

**LEARNING CAUSATIVE AT THE ELEVENTH YEAR STUDENTS
OF MADRASAH ALIYAH AS 'ADIIYAH BELAWA BARU
THROUGH FLIPCHART**



A THESIS

*Submitted to the English Education Study Program of S1 Tarbiyah Departement
State College Islamic Studies of Palopo in Partial Fullfillment of
Requirement for S.Pd Degree in English Education*

IAIN PALOPO

BY,

**A. ST. NURHIJERAH
NIM. 08.16.3.0001**

**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

**LEARNING CAUSATIVE AT THE ELEVENTH YEAR STUDENTS
OF MADRASAH ALIYAH AS 'ADIYAH BELAWA BARU
THROUGH FLIPCHART**



A THESIS

*Submitted to the English Education Study Program of S1 Tarbiyah Departement
State College Islamic Studies of Palopo in Partial Fullfillment of
Requirement for S.Pd Degree in English Education*

BY,

**IA. ST. NURHIJERAH
NIM. 08.16.3.0001**

Consultans:

- 1. Madehang. S,Ag., M.Pd**
- 2. Syamsudarni, S. Pd.I.,M.Pd**

**ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

PENGESAHAN SKRIPSI

Skripsi yang berjudul “*Learning Causative at the Eleventh year Students of Madrasah Aliyah As’adiyah Belawa Baru Through Flipchart*” yang ditulis oleh saudari **A.St.Nurhijerah**, NIM : **08.16.3.0001**, Mahasiswa Program Studi Bahasa Inggris, Jurusan Tarbiyah pada Sekolah Tinggi Agama Islam Negeri Palopo yang *dimunafasahkan* pada hari Senin, 8 April 2013 M , bertepatan dengan 27 jumadil awal 1434 H, telah diperbaiki sesuai dengan catatan dan permintaan Tim penguji dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.pd)

8 April 2013

Palopo, _____
27 Jumadil awal 1434

TIM PENGUJI

- 
1. Prof. Dr. H. Nihaya M., M.Hum Ketua (.....)
 2. Sukirman Nurdjan, S.S., M.Pd. Sekretaris (.....)
 3. Dr. Rustan S, M.Hum. Penguji I (.....)
 4. Wahibah S. Ag., M.Hum. Penguji II (.....)
 5. Madehang. S.Ag., M.Pd. Pembimbing I (.....)
 6. Syamsudarni, S. Pd.I., M.Pd. Pembimbing II (.....)

Mengetahui,

Ketua STAIN Palopo

Ketua Jurusan Tarbiyah

Prof. Dr. Nihaya M., M.Hum
NIP. 1951123 198003 1 017

Drs. Hasri, M.A
19521231 198003 1 036

PRONOUNCEMENT
(Pernyataan)

I have been signature below :

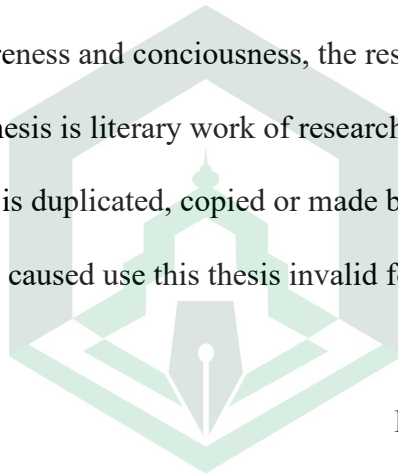
Name : A. ST.NURHIJERAH

Reg. Number : 08.16.3.0001

Study Departement : Tadris English

Departement : Tarbiyah

With all awareness and conciousness, the researcher who sign below, pronounces that this thesis is literary work of researcher herself. If someday it is proven that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis caused use this thesis invalid for law.



IAIN PALOPO

Palopo, Februari 2013

The Researcher

A.St. Nurhijerah
Nim :08.16.3.0001

CONSULTANT APPROVAL

Thesis Entitlad : **Learning causative at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru through flipchart.**

Written By:

Name : A. ST. NURHIJERAH

Reg. Num : 08.16.3.0001

Departement : English (S₁)

Has been corrected and approved has been Examined.

Consultant I

Palopo, Februari 2013

Consultant II

IAIN PALOPO

Madehang. S,Ag., M.Pd
NIP.19730615 200003 1 004

Syamsudarni, S. Pd.I.,M.Pd
NIP. 19811106 200604 1 003

ACKNOWLEDGEMENT

It is the researcher's biggest obligation to express her endless praise to Allah SWT, the Almighty who has been giving his blessing and guidance so that she can compose this thesis completely. Shalawat and salam are always conveyed to Muhammad Saw.

The researcher does realize that we couldn't finish this thesis without helping from the others, that's why the researcher would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M. M.Hum, the head of STAIN Palopo. The first, the second and the third deputed head, all of the lecturers and their assistants and the employers of STAIN Palopo, who had taught, educated, helped, advised and guided the researcher during her study in STAIN Palopo .

2. Drs. Hasri, M.A, as well as the head of Tarbiyah of the state college of Islamic studies Palopo.

3. Dr. Masruddin.S.S.,M.Hum. as a head of English studies program of the state college of Islamic studies Palopo.

4. Madehang, S. Ag., M. Pd, as her first consultants and especially to her respectful second consultant. Syamsudarni, S. Pd.I.,M.Pd. Both of whom I feel indebted for their correction, suggestion and guidance which make everything possible.

5. The researcher special thanks to her beloved parents (Andi Nawir) and (Andi Juhana) for their loving, pray, support, and sacrifices, when the researcher was studing at theDepartment of Tarbiyah STAIN Palopo.

6. Researcher's brother and sister for their support, pray and contribute in material and moral.

7. Akbar S.Pd.I and Nurhajar S.Pd as researcher's best friend who never be bored to guide and give motivation for the researcher to finish this thesis.

8. Aliyas S,Ag as headmaster of Madrasah Aliyah As'adiyah Belawa Baru and Miss Hasriani as a teacher of class eleventh year and also researcher's partner.

9. Sulviani, Nirlinda, Salmawati, Minarty as researcher's best friends who helped and gave researcher motivation in doing research until she finished this thesis.

10. All of the researcher's friends who have helped and gave motivation that this thesis finished although in a simple from.

The researcher think that without these people, this thesis would never been finished, and as human being, the researcher also realizes that this thesis is still far from perfection.

Finally the researcher dedicated this thesis may Allah SWT, Bless them.
Amin.

Palopo, February 2013

The Researcher

ABSTRACT

A. St.Nurhijerah, 2013: learning causative at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru through Flipchart
(A Classroom Action Research). Under Supervisor: (1) Madehang,S.
Ag., M.Pd. (2) Syamsudarni, S. Pd.I.,M.Pd.

Key Words: Learning Causative, by using Flipchart.

This thesis depicts the effective procedures in improving the students' Grammar especially in learning causative by using Flipchart. The research is held at the eleventh year students at the first semester of Madrasah Aliyah As'adiyah Belawa Baru through Flipchart is applied and modified into series of activities of introducing someone. The activities in using Flipchart are two cycles and each cycle consists of one meetings.

The problem statement of this research is How Can the flipchart is used in increasing the students' understanding of learning causative at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru through flipchart. The primary objective of this research is whether it is possible to use flipchart learning causative at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru through flipchart or not. This research employs qualitative research, in this case Classroom Action Research (CAR) designs since it is the most appropriate research design which is related to solve the classroom problems. The researcher conducts collaboration with Hasriani the English teacher of that school as the observer to the researcher that acts as a teacher. This research is conducted at the eleventh year students at the first semester of Madrasah Aliyah As'adiyah Belawa Baru in academic year 2013 which consist of 23 students.

The result of data analysis and the findings in the application of the research indicates that flipchart which is used in learning causative has effective procedure in improving the students' understanding in learning causative.

LIST OF CONTENTS

CONSULTANT APROVAL	i
PRONOUNCEMENT	ii
ACKNOWLEDGEMENT	iii
LIST OF CONTENTS	v
LIST OF TABLE	vii
LIST OF FIGURE	viii
ABSTRACT	xi
CHAPTER I : INTRODUCT	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II : REVIEW OF RELATED LITERATURE.....	5
A. Previous of Research Findings	5
B. Some Partinent Ideas	5
1. Definition of Grammar	5
2. Definition of Causative.....	6
3. Kinds of Causative	7
a) Causative Have.....	7
b) Causative Get	9
c) Causative Make	11
d) Have, get, and make in another meanings (as causative or non)	14
4. Concept of Learning	16
5. Concept of Media	19
6. Definition of Media	19
7. The Function of Media	20
8. Kinds of Media	22
9. Media Flipchart	22
a) Definition of Flipchart.....	22

b) Kinds of Chart	23
c) The Advantage of Flipchart.....	23
10. Peer Tutor Method.....	25
CHAPTER III : RESEARCH METHOD.....	29
A. Classroom Action Research.....	29
1. Definition of Classroom Action Research.....	29
2. Charasteristic of Classroom Action Research.....	30
B. Setting of the Research.....	32
C. Research Participant.....	33
D. Technique and Instruments of Collecting Data.....	33
E. Technique Data Analysis	35
F. Research Procedures	36
CHAPTER IV : FINDINGS AND DISCUSSION.....	39
A. Findings.....	39
B. Discussion	54
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	64
A. Conclusion	64
B. Suggestion.....	65
BIBLIOGRAPHY	66



IAIN PALOPO

LIST OF FIGURE

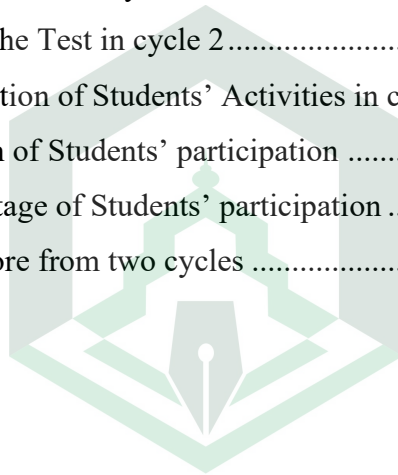
	<i>Page</i>
1. The Procedure of Classroom Action Research	28
2. Picture 1 in cycle 1	42
3. picture 2 in cycle 1	42
4. Picture 3 in cycle 2.....	48
5. Picture 4 in cycle 2.....	48
6. The two samples of flipchart.....	63



IAIN PALOPO

LIST OF TABLES

Table 1 : The Result of Students test in Cycle 1	40
Table 2 : Diagram of the Test in Cycle 1	41
Table 3 : The Observation of Students' Activities in cycle 1	42
Table 4 : The Diagram of Students' participation.....	44
Table 5 : The persentage of Students' participation	44
Table 6 : The Result of test in Cycle 2.....	46
Table 7 : Diagram of the Test in cycle 2.....	47
Table 8 : The Observation of Students' Activities in cycle 2	49
Table 9 : The Diagram of Students' participation	50
Table 10 : The Percentage of Students' participation	50
The result of mean score from two cycles	51



IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

In recent year, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. The issue now centers on questions such as, which grammar items do learners need most? How do we go about teaching grammar items in the most effective way? Are they best taught inductively or deductively? In this section, we consist classroom approaches to the teaching of grammar. Although there is not best method of teaching grammar and we have to do more research to investigate the effectiveness of the many different techniques.¹

In this research, the researcher chooses the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru Kec. Malangke as the place to do research. Based on the preliminary observation, the researcher got information from the other students about the causative is, they were confused to differ the use of *have*, *get*, and *make* in sentence. Example: have as main verb, as auxiliary verb, as nominal as nominal, as suffer, and etc. So that the researcher conducts a research and formulates a research about "learning causative at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru".

¹ Jack C. Richards & Willy A. Renandya, "Methodologi In Language Teaching" (Cambridge: 2002), p. 145.

Some factors that influence the students in developing their understanding about the causative are : those factors are vocabulary, the way to teach which make the students interested in the topics that given. Causative is a sentence which used to command the other people doing what we want. Causative has been a part of English grammar which usually used as a language variation, like in conversation, writing, etc. So it must be understood if we want to learn english seriously, to help the students solving their problems in understanding the causative; The definition of causative, kinds of causative (have, make, and get), and the function of *have*, *make*, and *get* in sentence (causative or non causative) the researcher used flipchart as a media and peer tutor as a method of learning.

Flipchart in simple terms is sheets like an album or calender mesuaring 50 X 90 cm or smaller. Which are arranged in an order, that is clamped at the top. Flipchart can be used as a medium of learning messenger. The most important are, flipchart can present the learning messenger specifically and practical, can be used in class or outdoor its materials of producing is cheapper, moveable, and increasing the students' activity in learning. Using paper materials, and easily found around us. Using flipchart by peer tutor method will be effective, because it can present the massange in a planned or directly on its.²

² Rudi Susilana, at all. *Media Pembelajaran*, CV wacana Prima: Bandung, Cet.II, 2008 , p. 86.

In creating the learning process, a teacher needs to take care the criteria of learning success. To achieve these criteria: Sudjana states the criteria of learning success in two terms namely:

1. From the point of the process, and the result of learning achieved.
2. In term of the result or products, learning success can be seen from the level of mastery the learning objectives by students, like: in quality and quantity.³

Based on the explanation above, the researcher tries to make a research with the title of “Learning causative at the eleventh year students of Madrasah Aliyah As’adiyah Belawa Baru through Flipchart”

B. Problem Statement

In relation to the matters as discussed in the background, the researcher inspired to compose the problem statement as follows “How can the flipchart be used in increasing the students’ understanding of learning causative at the eleventh year students of Madrasah Aliyah As’adiyah Belawa Baru” especially to the First Semester of Students?

C. Objective of the Research

Related to the question that set above, the researcher states the specific objectives whether it is possible to use flipchart in learning causative at the eleventh year students of Madrasah Aliyah As’adiyah Belawa Baru through Flipchart or not.

³Tim FKIP, *Pemantapan Kemampuan Mengajar*, (cet: ke 11. Jakarta, universitas terbuka, 2008), p.1.11

D. Significance of the Research

The result of this research is expected to be additional reference for English teachers in the case of learning causative to their students to enrich creativity, insight in teaching and learning process. Last but not least hopefully the result of this research will enrich the teaching techniques.

E. Scope of the Research

This research covers the learning of Causative in its Practice; it includes the definition of causative, kinds of causative, the use of infinitive and past participle after causative verbs object (active and passive forms) at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru through Flipchart, by using peer tutor method.

Peer tutoring is one of the learning strategies to help meet the needs of learners. This is cooperative rather than competitive approaches. Mutual respect and understanding fostered among students this method is done by empowering students who have a high absorption. In the use of learning methods certainly have their advantages and disadvantages, as well as peer tutors. The description above is some of the advantages of using peer tutors, while shortcomings of this method, among others, is not all that clever students (peer tutoring) is able to explain it well.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research Findings

There are some previous researches that relevant to causative and grammar

1. Sitti Hana, in her thesis (using causative in English, Sekolah Tinggi Agama Islam Negeri Palopo) states that teacher should explain the use of have in other that it can be ditinguished have as causative and have expression or idiom.¹

2. The researcher, Hernawati in her thesis (improving students' grammar achievement through method at the seventh year of SMPN 8 Palopo) states that one of effective methods to improve students' grammar achievement is situational language teaching method, so if the teacher wants to improve students' grammar achievement, the teacher should try this method.²

B. Some Partinent Ideas

1. Definition of Grammar³

Barker (www.Grammar. Com) in Masruddin's book that Grammar is the system of a language. People describe grammar as the "rules" of a language. But in fact no language has rules, although language started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken.

¹ Sitti Hana, *Using Causative In English*, (STAIN Palopo, 2005)

² Hernawati, *Improving Students' Grammar Achievement Through Situational Language Teaching Method At The Seventh Year of SMPN 8 Plopo*. (STAIN Palopo, 2009) P. 60.

³ Masruddin. *Error Analysis* (STAIN Palopo, 2010) p. 10-11

Language is fixe, but we call “Grammar” is simply a reflection of a language at particular time.

The question is do we need to study grammar to learn a language? The short answer is “No” many people in the world speak in their own, native language without having studied its Grammar. But if you are serious about learning as a foreign language, the long answer is “Yes” Grammar can help you to learn a language more quickly and more efficiently. Grammar is something that can help you like a friend. So think of grammar as something good, something positive, and something that you can use to find your way, like signpost or a map.

2. Definition of Causative

Causative has been a part of English grammar which is essential to comprehend in sentence construction in case of making something happen. To know what causative is, we need to clarify the definition.

Natalia, Laode, and Micheal In Sitti Hana theses state that there are some definitions given on causative, such as:⁴

- a) Causative constructions are to show that a causative is needed if something must happen (Natalia)
- b) Causative verb is used to show a wish, where the first person causes another person to do something for the first person (laode)

⁴ Sitti Hana, *Using Causative In English*, 2005., p. 5

c) The causative verbs are used to indicate that one person cause somebody to do something for him/her by paying, asking or forcing the person. The causative verbs are: *have*, *get* and *make* (Micheal & Marry;)

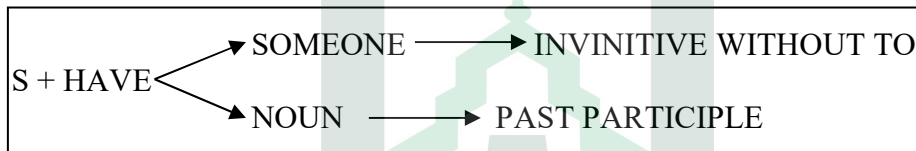
3. Kinds of Causative

a) Causative “HAVE”

According to Arsyad, causative “*have*” is followed by participle or infinitive.

The following rules state the statement of imperative by using causative “*Have*” the way is the following:⁵

FORM



Examples:

(1) Active



I	have	Amirullah	mend the door.
She	had	Roky	wash that shoes.
Any	has	the man	service this car.
I will	have	Amir	cut my hair
She	has	the man	mend her shoes

⁵ Dian Tri Lestari, At all. *The Patterns of English Grammar*, (Kresna English Language Institute), P. 71-72

He will have them service his car.

(2) Passive

S	+	Have	→	Object (NOUN)	→	past participle
---	---	------	---	---------------	---	-----------------

I have the Door mended.

She had that shoes washed by Roky yesterday.

They have the Car serviced by the Man.

I have the article edited.

She has that shoes cleaned.

They had the book published.

He has his friend turn up the television.

Rina is having her friend turn up the television.

I have him do the exercise.

From the example above, it is not know who does editing the article, cleaning, publishing, and do the exercise.

Have in other meaning

- (a) They had their lawyer to change their will (it is not causative)
- (b) Have a good time (it is not causative)
- (c) I have slight headache (it is not causative)
- (d) We are going to have our car fix before we go to Toraja (it is not causative)

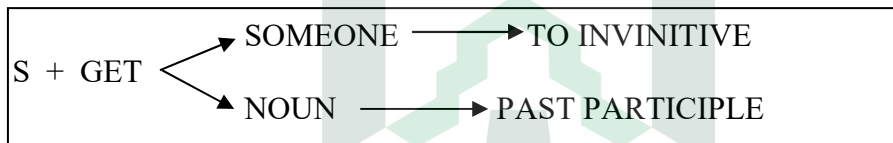
The example above are not causative.

In Sitti Hana Thesis that, causative *have* is followed by the simple form of verb, not infinitive. (incorrect) *I have him to repair the leak.* *Have* gives the idea that “X” request “Y” to do something.

b) Causative “GET”⁶

Causative ”*get*” is often found in every speaking. *Get* in causative construction has the same meaning with “ask”. It means that the first person ask another person to do something. The statement of imperative by using causative “*get*” the way is the following :

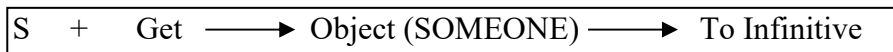
FORM



Examples:

(1) Active

In active causative, the object mostly use *person*.



I	get	my sister	<u>to work</u> my homework
Yayan	gets	Ana	<u>to close</u> the Window
Rikka	gets	her friend	<u>to type</u> her Letter.
Mirsan	gets	me	<u>to come</u> earlier today.

⁶ Fuad Mas’ud. *Essentials of English Grammar*, (Yogyakarta, 2005)

(2) Passive

S	+	Get	→	Object (NOUN)	→	Past participle
---	---	-----	---	---------------	---	-----------------

I	get	my homework	<u>worked</u>
Yayan	gets	the Window	<u>closed</u> cause its rain
Rikka	gets	the Letter	<u>typed</u> by her friend
Mirsan	gets	the document	<u>brought</u> earlier today.

GET in Causative Construction

Other Examples :

- (a) I will get Budi to wash my car.
- (b) She is getting Ali to clean the room.
- (c) Marry got her friend to paint the house.
- (d) Fatimah gets her dog to bring the newspaper.
- (e) I will get the car washed by budi.
- (f) Budi is getting his car repaired this week.
- (g) Mother gets the flowers watered.

Now compare with the example below:

- (a) I get home at 2 o'clock p.m every afternoon (it is not causative)
- (b) I get it (it is not causative)
- (c) Get out there (it is not causative)
- (d) I am getting cold (it is not causative)
- (e) I get offended (it is not causative)

GET in the Other Meanings

The other uses of *get* that are not causative are:

- (a) I got my Pencil on the table.
- (b) I got you.
- (c) I got it.
- (d) I am getting tired.
- (e) I am getting bored
- (f) She always gets a lot of letters everyday.

c) Causative “Make”

According to Micheal and Mary “*Make*” can be followed only by a clause in the active voice. It is stronger than “*Have*” or “*Get*”. It means force⁷.

FORM

S + <u>Make</u> \longrightarrow Complement \longrightarrow (verb in simple form)..... <small>(Any tense)</small>

- The Robber made the teller give him the money.

(the Robber forced the teller to give him the money)

Note: Force + (verb in infinitive)

⁷ Micheal and Mary, *Tes of English as a Foreign Language, TOEFL*.(Singapore, New York), P.133-134

Examples :

- (a) She made the baby take a nap.
- (b) The teacher makes the children stay in their seats.
- (c) The manager made the salesmen attend the conference.
- (d) The president is making his cabinet member sign the document.
- (e) The robber made the boy give him the money.
- (f) Mila makes the books covered.
- (g) The teachers make their office swept.
- (h) The Teacher had made the Students' Parents sign release forms before he let the Students on the tramoline.

The sentence above is only by presented in a clause in active voice. Causative “*Make*” is followed by the simple form of a verb, an infinitive. (incorrect: *she made him to clean his room*). “*Make*” gives the idea that “X” forces “Y” to do something.

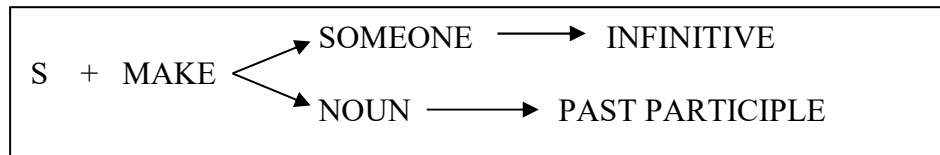
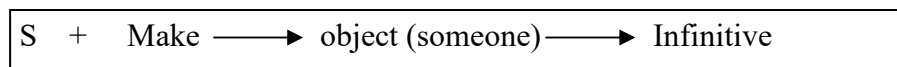
- Mrs. Lee made her son clean his Room.
- Sad movies make me cry.

The sentence above explains that Mrs. Lee son had no choice.

The word of *Make*

“*Make*” can be used as a causative. In causative a person does not perform an action directly. The person causes in to happen by forcing another person to do it⁸

⁸Akh Kardimin,, *Perfect Stucture for Better: TOEFL*, (Pustaka Pelajar)

FORM**(1) Active**

Anti makes her mother take the medicine.

They make the employer sign the documents.

Ema made Anto buy a dictionary.

(2) Passive

Anti makes the medicine taken.

They make the documents signed by the Employer.

Ema made the English dictionary bought as her present.

Examples:

- (a) She made the baby take a nap
- (b) Professor Rogers didn't make us type up our leap report
- (c) Are you going to make your daughter work part
- (d) I can't seem to make this washer run
- (e) Party makes everyone do his share around the House.

The examples above show that the words of *make* are causative.

“*Make*” is a verb which has the same meaning with “*created*” in this case *make* can be translated by giving lexical meaning. The examples as bellows:

- (a) You make me happy.
- (b) They make mistakes
- (c) Make your self at home.

Related to the examples above the word of “*make*” has lexical meaning but “*make*” somethimes has another meaning as follows:

- (a) Make your self at home
- (b) She makes up her mind to go with you

The examples above show that “*make*” is not a causative and we can not translate it by following lexical meaning. “*make your self at home*“ is a kind of expression that has the same meaning with “*do word ever you want to do like at your house* “*make up*” in the second sentence above is a idiom which the same meaning with “*decide*”.

d) *Have, Get, and Make* in another meanings (As causative or non)

Examples:

- (1) I have a Dictionary (as main verb)
- (2) She has eaten (as auxiliary verb)
- (3) She has been in Palopo (as nominal)

- (4) I have a stomachache (as suffer)
- (5) Have the Tea, do you?
- (6) Have the Tea, please!
- (7) The woman have me singen the ceck.

The specific explanations the use of *have*, *Get*, and *Make* in sentences

a. **Have/Get.**

In Sitti Hana Thesis that, causative *have* is followed by the simple form of verb, not infinitive. (incorrect) *I have him to repair the leak.* *Have* gives the idea that “X” request “Y” to do something. *Get* in causative construction has the same meaning with “*ask*”.

b. **Make.**

According to Micheal and Mary “*Make*” can be followed only by a clause in the active voice. It is stronger than “*Have*” or “*Get*”. It means force.

- The Robber made the teller give him the money.

(the Robber forced the teller to gove him the money)

Note: Force + (verb in infinitive)

The sentence above is only by presented in a clause in active voice. Causative “*Make*” is followed by the simple form of a verb, an infinitive. (incorrect: she made him to clean his room) “*Make*” gives the idea that “X” forces “Y” to do something.

- Mrs. Lee made her son clean his Room.

- Sad movies make me cry.

The sentence above explains that Mrs. Lee son had no choice.

4. Concept of Learning

Learning is the blend between two activities, teaching activities and studying activities. The main key of learning is on the teacher. But it does not mean in learning only teacher be active and the students are passive. Learning needs both of them be active. If the only one be active is only the teacher, it is just called teaching and if only the students be active, it is just called studying. So, learning is the blend of teaching and studying.

Learning can be meant as process of interaction between students and teacher in processing lesson material by using study source as a studying environment. Arikunto states in his book that learning is teacher's activities which are consist of mastering knowledge, skills, and attitude process by the subject who is studying.

Learning or teaching is all efforts made to create a situation so that learners learn. Why is that? Learning does not always happen by itself, although the key lies in the willingness of students to learn, but will fault should not always presented itself, that is necessary for teachers, tutors, mentors are in many ways trying to create a situation that could encourage students to learn, guidance, counseling team, and strengthening the ability to teach.⁹

⁹ Tim FKIP. *Pemantapan Kemampuan Mengajar*, (Jakarta: Universitas Terbuka, 2008) p. 1.10

Teaching learning process as a system, contain some components and holistically influence the quality of learning. Those components consist of purpose, learning source, learning teaching process, method, tools, source, and evaluation. Those components will be explained as follows:

a) Purpose

Purpose is an aspiration which is expected to be achieved in implementation an activity including learning activity. Learning purpose is a component which is influence and become reference of the other component.

Roestiyah said that a learning purpose is the description about performance, ability, student's behavior, which is expected to be reached after they learn the lesson which is taught.

b) Learning Material

Learning material is substance which will be taught in learning process. Without this learning source, the learning process will not run. The teacher is expected able to choose and prepare the learning material to achieve the learning purpose. That is why; the teacher must have and be able to master the learning material which will be taught to the students.

c) Learning Teaching Process

This component is the essential activity in learning process. All the things that have been programmed will be done in this learning teaching process. It can be done with small group studying or classical studying with learning step which is had

been programmed in lesson plan. This activity involves some learning components; they are media, method, material source, and studying environment.

In creating the learning process, a teacher needs to make care the learning success to always tryout to achieve these criteria.

According to Sudjanna, the criteria of learning success terms are:

- 1) From the point of the process and learning outcomes are achieved.
- 2) In terms of results or products, learning success can be seen from the level

mastery of learning objectives by students like in quality and quantity.

d) Method

Method is the way which is used by the teacher to convey the learning material to the students to reach the goal which has been decided. Choosing method which will be used in teaching must be appropriate with learning purpose formula. The variation method in teaching really influence in learning achievement, teachers' competence is needed in choosing the proper method.

e) Learning Tools

Learning tool is all the things which are able to use and help teacher to explain the material to make students' understanding and mastering material be easier.

f) Source

In this case, the source which is meant is all the things that are used as a place or source where the material taken. The sources are human, book/library, mass media, environment, etc.

g) Evaluation

Evaluation is activity to collect data as much as possible about the students to know the cause and studying achievement of students to support and develop students' ability.

The evaluation can be done in learning teaching process and also when the learning has finished. Pretest and post test are evaluation which must be done every learning and teaching process done to know how far the students' understanding in the material and also to measure the learning purpose achievement.¹⁰

5. Concept of Media

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information (from internet)

6. Definition of Media IAIN PALOPO

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.¹¹ In literally, media can be interpreted as a medium or mediator, in its in connection with the communication process of learning. Media is defined as a vehicle for channeling the

¹⁰Bulu. *Strategi Pembelajaran*, (Palopo; Islamic State College Palopo), p. 11-15

¹¹Rohani Ahmad, *Media Instruksional Edukatif*, (Jakarta: PT. Rineka Cipta, 1997), p.3

message of learning. Some experts have argued about the meaning of learning media, namely:

Learning media is anything that can be used to think stimulates feeling, concern, and the willingness of students, so that can encourage the students' in learning process. NEA state that learning media as a medium of communication, well in printing form although audiovisual, including its hardware.¹²

AECT (Association for Education and Communication Technology) define media is all the form of utilized to process of information channeling.¹³

Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.¹⁴

7. The Function of Media.

At the first media is only as a tool to help the teacher in teaching learning process. It mean that only as a tool who can give a visual experience to the students and giving the students motivation make clear and make easier the complex concept and abstract to be simple concrete and easier to understand. So, the function of media is to higher comprehension and retention of the students in learning material.

¹² Asep Herry Hernawan, *Pengembangan Kurikulum Dan Pengajaran*, (cet:ke 9. Jakarta, Universitas Terbuka, 2010), p. 11.18

¹³ Rohani Ahmad , *Media Instruksional Edukatif*, 199. p. 2

¹⁴ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta : Bumi Aksara, 1995) , p. 7

Media of education is helpful in achieving the success of the process of education and teaching in schools. Therefore, teachers must have the skills in selecting and using educational media and teaching.

At this time media of teaching has the function:

- (1) Helping students' facilitate for learning, and help make it easier for teacher to teach.
- (2) Giving more real experience (which abstrac can be concrete)
- (3) Attract the students' greater attention (the proccess of the lessons are not boring)
- (4) All the students' sense can in turn. The weakeness of the senses can be balanced by the strenght of the other senses.
- (5) Attract more attention and students' intertest in learning.
- (6) Can avoke the world of theory with the real.¹⁵

According to Asep Herry that media of learning has many functions namely

- (1) To overcame barriers of communication processes.
- (2) The passivity of students in learning, and
- (3) Overcoming the physical restrictiveness class.¹⁶

¹⁵ Asnawir *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), P. 24-25

¹⁶ Asep Herry herniawan, *Pengembangan Kurikulum Dan Pembelajaran*, (cet. 14. Jakarta universitas terbuka, 2010), p.11.21

8. Kinds of Media

In general media can be classified into three types, namely:

- a) Visualmedia, which is the media that can be viewed or seen and be felt by students. For example: images, photos, and real objects.
- b) Audio media, is media that can only be heard, such as: radio and cassette.
- c) Audio visual, the media as well as can be seen and also be heard. For example: TV, Movies, and VCR.¹⁷

9. Media Flipchart.

- a) Definition of flipchart.

Flipchart in simple terms is the sheets like an album or calendar measuring 50X90 cm, or smaller, which are arranged in an order that is clamped at the top. Flipcharts can be used as a medium of learning message. In its use can be reversed if the message is displayed on the front sheet and replaced with the next sheet that has been provided. Flipchart is the one of print media which very simple and quite effective. The process of making is simple and relatively inexpensive. Using paper materials, and easily found around us. Flipchart can be effective because flipchart can be presented as a media of learning message in a planned or directly on a flipchart.¹⁸

¹⁷ Kasihani, *English For Young Learners*, (1st Print ; Jakarta : Bumiaksara, 2007), p. 39

¹⁸ Rudi Susilana. at all. *Media Pembelajaran*, CV Wacana Prima: Bandung, Cet.II, 2008 , p.

b) Kinds of Chart, that is:

(1) Organization chart which shows the relationship or the chain of command within an organization.

(2) Graphic chart of time (flowchart) this chart describes the chronology of other events. Often used for the chronological time of an historic event. This chart is very good to summarize a series sequence time of an event.

(3) Classification chart, this chart is similar to the organization chart, just only this chart is used for classification or categorization object, event or a particular species.

(4) Flowchart, It is sows the sequence, a procedure or a process.

(5) Tabular chart this chart contains about date information or rate.¹⁹

c) The Advantages of Flipchart.

As one of media learning, flipcharts has several advantages, including:

(1) be able to present the message of learning as practical and concise.

(2) Can be used indoor or outdoor. This media does not require the electricity so that when used outdoor is no electrical channel it is not be a problem. Unlike the case with the media of OHP or Sound slides which require lower of light the meaning is the room should be rather dark condition. Use flipchart not need a special light.

(3) The Material manufacturing is relatively cheap; the basic of flipchart materials is paper as a media for expressing ideas and learning information. The

¹⁹ Denny Setiawan. *Komputer Dan Media Pembelajaran*, (cet:1. jakarta; universitas terbuka, 2009), p. 2.3-2.5

paper used is not specific to use certain paper, but basically all types of paper can be used. The paper that command used is carton or buffalo paper. The price of this Paper is relatively cheap.

(4) Easy to carry anywhere, because flipchart measuring only between 60 to 90 cm so that it becomes easy to carry to the needed places.

(5) Improving students learning activities.

From the form of presentation and decine, the flipchart are generally divided into two servings. The first, flipchart which contains only sheets of blank paper which ready to be filled the passage of learning, as well as whiteboard but flipchart small-sized and use marker as a tool. The second is, flipchart which contains messages lesson that have been prepared on before.²⁰

The two samples of flipchart²¹



²⁰Rudi Susilana, at all. *Media Pembelajaran*, 2008. p. 86-90.

²¹(<http://images.yourdictionary.com/flip-chart>. Accessed on january 4th , 2012)

10. Peer Tutor

Peer tutoring is known by peers learning or among the students, it can²² happen when students are more capable of completing the work by herself and then help other students who are less able. According to Winarno Surakhmad.

Peer tutoring is one of the learning strategies to help and fulfill the learner's needs. This is cooperative rather than competitive approaches. Mutual respect and understanding fostered among students who work together. The students who involved peer tutors will feel proud of his role and also learn from the experience. This helps reinforce what they have learned and gained the responsibilities assigned to him. As they learn with peer tutors, students also develop a better ability to listen, concentrate, and understand what is learned in a meaningful way. Explanation through peer tutoring to allow his more successful than teachers. Learners look at problems in a different way than adults and they use language that is more familiar.

This method is done by empowering students who have a high absorption; the student is taught the material/exercises to his friends who do not understand. This method is a lot of benefits both in terms of students who serve as tutors and for students who are taught. Teacher's role is to oversee the implementation of this method to give direction and others.

In the use of learning methods certainly have their advantages and disadvantages, as well as peer tutors. The description above is some of the advantages

²² <http://dossuwanda.wordpress.com/2008/03/11/penggunaan-metode-tutor-sebaya-contoh-proposal-ptk/>

of using peer tutors, while shortcomings of this method, among others, is not all that clever students (peer tutoring) is able to explain it well. Teacher's role in guided group discussion method model of peer tutors as facilitators and mentors is limited. That is, teachers only intervene when truly needed by students.

From the definition above, we can conclude that media is a tool to transfer message and also can stimulate one's mind, feeling and audience wishes (students) so it can encourage learning process on the students themselves. Using the media creatively is going to enable audience (students) to study well and can improve their performance which is suitable with learning objective. Flipchart is one of effective media, because it can be presented as a media of learning message in planned or directly on a flipchart, can be used indoor or outdoor. This media does not require the electricity so that when used outdoor is no electrical channel it is not be a problem. Unlike the case with the media of OHP or Sound slides which require lower of light the meaning is the room should be rather dark condition.

Using flipchart not need a special light. To make the students relax, enjoy, and fun in learning process. The researcher used peer tutor method. Peer tutoring is one of the learning strategies to help meet the needs of learners. This is cooperative rather than competitive approaches. Mutual respect and understanding fostered among students who work together. Learners peer tutors involved will feel proud of his role and also learn from the experience. This helps reinforce what they have learned and gained the responsibilities assigned to him. As they learn with peer tutors, students also develop a better ability to listen, concentrate, and understand what is learned in a

meaningful way. Explanation through peer tutoring to allow his more successful than teachers. Learners look at problems in a different way than adults and they use language that is more familiar and improving students learning activities.

Arsyad divided media into two categories, namely:

1) Traditional media

There are eight kinds of traditional media, there are:

(a) Silent visual which is projected

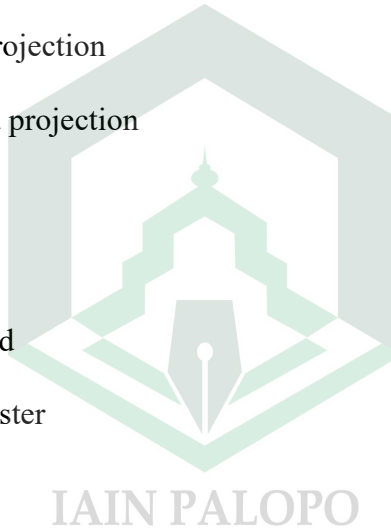
- (1) Opaque projection
- (2) Over head projection
- (3) Slider
- (4) Filmstrips

(b) Visual not projected

- (1) Picture, poster
- (2) Picture
- (3) Charts, graphic, diagram
- (4) Show

(c) Audio

- (1) Recorder
- (2) Cassette, reel, cartridge
- (3) Multimedia Show
- (4) Slide + voice (tape recorder)
- (5) Multi image



IAIN PALOPO

(d) Dynamic visual which is Projected

- (1) Films
- (2) TV

(e) Printed

- (1) Text book
- (2) Module program
- (3) Hand out, etc.

2) Modern media

(a) Media based of Telecommunication

- (1) Teleconference
- (2) Study of for distance

(b) Media based on Microprocessor

- (1) Computer assisted instruction
- (2) Computer player
- (3) Intelligent tutor system
- (4) Interactive
- (5) Hyper media.²³

²³ Ashar Arsyad, *Media Pembelajaran*, (Jakarta: PT Rajagrafindo Perseda, 2007), p. 33-35

CHAPTER III

RESEARCH METHOD

A. Classroom Action Research

Definition, characteristic, and procedure of Classroom Action Research:

1. Definition of classroom action Research¹

Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. (Elizabeth, Sonora)

Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and results of it. If the results are positive they could lead to the dissemination

of the information. If not, the cycle may be started again. (Iraís, Tlaxcala)

Action Research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of AR is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally

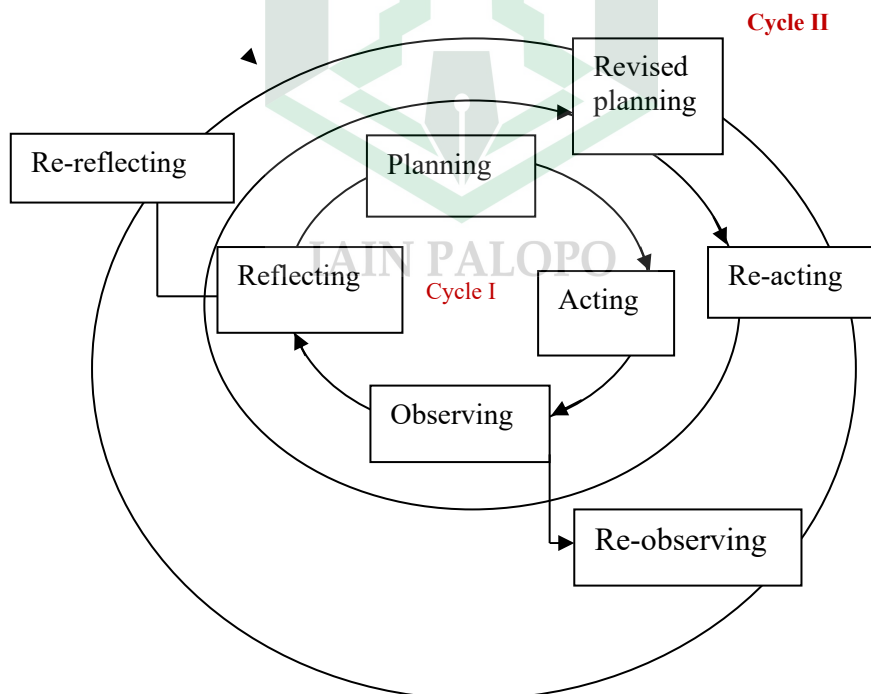
¹ Anne Burns. *Doing Action Research In English Language Teaching*, (Macquarie University, 2009), P. 5.

an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones. (Carmen, Mexico City)

2. Characteristic of Classroom Action Research.

Action research has important characteristics, namely that is, the problem that teachers face in the classroom. PTK will be implemented if the educator since early aware of the issues related to process and learning product which faces in classroom. In addition, PTK has the typical characteristics of any action (action) certain to improve teaching and learning in the classroom. Without specific action, a research can also be done in the classroom.²

3. The Procedure of Classroom Action Research³



² Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, (....Bumi aksara..), p. 108.

³. Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, p. 117.

a. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

This is a forward-looking phase where you consider what kind of investigation is possible within the realities and constraints of your teaching situation, and what potential improvements you think are possible.

b. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

c. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

d. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with

others as part of your ongoing professional development.⁴

B. Setting of the Research

This chapter deals with time and place of research, object of research, subject of research, research participant, technique and instrument of collecting data, technique data analysis, research procedures.

1. Time and Place of the Research

This research was conducted at the first semester of the eleventh year students of Madrasah Aliyah as'adiyah Belawa Baru, in academic year 2012/2013.

2. Object of the Research

The object of this research was implementation of developing students' understanding in causative through flipchart. The research was conduct in the form of cycle namely: planning, acting, observing, and reflecting.

3. Subject of Research

This research was carried out at Madrasah Aliyah As'adiyah Belawa Baru. The subject was taken from the eleventh year students of Madrasah Aliyah As'adiyah belawa baru, in academic year 2012/2013. The total numbers of students was 23 students.

⁴ Anne Burns. *Doing Action Research In English Language Teaching, opp.cit.*, p. 8.

C. Research Participant

The participants of this research are:

1. English Teacher

English Teacher is a collaboration of the researcher in the research, where the English teacher does observation when the researcher teaches in class.

2. Students

The position of the students in the research as object of research, where The researcher hope after researching, the students can understand about the causative.

3. Headmaster

The positions of Headmaster in research are facilitator, evaluator and supervisor.

4. Collaborator.

The position of collaborator in research as on observer, the collaborator help the research to observe the students, so the researcher can be able to know the students' condition in learning process and give suggestion for the problem in each cycle.

D. Technique and Instruments of Collecting Data

1. Techniques

The collecting data techniques in this classroom action are:

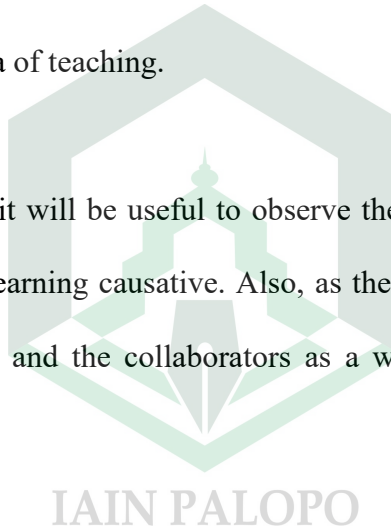
- a. Test : To find out the Students' score.

- b. Observation : To find out the Students participation during the use of flipchart in learning causative.
- c. Discussion among the researcher as a teacher with the collabolators, as a way to make reflection in each cycle.

2. Instruments

The instruments used in collecting data in this classroom action research were:

- a. Flipchart as a media of teaching.
- b. Evaluation sheet.
- c. Observation list : it will be useful to observe the students' participation during the use of flipchart in learning causative. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.



Example :

- Very active ✓
- Active ✓
- Less active and ✓
- Passive ✓

E. Technique Data Analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Test result of understanding in learning causative : Students' score of using causative test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

No	Score	Classification
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Average
5	50 – 59	fair
6	40 – 49	Poor
7	0 – 39	Very poor

2. The activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

3. Implementation of learning by using flipchart in learning causative by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

F. Research Procedures

This research is conducted with using Classroom Action Research method (CAR) in a cycle consists of planning, acting, observation and reflecting. They are:

Cycle 1

The first cycle of this classroom based research consisted of planning, acting, observation, and reflecting.

1. Planning

There are some activities carry out In this step:

- a. Designed lesson plan which described by the teacher' step and students' step in solving the students' problem of causative.
- b. Made a lesson plan about the use of flipchart in teaching causative particularly causative have, get, and make.
- c. Researcher prepare the Test.
- d. Classroom management numbers of students were 23, make the classroom was comfortable.
- e. Made the instrument which used in each cycle of the classroom action research.

2. Action

There were some activities done in this phase namely:

- a. The researcher prepares the list of causative, in teaching and learning process through flipchart.
- b. The researchers introduced the flipchart which used in learning and teaching process.
- c. Explain about Causative.
- d. Researcher told the students about the objectives of teaching and learning process.
- e. The researcher distributed the form of causative, passive or active form, and then, explain to them the rules of using causative,
- f. Students given time by teacher to pay attention and understand the samples that have given.
- g. After that, students asked what they don't understand, and the researcher made it clear.
- h. Researcher gives the students' evaluation sheets that must be done by them as a researcher reference to the next steps.
- i. Students and teacher concluded the materials.
- j. Giving motivation to the students and closing the class.

Cycle II

After doing the first cycle, there were still weaknesses that became note to the next planning. The researcher did the second cycle (see the findings in chapter IV)

3. Observation

In this step, the researcher observed what happened in the classroom, and the teacher (monitor) fills in the observation sheets, what the students do in the classroom. The researcher has to observe also the weakness of the learning and teaching process.

In this step also the researcher interview some of the students. She does it for getting information about students' opinion about the method and the learning process. They like the method or not.

4. Reflection

The criteria of the success in this classroom action research is success if some of the student following the requirements were fulfilled :

a) Most of the students (75%) have a good participation during the teaching process.

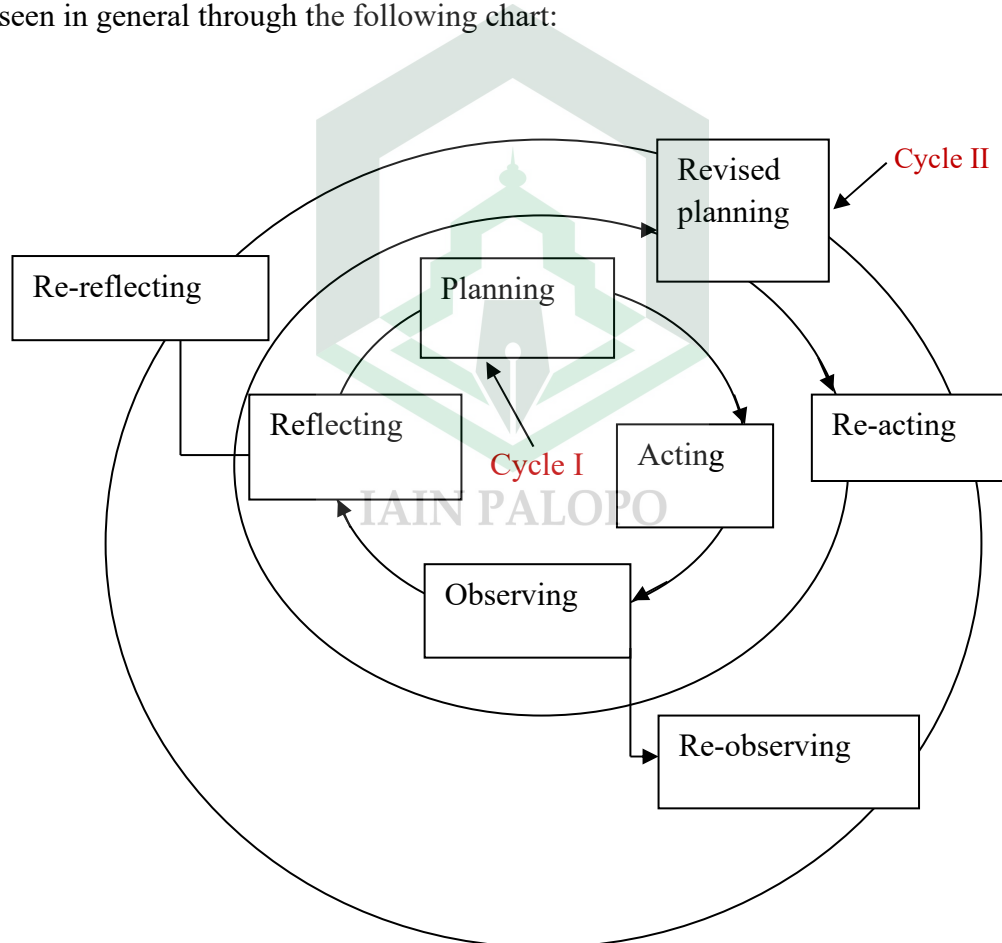
b) Most of the students have a good score in evaluation (Causative understanding)

(70)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

At this chapter, the result was obtained from each evaluation, each; every final of cycle. In this case, there were two cycles. And Its will be explained in every cycle of learning and teaching process. (cycle I and cycle II) it can be seen in general through the following chart:



Cycle I

The first cycle of this classroom research consisted of planning, acting, observation, and reflecting.

a. Planning

1. Designed lesson plan which described by the teacher's step and students' step in solving the students' problem in learning causative.

2. Made a lesson plan about the use of flipchart in teaching causative particularly causative have, get, and make.

3. Researcher prepare the Test.

4. Classroom management numbers of students were 23, made the classroom was comfortable.

5. Made the instrument which used in each cycle of the classroom action research.

6. Gave games to made the Students relax in learning process.

b. Acting

Based on schedule that has been agreed among the Headmaster, Researcher, and Teacher at Madrasah Aliyah As'adiyah Belawa Baru, Researcher executed this meeting on Wednesday, 10th 2012.

1. The researcher prepares the list of causative, in teaching and learning process through flipchart.

2. The researcher introduced the flipchart which used in learning and teaching process.
3. Explain about Causative.
4. Researcher told the students about the objectives of teaching and learning process.
5. The researcher distributed the form of causative, passive or active form, and then, explain them the rules of using causative,
6. Students given time by teacher to pay attention and understanding the samples that have given.
7. After that, students asked what they don't understand, and the researcher made it clear.
8. Researcher gave the students' evaluation sheets that must be done by them as a researcher reference to the next steps.
9. Students and researcher concluded the materials.
10. Gave motivation to the students and closing the class.

c. Observing

1. The evaluation on students' understanding in causative below showed that, the students mastery on learning causative were still in low scores. The mean score was only **57.60**

Cycle 1

No	Respondents	Score
1	001	62
2	002	50
3	003	37
4	004	50
5	005	81
6	006	75
7	007	31
8	008	56
9	009	50
10	010	75
11	011	81
12	012	31
13	013	62
14	014	62
15	015	75
16	016	68
17	017	37
18	018	75
19	019	75
20	020	68
21	021	43
22	022	56
23	023	25
	Total	1325

$$\sum x = 1325$$

Table 1 : The Result of Students Test in Cycle 1

Calculating the mean score of students' test in cycle I

$$X = \frac{\sum x}{N}$$

$$= \frac{1325}{23} = 57.60$$

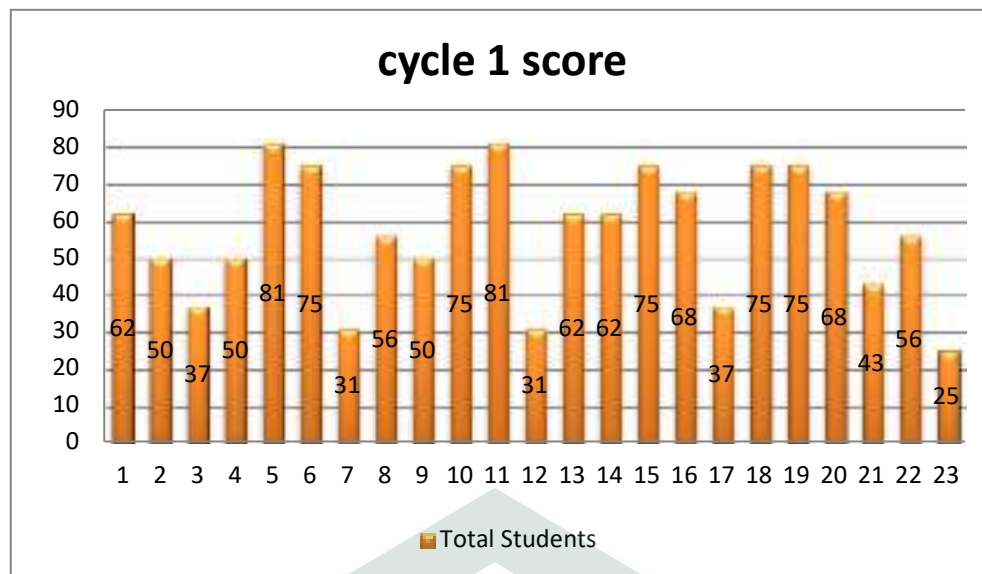


Table 2 : Diagram of the Test in Cycle 1

2. The result of the observation on students' activities during the learning process. Researchers and collaborators in the first cycle observed the learning activity about condition class and activity students in learning causative through flipchart. observation the students activities in the first cycle many students were less active, some of the students did not memorize the vocabulary that used on flipchart, some of the students do not have the braveness, and the students' score was low (57,60) So the researcher needed to do reflection to get the best way in teaching causative through flipchart.

Figure 1. Condition of the Class in Cycle 1.

Picture 1 in cycle 1

(Most of the students didn't have braveness in learning activities)



picture 2 in cycle 1

Some of the students were write down the vocabulary on flipchart that they did not memorize.

OBSEVATION LIST CYCLE 1

NO	RESPONDENTS	PARTICIPATION			
		VERY ACTIVE	ACTIVE	LESS ACTIVE	NOT ACTIVE
1	001	✓			

2	002		✓		
3	003			✓	
4	004			✓	
5	005	✓			
6	006		✓		
7	007			✓	
8	008			✓	
9	009			✓	
10	010		✓		
11	011	✓			
12	012			✓	
13	013		✓		
14	014		✓		
15	015		✓		
16	016		✓		
17	017			✓	
18	018		✓		
19	019	✓			
20	020		✓		
21	021		✓		
22	022			✓	
23	023			✓	
	Jumlah	4	10	9	

Table 3 : The Observation of Students' Activities in Cycle 1

Explanations of observing the students' activity are:

- a. **Very Active** : The students' is responsive and participle fully in all activities in teaching process.
- b. **Active** : The students' responses the materials by using flipchart and interact with the teacher and the other in teaching process.

c. **Less Active** : The students' pay attention and give responses once in a while in teaching process.

d. **Not Active** : The student does not give responses to the materials, they looks confused, bored and sometimes leaves the class in teaching process

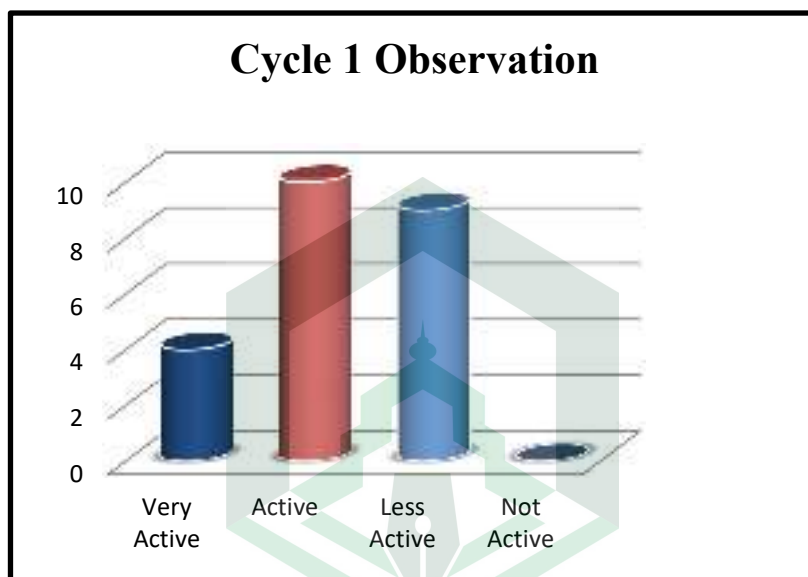


Table 4 : The Diagram of Students' Participation

Option	Frequency	Percentage
Very Active	4	17,39 %
Active	10	43,47 %
Less Active	9	39,13 %
Not Active	-	-

Table 5 : The Percentage of Students' Participation

d. Reflecting

There were still some significant weaknesses in the first cycle:

1. There were some students still not familiar with the vocabulary that used on Flipchart
2. Most of the students didn't have braveness in learning activities.
3. Some students still confused how to different *have*, *make*, and *get* in sentence (as causative or non)
4. The evaluation means score of students was: 57,60
5. In the discussion, there were only some students active in giving responds.
6. In order to improve the weaknesses and to keep the successful in the first cycle, the researcher re-planned to the second cycle.

Cycle 2

a. Planning

The point that planned in the second cycle :

1. The position of the students were arranged according to the students' score in cycle 1. The students that got good score in cycle 1 saet with the students that got low score (Tutor sebaya).
2. Gave motivetion to the students in order to be active in learning proccass. Such as tell them experience to built their self convidents to learning english.
3. Gave more intensive guidance to the students to understand the caisative is.

b. Action

1. Students asked what they don't understand, and the researcher made it clear.
2. Used peer tutor method.
3. The Students made 5 simple sentences with used have, make, and get in causative.
4. Students swich over their sheets.
5. Researcher gave the students evaluation sheets that must be done by them as the researcher reference.
6. Students exchanged their evaluation sheets, then researcher gave the right answere.
7. Students and researcher concluded the materials.

c. Observing.

1. The Evaluation on students' understanding in causative below sowed that, the students mastery on learning causative were: The mean score was **78, 13**

Cycle 2

No	Respondents	Score
1	001	87
2	002	68
3	003	62
4	004	68
5	005	100
6	006	93
7	007	87
8	008	68
9	009	62
10	010	87
11	011	100

12	012	62
13	013	68
14	014	87
15	015	81
16	016	75
17	017	75
18	018	81
19	019	100
20	020	75
21	021	75
22	022	68
23	023	68
	Total	1797

Table 6 : The Result of Test in Cycle 2 $\sum x = 1797$

Calculating the mean score of students' test in cycle 2

$$X = \frac{\sum x}{N}$$

$$= \frac{1797}{23} = 78,13$$

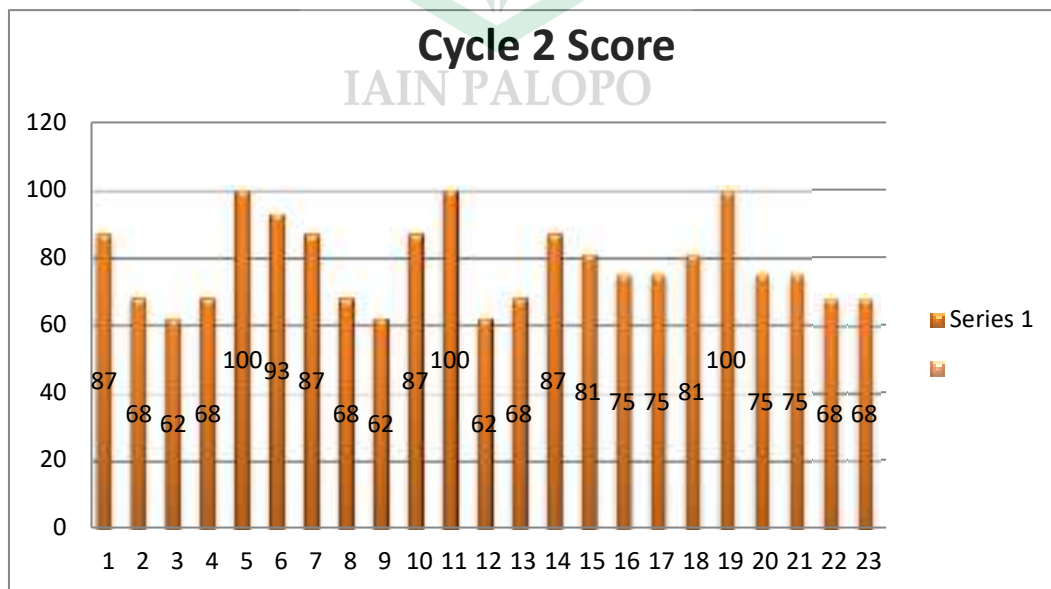
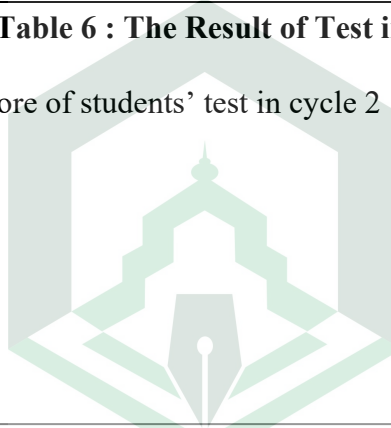


Table 7 : Diagram of the Test in cycle 2

2. Based on observation activities made by researchers and collaborators in the second cycle, the researcher and observer to observe the learning activity about condition class and an activity student in learning causative through flipchart. Observation the students activities in the second cycle many students to be active in the class. The students' response the materials by using flipchar and most of the students were easier in understanding the causaative, because they had memorize all vocabulary on flipchart, and also they fell flexible during the learning process.

Picture 3 in cycle 2

The Students were correcting their friends work sheet.



Picture 4 in cycle 2

The students were active to responsible the work sheet that they were correcting.

The result of the observation on students' activities during the learning and teaching process, it can be seen in the table below:

OBSEVATION LIST CYCLE 2

NO	RESPONDENTS	PARTICIPATION			
		VERY ACTIVE	ACTIVE	LESS ACTIVE	NOT ACTIVE
1	001	✓			
2	002		✓		
3	003		✓		
4	004		✓		
5	005	✓			
6	006	✓			
7	007		✓		
8	008		✓		
9	009			✓	
10	010	✓			
11	011	✓			
12	012			✓	
13	013		✓		
14	014		✓		
15	015		✓		
16	016		✓		
17	017		✓		
18	018	✓			
19	019	✓			
20	020		✓		
21	021		✓		
22	022			✓	
23	023			✓	
	Jumlah	7	12	4	-

Table 8 : The Observation of Students' Activities in Cycle 2

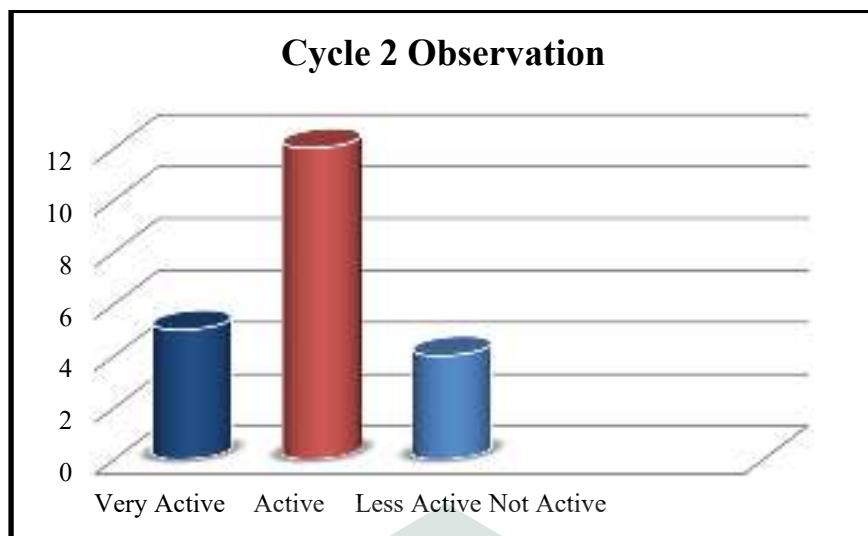


Table 9 : The Diagram of Students' Participation

Option	Frequency	Percentage
Very Active	7	30,43 %
Active	12	52,17 %
Less Active	4	17,13 %
Not Active	-	-

Table 10 : The Percentage of Students' Participation

3. The result of the observation on students' activities during the teaching and learning process.

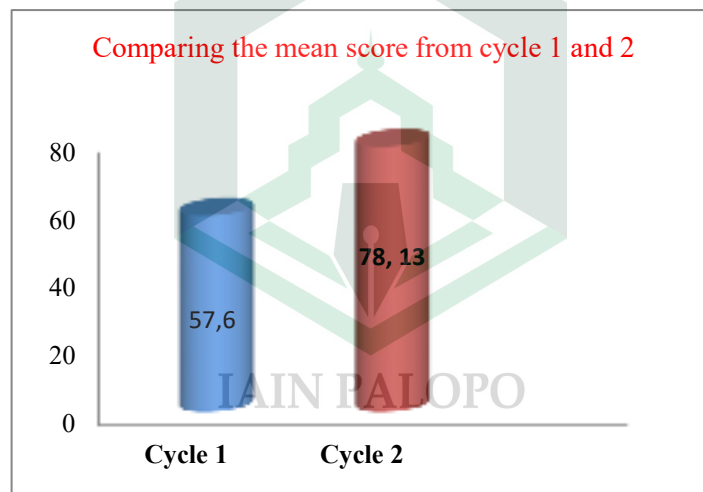
d. Reflecting

Some success points in the second cycle :

1. Most of the students more relax during the learning process.

2. All the students were active in learning process.
3. The Students had had braveness to more active during the learning process.
4. Gave awards to the successful person and the most active student.
5. The students were more active during the action. Their participation reached the ideal percentage namely 82,6%.
6. The ideal mean score have achieved, in the first cycle was 57, 60 then in the second cycle was 78,13

The result of mean score from two cycles like the chart below:



Based on the chart above shows the mean score in two cycles, some success points in the second cycle: the ideal mean score have achieved, in the first cycle was 57,60 then in the second cycle was 78,13. While the minimum mastery criterion was 70. The students were more active during the action. Their participation reached the ideal percentage namely 85%. It means that, above on the minimum mastery criterion had success.

Based on the result of data analysis, the researcher concludes that, in the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru, in learning process the students have good response in understanding the causative after the application of flipchart as a media and peer tutor as a method during the learning and teaching process. Therefore, the teacher can apply the application of learning grammar especially causative through flipchart and peer tutor method in learning process.

B. Discussion

Looking are the finding, the researcher present the discussion of data given to the students. The section presents the result of data analysis. It aims describing the students' improvement in learning causative through flipchart.

Based on the result that has described above showed the mean score in two cycles, some success points in the second cycle. The ideal mean score have achieved. In the first cycle was 57.60, and then in the second cycle was 78.13, while the minimum mastery criterion was 70. It means students' understanding in learning causative in the second cycle improved than the first cycle. The students were more active during the action. Their participation reached the ideal percentage namely 75%. It means that, above on the minimum mastery criterion had success. It can be proved that the students' improve in learning causative through flipchart at the eleventh year students of Madrasah Aliyah As'adiyah Belawa Baru.

The discussion is intended to know the students' understanding with the application of causative through flipchart.

The First Cycle

Based on the analysis from the students' test in cycle 1 that executed this meeting on Wednesday, 10th 2012, the mean score in the first cycle was 57.60, which is shown by the description above that included 23 respondents, there were 4 students were very active in the class during the learning causative process by using flipchart as a media of teaching, and the percentage reached 17.39 %. The active students were 10, and the percentage reached 43.48 %. The less active students were 9, and the percentage reached 39.13%. And there were not students who not active. To reaches the requirement criteria of success which is determined 75%.

In this cycle, it was based on the plan and action that to encourage the students' understanding the causative. The researcher explained the material by using flipchart which contains the material that have been prepared before one by one to the students, and then asked them to read the samples on flipchart and the other students translate it. And after few minutes the researcher asked them to tell related what they do not understand about the lesson and researcher made it clear, asked the students to find out the different function of *have*, *make*, and *get* (causative or non) asked the students to write down the vocabulary on flipchart that they do not know and have them to memorize it.

In relation to the observation in the first cycle was found some weakness during the learning process. They are (a) Most of students did not have a braveness to

be active learning (b) Some students did not understand how to different *have*, *make*, and *get* (causative or non) (c) Some of students did not memorize the vocabulary that used on flipchart (d) Most of students still got low scores in evaluating test. So solve that problem the researcher and collaborators made different planning.

The Second Cycle

The 2nd cycle continued on Wednesday afternoon, 10th 2012. Based on research data the students got scores in cycle 1 did not reach the criteria of success in working indicator, so the researcher and the collaborators made different plan. In the second cycle the researcher gave motivation to students in the begun learning activities, and gave more intensive guidance to the students to understand the causative. And then, the position of the students' seat were arranged according to the students' score in the first cycle, the students that got good score in the first cycle sat with the students that got low score (using tutor sebaya method) after that, the students asked to made 5 simple sentences with used *have*, *make*, and *get* in causative, then the students switch over their work sheets, and every group have to correct the work sheet that they got, they were also have to responsible to the work sheet, then each of students' groups was invited to explain the work sheet that they correct. By doing the procedures above, the researcher and partner found that, there were 7 students were observed *very active* in the students' responds the materials by using flipchart and interact with the teacher and the other in teaching process, and the percentage reached 30,43%. There were 12 students were observed as the *active* ones, and the percentage reached 52,17 % and there were still 4 students who was *less*

active with the percentage reached 17,13 % and there were not students who were not active in the teaching process. To reach the requirement criteria of the success, this is determined 75%. Based on the result of data analysis above, the researcher found that, in the second cycle the students' active participation was better than the result in the first cycle, because in the second cycle, the reseacher arranged the students sat in groups, where the students that got good score in the first cycle sat with tha students that got low score. So the student can be feeling flexible, relax and more easily ask their friends what they did not understand and the researcher also believes that the criteria of success in the second cycle had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 82,6%.

In this cycle, the result of the observation of students' activities showed that the students' enthusiasm in the learning was increase. The students had better achievement and the researcher has know in the application of appropriate way learning causative by using flipchart and peer tutor as a method was focused in learning process, and the students were fun and enjoyable during the learning process.

Peer tutoring is known by peers learning or among the students, it happen¹ when students are more capable of completing the work by herself and then help other students who are less able. According to Winarno Surakhmad.

¹ <http://dossuwanda.wordpress.com/2008/03/11/penggunaan-metode-tutor-sebaya-contoh-proposal-ptk/>

Peer tutoring is one of the learning strategies to help and fulfill the learner's needs. This is cooperative rather than competitive approaches. Mutual respect and understanding fostered among students who work together. The students who involved peer tutors will feel proud of his role and also learn from the experience. This helps reinforce what they have learned and gained the responsibilities assigned to him. As they learn with peer tutors, students also develop a better ability to listen, concentrate, and understand what is learned in a meaningful way. Explanation through peer tutoring to allow his more successful than teachers. Learners look at problems in a different way than adults and they use language that is more familiar.

The specific explanations the use of *have*, *Get*, and *Make* in sentences

a. **Have/Get.**

In Sitti Hana Thesis that, causative *have* is followed by the simple form of verb, not infinitive. (incorrect) *I have him to repair the leak.* *have* gives the idea that “X” request “Y” to do something. *get* in causative construction has the same meaning with “ask”.

b. **Make.**

According to Micheal and Mary “*make*” can be followed only by a clause in the active voice. It is stronger than “*have*” or “*get*”. It means force.

- The Robber made the teller give him the money.

(the Robber forced the teller to gove him the money)

Note: Force + (verb in infinitive)

The sentence above is only by presented in a clause in active voice. Causative “*make*” is followed by the simple form of a verb, an infinitive. (incorrect: she made him to clean his room) “*make*” gives the idea that “X” forces “Y” to do something.

- Mrs. Lee made her son clean his Room.
- Sad movies make me cry.

The sentence above explains that Mrs. Lee son had no choice.

The sentences above describe that causative is one of grammar part which usually make us confuse, although It makes the students boring or leasy to learn English. So that teaching causative is one problem in English that cannot be ignored because it has important part, especially in speaking and reading. So, we should get a special attention to minimize the problem in teaching causative. By using flipchart, the Reseacher doing action research with the title of “Learning Causative at the Eleventh year Students of Madrasah Aliyah As’adiyah belawa Baru through Flipchart”, so that the students can be avoid of misunderstanding in using causative in English. The result of the Researcher research that, flipchart which apply by using peer tutor method, made the students felt fun, enjoi, and although they were easy to understand in learning causative.

So, it can be discussed that the use of flipchart and peer tutor method as an aid to encourage students to learn the causative, and was proven by the findings of this research and supported by some previous studies and theories and the most

important is the way in using flipchart and peer tutor method to encourage the students' understanding in learning causative as it was done by the researcher.

Where the result of the research that the researcher did. The ideal mean score have achieved. In the first cycle was 57.60, and then in the second cycle was 78.13, while the minimum mastery criterion was 70. It means students' understanding in learning causative in the second cycle improved than the first cycle. The students were more active during the action. Their participation reached the ideal percentage namely 75%. It means that, above on the minimum mastery criterion had success. It can be proved that the students' improve in learning causative through Flipchart at the eleventh year Students of Madrasah Aliyah As'adiyah Belawa Baru.

It was closely related to the previous study done by Sitti Hana He says that in her thesis (using causative in English, sekolah tinggi agama islam negri palopo) teacher should explain the use of have in other that it is can be distinguished have as causative and have exprssion or idiom.²

The researcher, Hernawati in her thesis (improving students' grammar achievement through method at the sevent year of SMPN 8 Palopo) states that one of effective methods to improve students' grammar achievement is situational language teaching method, so if the teacher wants to improve students' grammar achievement, the teacher should try this method.³

² Sitti Hana, *Using Causative in English*, (STAIN Palopo, 2005)

³ Hernawati, *Improving Students' Grammar Achievement Through Situational Language Teaching Method At The Seventh Year of SMPN 8 Plopo*. (STAIN Palopo, 2009). P. 60.

Furthermore, one of theories by Rudi Susilana about the value of using flipchart has some implication for teaching and learning process, as follows:

As one of media learning, flipchart has several advantages, including:

(1) be able to present the message of learning as practical and concise.

(2) Can be used indoor or outdoor. This media does not require the electricity so that when used outdoor is no electrical channel it is not be a problem. Unlike the case with the media of OHP or Sound slides which require lower of light the meaning is the room should be rather dark condition. Use flipchart not need a special light.

(3) The Material manufacturing is relatively cheap.

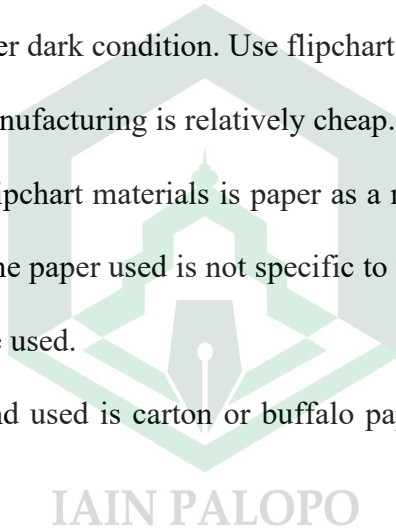
The basic of flipchart materials is paper as a media for expressing ideas and learning information. The paper used is not specific to use certain paper, but basically all types of paper can be used.

The paper that command used is carton or buffalo paper. The price of this Paper is relatively cheap.

(4) Easy to carry anywhere because flipchart measuring only between 60 to 90 cm, so that it becomes easy to carry to the needed places.

(5) Improving students learning activities.

So that from the form of presentation and decine, the flipchart are generally divided into two servings. First, flipchart which contains only sheets of blank paper which ready to be filled the passage of learning, as well as whiteboard but flipchart



small-sized and use marker as a tool. Second, flipchart which contains messages lesson that have been prepared on before.⁴

The two samples of flipchart⁵



Using Flipchart is one of the effective ways in improving students' in learning causative. It is supported by the achieving of the ideal score in teaching and learning process.

Media of education is helpful in achieving the success of the process of education and teaching in schools. Therefore, teachers must have the skills in selecting and using educational media and teaching.

At this time media of teaching has the function:

⁴Rudi Susilana, at all. *Opp.cit.*, p. 86-90.

⁵(<http://images.yourdictionary.com/flip-chart>. Accessed on January 4th, 2012)

(1) Helping students' facilitate for learning, and help make it easier for teacher to teach.

(2) Giving more real experience (which abstrac can be concrete)

(3) Attract the students' greater attention (the process of the lessons are not boring)

(4) All the students' sense can in turn. The weakness of the senses can be balanced by the strenght of the other senses.

(5) Attract more attention and students' intertest in learning.

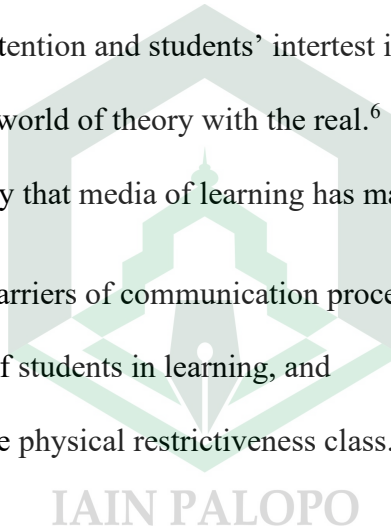
(6) Can avoke the world of theory with the real.⁶

According to Asep Herry that media of learning has many functions namely

(1) To overcame barriers of communication processes.

(2) The passivity of students in learning, and

(3) Overcoming the physical restrictiveness class.⁷



⁶ Asnawir *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), P. 24-25

⁷ Asep Herry herniawan, *Pengembangan Kurikulum Dan Pembelajaran*, (cet. 14. Jakarta universitas terbuka, 2010), p.11.21

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

Using flipchart as a media and peer tutor as a method is an effective way in improving students' understanding, especially in learning causative *have*, *make*, and *get*. It is supported by the achieving of the ideal score in the second cycle namely in participation 82,6% and in evaluation the mean score was 78, 13. The scores of students increased in the second cycle.

A. Conclusions

After finishing the research, the writer concluded the advantages of using Flipchart in learning causative to the eleventh year Students at the first semester of Madrasah Aliyah As'adiyah Belawa Baru. The advantages could be described as follows:

Using flipchart as a media and peer tutor method is one of the effective ways in improving students' understanding in learning causative. It is supported by the achieving of the ideal score in the second cycle namely in participation 82,6%.and, in understanding the learning causative evaluation mean score 78.13. The scores of students increased in second cycle. Furthermore, arranging using flipchart makes

classroom situation interesting and the students enjoy the teaching and learning process during the acting.

Teaching causative by using flipchart and peer tutor as a method is an effective and an interesting way that can be applied in any where, can be used indoor or outdoor, this media does not require the electricity so that when used outdoor is no electrical channel it is not be a problem. Unlike the case with the media of OHP or Sound slides which require lower of light the meaning is the room should be rather dark condition. But using flipchart not need a special light, and easy to moveable. The result of this research suggests that flipchart are used not only for fun, but more effective, because flipchart which contains messages lesson that have been prepared in before or directly.

B. Suggestions

Based on the conclusion above, the writer would like to put forward some suggestion as follows:

1. The teacher should use some different media and methods to attract the students' attention in learning causative.
2. To achieve the goal of teaching causative, the teacher should adapt between material, media and method that teacher apply in the classroom. So the students felt fun, relax, and enjoyable during the learning process.
3. It will be better if the teacher use flipchart and peer tutor as a method in teaching causative, and arrange the students to sit in groups (using peer tutor method)

the students that got good score sat with the students that got low score and every student in group that got high score have to responsible until their friends that got low score understand the materials.



BIBLIOGRAPHY

- Ahmad Rohani. *Media Instruksional Edukatif*, Jakarta: PT. Rineka Cipta, 1997.
- Arikunto Suharsimi, at all. *Penelitian Tindakan Kelas*, (...Bumi aksara..),
- Akh kardimin. *Perfect Stucture For Better: TOEFL*, pustaka pelajar.
- Burns Anne. *Doing Action Research In English Language Teaching*, (Macquarie University, 2009)
- Bulu'. *Strategi Pembelajaran*. Islamic State College Palopo.
- Hernawati. *Improving Students' Grammar Achievement Through Situational Language Teaching Method at the Seventh year of SMPN 8 Plopo*. STAIN Palopo, 2009.
- Herry Hernawan Asep. *Pengembangan Kurikulum dan Pengajaran*, Jakarta, universitas terbuka, 1997.
- Hana. Sitti *Using Causative In English*, STAIN Palopo, 2005.
- [Http://Www.Ljlseminars.Com/Flipchrt.Htm](http://Www.Ljlseminars.Com/Flipchrt.Htm). Accessed on january4th , 2012.
- <http://dossuwanda.wordpress.com/2008/03/11/penggunaan-metode-tutor-sebaya-contoh-proposal-ptk>. Accessed on April 2013.
- Kasihani. *English For Young Learners*, Jakarta : Bumi aksara, 2007.
- Littlewoods William T. *Foreign The Second Language Learning*, Cambridge University, 1984.
- Mas'ud Fuad. *Essentials of English Grammar*, Yokyakarta, 2005.
- Masruddin. *Error Analysis*. Stain Palopo, 2010.
- Micheal and Mary, *Tes of English as a Foreign Language, TOEFL*.(Singapore, New York)
- Rudi Susilana. at all. *Media Pembelajaran*, CV wacana Prima: Bandung, Cet.II, 2008
- Richards Jack C. & Willy A. Renandya. *Methodologi In Languagw Teaching*, Cambridge, 2002.

Setiawan Denny. *Computer And Media Learning*, Jakarta: universitas terbuka, 2009

shar arsyad. *Media Pembelajaran*, jakarta:PT Rajagrafindo perseda, 2007
Sudarwan Danim. *Media Komunikasi Pendidikan*, Jakarta, Bumi Aksara, 1995.

Tim FKIP. *Pemantapan Kemampuan Mengajar*, Jakarta, universitas terbuka, 2008.

Tri lestari Dian. *The Patterns Of English Grammar*, kresna english language institute.



IAIN PALOPO