

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. SMKN 1 Bantul Overview

1. Geographic Location

SMK N 1 Bantul was established in 1968 by the decree of Ministry of Education and Culture No. 213/UKK/III/1968 and located at Jalan Parangtritis KM. 11 Sabdodadi, Bantul, Yogyakarta. The development of this school is very committed to the change and quality improvement. This is actualized through the implementation of Quality Management System ISO 9001 - 2000 since March 1, 2006. By the year of 2010, this school then implements the newest ISO System numbered ISO 9001 – 2008. In 2007 it is approved as RSBI by DEPDIKNAS. In the beginning of 2013 government revoked the RSBI based on the decision from Constitutional Court.

2. SMK N 1 Bantul Vision, Mission and Organizational Structure

a. Vision

“Terwujudnya sekolah berkualitas, berkarakter dan berwawasan lingkungan”

“The realization of a school with quality, character and capable in environmental insight”

b. Mission

- 1) *Menyiapkan sarana prasarana dan SDM yang memenuhi SNP.*
 - 2) *Melaksanakan pembelajaran yang berbasis sains dan teknologi.*
 - 3) *Mengimplemantasikan iman, taqwa dan nilai – nilai karakter bangsa dalam kehidupan sehari – hari.*
 - 4) *Melaksanakan pembelajaran berbasis lingkungan serta mengaplikasikannya dalm kehidupan sehari – hari.*
 - 5) *Menyiapkan tamatan yang mampu mengisi dan menciptakan lapangan kerja serta mengembangkan profesionalitas di bidang bisnis.*
- 1) Set up the infrastructure and human resource that meet the National Education Standard.
 - 2) Implement science-based learning and technology.
 - 3) Implement faith, piety and the value of the nation's character in daily life.
 - 4) Carry out the environment based learning and apply in daily life.
 - 5) Prepare graduates who are capable of filling and creating jobs; and developing professionalism in the field of business.

c. Organization Structure

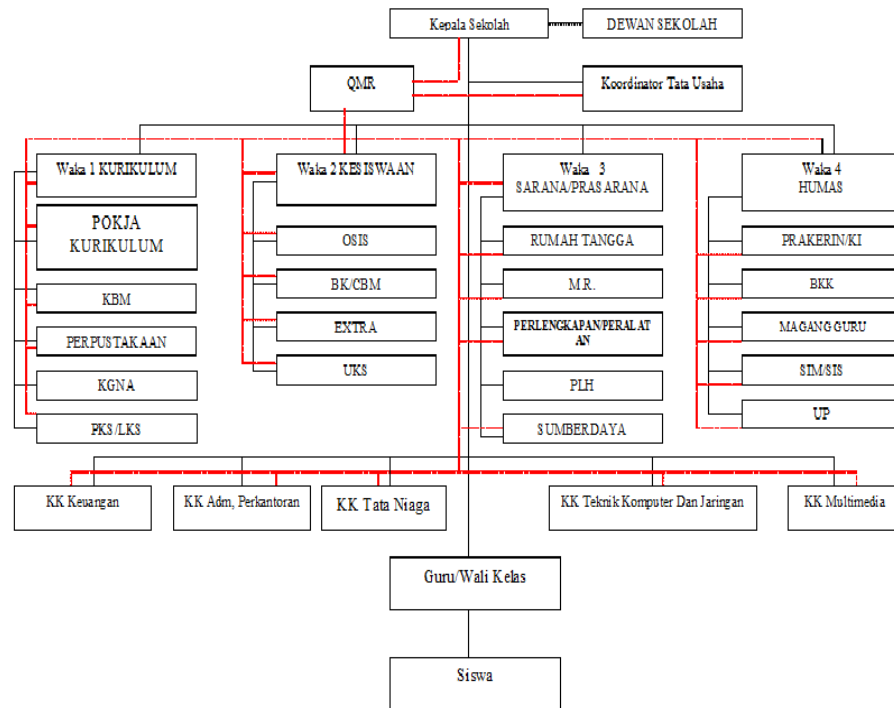


Figure 6 SMKN 1 Bantul Organization Structure

3. Teachers and Staff of SMKN 1 Bantul

SMK N Bantul has 100 teachers and 28 staff employees which are explained in detail as:

- a) 78 civil servants teachers;
- b) 22 non permanent teachers;
- c) 6 civil servant staff employees;
- d) 22 non permanent staff employees.

4. The Facilities and Infrastructure

a) The Majors Offered

1) Information Technology

Information Technology expertise program allows students to master in the field of hardware and becoming a computer technician. Graduates required being able to conduct computer network programming, assembly, maintenance and/or the reparation of it.

2) Multi Media

This major is designed to create the students with mastery in the field of multimedia. Graduates are expected to be able to product the multimedia things such as graphic design, animation and video shooting. Students are also given the ability of entrepreneurship skills.

3)Accounting/Finance

This expertise program gives students the necessary accounting skills and knowledge related to company financial management. Graduates are expected to master the processing financial transactions ranging from journals up to presenting the company's financial statements of various types of companies either manually or using a computer.

4) Business Administration

Business Administration program is designed for students to master in managing business administration and office administrative management capabilities. Graduates are required to be able to perform archival document management, public relation engagement, literature management and administration protocol either manually or using computerized system.

5) Marketing

Marketing expertise program educate and train students to master the ability of enterprise marketing management. Graduate are expected to undertake marketing subject studies ranging from marketing planning up to reporting marketing statements. Students also provided the ability in direct selling and entrepreneurship capabilities.

b) The Infrastructure Facilities

SMKN 1 Bantul has rooms that utilized as teaching and learning process, detailed as follows:

Table 9 SMKN 1 Bantul Infrastructure Facilities

No.	Description	Quantity	Units
1.	Land	2,48	Hectare
2.	Principal's Room	1	Room
3.	Teacher's Room	1	Room
4.	Administration Room	1	Room
5.	BK Room	1	Room
6.	UKS Room	1	Room
7.	Server Room	1	Room
8.	KKK Room	1	Room
9.	ATK Room	1	Room
10.	Computer Laboratory	4	Room
11.	Computer Laboratory (TKJ)	2	Room
12.	Language Laboratory	1	Room
13.	Accounting Laboratory	1	Room
14.	Office Administration Laboratory	1	Room
15.	Natural Science Laboratory	1	Room
16.	Theory Room	35	Room
17.	Toilet/Rest Room	26	Room
18.	OSIS Room	1	Room
19.	Parking Lot	1	Area
20.	Manual Practicum Room	1	Room
21.	SAS Room	1	Room
22.	Meeting Room	1	Room
23.	Small Court Room	1	Room
24.	Hall	1	Room
25.	Library	1	Room
26.	Praying Room	1	Room
27.	Sport Field	1	Field
28.	Sewing/Batik Room	1	Room

B. The Description of Research Data

1. Cycle I

The first cycle of the action research was an important path that indirectly affected the whole research result. It were the times when the

researcher, teacher and observers have to start collaborate cohesively regarding to the interaction to students; to run all the process well in order to reach the successful Active Learning implementation result. The description of each step that was taken explained below:

a. Planning

The researcher prepared all the things needed for the class action research at this planning step. The planning includes:

- 1) Prepared the lesson plan that going to be the guideline in executing the active learning model using Domino Card Learning Media with basic competence record the trading company transactions into special journal.
- 2) Made the media and every needed facility in the action research process on accounting learning process. There were Domino Card Learning Media that contained questions based on the basic competence, pre-test and post-test questions and the name tag for students. Pre-test is made as the tool for students to focus their learning experience on the topics and problems covered the subject or course. It will make them easier in gaining improvement of learning activity. (The Academy of Dental Therapeutics and Stomatology: 2014). Pre-test and post-test are also the form of

grades so that students will not put forth an effort or disregard it (Felder (1995: 32-33).

- 3) Made the groups that will battle through Domino Card Learning Media. The students in X AK 3 Class divided into 8 groups namely Amanah, Bagus, Cantik, Damai, Elok, Faham, Gempita and Harum.
- 4) Prepared the observation sheet and questionnaire to measure students' learning motivation and activity in this 1st cycle (questionnaire distributed at the end of the cycle) and the field notes.
- 5) Made the winning team criteria and these were the requirements of the team and a student that can get the determined awards:
 - a) The Distinction team; the team which successfully reach the highest score in playing Domino Card Learning Media game.
 - b) The Merit team; the team which able to reach the second best score in playing Domino Card Learning Media game.
 - c) The Good team; the team which able to get the third best score in playing Domino Card Learning Media game.
 - d) A student of the day; will be awarded to a student who reach the highest score in promoting motivation and activity in learning Accounting and successfully reach the high score in pre-test and post-test.

- e) Make the agreement with the accounting subject teacher about the action research procedure, lesson plan and learning materials.

b. Action

The execution of this action research first cycle in was carried out on February 1st, 2014 and February, 3rd, 2014. It took two meetings because it was adjusted with the basic competence needs, the recording of transactions into special journal. Each meeting took 145 minutes which equivalent with 4 hours lesson. The time was a bit reduced because it was coincide with regular teacher meeting on the day this research conducted. The researcher made the lesson plan and approved by the accounting subject teacher. This is the description of the action research implementation:

1) The 1st Cycle (First Meeting)

This action research first meeting execution was conducted on Saturday, February 1st 2014. For this first meeting the lesson hour were reduced because at that moment there were teacher routine meeting at the same time. So this first cycle was still carried out for 4 hours, but each hour consists of 35 minutes on the first three hours and 40 minutes on the last hour, so the total was 145 minutes. The description of the first action taken, described below:

a) Beginning Research Activity

- (1) The researcher conducted a short briefing with the accounting subject teacher and the observers to make sure that everyone involved on the action research understand well and this was meant to minimize any possible technical mistake or misunderstanding.
- (2) The researcher and the observer team came into class together with the accounting subject teacher and then the researcher introduces herself and her observer team.
- (3) The researcher explained about the learning model that was going to be used, the Active Learning Model using Domino Card Learning Media.
- (4) The researcher together with the observer distributed the name tags to the student to make it easier to record the data collected through observation sheet and field notes.

b) Main Activity of the Research

- (1) The researcher and observers distributed the pre-test for the students and then the student's did the pre-test for 30 minutes guarded by the teacher, researcher and

observers in order to make sure they did it independently.

- (2) Teacher conducted the short explanation about records the trading company transactions into special journal. In this process the teacher stimulate the students to actively ask questions and also give them some question related to the material.
- (3) The teacher started to inform that the game session was about to start and the students needed to be divided into 8 groups of 4-5 persons. After this, the 8 groups are paired for battle so that there were 4 subdivided groups. The researcher and the observers tackled this group division.
- (4) The researcher explained the Domino Card Learning Media game regulation and start distributing the media and stuffs needed helped by the observers. The researcher also informed that there will be three best teams awarded as Distinction, Merit and Good Team; and a student whom perform the best as A Student of the Day to encourage their performance.

- (5) The researcher and observers conducted the game including observed students' motivation and activity. The pure game implemented for 30 minutes.
- (6) Right after the game ended there was the session of correction of the game result and the discussion of the game answer. The researcher and the observers counted the points earned by every group in which they have the authority while waiting the students set up their seats back into normal and ready for the next general class discussion.

c) Closing of the Research

- (1) The teacher gave the opportunity for students to size up this meeting's materials and helped them to conclude into the simple right understandable sentences.
- (2) Teacher told the students that the next meeting material would discuss the same basic competence but the more advanced ones. Teacher also asked the students to conduct their independent review at home about this meeting materials to support their performance better on the next meeting research process.

- (3) The researcher took the name tags from the students in order there will be no left name tags for the next meeting.

During the research process the researcher actively write down the essentials things happened on the field notes. The researcher and the observers were also took the data of students' motivation and activity into the observation sheets.

2) The 1st Cycle (The Second Meeting)

This second meeting conducted on Monday, February 3rd 2014. It was carried out for 145 minute as well, the same as the first meeting of the first cycle of the research. The routine teacher meeting was also conducted on that day so it reduced the effective learning meeting duration. The description of the second meeting of first cycle is mentioned below:

a) Beginning Research Activity

- (1) Teacher opened the class lesson soon as everyone entered the class and ready for this day materials delivery and action research process. Teacher mentioned the basic competence and the expected learning outcome.

(2) Teacher reminded there will be three best teams that will be awarded the Distinction, Merit and Good team and a Student of the Day.

b) Main Activity of the Research

(1) Teacher stimulated the class to review the previous meeting materials and stimulated students to actively involve into an active learning process through giving example cases related to the discussed material. Teacher also gave students some related questions and gave them opportunity to actively ask questions.

(2) Teacher delivered the short additional supporting materials to make students understand the basic competence about recording transaction into special journal better. Teacher then announced that game session was about to begin.

(3) The researcher tackled the class and divided the class into eight heterogeneous groups. The class layout was shaped into the needed design (paired team with battle).

(4) The researcher that also hold the role as observer helped by the other three observers started to conduct the next game session on this second meeting first cycle of the

research. The game held for 30 minutes. The observers monitor the process of the game and made sure everything under control. Soon after the game ended, they were given the chance to discuss and explain their answer of the Domino Card Learning Media game to their peers.

- (5) The researcher announced the whole team scores from the first cycle which consist of two meetings and two game sessions then gave opportunity for the lowest achieved team and a voluntary team which fastest grabbed the chance to present their work in Domino Card Learning Media in order to get additional scores.
- (6) The researcher announced the awards of Distinction, Merit and Good Team which won by group Amanah, Damai and Bagus Team. It was also added up that the Student of the Day award couldn't be announced at that time because the researcher have to process the pre-test, post-test and the research instruments such observation and questionnaire before the result can be seen.

- (7) The class layout was set back into the original design while the researcher and observers were tidying up the games and research stuff.
- (8) Teacher tackled back the class and started to stimulate the students to ask questions or state arguments.
- (9) Teacher helped by the researcher and observers gave the post-test.
- (10) The teacher, researcher and observer monitor the class made sure every student did the post-test independently and collect the sheets by the time for post-test ended.

c) Closing of the Research

- (1) Teacher gave the opportunity for students to ask questions or deliver any argument related to this meeting material and then they summed up the materials.
- (2) The teacher announced that the next meeting material would discuss about subsidiary ledger and would continue using active learning model with Domino Card Learning Media.
- (3) The researcher helped by the observers distributed the questionnaire as one of the research instrument in measuring students' motivation and activity.

c. Observation Result

The observation used the guideline from an educational expert so that it can measure students' motivation and activity precisely. From the observation, obtained these mentioned data:

1) Students' Learning Motivation on the 1st Cycle

There is one motivation learning indicator that have not passed the minimum standard criteria. It is the maintaining their opinion indicator which only reach at 69,70%.The other indicators have already passed the minimum standard criteria of 75%. Here is the data of each indicator in students' motivation achieved percentage.

Table 10 Students' Learning Motivation Score Based on Motivation Observation Indicators in Cycle I

No	Observation Indicators	Score Percentage
1	Diligently do the tasks	77,78%
2	Steadfastly face the adversity (not quickly despair).	82,83%
3	Show interest in a variety of problems.	77,78%
4	Prefer to work independently.	83,84%
5	Interested in new teaching model, method or technique.	78,79%
6	Can maintain their opinion.	69,70%
7	Glad to find and solve problems	81,31%
Average Score		78,86%

Source: Primary Research Data Processed

Further, the detailed amount of students who have passed the minimum criteria depicted on Figure 7. There are 24 students whom

already pass the 75% minimum criteria and the rest are 9 students haven't passed it on this first cycle. Here is the figure of students' motivation percentage based on observation sheet on cycle I:

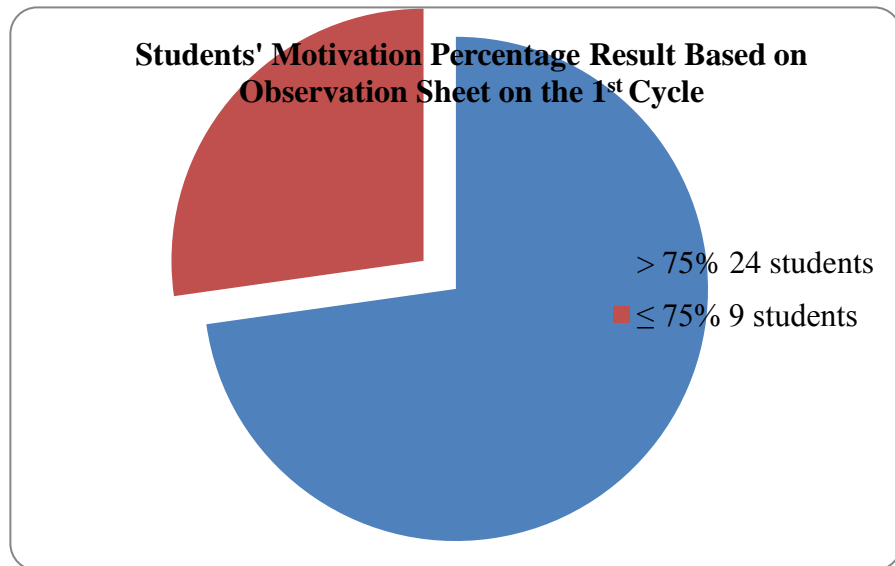


Figure 7 Individual Students' Learning Motivation Percentage Score from the Observation Sheet on Cycle I

2) Students' Learning Activity on the 1st Cycle

Based on the observation sheet result there are two indicators which has not passed the minimum standard of 75%, there are the visual activity and the oral activity indicator which only reach at 70,71% and 73,74%. The other indicators in learning activity at this first cycle already passed the minimum standard. This is the data of achieved percentage based on each activity indicators:

Table 11 Students' Learning Activity Score Based on Activity Observation Indicators on Cycle I

No	Observation Indicators	Score
1	Visual activities such as reading the materials, slides and notes.	70,71 %
2	Oral activities, such as stating facts, formulating and asking questions, giving advice and opinions and interruptions.	73,74 %
3	Listening activities include listening to the materials delivery, listening to the game instruction.	88,89 %
4	Writing activities, such as writing the materials and taking notes based on exercises and discussions.	84,85 %
5	Drawing activities, such creating coulombs or tables.	77,78 %
6	Motor activities, includes the activity of conducting experiments, executing tasks and games.	85,86 %
7	Mental activities such as solving problems in helping each other beating the game.	80,81 %
8	Emotional activities, such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, feeling happy, and being passionate.	87,37 %
Average Score		81,25%

Source: Primary Research Data Processed

Here is the graph about each student about the achieved activity percentage on observation sheet:

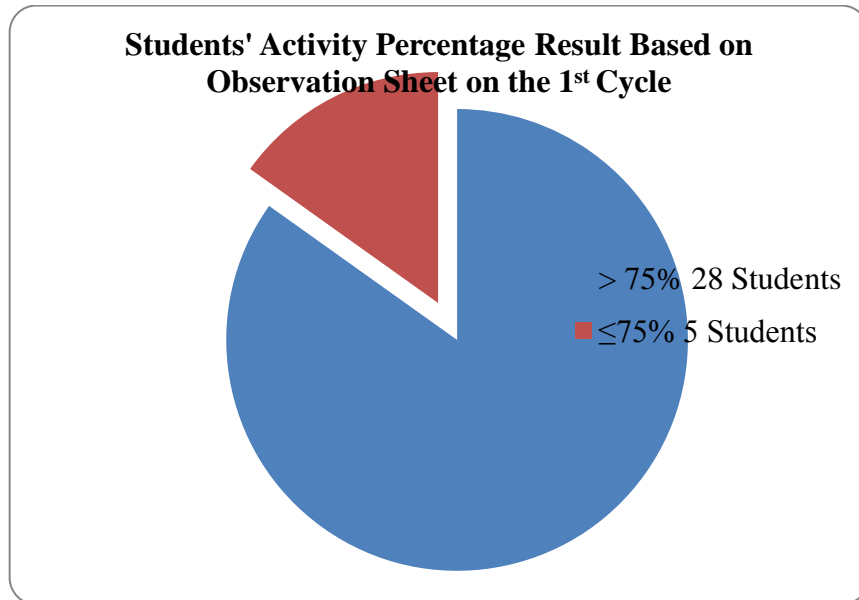


Figure 8 Individual Students' Learning Activity Percentage Score from the Observation Sheet on Cycle I

There are 28 students already passed the minimum criteria and leaves five students who have not passed the 75% minimum criteria yet. Even if it is smaller in number compared to the motivation observation sheet result, the rest students who have not passed the minimum criteria show that the process needed to be evaluated.

d. Questionnaire Result

Questionnaire as one of the research instrument measured through direct fulfilments from each student, besides being the independent research instrument also going to be a tool to compare with the observation research instrument result to measure its' consistency

result. Questionnaire result is counted using Microsoft Excel and here is the summary result:

1) Students' Learning Motivation on the 1st Cycle

From the 27 questionnaire statements, this first cycle resulted three point numbers which have not passed the minimum criteria yet. They are at point 11, 23 and 25. Each point is the part of indicator number 3 and 6 and sequentially reach the score at only 71,21%, 72,73%, and 65,15%. There is one indicator in motivation learning that has not pass the minimum criteria yet and it is indicator number 6; maintaining students' opinion point which only reaches at 72,54%. Here is the table of achieved percentage from each indicator in learning motivation based on questionnaire:

Table 12 Students' Learning Motivation Score Based on Motivation Questionnaire Indicators on Cycle I

No	Questionnaire Indicators	Score Percentage
1	Diligently do the tasks	78,79%
2	Steadfastly face the adversity (not quickly despair).	81,63%
3	Show interest in a variety of problems.	80,30%
4	Prefer to work independently.	77,53%
5	Interested in new teaching model, method or technique.	77,6%
6	Can maintain their opinion.	72,54%
7	Glad to find and solve problems	76,14%
Average Score		77,79%

Source: Primary Research Data Processed

Here is the graphic of individual achieved percentage in students' learning motivation based on questionnaire:

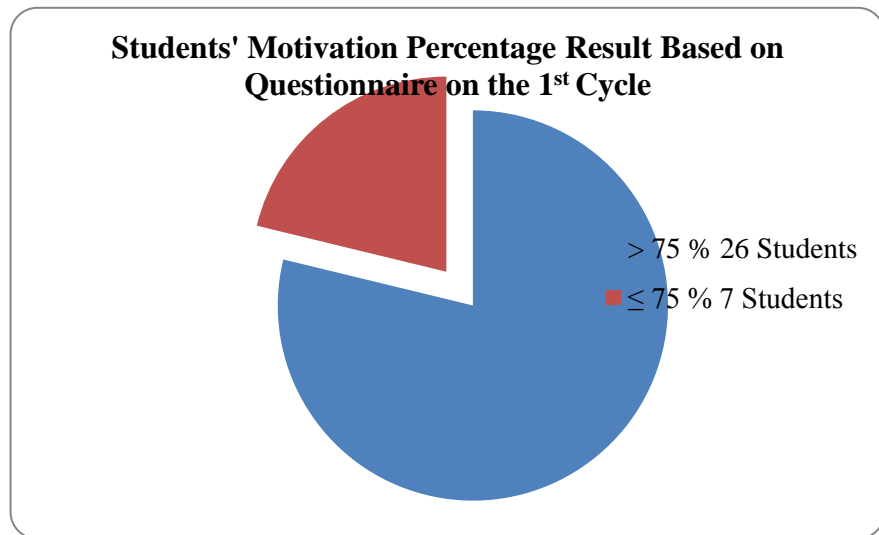


Figure 9 Individual Students' Learning Motivation Percentage Score from Questionnaire on Cycle I

Then if it is seen from the students' side, there are 7 students that have not passed the minimum criteria yet. The seven students who has not passed the minimum standard are those who are student numbered 1, 5, 7, 12, 21, 23, and 28 in sequent; only reach at 67,59%, 66,67%, 68,52%, 65,74%, 74,07%, 68,52% and 75%.

2) Students' Learning Activity on the 1st Cycle

There are 30 questionnaire statements and it resulted the point 1 and 4 that have not passed the minimum criteria. Each includes on indicator number 1 and 2; and leaves only indicator number one

which has not passed the minimum criteria yet. It only reaches at 73,23%. It is the visual activity indicator and measured especially on students' visual activities such as reading the materials; slides and notes before the learning process at class starts or before teacher explain the material and after the learning process at class over. This indicator is deliberately customized quite different from the observation sheet measurement at the same indicator which covers visual; the reading activity on class during the teaching and learning process occur. This is because the visual activity of reading in class can be more accurately measure through observation instead of questionnaire.

Below is the table of the achieved scores based on questionnaire result from each indicator in activity:

Table 13 Students' Learning Activity Score Based on Activity Questionnaire Indicators

No	Questionnaire Indicators	Score
1	Visual activities such as reading the materials, slides and notes.	73,23%
2	Oral activities, such as stating facts, formulating and asking questions, giving advice and opinions and interruptions.	76,08%
3	Listening activities include listening to the materials delivery, listening to the game instruction.	82,2%
4	Writing activities, such as writing the materials and taking notes based on exercises and discussions.	78,79%
5	Drawing activities, such creating coulombs or tables.	76,52%
6	Motor activities, includes the activity of conducting experiments, executing tasks and games.	79,1%
7	Mental activities such as solving problems in helping each other beating the game.	81,44%
8	Emotional activities, such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, feeling happy, and being passionate.	80,3%
Average Score		78,46%

Source: Primary Research Data Processed

Hereby the figure of students' activity percentage result based on questionnaire result:

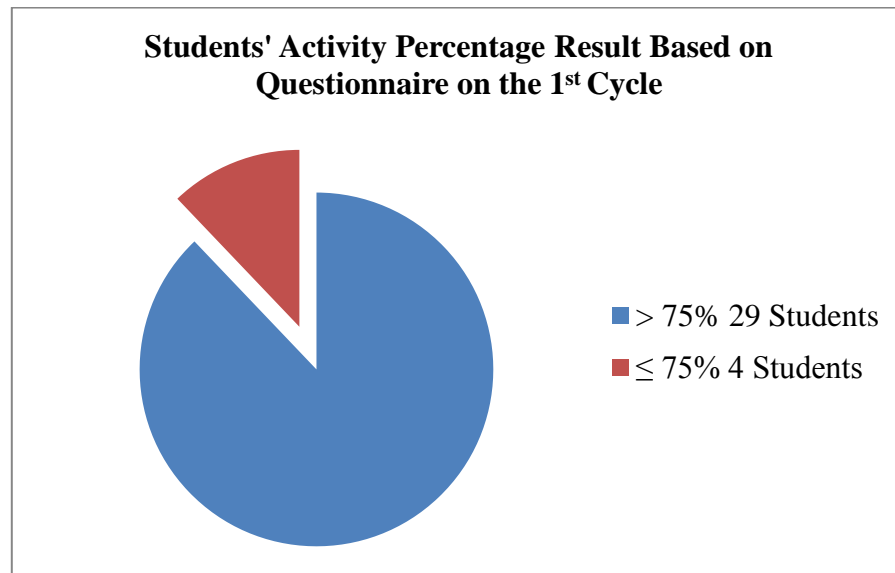


Figure 10 Individual Students' Learning Activity Percentage Score from Questionnaire on Cycle 1

Based on the individual achieved percentage there are 29 students already passed the minimum criteria which means it leaves only 4 students achieving the individual percentage below standard. Their weaknesses that causing they have not pass the minimum criteria yet vary from one student another. They mostly weak in visual activity criteria, the point at initiating to read the material before or after teacher's explanation as it has explained on the each number achieved percentage above.

e. Reflection

Reflection on this action research will be taken from the research instruments; starting from observation, questionnaire up to field notes

instrument. Each research instrument records specific result on the action research process. The detailed analysis from each research instrument explained below:

1) Reflection Regarding to Students' Learning Motivation

From the observation sheet there are 24 students who have already passed the minimum criteria of 75% achieved score, and leaves the other 9 students. It means the percentage of students who have passed the minimum standard is 72,72% which derived from $\frac{24}{33} \times 100\%$. The overall average achieved percentage seen from individual result reaches at 79,17%. While the indicator of motivation on this observation instrument that has not achieved yet is the maintaining students' opinion which only reach at 69,70%. The overall achieved percentage seen from indicator points reaches at 79,30%. Thus, on the next cycle the researcher must emphasize more on the strategies that can empower students to maintain their opinion better.

The condition at class related to this data fact that only few students able to maintain their opinion in various conditions, were mainly seen and measured based on their interaction while playing the game using Domino Card Learning Media since on this stage the chance to state and maintain students' idea were widely opened.

It also measured while on the other learning process, on the time teacher explain the material and give instructions.

Based on the questionnaire instrument in students' learning motivation, the percentage of overall individual achieved percentage reaches at 77,75% . There are 26 students already passed the minimum standard means the percentage of students who reach it is at the amount of 78,78% derived from $\frac{26}{33} \times 100$. The lack is the same compared to observation result that is on indicator point number 6; can maintain students' opinion. The overall archived percentage taken from each indicators in questionnaire in measuring students' motivation on this first cycle reaches at 77,79%.

From the field notes instrument it is captured mostly about the general class condition which consist of students, teacher, researchers and observers; how they collaborate each other to conduct the maximum atmosphere of motivation at class. All 33 students in X AK 3 participated in this action research first cycle.

2) Reflection Regarding to Students' Learning Activity

Students' learning activity result on this first cycle based on observation sheet is higher from the motivation result seen from individual achieved percentage but it leaves two indicators of activity that have not passed the minimum criteria of 75%. There

are 5 students who have not passed the minimum criteria yet meaning resulted the other 28 students successfully passed the minimum criteria. The percentage of students who have passed the minimum standard is 84,85% calculated from $\frac{28}{33} \times 100\%$. The indicator criteria that has not meet the minimum result are the visual activity and oral activity which both only reach 70,71% and 73,74%. Visual activity includes reading the materials such slides and notes; while the oral activity includes stating facts, asking questions and also about how brave students start to initiate in giving interruptions.

The data that derived from questionnaire states that the achieved percentage of overall students' activity in the first cycle reaches 78,41%. Scored from each point indicators average, it reaches at 78,46%. It leaves point number 1 and 4 which measure about students' reading activity before the class starts and after the class over; and about students' activity in asking questions. This means the teacher and researcher have to encourage students to read more independently outside the teaching and learning process. Teacher and researcher also have to make more effort in conducting the class atmosphere more conducive for students to deliver their questions. However, this result shows significant positive progress

compared to the data gotten from the pre-research observation that shows at about ten close to 20 students showed low activity in accounting learning process as they did not promote most of the activity indicators that are chosen at this research.

3) Reflection Regarding to the Implementation Active Learning Using Domino Card Learning Media

The active learning model using Domino Card Learning Media applied in this research is a new thing for the students and teacher so in the beginning it took quite long session to explain how exactly it works and this is a consequence since this was the first meeting and cycle. This resulted most of the students understand how the game works even if some others still sometimes ask the detailed rules of the game.

When the game starts, students divided into 8 groups so that they need to move and change the tables and chairs position to make them comfortable executing the game which takes time and a bit noisy in the beginning. For the next cycle students needed to be reminded that they have to make it better even if they want to move their tables and chairs.

The field notes records mostly about the general activity condition. Most students participate actively and enthusiastically. It

is recorded more detail in Appendix II (287-290). The main boundary we've got on this cycle was that the learning duration reduced due to a teacher meeting. Fortunately the process didn't get disturbed because it is set to be more efficient and strict in the time division of every sequence activity and the students were very cooperating.

The whole reflection derived from each research instruments, research process and the discussion with teacher and observers bring out the evaluation as the additional reflection for the sake of improvements that planned in the next cycle as mentioned below:

- 1) The more emphasize on the lack achieved percentage in motivation and activity which found from observation, questionnaire and field notes.
- 2) The time management needed to be tricked again since the next meeting lesson coincide to another weekly teacher meeting so the teaching and learning duration will be quite reduced and the time reduction has not been announced yet by the subject teacher. The researcher has to make sure even if the time is reduced, the quality of knowledge transfers and process will not occurring any decrease.
- 3) The winning rule in the next cycle of Active Learning Implementation Using Domino Card Learning Media are:

- a) The distinction, Merit and Good award will be given to the team with the three highest scores in playing Domino Card Learning Media.
- b) Researcher have to prepare the Student of the Day award as day who performs the best in teaching and learning process based on the first cycle result in motivation, activity, and test scores.
- c) Re-checking the Domino Media Card Media which already prepared to make sure the compatibility to the material about recording transactions into subsidiary ledger. Re-checking also useful to anticipate any error on the exercises content and the quality of the media itself.

2. Cycle II

The second cycle of this action research took the steps that not far different from the first cycle. The essential differences were on the basic competence, some adjustments and improvements taken based on the first cycle data result which summarized on the first cycle reflection. Each step that was taken described below:

a. Planning

- 1) Prepared the lesson plan as the continuation material from the first cycle with basic competence record the trading company transactions into subsidiary ledger.

- 2) Rechecked the research instruments, pre-test and post-test sheets, media, the group list, name tag for students and every needed stuffs.
- 3) Prepared the awards for the winning team on the first cycle which was won by Group Amanah, Damai and Bagus; also the prize for student of the day which was won by Maria Tri Cahyani.
- 4) Conducted short discussion with teacher and observers as a preparation to cure the lacks happened in the first cycle such as the motivation indicator that has not been reached; maintaining students' opinion so teacher and observers have to stimulate more while there came chances for students maintain their arguments. From activity aspects it discussed about the tips in making students able to be more actively deliver their arguments and have higher reading activity both in class and outside the learning process. It also promoted about the solutions in reminding the Domino Card Learning Media rules more clearly so that there will be no more technical question asked which will potentially disturb the battle process.

b. Action

The action second cycle research was taken in Tuesday, February 4th 2014 with basic competence recording transactions into subsidiary ledger. This meeting took 120 minutes, consisting 30 minutes each lesson hour which was reduced because at that time there was another

teacher meeting. The second cycle was still carried out in 4 hours of learning session but in each hour it was only for 30 minutes. Here is the action sequence that was taken:

1) Beginning Research Activity

- a) The short briefing was conducted again as it was also conducted on the first cycle for the accounting subject teacher and all of the observers.
- b) Researcher together with accounting subject teacher and all observers came to class, explained the learning sequence and game rule to make sure all students remember back the game regulation.
- c) The researcher helped by the observers distributed the name tag for all students to make it easier in recording their learning process.
- d) The researcher gave the award for A Student of the Day of last cycle activity.
- e) Teacher tackled back the class and review last meetings' materials.

2) Main Activity of the Research

- a) Researchers helped by the observers distributed the pre-test and answer sheet then students' did it for 20 minutes. It was also

helped by the teacher to monitor students' performance in doing the pre-test.

- b) Right after the researcher and the observers collected the entire pre-test answer sheets, teacher started to explain the main materials at this session. It was recording transaction in trading companies into subsidiary ledger as the basic competence.
- c) Teacher continuously stimulated students to actively ask questions, promote suggestions and kept catching students' attention through informative slides and way of explaining.
- d) Teacher commanded that the game was about to start and directed them to set the seat near their friends as in what team they were in.
- e) Researcher and observers conducted the game and monitored students' motivation and activity through the whole teaching and learning process, they measured them mostly in the game process since the indicators can be mostly seen at this stage.
- f) Researcher gave two presentations chances; the same as the previous cycle for the lowest achieved score team and a voluntary team to present their work on Domino Card Learning Media game in front of the class. This will be useful for the team to get another 50 points bonus to increase their game score.

- g) The researcher announced the three best teams to get the awards and informed that the Student of The Day award will be announced next day after the research data are processed.
 - h) The class condition was set back into the original design and ready for the next learning process.
 - i) Teacher stimulated the students' to summarize this day materials and offered the chance for them to ask questions.
- 3) Closing of the Research
- a) Researcher and all observers gave the post-test and guarded the students' to make sure everyone did it independently.
 - b) Teacher announced that there came a time when students have to fulfil the questionnaire to measure their motivation and activity improvement.
- c. Observation Result

As it also used in the first cycle, observation instrument is used to measure students' motivation and activity. There are the descriptions of the observation result:

1) Students' Learning Motivation on the 2nd Cycle

This second cycle of the research shows improvement both from the whole students' performance and each indicator achieved percentage. While the all indicator percentage reaches above 75%,

it still leaves three students who have not passed the minimum standard yet. These are the table and the figure of the indicator achieved percentage and the percentage of students' performance based on observation sheet.

Table 14 Students' Learning Motivation Score Based on Motivation Observation Indicators on Cycle II

No	Observation Indicators	Score Percentage
1	Diligently do the tasks	86,46%
2	Steadfastly face the adversity (not quickly despair).	89,58%
3	Show interest in a variety of problems.	91,67%
4	Prefer to work independently.	92,71%
5	Interested in new teaching model, method or technique.	92,71%
6	Can maintain their opinion.	83,33%
7	Glad to find and solve problems	95,32%
Average Score		90,25%

Source: Primary Research Data Processed

From the table above, can be described that all motivation indicators already passed the minimum standard. All indicators also improves compared to the first cycle.

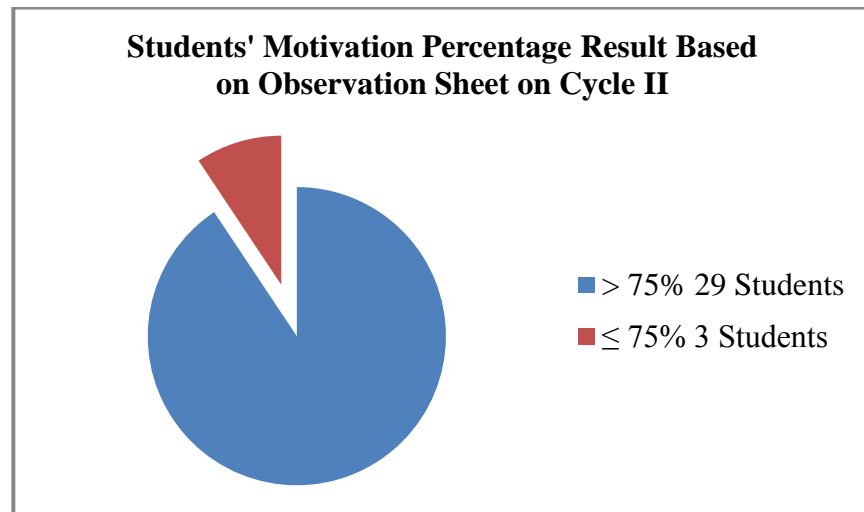


Figure 11 Individual Students' Learning Motivation Percentage Score from Observation Sheet on Cycle II

The improvement is satisfying enough since there are 30 students out of 33 who already passed the minimum standard and the three students who haven't achieved the score near 75%.

2) Students' Learning Activity on the Cycle II

There is a good result seen from the observation indicator achieved percentage on students' activity since there isn't any indicator left below the minimal standard and from the students' side it left 2 students whom only reach at 74,07% meaning that they have not passed the minimum criteria yet. These are the percentages shown in table and graphics:

Table 15 Students' Learning Activity Score Based on Activity Observation Indicators on Cycle II

	Observation Indicators	Score
1	Visual activities such as reading the materials, slides and notes.	84,38%
2	Oral activities, such as stating facts, formulating and asking questions, giving advice and opinions and interruptions.	82,29%
3	Listening activities include listening to the materials delivery, listening to the game instruction.	95,83%
4	Writing activities, such as writing the materials and taking notes based on exercises and discussions.	91,67%
5	Drawing activities, such creating coulombs or tables.	83,33%
6	Motor activities, includes the activity of conducting experiments, executing tasks and games.	91,67%
7	Mental activities such as solving problems in helping each other beating the game.	93,75%
8	Emotional activities, such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, feeling happy, and being passionate.	94,8%
Average Score		89,71%

Source: Primary Research Data Processed

This is the figure of the students activity achieved percentage:

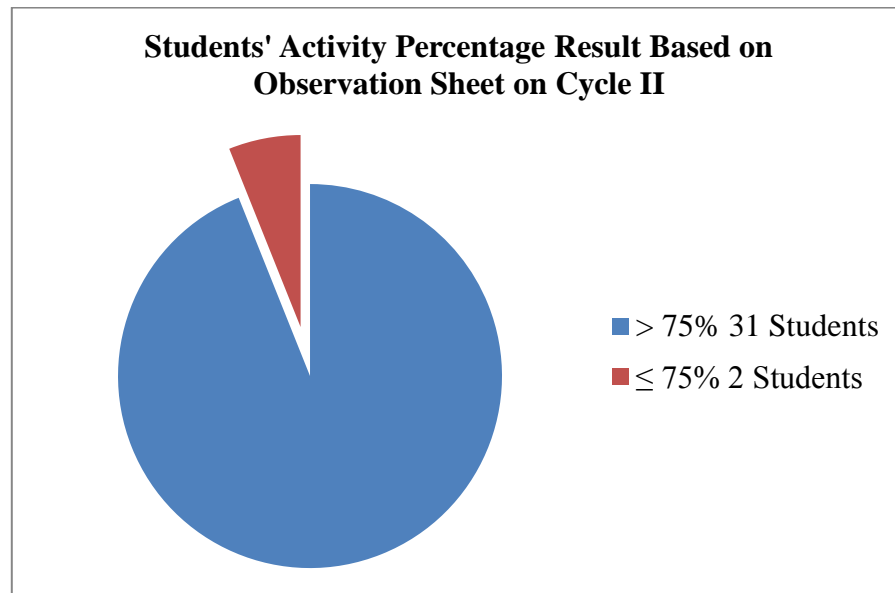


Figure 12 Individual Students' Learning Activity Percentage Score from the Observation Sheet on Cycle II

d. Questionnaire Result

Questionnaire indicators are made the same as the observation indicators as well and what makes those two instruments are different besides used as the controller each other; is the tendency of the measured points itself. While observation mostly measure things that can be seen clearly, questionnaire is used to measure things that are mostly only students' know it better such as their learning behaviour before or after class, their personal state of interest in new challenges and so on but still there are also some aspects that similar with the observation instrument aspects and this is made as the crosscheck tool. This second cycle of the research resulted significant improvements

even if there are still leaves some students' has not achieved the minimum standard criteria yet.

Here is the table and graphic of students' motivation and activity result based on questionnaire:

1) Students' Learning Motivation on the 2nd Cycle

Table 16 Students' Learning Motivation Score Based on Motivation Questionnaire Indicators on Cycle II

No	Questionnaire Indicators	Score Percentage
1	Diligently do the tasks	84,22%
2	Steadfastly face the adversity (not quickly despair).	86,52%
3	Show interest in a variety of problems.	86,72%
4	Prefer to work independently.	83,33%
5	Interested in new teaching model, method or technique.	82,92%
6	Can maintain their opinion.	80,08%
7	Glad to find and solve problems	87,77%
Average Score		84,51%

Source: Primary Research Data Processed

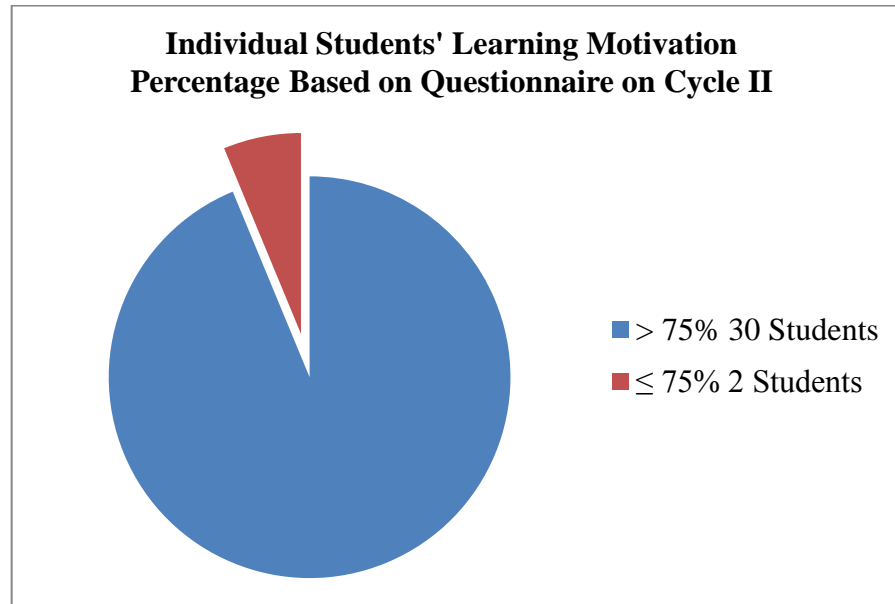


Figure 13 Individual Students' Learning Motivation Percentage Score from the Questionnaire Cycle II

2) Students' Learning Activity on the 2nd Cycle

This second cycle of the research resulted all activity indicators passed the minimum criteria measured from questionnaire instrument. There is no aspect in students' learning activity that has not passed the minimum standard as well, but there is one student that still achieve the activity score below the minimum standard; only reaches at 74,17%. Here is the table of percentage achieved from each indicators and the figure of individual students' learning activity percentage on cycle II:

Table 17 Students' Learning Activity Based on Activity Questionnaire

Indicators on the 2nd Cycle

No.	Observation Indicators	Score
1	Visual activities such as reading the materials, slides and notes.	78,91%
2	Oral activities, such as stating facts, formulating and asking questions, giving advice and opinions and interruptions.	83,59%
3	Listening activities include listening to the materials delivery, listening to the game instruction.	88,48%
4	Writing activities, such as writing the materials and taking notes based on exercises and discussions.	85,74%
5	Drawing activities, such creating coulombs or tables.	83,59%
6	Motor activities, includes the activity of conducting experiments, executing tasks and games.	84,53%
7	Mental activities such as solving problems in helping each other beating the game.	90,63%
8	Emotional activities, such as taking interest in certain topics or subjects, being brave, keeping calm or nervous, feeling happy, and being passionate.	84,96%
Average Score		

Source: Primary Research Data Proceed

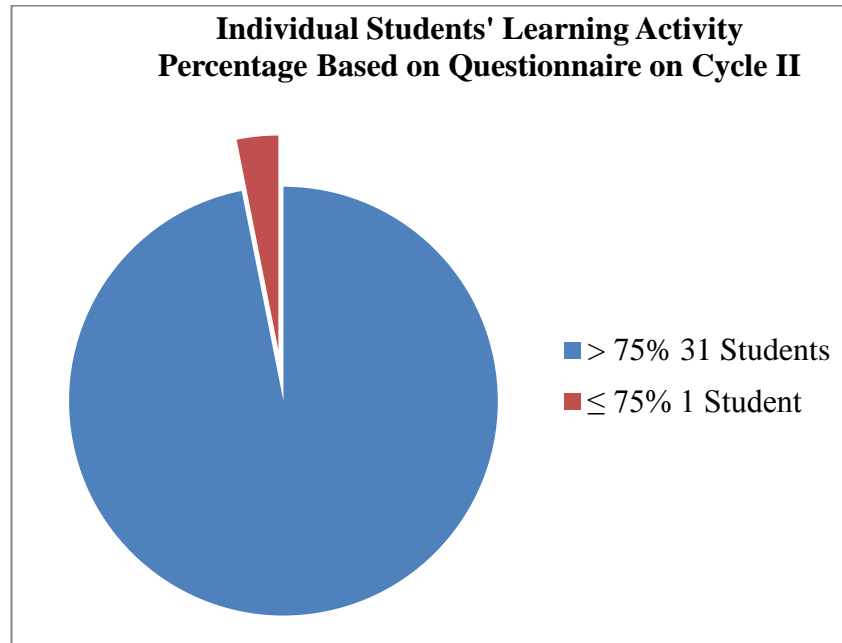


Figure 14 Individual Students' Learning Activity Percentage Based on
Questionnaire on cycle II

e. Reflection

Reflection is made to analyze further related to the have done research. Taking no difference compared to the previous reflection on the first cycle it also derived from the three research instruments: observation, questionnaire and field notes.

1) Reflection Regarding to Students' Learning Motivation

The learning motivation based on observation sheet shows satisfying improvement since there is no indicator point which has not reached the minimum standard. But still, it leaves three students who have not passed the minimum standard yet even if the scores are

near 75%. The whole percentage of students have passed the minimum standard arrives at $\frac{29}{32} \times 100 = 90,63\%$.

Evaluating the previous weakness research result that only few students able to maintain their opinion well; on the second cycle the researcher together with accounting teacher and observers' effort to increase this point achieved percentage shows betterment. Rising from 60,70% to 83,33%, students' will and brave to state their arguments improve even if the percentage achieved is not as high as the other indicators. Further, the highest score achieved on indicator reached by indicator of glad to find and solve problems. In this case this is mostly seen through students' feedback on the way they did the game. Besides students' already get familiar with the game rules, they start to find it more fun solving exercises through a challenging way considering the game was also conducted in battle with another team. This is inline with the theory that one kind of motivation can be formed through how it is learnt such as the desire to learn kind of sciences (Sardiman AM, 2011). The motivation which emerges because a thing is being learnt on this second cycle based on observation sheet, proven by the increasing percentage achieved score on the mentioned indicator.

The questionnaire instrument on students' motivation resulted all indicators point passed the minimum standard and leaves two students has not passed the minimum standard. The highest score achieved by a student at 88,88% and the highest percentage indicator is at 87,77% for glad to find and solve problems. The previous research result weakness was on the indicator of can maintain students' opinion and on the second cycle there is an improvement on this at 7,54% and the whole indicator percentage and point numbers achieved the minimum **standard**.

2) Reflection Regarding to Students' Learning Activity

Students' learning activity measured through observation sheet shows no indicator points reach the score below standard and there are two students who have not passed the minimum standard criteria yet. The whole percentage of students who have passed the minimum criteria reaches at $\frac{30}{32} \times 100 = 93,75\%$. Reflecting from the previous cycle weaknesses about students' visual and oral activities, this second cycle result based on observation sheet shows satisfying betterment as the visual activity improvement reaches the highest one compared to other indicators. 13,67% improvement from visual activity and 8,55% improvement from oral activities. Students' initiative to read the materials on the right moments and they

becoming pleasant in asking questions and delivering arguments because of the conducive atmosphere. The overall average indicator achieved percentage from observation sheet arrives at 89,71%.

The questionnaire result of students' learning activity shows that all questionnaire indicators and aspects passed the minimum criteria. Unfortunately there is still one student has not passed the minimum criteria yet which only reaches at 74,17%. The whole percentage of students who have passed the minimum criteria reaches at $\frac{31}{32} \times 100 = 96,88\%$. Looking from the previous cycle weakness related to questionnaire instrument result which leaves point number one about students' activity in reading the materials before the class starts, on cycle II there is an improvement that reaches at 78,91% so that the indicator of visual activity finally passed the minimum standard. The other point that previously has not passed the minimum standard is about students' initiate in asking question and finally it reaches at 82,81%.

3) Reflection Regarding to the Implementation of Active Learning Using Domino Card Learning Media

On the second cycle of the research, the implementation of Active Learning model Using Domino Card Learning Media is no more a new thing so it is easier for them to execute the model and

the game. As all of the indicators of motivation and activity already passed the minimum standard can be the basis of conclusion that this model is successfully implemented and the media that is used can help to achieve those goals. Even if on this second cycle the time were reduced because of the teacher meeting, and at the end it have to use the breaking session for students to fulfill the questionnaire because students ask to do so, no significant boundary found on the implementation.

Related to the awards, while the research were conducted no prizes given neither to the best three teams nor for the Student of The Day. But they did given awards as the form of grades that needed to be given for students so that it can be set the expectation for the course as students are encouraged to be active Felder (1995: 32). This is to avoid the bias that might happen if students given prizes then they will highly motivated and actively involved in learning process because of the prizes, not the learning model and the learning media. Nevertheless, after the classroom action research was done, researcher gave the best three teams and the Student of the Day prizes.

The field note as the additional and supporting research instrument records the essential things which cannot be recorded on the previous

research instruments such students' attendance and execution of the learning sequences. This second cycle were attended by 32 out of 33 students which the one whom absent was sick. Students' becoming able to control the movement of their tables and chairs before and after they conduct the game without so much noise as it happened before on the first cycle. This second cycle was not exactly punctual even if it started on time because it ended after the Accounting subject over but fortunately the next session was breaking time so it was all right to continue fulfilling the questionnaire as the end of the research process. The whole research process and result were fine so it was decided that the action research ended at this second cycle.

The additional reflection is made for the sake of learning process betterment which derived from research instruments, research process and the discussion with teacher and observers after the second cycle was done. The additional reflection points we got are:

- 1) On the next learning process it should maintain the improvements we have made from this research such as how to cultivate and engage students' motivation and activity in learning Accounting and to use fun media in teaching and learning process.
- 2) The researcher should give the Domino Card Learning Media for school so that students and teachers can use it anytime they need it.

C. The Discussion of Research Result

1. The Discussion of Students' Learning Motivation

a. Discussion form Observation Instrument Result in Students' Motivation

This is the part of the further discussion to analyze more clearly on every improvement that was made on the implementation of Active Learning Model Using Domino Card Learning Media. So here is the deeper analysis and discussion starting from the analysis in achieved learning motivation percentages based on observation instrument from cycle I to cycle II:

Table 18 The Comparison of Class Learning Motivation Score Based on Observation Sheet from Cycle I to Cycle II

Percentage Achieved	Progress		Improvement Percentage
	Cycle I	Cycle II	
≤ 75%	27,27% or 9 out of 33 students	9,38% or 3 out of 32 students	- 17,9%
> 75%	72,72% or 24 out of 33 students	90,63% or 29 out of 32 students	17,9%

Source: Primary Research Data Processed

From 72,72% of the students who have passed the minimum standard criteria in cycle I it turns into 90,63% in cycle II. The improvement reaches at 17,9% which is significant enough in processing students to be more active in participating the teaching and learning process. The table above can be explained more detail in this

table which presenting individual students' improvement score in motivation based on observation instrument from the first cycle to the second cycle:

Table 19 The Comparison of Individual Achieved Score in Motivation Based on Observation Sheet from Cycle I to Cycle II

No	Cycle I	Cycle II	Improvement %	No	Cycle I	Cycle II	Improvement %
	%	%			%	%	
1	66,67	95,83	29,16	18	83,33	95,83	12,5
2	79,17	95,83	16,66	19	79,17	91,67	12,5
3	83,33	95,83	12,5	20	79,17	91,67	12,5
4	87,5	91,67	4,17	21	66,67	70,83	4,16
5	70,83	70,83	0	22	83,33	87,50	4,17
6	83,33	87,50	4,17	23	66,67	75	8,33
7	75	91,67	16,67	24	79,17	95,83	16,66
8	70,83	95,83	25	25	83,33	100	16,67
9	87,50	-	-	26	87,50	95,83	8,33
10	79,17	95,83	16,66	27	83,33	100	16,67
11	87,5	91,67	4,17	28	62,50	83,33	20,83
12	58,33	91,67	33,34	29	87,50	95,83	8,33
13	83,33	87,50	4,17	30	70,83	91,67	20,84
14	79,17	83,33	4,16	31	87,50	91,67	4,17
15	83,33	91,67	8,34	32	83,33	91,67	8,34
16	79,17	91,67	12,51	33	87,50	95,83	8,33
17	87,50	95,83	8,33				

Source: Primary Research Data Processed

The highest improvement in individual achieved score reaches at 29,16% from cycle I to cycle II. There are six students who have not passed the minimum standard achieved percentage on cycle I showing impressive improvement in cycle II. But still, there are three students

who have not passed on the cycle II stick on the same score or a little improve but their final score have not achieved the minimum criteria yet.

This is the visual presentation of the students' individual motivation score improvement based on observation instrument from cycle I to cycle II:

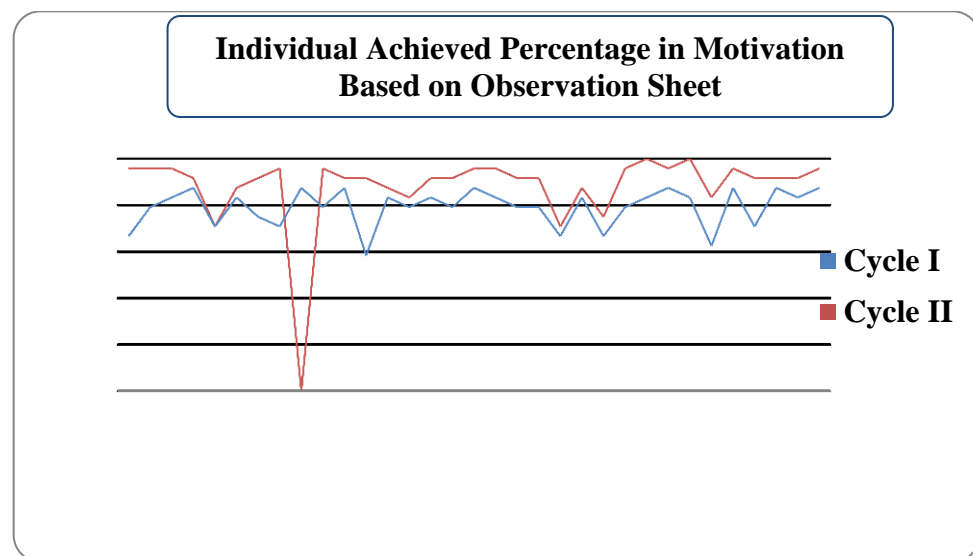


Figure 15 Individual Achieved Percentage Based on Observation Sheet Instrument from Cycle I to Cycle II

For the more detailed description of the research result on students' motivation achieved percentage, hereby also provided the table of comparison seen from each indicator. This is the table of comparison in motivation achieved percentage based on observation research instrument indicators from cycle I to cycle II:

Table 20 The Comparison of Motivation Achieved Percentage Based on Observation Sheet Instrument Indicators

No.	Indicators	Cycle I	Cycle II	Improvement Percentage
1	Diligently do the tasks	77,78%	86,46%	8,68%
2	Steadfastly face the adversity (not quickly despair).	82,83%	89,58%	6,75%
3	Show interest in a variety of problems.	77,78%	91,67%	13,89%
4	Prefer to work independently.	83,84%	92,71%	8,87%
5	Interested in new teaching model, method or technique.	78,79%	92,71%	13,92%
6	Can maintain their opinion.	69,70%	83,33%	13,63%
7	Glad to find and solve problems	81,31%	95,32%	14,01%
Average Score		78,86%	90,25%	11,39%

Source: Primary Research Data Processed

The improvement of average score from the motivation indicators in observation is 11,39%. This is the visual presentation of the classical comparison average in accounting learning motivation based on observation indicators achieved in the first cycle to the second cycle:

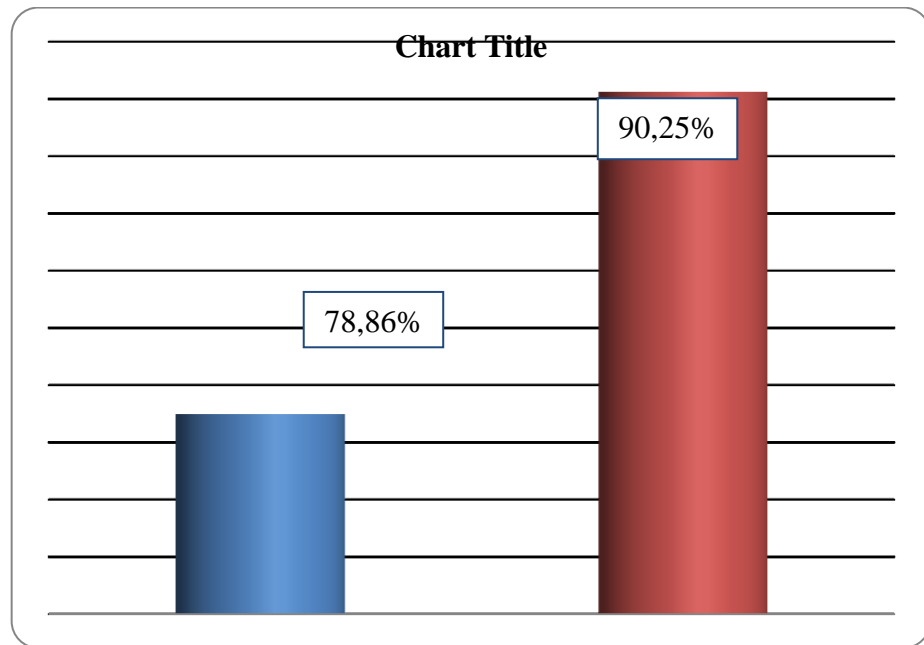


Figure 16 Chart of Classical Comparison of Average Score in Motivation Based on Observation Instrument Indicators from Cycle I to Cycle II

As the second cycle of the research has conducted, it brings on the improvement in each indicator in motivation based on observation instrument. This is the graphic of achieved percentage improvement from each indicator:

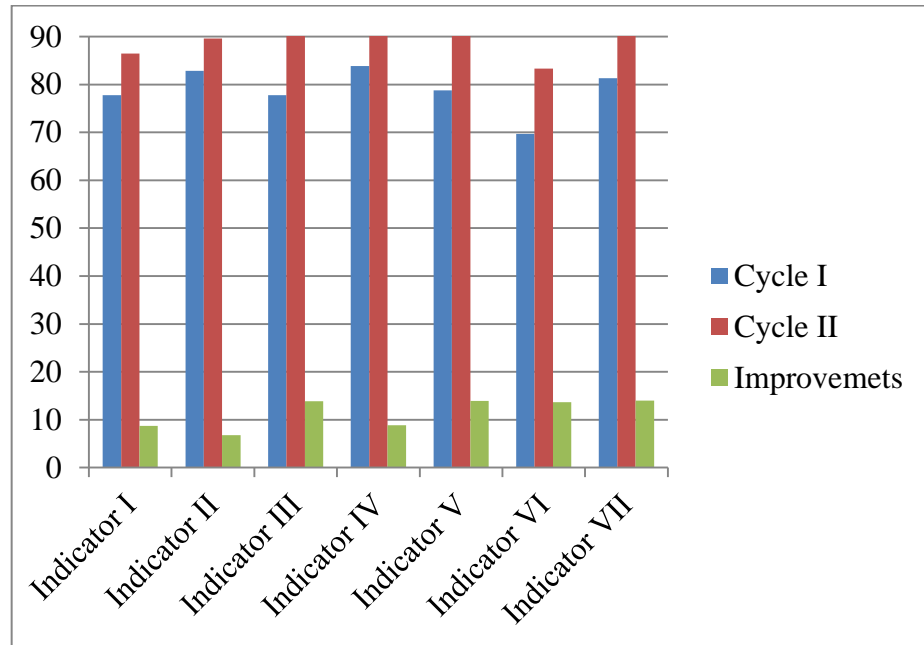


Figure 17 The Comparison of Improvement Percentage Achieved in Motivation Based on Observation Instrument

The highest achieved percentage is achieved by glad to find and solve problems indicator. This is specifically measure about students' feedback on solving the problems through doing the game using Domino Card Learning Media. The second highest score is achieved by prefer to work independently and interested in new teaching model, method and technique and followed by the others learning motivation indicators which are already passed the minimum criteria.

b. Discussion form Questionnaire Instrument Result in Students' Motivation

Questionnaire as another research instrument that applied in this research functioned as variable research measurement and can also be functioned as comparison to the observation sheet result. The indicators in students' learning motivation questionnaire are the same as the indicators applied in observation instrument but the exact detailed points in observation and questionnaire are quite different adjusting the conditions in which the most suitable measured in both instruments. Here are the questionnaire data gotten from both research cycles:

Table 21 The Comparison of Class Learning Motivation Score Based on Questionnaire Instrument from Cycle I to Cycle II

Percentage Achieved	Progress		Improvement Percentage
	Cycle I	Cycle II	
≤ 75%	21,21% or 7 out of 33 students	6,25% or 2 out of 32 students	-14,96%
> 75%	78,79% or 26 out of 33 students	93,75% or 30 out of 32 students	14,96%

Source: Primary Research Data Processed

The table above shows the whole class questionnaire data result in motivation as it can be seen from 78,79% on cycle I it turns into 93,75% on cycle II, the improvement that made reaches at 14,96%. At the end of the cycle it leaves only two students who have not reach the

minimum standard criteria yet. Here is the individual students'

improvement table from the first cycle to the second cycle:

Table 22 The Comparison of Individual Achieved Score in Motivation

Based on Questionnaire Instrument from Cycle I to Cycle II

No	Cycle I	Cycle II	Improvement %
	%	%	
1	67,59	84,26	16,67
2	85,19	88,88	3,69
3	79,63	85,19	5,56
4	80,56	86,11	5,55
5	66,67	83,33	16,66
6	79,63	87,96	8,33
7	68,52	83,33	14,81
8	76,85	77,78	0,93
9	81,48	-	-
10	80,56	84,26	3,7
11	79,63	86,11	6,48
12	65,74	75	9,26
13	78,70	83,33	4,63
14	81,48	86,11	4,63
15	80,56	82,41	1,85
16	79,63	85,19	5,56
17	80,56	81,49	0,93

No	Cycle I	Cycle II	Improvement %
	%	%	
18	78,70	87,96	9,26
19	77,78	86,11	8,33
20	78,70	85,19	6,49
21	74,07	87,03	12,96
22	81,48	82,41	0,93
23	68,53	71,30	2,77
24	78,70	81,49	2,79
25	80,56	82,41	1,85
26	75,93	80,55	4,62
27	76,85	85,19	8,34
28	75	85,19	10,19
29	81,48	84,26	2,78
30	78,70	82,41	3,71
31	84,26	85,19	0,93
32	82,41	85,19	2,78
33	79,63	87,04	7,41

Source: Primary Research Data Processed

Here is the visual presentation of students' individual score improvement based on questionnaire:

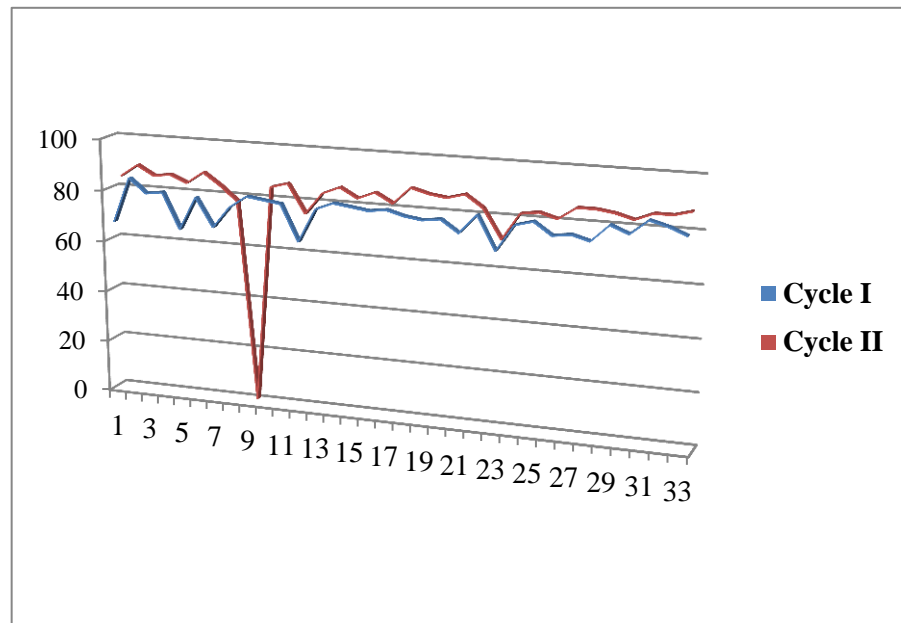


Figure 18 Individual Achieved Percentage in Motivation Based on Questionnaire Instrument from Cycle I to Cycle II

After discussing the whole class and individual achieved percentage on students' motivation here is the comparison of motivation achieved percentage each indicator based on questionnaire result:

Table 23 The Comparison of Motivation Achieved Percentage Based on Questionnaire Instrument Indicators

No.	Indicators	Cycle I	Cycle II	Improvement Percentage
1	Diligently do the tasks	78,79%	84,22%	5,43%
2	Steadfastly face the adversity (not quickly despair).	81,63%	86,52%	4,89%
3	Show interest in a variety of problems.	80,30%	86,72%	6,42%
4	Prefer to work independently.	77,53%	83,33%	5,8%
5	Interested in new teaching model, method or technique.	77,60%	82,92%	5,32%
6	Can maintain their opinion.	72,54%	80,08%	7,54%
7	Glad to find and solve problems	76,14%	87,77%	11,63%
Average Score		77,79%	84,51%	6,72%

Source: Primary Research Data Processed

There is an improvement on the average achieved percentage based on questionnaire indicators as high as 6,72%. As it also presented the figure of the classical comparison average in accounting learning motivation based on observation above, here is the classical comparison in questionnaire based on learning motivation indicators:

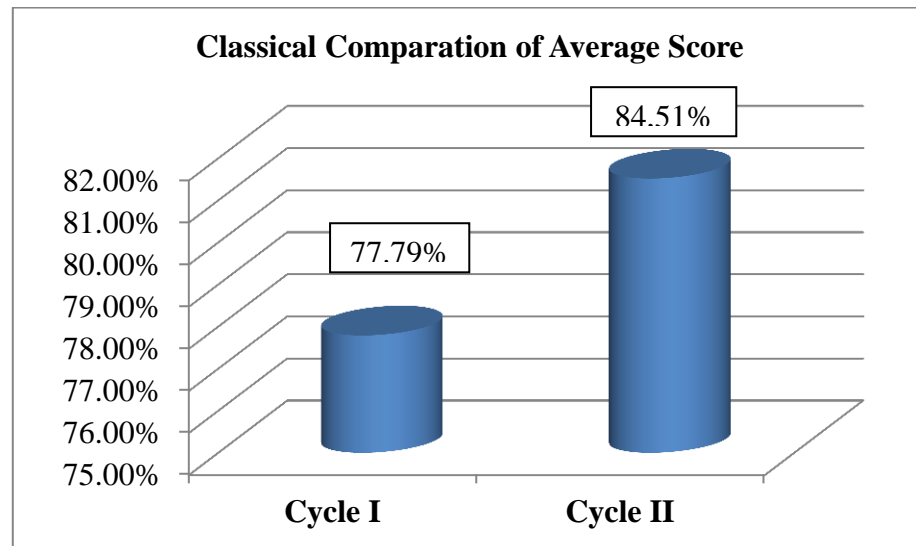


Figure 19 Chart of Classical Comparison of Average Percentage in Motivation Based on Questionnaire Instrument Indicators from Cycle I to Cycle II

As the second cycle of the research has conducted, it brings on the improvement in each indicator in motivation based on questionnaire instrument. This is the graphic of achieved percentage improvement from each indicator:

Here is the chart of detailed improvement comparison on achieved percentage from each motivation indicators in questionnaire:

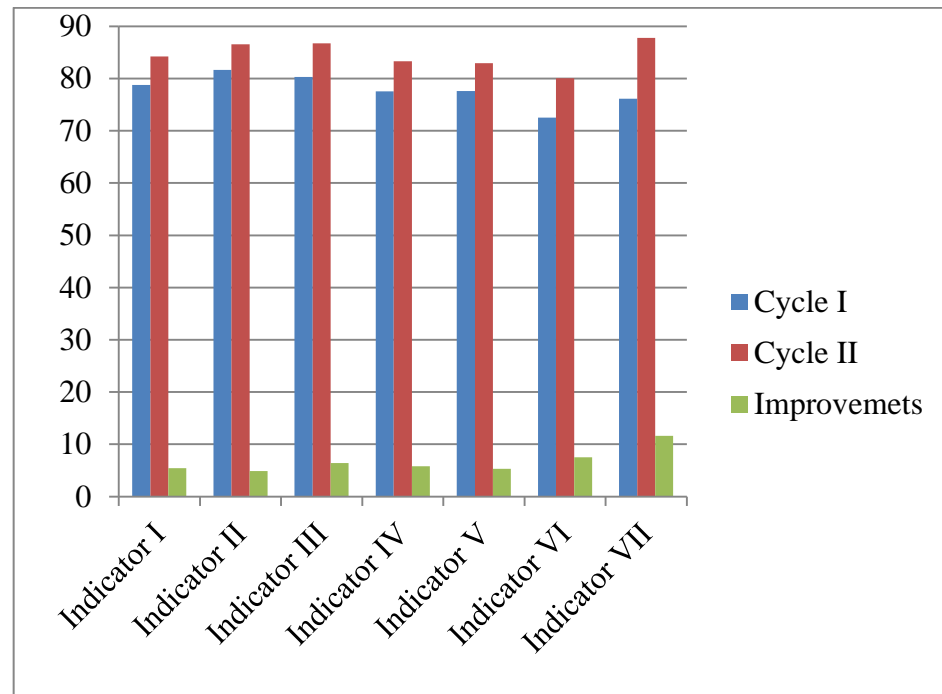


Figure 20 The Comparison of Improvement Percentage Achieved in Motivation Based on Questionnaire Instrument

c. The Conclusion of Research Analysis Based on Motivation Indicators

Both data resulted from observation and questionnaire are extracted, discussed and concluded into these following descriptions:

1) Diligently Do the Tasks

This first motivation indicator both seen from observation and questionnaire result shows improvement from the first to second cycle. The observation result gains improvement at 8,68% while the

questionnaire result gains 5,43%. Diligently do the tasks that are given through teaching and learning process is an important point of the progressing quality of students' motivation improvement.

2) Steadfastly Face the Adversity (Not Quickly Despair)

This indicator reaches the second highest achieved score compared to the other indicators in the first cycle based on observation instrument and improve at 6,75% on the second cycle. Seen from the questionnaire result it improves 4,89% compared to the first and second cycle. The way students face adversities and difficulties in learning process are monitored through observation and questionnaire criteria including students' response on how they react in the more difficult tasks, how though they are in finishing pre-test and post-test individually, how resilient they are in facing the learning process and also how steadfast they can beat the challenges in the game that provided. This is inline with Hamzah B. Uno (2011: 27-29) theorem about motivation role in defining the persistence in learning. Students with stronger motivation will make more effort to study harder and keen with the expectation to reach the best result.

3) Show Interest on Variety of Problems

The improvement score from the observation instrument reach at 12,88% from cycle I to cycle II which mostly measure students' interest in variety problems at class such as showing enthusiasm and directly doing the tasks that are given with or without teacher reminder. The more enthusiastic students do the tasks the higher score they will get. Based on the questionnaire instrument result, the improvement reaches at 6,42% from cycle I to cycle II. Besides measuring students' interest in variety problems that are given in class, it is also measuring about students' interest in finding the new exercises that have not been given by the teacher as the matter of new problems to be solved. The first point about students' interest in solving problems at class improves from 78,03% to 92,67% while the point about student's interest in finding the exercises that has not been given from teacher improves from 77,27 to 80,47%. This is the reason why the average improvement on this indicator in questionnaire is not as high as the observation result.

4) Prefer to Work Independently

Working independently on some parts of the learning process is needed to be achieved by students such as when there comes a time to do the pre-tests and post-tests. This indicator improves at 8,87%

based on observation instrument from cycle I to cycle II. Reviewed from questionnaire at the same cycle comparison as observation instrument, it improves 5,8%. This indicator of is very important to be achieved because students' independency in doing individual tasks is not only the matter of students' motivation improvement but also about further learning process as they choose to test their capability in understanding the materials through doing the test individually.

5) Interested In New Teaching Model, Method and Technique

Reviewed from observation instrument result, the improvement score reaches at 13,92% counted from cycle I to cycle II of the achieved percentage result. This is shown by students' interest on studying using new stuffs they can find on the teaching and learning process when the Active Learning Model with Domino Card Learning Media is implemented. From the questionnaire result, it is also improve at 5,32% from cycle I to cycle II at this indicator. Sardiman A.M (2011: 76) states that motivation can be associated with the matter of interest and interest itself besides improving students' motivation also being the source of happiness in learning so that in the future students will be more enthusiastic in mastering the materials.

6) Can Maintain Their Opinion

The maintaining opinion indicator shows an improvement at 13,63% based on observation instrument in cycle I to cycle II. This is a satisfying result because it supports the theory about the most recent research on students' motivation which has focused on the social-cognitive constructs and their role in classroom (Semple S.J.: 2014). The social cognitive emphasizes the dynamic interaction between people whom they reciprocally interact through influencing and being influenced each other. By the ability in maintaining students' opinion they start applying this socio-cognitive construction and play role in the classroom through delivering their opinion and the reasons behind the ideas. Being influential in students' environment, which is in this case is in class, is also about the ability to listen and filter outside views without easily getting influenced. This condition emerges the interactive class environment so that teacher, researcher, and peers can empower each other to make sure the opinions are right and can be accounted for. This result is also supported by questionnaire achieved percentage which improves at 7,54%.

7) Glad to Find and Solve Problems

The improvement score based on observation and questionnaire instrument both reach the highest achieved percentage between all motivation indicators from cycle I to cycle II. Observation instrument shows 14,01% improvement achieved score while the questionnaire instrument shows 11,63% improvement achieved score. This indicator explains students' interest in the way they solve problems during the teaching and learning process. Through Active Learning Implementation Using Domino Card Learning Media, students find it fun to face the problems so there is the significant improvement on this indicator compared to the condition before the action research were taken.

From the description of the discussion related to the observation and questionnaire achieved percentage result above, it brings conclusions that there are improvements in students' motivation in learning Accounting. The improvements are vary, starting from observation indicator average achieved percentage result it improves 11,25% while from questionnaire indicator result it improves 6,72% from cycle I to cycle II. Reviewed from individual motivation achieved percentage in observation instrument it improves at 11,72% while the individual motivation achieved percentage in questionnaire instrument the improvement reaches at 5,99%.

2. The Discussion of Students' Learning Activity

This discussion part is the continuation after the discussion in motivation aspect. Here is the result in activity aspect based on observation and questionnaire instrument from cycle I to cycle II. The following discussions will also provide tables and charts to show the result more clearly.

a. Discussion from Observation Instrument Result in Students' Activity

The goal of this action research using Active Learning Model is to improve students' activity besides its motivation aspect. Here is the comparison of activity achieved based on observation instrument from cycle I to cycle II:

Table 24 The Comparison of Class Learning Activity Score Based on Observation Instrument from Cycle I to Cycle II

Percentage Achieved	Progress		Improvement Percentage %
	Cycle I	Cycle II	
≤ 75%	15,15% or 5 out of 33 students	6,25% or 2 out of 32 students	-8,9
> 75%	84,85% or 28 out of 33 students	93,75% or 30 out of 32 students	8,9

Source: Primary Research Data Processed

The result in activity aspect is quite better starting from cycle I to cycle II compared to the motivation aspect. There are five students on the first cycle whom have not passed the minimum criteria yet and on

the second cycle it leaves two students who have not passed the minimum criteria. The improvement percentage of students who have passed the minimum criteria from cycle I to cycle II reaches at 8,9%.

This is the individual comparison of achieved percentage improvement in activity based on observation instrument from cycle I to cycle II:

Table 25 The Comparison of Individual Achieved Score in Activity Based on Observation Instrument from Cycle I to Cycle II

No	Cycle I	Cycle II	Improvement %
	%	%	
1	74,07	96,3	22,23
2	81,48	85,19	3,71
3	92,6	100	7,4
4	77,78	85,19	7,41
5	92,6	96,3	3,7
6	88,89	88,89	0
7	92,6	96,3	3,7
8	85,19	88,89	3,7
9	77,78	-	-
10	81,48	88,89	7,41
11	88,89	92,6	3,71
12	77,78	81,48	3,7
13	88,89	96,3	7,41
14	81,48	85,19	3,71
15	77,78	96,3	18,52
16	62,96	74,07	11,11
17	77,78	88,89	11,11

No	Cycle I	Cycle II	Improvement %
	%	%	
18	81,48	92,6	11,12
19	85,19	88,89	3,7
20	77,78	88,89	11,11
21	74,07	74,07	0
22	92,59	96,3	3,71
23	77,78	100	22,22
24	77,78	88,89	11,11
25	85,19	96,3	11,11
26	62,96	77,78	14,82
27	92,6	96,3	3,7
28	85,19	92,6	7,41
29	92,6	100	7,4
30	81,48	88,89	7,41
31	81,48	88,89	7,41
32	88,89	88,89	0
33	66,67	88,89	22,22

Source: Primary Research Data Processed

Here is the visual presentation of individual students' activity score improvement based on observation instrument from cycle I to cycle II:

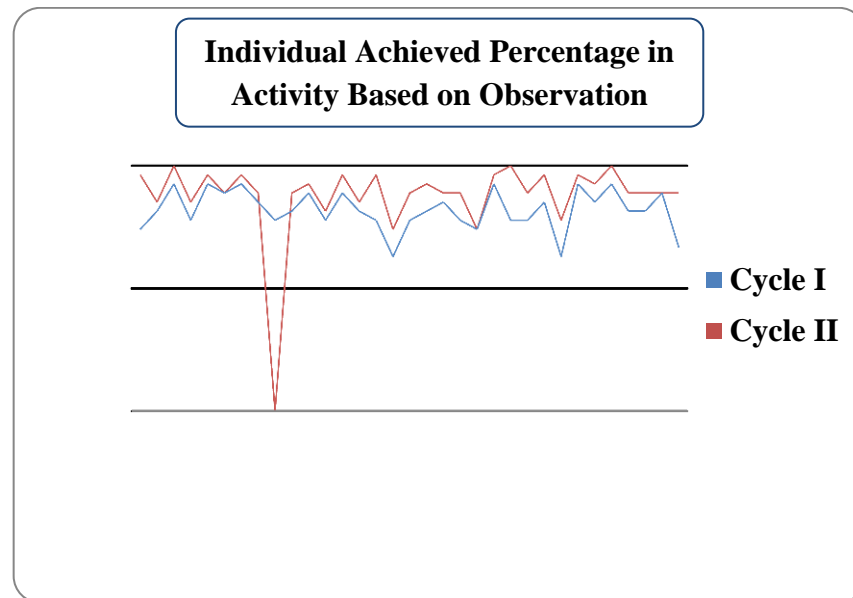


Figure 21 Individual Achieved Percentage in Activity Based on Observation Instrument from Cycle I to Cycle II

Based above data, there most of the students activities improve from cycle I to cycle II and few others stick with the same score. While the highest score reaches the amount of 22,23%.

Reviewed from each activity indicator, here is the table of comparison in activity achieved percentage based on observation sheet:

Table 26 The Comparison of Activity Achieved Percentage Based on Observation Instrument Indicators

No	Indicators	Cycle I	Cycle II	Improvement Percentage
1	Visual activities	70,71%	84,38%	13,67%
2	Oral activities	73,74%	82,29%	8,55%
3	Listening activities	88,89%	95,83%	6,94%
4	Writing activities	84,85%	91,67%	6,82%
5	Drawing activities	77,78%	83,33%	5,55%
6	Metric activity	85,86%	91,67%	5,81%
7	The mental activities	80,81%	93,75%	12,94%
8	Emotional activities	87,38%	94,8%	7,42%
Average Score		81,25%	89,71%	8,46%

Source: Primary Research Data Processed

The average improvement score of activity indicators based on observation instrument is 8,46% which derived from 81,25% at the first cycle and 89,71 on the second cycle. Here is the visual presentation of classical comparison average in accounting learning activity based on observation indicators instrument from the first cycle to the second cycle:

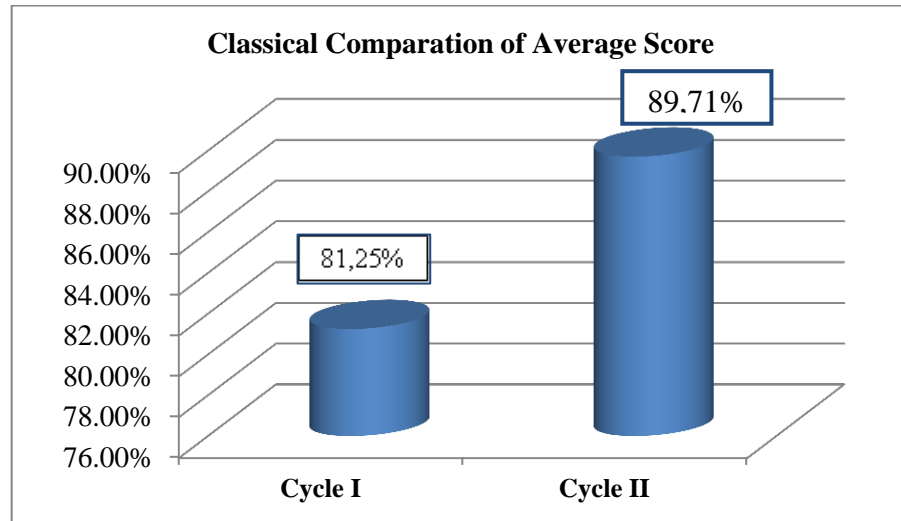


Figure 22 The Chart of Classical Comparison Average Score in Activity Based on Observation Instrument Indicators from Cycle I to Cycle II

As it has mentioned above that there are improvements in each activity indicators based on observation sheet, here is the figure of the improvements from the first cycle to the second cycle:

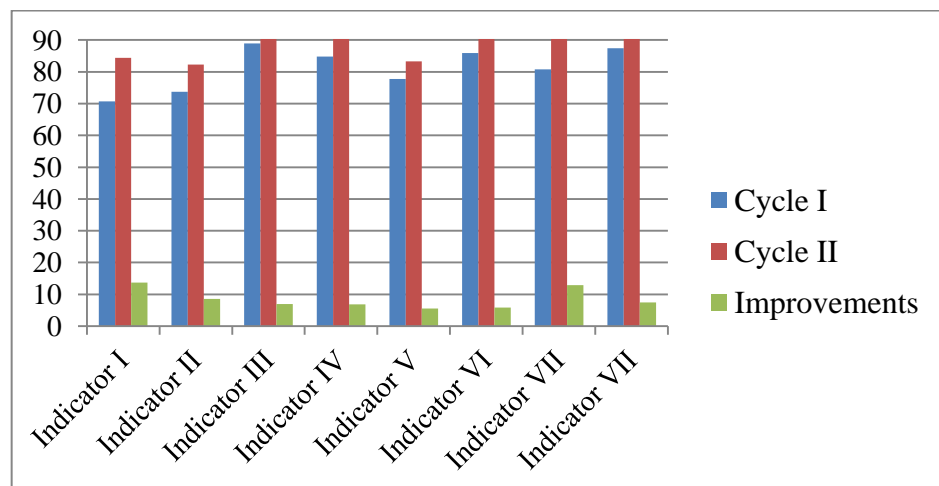


Figure 23 The Comparison of Improvement Percentage Achieved in Activity Based on Observation Instrument

b. Discussion from Questionnaire Instrument in Students' Activity

Besides observation instrument, this Active Learning Model implementation also uses questionnaire as the research instrument. As it has stated before that questionnaire can also be functioned as comparison to the observation instrument result, here are the questionnaire data gotten from both research cycles:

Table 27 The Comparison of Class Learning Activity Score Based on Questionnaire Instrument from Cycle I to Cycle II

Percentage Achieved	Progress		Improvement Percentage
	Cycle I	Cycle II	
≤ 75%	12,12% or 4 out of 33 students	3,12% or 1 out of 32 students	-8,99%
Source: Primary Research Data Process	87,88% or 29 out of 33 students	96,88% or 31 out of 32 students	8,99%

Based on data above, the improvement percentage from the first to the second cycle reached 8,99%.

This is the individual comparison of achieved percentage improvement in activity based on questionnaire instrument from cycle I to cycle II:

Table 28 The Comparison of Individual Achieved Score in Activity

Based on Questionnaire Instrument from Cycle I to Cycle II

No	Cycle I	Cycle II	Improvement %
	%	%	
1	75	85,83	10,83
2	85	87,5	2,5
3	83,33	85,83	2,5
4	80	86,67	6,67
5	75,83	90,83	15
6	85,83	87,5	1,67
7	83,33	85,83	2,5
8	82,5	89,17	6,67
9	77,5	-	-
10	77,5	86,67	9,17
11	80,83	83,33	2,5
12	75,83	82,5	6,67
13	77,5	80,83	3,33
14	82,5	87,55	5
15	81,67	86,67	5
16	68,33	74,17	5,84
17	83,33	85	1,67

No	Cycle I	Cycle II	Improvement %
	%	%	
18	78,33	86,67	8,34
19	82,5	84,17	1,67
20	75,83	85	9,17
21	61,67	84,17	22,5
22	77,5	88,33	10,83
23	75,83	84,17	8,34
24	79,16	85	5,84
25	79,16	94,17	15,01
26	78,33	81,67	3,34
27	76,67	80	3,33
28	75,83	80	4,17
29	77,5	80,83	3,33
30	78,33	79,17	0,84
31	90,83	92,5	1,67
32	75,83	81,67	5,84
33	68,33	82,5	14,17

Source: Primary Research Data Processed

Based on the mentioned data above, the individual improved percentage can be figured below:

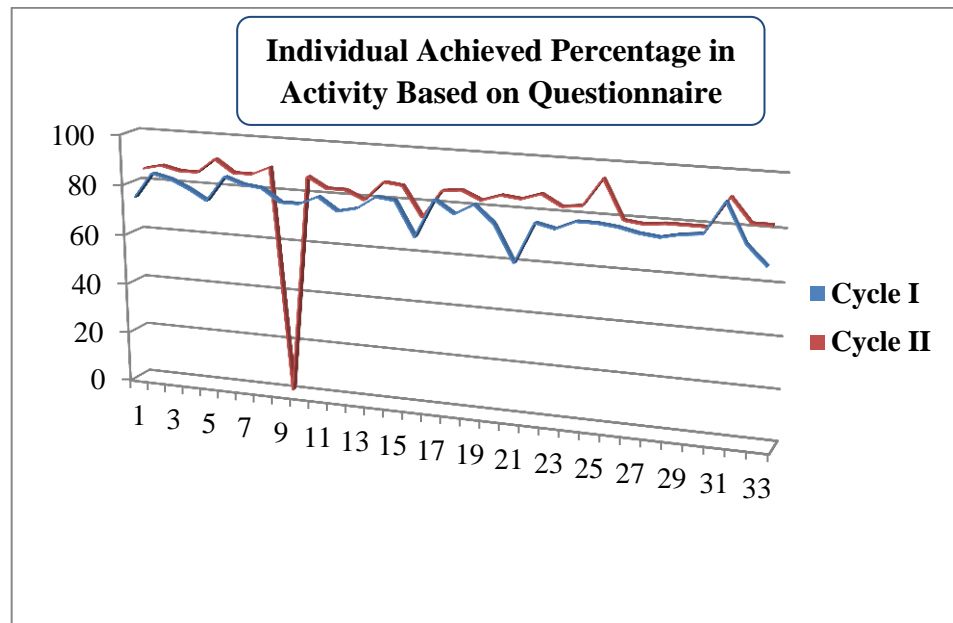


Figure 24 Individual Achieved Percentage in Activity Based on Questionnaire Instrument from Cycle I to Cycle II

The improvement on each student is vary, there are some students stick in the same score and the highest improvement score achieved by individual reaches at 22,5%. Complete with the whole class and individual achieved percentage improvement, here is the table of comparison of questionnaire achieved percentage based on each indicator in activity from cycle I to cycle II:

Table 29 The Comparison of Activity Achieved Percentage Based on Questionnaire Instrument Indicators

No	Indicators	Cycle I	Cycle II	Improvement Percentage
1	Visual activities	73,23%	78,91%	5,68%
2	Oral activities.	76,08%	83,59%	7,51%
3	Listening activities	82,2%	88,48%	6,28%
4	Writing activities	78,79%	85,74%	6,95%
5	Drawing activities	76,52%	83,59%	7,07%
6	Metric activity	79,1%	84,53%	5,43%
7	The mental activities	81,44%	90,63%	9,19%
8	Emotional activities	80,3%	84,96%	4,66%
Average Score		78,46%	85,05%	6,6%

Source: Primary Research Data Processed

The improvement on average achieved percentage based on questionnaire indicators is as high as 6,6% and this is the visual chart of the classical comparison achieved percentage average in accounting learning activity based on questionnaire result:

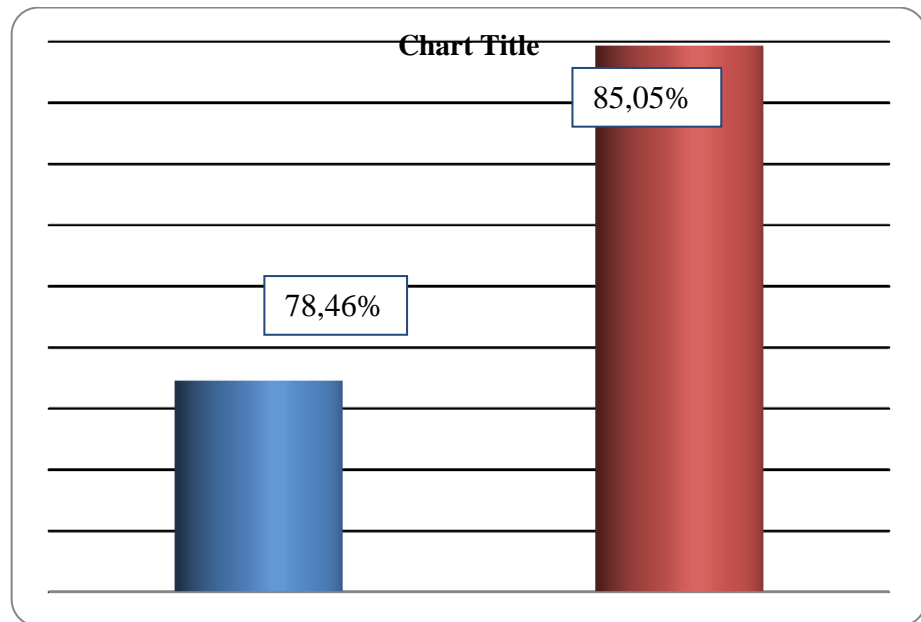


Figure 25 The Chart of Classical Compration Average Score in Activity Based on Questionnaire Instrument from Cycle I to Cycle II

Based on the data above, the average achieved score in students' learning activity questionnaire reaches at 78,46% and on the second cycle it reaches at 85,05%. Going further with the detailed improvement from each activity indicators, here is the chart:

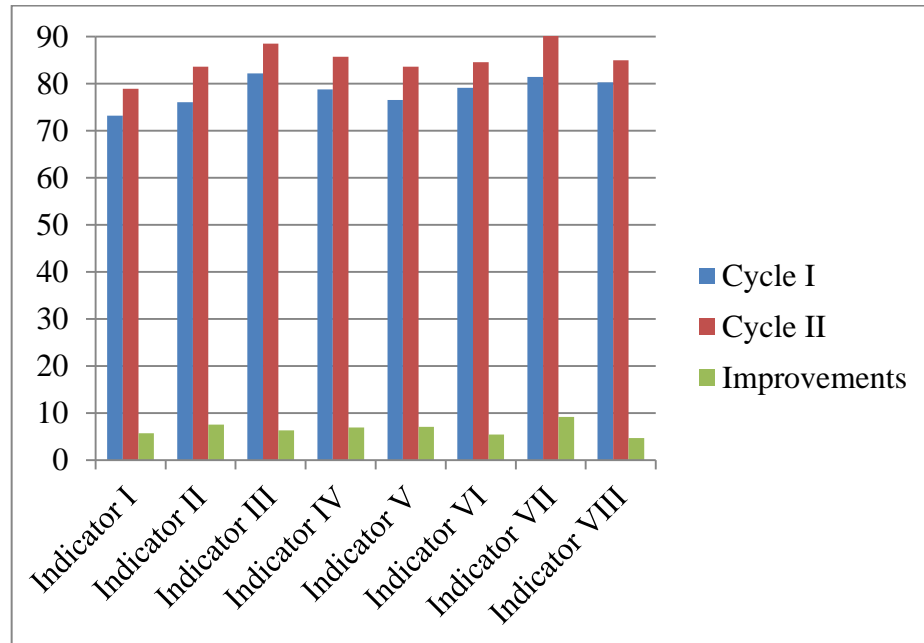


Figure 26 The Comparison of Improvement Percentage Achieved in Activity Based on Questionnaire Instrument

c. The Conclusion of Research Analysis Based on Activity Indicators

The data resulted from observation and questionnaire are extracted, discussed and concluded into these following descriptions:

1) Visual Activities

This activity indicator reviewed from observation result reaches improvement at 13,67% from the first to second cycle and from the questionnaire result gains 5,68%. The visual activities reviewed from observation instrument are the activities that include reading the materials from the books, notes or slides while the teaching and

learning process at class occur. The visual activities reviewed from questionnaire instrument are the activities that include reading the materials before the teaching and learning process occur, before teacher explains and also after the class over.

2) Oral Activities

The observation instrument result in oral activity improves at 8,55% and the result improvement from questionnaire instrument reaches at 7,51%. Points that are reviewed are students' initiative in asking questions to teacher or peers and their active feedback while the discussion conducted. As it is accordance by Melvin L. Silberman (2010) that one of the purpose of active learning is making students initiatively active and maintaining the learning materials becoming not forgotten, through the increasing of students' activity in this oral aspect it can help students in experiencing the more advanced thinking process so that the learning materials can last better and longer in students' mind.

3) Listening Activity

From the observation instrument, this indicator reaches the improvement achieved percentage at 6,94% and the improvement result from questionnaire instrument reaches at 6,28%. This indicator reviews about students' activity in paying attention to the materials

delivery and their consistency in it. According to Oemar Hamalik (2005: 175) one of the learning activity values is it will develop all aspects of students' personal integrally. Having consistency in taking attention on others explanation; in this case accounting teacher and researcher explanations; will make students' experience the integral development in understanding the materials and it will be beneficial for them in facing the games using Domino Card Media and post-test on the next teaching and learning stage. The achieved percentage gotten from the first cycle both from observation and questionnaire show the satisfying result as it already reaches 88,89% from the observation instrument and 82,8% from the questionnaire instrument. On the second cycle it improves and reaches at 95,83% from the observation instrument and 88,48 from the questionnaire instrument.

4) Writing Activities

The points that are reviewed are students' writing activities such as writing the materials, and taking notes based on exercises and discussions. Derived from observation instrument, the achieved percentage improvement from cycle I to cycle II is 6,82%. Based on questionnaire instrument result, the improvement reaches at 6,95%. Writing is the activity of binding the knowledge into the more

everlasting form. When students only see and listen, it is easy for them to forget what they have learnt. Taking notes based on teacher's material delivery, exercises and discussions can be very helpful when they want to review what they have learnt outside the teaching and learning process.

5) Drawing Activities

From the observation instrument, it resulted the average percentage improvement at 5,55% and from questionnaire instrument it resulted 7,07% improvement from cycle I to cycle II. The factor that reviewed here is about students' activity in making lines and columns for to record transactions into special journal or subsidiary ledgers. This is a very specific activity indicator in this action research as it takes the basic competence of recording transactions into special journal and subsidiary ledgers. This activity will help students in tidying up their hand notes which will be beneficial for further studies.

6) Motor Activities

The improvement of this indicator of activity from observation instrument reaches at 5,81% and from the questionnaire instrument it reaches 5,43% derived from cycle I to cycle II. This indicator specially reviewed the activity of executing exercises in Domino

Card Learning Media, students' participation in game teamwork and group discussions, also their impetus improvement to be more actively and involved in teaching and learning process. Their enthusiasm in beating the game increase and they challenged to finish and win the game. The other active learning values which accordance by Oemar Hamalik (2005:175) which gotten from this activity indicator are students surely looking and having their own experience and this motor activity also cultivate sharp discipline and make the learning atmosphere to be democratic.

7) Mental Activities

Reviewed from observation instrument, the improvement reaches at 12,94% and from the questionnaire instrument result it reaches at 9,19%. The points reviewed from the observation instrument are about their initiative in solving problems when there are difficulties in a group and their awareness in helping the other members of the team whom have not understood the materials, game rules or any other conditions in teaching and learning process. Thus, this is parallel with Oemar Hamalik (2005:175) theorem about another active learning value in which it will foster harmonious cooperation among students. The percentage achieved from the first cycle already shows satisfying result both from the observation and

questionnaire instrument. This indicator of activity reaches the highest improvement both from observation and questionnaire instrument.

8) Emotional Activities

Reviewed from observation sheet result, the improvement of the achieved percentage reaches at 7,42% from cycle I to cycle II. There are improvements in students' attitude regarding to the learning process as they show betterment in staying calm in which means emotionally controlled, and actively participate in learning process which implements Active Learning Model using Domino Card Learning Media. As it is defined by Robert J. Beichner (2013) that Active Learning can be the answer of students' need in caring their performance at class. Active Learning Model will provide quality of students' relationship with other students as the classroom is designed to facilitate the actions students' perform. This is supported by the result derived from questionnaire instrument as it also shows satisfying improvement as it reaches the percentage at 4,66% from the first to the second cycle.

Conducting the whole review about the discussion of the students' learning activity based on the observation and questionnaire result, it founded that the average improvement reaches, sequentially at 8,46% and

6,63% from cycle I to cycle II. Reviewed from individual activity achieved percentage in observation instrument the improvement reaches at 8,35% and from the questionnaire instrument the improvement reaches at 6,46%.

The data derived from observation and questionnaire in measuring students' motivation and activity overall reach the satisfying improvement so it supports and proves the hypothesis on this action research. This means students becoming more motivated and they start to have better active participation during the teaching and learning process through the implementation of Active Learning Model Using Domino Card Learning Media.

The implementation of Active Learning Model Using Domino Card Learning Media can increase students' motivation in learning accounting in class X AK 3 SMKN 1 Bantul as it was stated as the first hypothesis then it is proven by the increasing achieved percentage from both observation and questionnaire instruments. Thus, this research supports the theorem of motivation according to Richard I. Arends (2009) whom states that motivation is defined as process that stimulates people behaviour and arouses them to take action so when students' motivation in studying accounting increase it can support the successful process of active learning model implementation itself which is actually both factors; the Active

Learning Model using Domino Card Learning Media and students' motivation are hand in hand supporting each other.

The second hypothesis is that the Implementation of Active Learning Model Using Domino Card Learning Media can increase students' activity at class X AK 3 SMKN 1 Bantul basic competence recording transactions into special journals and subsidiary ledgers in trading company and it supported by the data that are described and discussed above. Learning activities surely take place in a context of planning to achieve particular changes and learning activity using the full potential of the individual can emerge certain changes in behaviour (Rusman et, al., 2011: 19). In this research the process in learning in which implement Active Learning Model Using Domino Card Learning Media encourages student to use their full potentials as it planned to achieve particular changes through every steps that are taken. It also emerges the changing behaviour as students' becoming more active and having initiatives in taking part and give contributions in class.

Based on observation and questionnaire instruments result which show improvements it can be concluded that the Implementation of Active Learning Model Using Domino Card Media makes the learning atmosphere becoming more fun besides achieving the motivation and activity variables it is also increasing the atmosphere of competition in

class as students becoming strictly competitive in winning the game. That questionnaire instrument is fulfilled by students so it also an indicator that students enjoying the new learning model implemented in their teaching and learning process.

D. Research Weaknesses

The research implementation has got some weaknesses and limitations in applying Active Learning Model Using Domino Card Learning Media in X AK 3 SMKN 1 Bantul. The following weaknesses are:

1. The research objects that chosen were motivation and activity based on the observation that was conducted only in several days. The limited observation time cause the unexposed problem which might be more urgent to be solved that going to be better placed as research object instead of only motivation and activity problems.
2. On the pre-research observation, motivation and activity aspects which observed were not covering all motivation and activity indicators. There were just covered some representative aspects from the supposed indicators.
3. The usage of Domino Card Learning Media in the implementation of Active Learning Model needs specific and special preparation so it took time to make sure the media is suitable, easy understood and student friendly to be played.

4. The Domino Card Learning Media can only suitable for the materials that do not need long answers with sophisticated coulombs since it will hard to make the media and play the game if it is so.
5. The Domino Card Learning Media has not been validated since there is no product of Domino Card Learning Media in Accounting yet. The media in this class action research only placed as assisted media to support the learning model that was implemented.
6. In the Cycle II of the research there was a student did not come due to illness reason so that the research subject is quite different from cycle I as all students able to attend the teaching and learning process in implementing Active Learning Model Using Domino Card Learning Media.