improved significantly, it means that their error is minimized. This caused by students' participation in group to solve the problem together. This also happened in third cycle even though with little improvement of students' marks. One thing that cannot be separated from this students' minimization is students' participation during group work. In the first cycle, students' participation is still low. This is because they do not understand yet about the work of Change-Pair Technique. But students' participation improves rapidly for the second cycle and the rest cycle. In the first cycle, students tend to work individually since they had not understood yet the function of the team. There is no positive

interdependence or other components of cooperative learning groups in usual group discussion. This affects on students' participation during group work in Change-Pair Technique. By teacher's explanation about the function of the team in Change-Pair Technique, students seem to be more understand to encourage and help each other to master the material. This is proved by researcher and teacher observation related with students' participation in translation that shows improvement in second cycle and third cycle. Students become more active to participate during group work to translate the text. It can be conclude that Change-Pair Technique is an effective teaching technique to minimize students' error in Indonesian-English translation.

Table 6.
Achievement Level⁸

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor

From the table above, the result of students achievement in Pre Cycle included to the average achievement. It means that the criteria of students' achievement were sufficient. The level of Cycle I and II included to above average. And the last is Cycle III. In this cycle included to the outstanding achievement. It means that the criteria of students' achievement were good.

⁸ Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.