

## **CHAPTER III**

### **RESEACH METHOD**

This chapter discussed about methodology activities to examine the teaching of speaking through story-telling with sequences of picture. It concerned the research design, data sources, data collection, and data analysis.

#### **3.1 Research Design**

A classroom action research (CAR) is used in this study as a method.

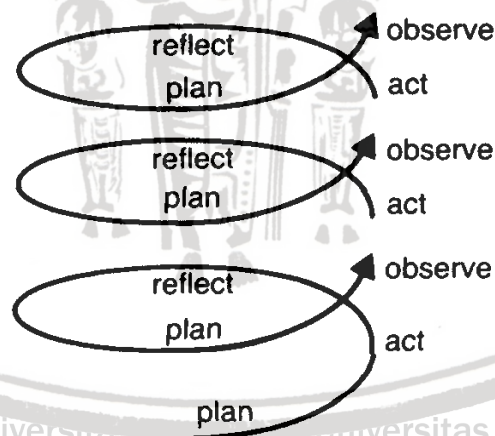
According Elliott (1991, p.69) action research is the study of social situation with a view to improving the quality of action within it. While McNiff and Whitehead (2002, p.15), action research is a reflective research which conducted by the teachers or the practitioner, it is often referred to as practitioner research which can be undertaken by people in any context, regardless of their status or position.

Latief (2011, p.110) stated that action research aims at discovering learning teaching strategies that match learners' style and strategies in learning English.

From those definition above, the researcher concluded that action research is a kind of education research that conducted by the teachers or practitioner to increase teaching and learning through problem solving.

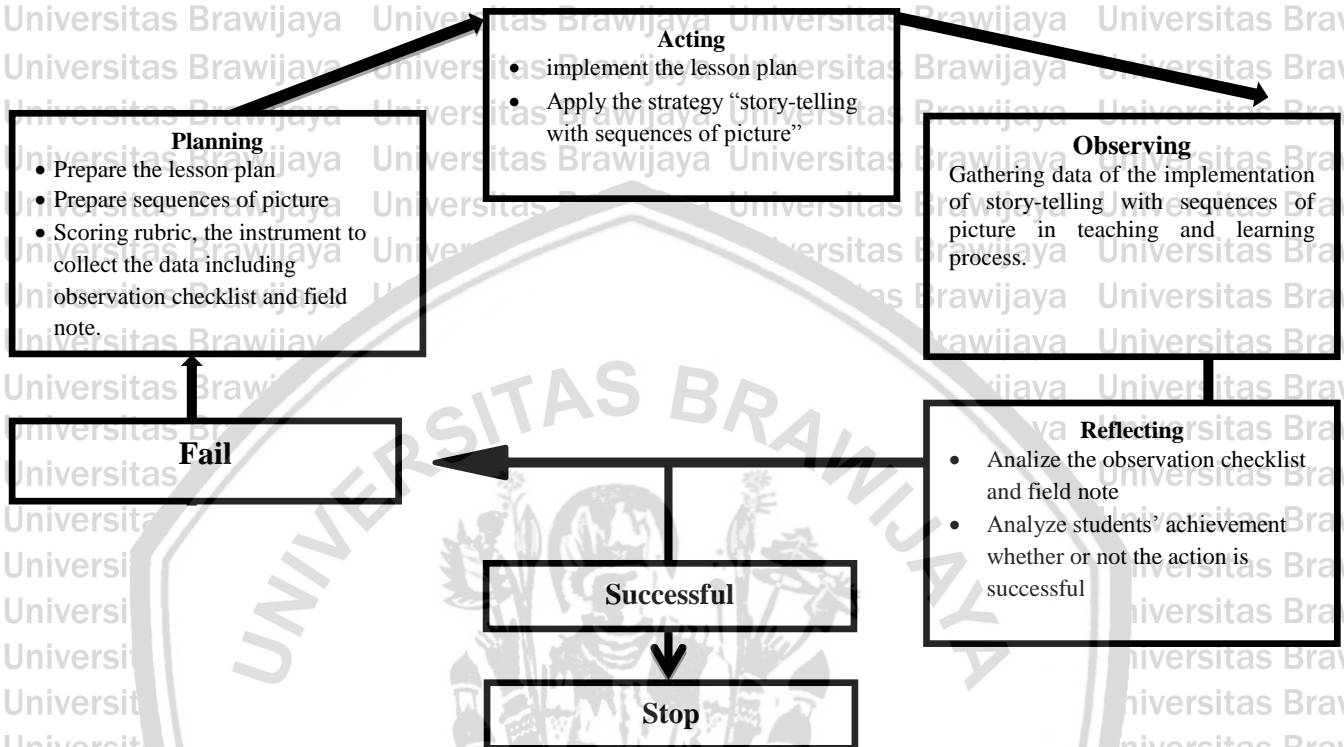
There are many kinds of action researchs' design exists at present. According to Kusuma (2009, p.20) the design of Classroom Action Research is divided into six models, there are Kurt Lewin's design, Kemmis and McTaggart's design, Dave Ebbutt's design, John Elliot's design, Hopkins' design, and Mc Keman's

design. Out of the six models, the researcher applied McNiff and Whiteheads' design. McNiffs and Whitehead (2002, p.15) state that action research involves the determination of question that needs answering and the strategy to be used in answering it. The reason for choosing this design was that during the action stage, the researcher applied the strategy. The observation stage included recording data on the result of the strategy and keeping journal on the researcher's thoughts and reaction to the entire experience. Finally, during the reflection stage, conclusion was drawn and the original plan revised based on the conclusion so that new cycle can begin, if needed. Based on McNiff and Whiteheads' design, there are four components which involves in this design. Those are planning, acting, observing, and reflecting. These components are connected one another. The connection of four components describe as follow:



**Figure 3.1 Action Research in McNiff & Whiteheads' Design, (2002, p.4)**

Based on McNiff & Whiteheads' design above, the implementation of the Classroom Action Research (CAR) in the cycle one as follow:



**Figure 3.2 The Steps of CAR Adapted from McNiff & Whiteheads' Design**

### **Planning**

The teacher planned the teaching learning activity to overcome the problem that found in the previous teaching learning process. The plans included the preparation before the teaching learning activity such as lesson plan (appendix 1), media sequences of picture, scoring rubric, the instrument to collect the data including observation checklist (appendix 2) and field note (appendix 3).

In applying the technique, the researcher used story-telling technique and pictures as media. A sequence of picture was applied to facilitate or help the students to improve their speaking ability. The topic of this research was narrative

text. This kind of text is based on the curriculum 2013 for the eighth graders of junior high school.

The teaching and learning procedure of this study was designed in three meetings in one cycle. The activity consisted of three steps. Those are warm-up activity, main activity and closing. To make it clearer, the procedure was showed below.

**Table 3.1 Teaching and Learning Procedure Meeting I**

Activity	Steps of activity	Time allocation
Warm-up activity	<ol style="list-style-type: none"> <li>1. Greets the students and check the attendance</li> </ol> <p><b>Apperception</b>  <i>How are you today?</i>  <i>Do you remember the material last meeting?</i>  <i>What is it about?</i></p>	5 minutes
Main activity	<ol style="list-style-type: none"> <li>2. The students observe the picture and mention what fable they still remember.</li> </ol>	70 minutes
	<ol style="list-style-type: none"> <li>3. The students read the story of Mousedeer and Crocodile”</li> <li>4. The teacher helps the students by finding the vocabulary that they do not know from the story of Mousedeer and Crocodile”</li> <li>5. The students read the story of “Mousedeer and Crocodile” carefully and try to find out: <ul style="list-style-type: none"> <li>- What kind of text use in the story</li> <li>- The function of the text</li> <li>- The characters and setting of the story.</li> <li>- The problem appears in the story</li> <li>- Resolution of the problem</li> <li>- Moral value of the story.</li> </ul> </li> </ol>	
	<ol style="list-style-type: none"> <li>6. The teacher explains the narrative text, and generic structure of the narrative text (orientation, complication, resolution, re-orientation)</li> <li>7. The teacher introduces the story-telling technique using sequences of picture to the students.</li> <li>8. The students make story of “Mousedeer and Crocodile”.</li> <li>9. The students practice their speaking individually with their friends of the story “Mousedeer and Crocodile.</li> </ol>	
	<ol style="list-style-type: none"> <li>10. The teacher asks the students what they have learnt</li> </ol>	
Closing	<ol style="list-style-type: none"> <li>11. The teacher asks the students whether or not they have difficulties during learning activity.</li> <li>12. Greets and salaam</li> </ol>	5 minutes

### Meeting II & III

Activity	Steps of the activity	Time allocation
Warm-up activity	<ol style="list-style-type: none"> <li>1. Greet the students</li> <li>2. Checking attendance</li> </ol> <p><b>Apperception</b>  <i>How are you today?</i>  <i>Do you remember the material last meeting?</i>  <i>What is it about?</i></p>	5 minutes
Main activity	1. The students observe the picture and mention what fable relates to the picture.	70 minutes
	2. The students together with their group arrange the picture into a story	
	3. The students make outline of the story	
	4. The teacher provides the students vocabulary relate with the picture	
	5. The teacher asks the students to make sentence in form of the story based on the picture	
Closing	6. The teacher helps the students in making story	5 minutes
	7. The teacher asks the students practice their speaking privately with their group.	
	8. The teacher asks the students what they have learn	
	9. The teacher asks the students whether or not they have difficulties in learning activity.	
	10. Greet and salaam	

### Acting

Acting is the implementation of the planning that has already been made by the researcher. The researcher acted as a practitioner who implements the technique story-telling with sequences of picture in teaching speaking.

The implementation of the action was conducted in one cycle. One cycle consisted of three meetings. One meeting run for 80 minutes. There are two meetings in a week for the English lesson. It meant that the researcher needed two weeks for finishing one cycle.

### Observing

In observing the action, the researcher and the collaborators took part based on their responsibility. In this case, the researcher involved herself in the process

of implementing the action, while the collaborators observed the students' activities in teaching learning process by recording and collecting any aspects or events occurred during the implementation of the action.

### **Reflecting**

In reflecting, the researcher analyzed, synthesized, interpreted, and evaluated the information which was obtained from the test result, classroom observation activities and the notes taken by the researcher and collaborators. This activity was done after the teaching process. The result of the reflection was used to determine whether or not to continue in the next cycle.

### **3.2 Data Sources**

The data was obtained from the students' involvement in teaching and learning process and students' work during the implementation of story-telling using sequences of picture, including test result of students' performance.

The researcher held the research at VIII Grade of SMPN 3, which is located on Jl. Raya Beijing, Kota Batu, East Java. The researcher conducted the action research on 17 April 2015 up to 30 April 2015.

The subject of the research was VIII graders of SMPN 3 Batu in the 2014/2015 Academic Year. There are ten classes in VIII graders. The researcher chose VIII.C for conducting the research. There are 28 students in this class. This class was chosen based on the result of preliminary study that conducted on April 16<sup>th</sup>, 2015 and also the questionnaire that the researcher distributed in three classes on April 14<sup>th</sup>, 2015. The result showed that only VIII-C class who had problem in speaking. Result of questionnaire (See appendix 17). In addition, the

result interview guideline with the English teacher also showed that VIII-C class had problem in speaking (See appendix 16). Supporting data from the result of preliminary study showed that students of grade VIII.C was poor in speaking ability as well. The result showed that only twelve students who passed the KKM. Result of preliminary study (See appendix 14). Therefore, they needed an appropriate technique to improve their speaking skill.

In this study, the researcher had a role as the English teacher at eight graders of SMPN 3 Batu and also made lesson plan, and post-test, then the researcher collected and analyzed the data, then reported the result of the research. In doing Classroom Action Research, the researcher collaborated with researchers' partner and real English teacher of SMPN 3 Batu who became the observers in the Classroom Action Research.

### 3.3 Data Collection

The researcher used the instruments in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. To get the accurate data, in this study the researcher chose some instruments for collecting the data.

#### 1. Observation Checklist

Observation checklist was used by the collaborator to obtain the information of the students' activities during the teaching and learning process. This instrument was used to support the data. There are three aspects that were observed by the collaborator. Those are

1. The students pay attention to the teaching and learning process

2. The students are active during teaching and learning process
3. The students participate in group working

## 2. Field Note

The researcher kept the process of the activity in form of a note that wrote about the teacher and students' side that need to be maintained and improved during the teaching learning process. It related to the data which may not be covered in the observation checklist.

## 3. Test

The researcher used oral test for the students. The test was used for preliminary study and posttest. The preliminary study was done before implementing story-telling technique with sequences of picture. It was to measure students' speaking ability at first. Then, the post-test was implemented after using story-telling technique with sequences of picture.

In this study, the students performed in groups. So, before performing the story, the teacher divided the students into some groups. Every group got a number of pictures that was already classified into fourteen jumbled pictures. So, each group got the same pictures. The students needed to arrange the pictures into a correct sequenced story. Then, the students needed to interpret the story. Finally, the students performed it in front of the class. In scoring the students' speaking, the teacher used the scoring table from English book "When English Rings a Bell" (2014). The scoring table contained of pronunciation, fluency and grammatical accuracy. The scoring table was shown as follow:



No.	Aspects to be scored	Criteria	Score
1	Pronunciation	Many wrong pronunciation	1
		Frequent incorrect pronunciation	2
		Occasional errors in pronunciation	3
		Some errors in pronunciation	4
		No errors	5
2	Fluency	Dominated by hesitation	1
		Frequent hesitation	2
		Occasional hesitation	3
		Minor hesitation	4
		No hesitation	5
3	Grammar Accuracy	No mastery of sentence construction	1
		Major problems in structure	2
		Several errors in structure	3
		Minor problem in structure	4
		Demonstrates mastery of structure (few errors)	5

### 3.2 Scoring Rubric Speaking Adapted from English Book “When English Rings A Bell” (2014)

The form of students’ score of oral performance

$$\frac{\text{Total score: Obtained score}}{\text{Maximum score}} \times 100$$

### 3.4 Data Analysis

In order to be easy in analyzing the data, the researcher used techniques as follow:

#### (1) Organizing the data

The data was obtained from field note and observation checklist were analyzed in the form of the qualitative or description. Thus, the data was obviously understandable. Then, the researcher wrote it in the form of report.

#### (2) Verifying the data

The data was obtained from students’ post-test result was depicted in the form of quantitative. In computing the students’ score, there were two raters. The

first rater was the researcher and the second rater was collaborator. In completing the numerical data, the researcher tried to make score category system that was used to guideline in categorize the students' score. It was obtained from Madsen (1983, p.168). The score category system presented as follow:

Aspects	Score per aspects				
	Very Poor	Poor	Average	Good	Excellent
Grammar accuracy	Less than 39	40 - 59	60 - 69	70 - 79	80 -100
Fluency					
Pronunciation					

**Table 3.3 The Score Category System**

The description of those scores as follows:

Score per Aspects	Descriptions of the score
Excellent	Students speak the language without any errors pronunciation, grammar, and fluency.
Good	Students speak the language not completely fluent; make very few errors in grammar, and pronunciation.
Average	Students speak the language not completely fluent; make few errors in grammar, and pronunciation.
Poor	Students speak the language not completely fluent; make frequently errors in grammar, and pronunciation.
Very poor	Students speak the language with much errors pronunciation, grammar, or fluency.

**Table 3.4 Description of Scores Category System**

After that, the researcher tried to get the class percentages which belong to very poor, poor, average, good or excellent in speaking based on the score category system above. Finally, the researcher presented the score in the form of percentages. It described of students' score who passed the KKM in preliminary study and posttest.

(3) Drawing Conclusion

After the researcher got the students' score from posttest, the researcher made the conclusion of the research. To know that the action research was successful, the researcher decided the criteria of the success. Classroom Action Research was able to be called successful if it could exceed the criterion which had been determined. In this study the research succeed when the 70% of the students passed the score  $\geq 66$  based on the minimal mastery level criteria (Kriteria Ketuntasan Minimal) which was adapted from the school agreement (SMP N 3 Batu).

