

III. RESEARCH METHODS

3.1 Setting of The Research

In this research, the researchers used a classroom action research method. This research had done at SMP GANESA METRO. It based on the teacher's information and also the pre observation done by the researcher, which shows that the students of that class have very low ability in studying Present Continuous Tenses. For that reason, the researcher examined the cause of the problem and then found the solution for that problem. The cause of the problem was the inappropriateness of teaching method used by the teacher, and the solution for the problem was the implementation of Gesture Group Game to teach Present continuous Tense

3.2 Subjects of The Research

The subject of this classroom action research was the students of the seventh grade of SMP Ganesa Metro. The students of this school were not so active when they are learning English. The students only good at learning about language, they were not good in mentioning the pattern of the tenses especially Present Continuous Tense. According to the researcher's pre-observation towards that students, the researcher concludes that most of the students have low ability in Tenses especially Present Continuous Tense. In this classroom action research, the

researcher acted as an observer and also a teacher by implementing the imagination activity and teacher of SMP Ganesa Metro acted as collaborator. The researcher made the lesson plan and telled the teacher what they must perform in the class based on the lesson plan. So, during the research, the researcher and the collaborator observed learning activities that occurred in the classroom

3.3 Research Procedure

This classroom action research was conducted based on the problem face both by students and teacher. During the teaching and learning process, the teacher will held a Grammar test by asking students to practice Present Continuous Tense based on the situation and topic. This test will score by both teacher and the researcher. In doing the research, the researcher will do it in collaboration with the English teacher also helped by an observer who observes students activities to improve the students' Present Continuous Tense ability through Gesture Group Game. The researcher makes the lesson plan and performs in the class based on the lesson plan. So, during the research, the researcher, the collaborator and the observer will observe everything that occurs in the classroom.

While the researcher is applying Gesture Group Game technique in the classroom, the researcher observes the students' activities. In addition, the researcher also observes the weaknesses of the first cycle in order to make improvement on the next cycle.

Based on the first analysis and reflection in first cycle, it is decided to conduct second cycle, and the next cycle would be focused on the weaknesses in previous cycle.

The main steps of the cycle are as follows:

1. Planning

Based on the problem face of the research, the writer prepares the lesson plan and select material from the textbook. The students are asked to study and work in a small group consists of three or four students. The teacher also prepares the Grammar test for the students and also prepares two kinds of observation sheets, students' observation and teacher's teaching observation.

2. Action

Action is part of the cycle where a teacher does the treatment. The researcher implements the material by using Gesture Group Game as the technique of teaching learning Present Continuous Tense. The researcher teaches the material based on the lesson plan throughout the teaching learning process. It is about making, and demonstrates in how the teacher gives the student some words. In teaching, the teacher gives the example or demonstrates about what the students must do for the Grammar test. Then, the teacher asks the students practice doing it in small group consist of three or four students. In doing the Grammar test, the score it do after the teaching learning process has been over. During the teaching learning process, the students' activities are observed. Observations were done by the researcher during teaching and learning process. The researcher observed the students' activities and also the teacher's teaching performance. Then, the result of the observation fills out in the

observation sheets. Besides observing, the researcher also interprets the result of the observation. This step start while teaching learning process occurred.

3. Observation and Interpretation

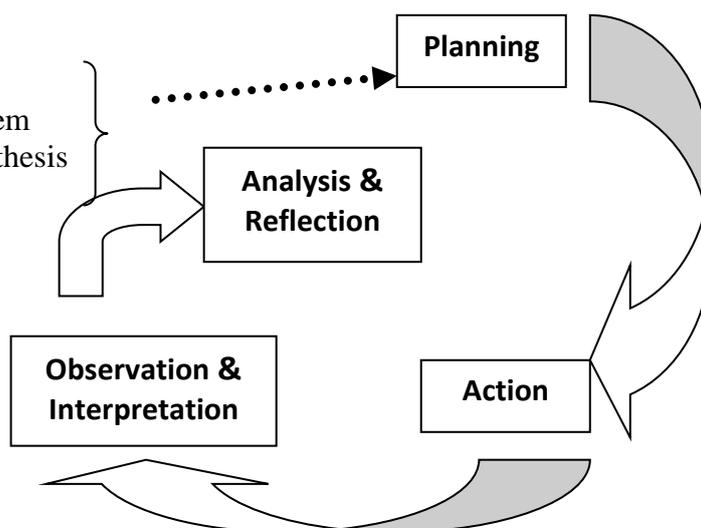
Reflection means that the researcher analyze and reflect the teaching learning process based on the observation result, students' activities, and teacher's teaching performance. And the grammar test held to find out the improvement of students' achievement in grammar. In this step, the researcher and the teacher analyze and interpret the result of the grammar test of the students as the learning product. The researcher also analyzes and interprets the students' activities, teacher's performance and also everything occurred in the teaching and learning process. It do to find out the improvement after the researcher has implementing the Gesture Group Game technique in the classroom.

4. Analysis and Reflection

After analyzing, the researcher together with the teacher do reflection to discover the weaknesses and the strengths after implementing Gesture Group Game technique and also to know the problems face during teaching learning process. By doing so the researcher knew what should be improved on the next cycle. Since the indicators of the research could not be fulfilled in the first cycle, the researcher together with the teacher decide to hold the second cycle to make improvement

Identification of problems

- ✓ Analysis of problems
- ✓ Formulation of problem
- ✓ Formulation of Hypothesis



The cycle of Classroom Action Research (Arikunto, 2006 : 16)

3.4 Indicators of the Research

To find out the success of this action research, the researcher determines the indicators dealing with the learning process and the learning product.

3.4.1 Learning Process.

In learning process, there are two aspects which became the focus of this research, that are the students' activities and the teacher's performance. The observation of the process of teaching is based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while activity, and post activity. The target is that 80% of students are active during the process and if the teacher get score 80 for her performance. Student's activity is measure through written report of the collaborator and the researcher in observation sheet, while the teacher's performance is measured through structure observation sheet. It is expected that the researcher could get score 80 in his teaching performance after

implementing Gesture Group Game. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good. For the teaching performance, there are some aspects score, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

The target determines by the researcher concerning the students' activity is 80%. So, if 80% of students are actively involved in teaching and learning activities when Gesture Group Game implemented, it means that Gesture Group Game can make the students active in teaching and learning activities. The researcher decides to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level. To set the target of the success of this CAR, the researcher also does a discussion with the English teacher of that school.

3.4.2 Learning Product

Gesture Group Game was able to improve students' Grammar comprehension if 80% of the students reach the target score of the Grammar test, 80. So, it means that students, at least, should answer 80% of the grammar test.

3.5 Instruments of the Research

There were three instruments of the research going to be employed in this classroom action research. They are as follows:

3.5.1 Grammar Test

Grammar test will be done as the product of the teaching learning process. The test is about analyzing multiple choices test is conducted with the material. It is present continuous tense. The multiple choice test asks the students to analyze the sentences and the essay test asks the students to comprehend and change sentences whether they are in positive (+) form, negative (-) form or in interrogative (?) form. The result of this test is considered as the data of the students' improvement.

Table 3.1 Table of Specification of Grammar Test

No	Objectives	Number of items	Percentage
1	multiple choice	20	100 %
	Total	20	100 %

There are 20 items asking about components of grammar comprehension, thought state multiple choice test

This test was also reliable since it has been tried out. To measure the coefficient of the reliability between odd and even group, this research used Pearson Product Momen Formula (Arikunto, 1997:69). To find out the reliability of the test, the researcher employed Spearman Brown Formula. The reliability of the test is very high, that is 0.7 according to the standard of reliability from Arikunto (1998:260).

3.5.2 Observation Sheet

Observation will be conducted in every cycle during the teaching learning process. When teaching and learning process is occurring, the researcher observes

the process happen in the classroom. The researcher uses structure observation to know the students' activities and also teacher's performance in the classroom. So, there are two kinds of observation sheets that are filled out by the researcher, that are the observation sheet for the students' activities and the observation sheet for the teacher's performance. Besides, the researcher also makes some necessary notes in the observation sheet concerning the students' activities and teacher's performance.

Table 3.2 Table of Students' activities

No	Students' Activities
1	Pre-Activities <ul style="list-style-type: none"> • Responding to the topic enthusiastically
2	While-Activities <ul style="list-style-type: none"> • Paying attention to the teacher's explanation • Responding to the teacher's questions • Following the teacher's instruction (work in group).
3	Post-Activity <ul style="list-style-type: none"> • Able to respond to the teacher's question

Besides, the collaborator and the observer also made some necessary notes in the observation sheet concerning the students' activities and teacher's performance.

Table 3.3 Table of Teacher's Teaching Performance Score

No.	Aspects	Score
1	Pre-activities <ul style="list-style-type: none"> • Doing an apperception. • Informing the competence that will be achieved to the students. 	
2	While-activities A. The Mastery of Learning Material	

	<ul style="list-style-type: none"> • Correlating the material with other relevant knowledge. • Correlating material with the real life. • Achieving communicative competence. • Using logical structure • Using language components. <p>B. The Learning Strategy</p> <ul style="list-style-type: none"> • Doing a teaching & learning process which is suitable with the competence. • Doing a coordinated teaching learning process. • Doing a teaching learning process which can build the students' imagination. • Doing a teaching & learning process which is suitable with the time allocation. • Emphasizing on using English in the teaching & learning process. 	
	<ul style="list-style-type: none"> • Emphasizing on teaching the language skills integratedly. <p>C. The Use of Learning Media</p> <ul style="list-style-type: none"> • Showing the skill in using the learning media. • Producing an interesting message from the media. • Involving the students in making and using the media. <p>D. The Students' Involvement</p> <ul style="list-style-type: none"> • Building the active participation of the students in the teaching & learning process. • Giving positive responds to the students' opinion. • Facilitating the interaction between teacher-student and student-student. • Showing a conducive interpersonal relationship. • Growing the students' enthusiasm in learning. 	
	<p>E. Evaluation</p> <ul style="list-style-type: none"> • Monitoring the students' improvement after the teacher explains the lesson. • Doing a final evaluation which is relevant to the competence. 	
3	<p>Post-activities</p> <ul style="list-style-type: none"> • Doing a reflection/making summary of the lesson by involving the students' participation. • Doing a follow-up by giving direction or tasks as a remedy. 	
Total Score		
Average Score		
Description of score		

(Source: Dep. Pendidikan Nasional, 2006)

Description of Scores:

- | | | | |
|------------|----------|-------------|-------------|
| 1. 40 – 59 | : Poor | 3. 70 – 79 | : Good |
| 2. 60 – 69 | : Enough | 4. 80 – 100 | : Very Good |

3.6 Data Analysis

In analyzing the data, the researcher will classify the data into two categories they are, the data of the learning process and the learning product. The data analysis was done during and after the data has been collected from every cycle (1st, 2nd,.....). The data from the first cycle has been collected, and then the researcher together with the teacher analyzes the data and does reflection based on them. From the analysis and reflection, the researcher knows the weakness and strength from the first cycle. Besides, both researcher and teacher know what should be improved for the next cycle.

3.6.1 Learning Product

To know the learning product, the researcher uses grammar test to collect the data. There are some steps are used to analyze the data that is gained from test:

3.6.1.1 Giving the grammar Test to the Students

After giving the test, the researcher checks the result of students' test to give the score. Besides that, the researcher analyzes the result to know the errors mostly made by the students. This is very useful for betterment in the next cycle.

3.6.1.2 Calculating the Grammar Score

3.6.2 Learning Process

To get the data from the learning process, the researcher use observation sheets. The result of the observation sheet will be analyzed after every cycle is conducted.

If the observation has done for observing the students' activities and also the teacher's performance, the researcher analyzes the result of the observation separately.

3.6.2.1 Students' Learning Activities

In analyzing the data that was gained from observing the students' learning activities, the following steps will be done:

1. Counting the number of activities done by the students.
2. Calculating the percentage of the students' activities.

For calculating the percentage of the students' activities, the following formula will use:

$$\% A = A \frac{x}{n} 100\%$$

Note:

$\% A$: percentage of students' activities

A : number of students' activities observed

n : number of students in the class

3. Making a description from the data that had been analyzed.

3.6.2.2 Teacher's Teaching Performance

Meanwhile, in analyzing the data obtained from observing the teacher's performance (researcher's performance), the English teacher do the following steps:

1. Counting the total score

In this step, the researcher counts the sum of scores from all aspects. The aspect that is scored covers the teacher's activities in pre-activity, while-activity, and post-activity.

2. Making a description from the data that have been analyzed.

It is similar to analyze the students' activities, to analyze the teacher's performance the researcher also make a description from the collected data which could enrich and support the result of the analysis.