

CHAPTER III

RESEARCH METHOD

This chapter explores the methodology used by the researcher in conducting this study. The sub-chapter includes detail information about the research design, data source, data collection, research procedure, data analysis and the result of preliminary study and the criteria of success.

3.1. Research Design

This study used Classroom Action Research as the research methodology. According to Richard & Farrel (2005), “action research can be a powerful way for language teachers to investigate their own practice”. This kind of research also aims to bring the improvement that comes from the efforts of the teacher in solving the problem that happened in a classroom (Mcniff 1992, in Ulviana 2011).

As the researcher found students’ problems in learning English, especially in speaking, the researcher did a kind of teaching strategy in order to solve students’ problem and bring the improvement to the students. Therefore, the researcher intends to do practical teaching in a classroom that becomes the subject of this study.

The researcher conducted four main steps that suit with classroom action research based on Kemmis and McTaggart’s design (1988, in Burns 2010). It includes four main phases within one cycle such as Planning, Acting, Observing, and Reflecting. To give a better view, those phases is illustrated on the following figure below.

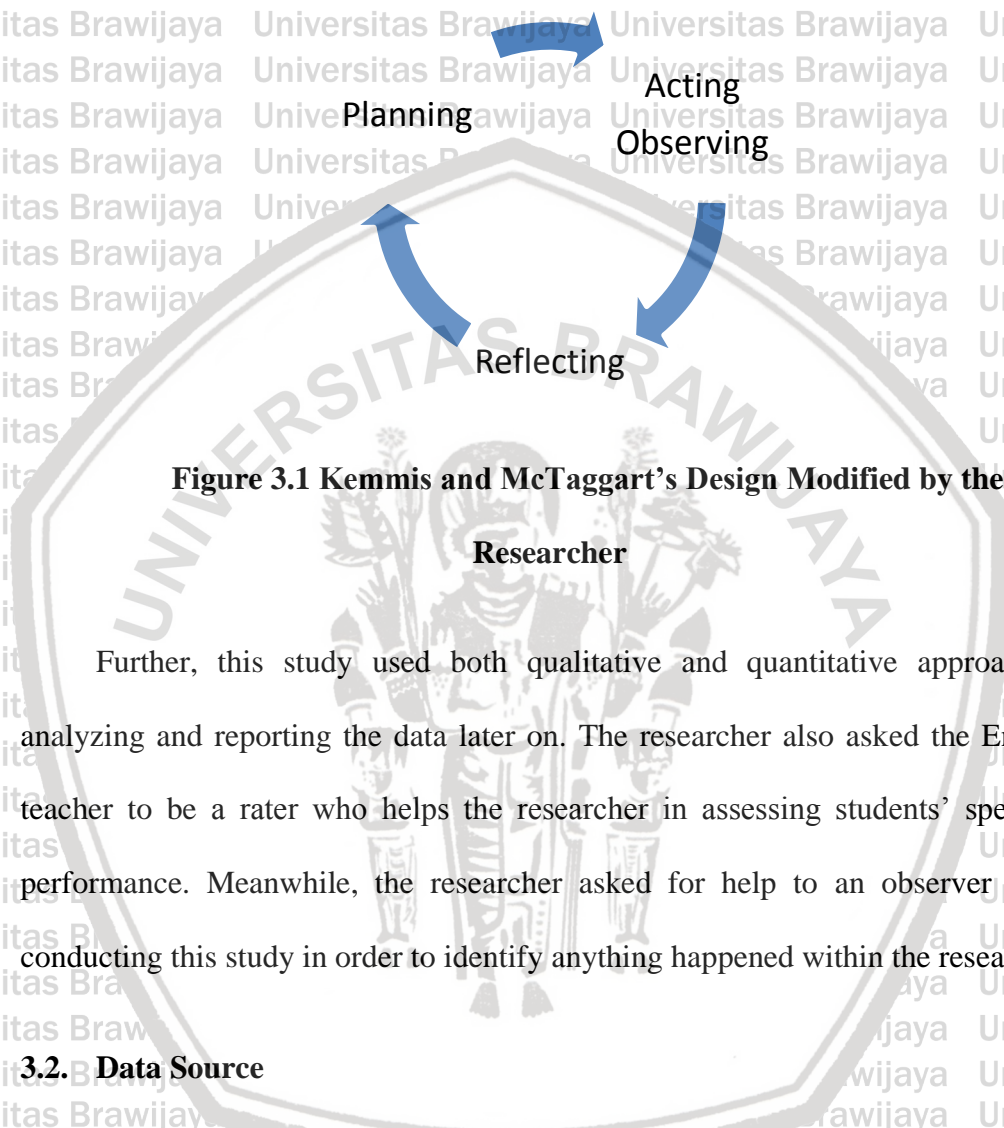


Figure 3.1 Kemmis and McTaggart's Design Modified by the Researcher

Further, this study used both qualitative and quantitative approach in analyzing and reporting the data later on. The researcher also asked the English teacher to be a rater who helps the researcher in assessing students' speaking performance. Meanwhile, the researcher asked for help to an observer while conducting this study in order to identify anything happened within the research.

3.2. Data Source

This research was conducted in the second semester of academic year 2015/2016. As for the place, this study was conducted in SMP Negeri 1 Singosari, especially at class VII-I, academic year 2015/2016.

This study was conducted to the seventh year students of SMP Negeri 1 Singosari. The researcher chose class VII-I as the subject with 34 students. The students were selected because the researcher had done practical teaching in this

class when she did the internship at SMP Negeri 1 Singosari. The researcher had done class observation and found out that most of the students in class VII-I had problem in speaking. They tended to be passive in learning process and chose not to speak or communicate much in term of the material they learnt about. They also had difficulties in pronouncing words correctly. According to the English teacher, they also had low achievement in speaking skill that was proven by their score in speaking. After analyzing students' score that was obtained in the first semester, the result showed that there were only 50% of the students achieved good score based on minimum passing grade set by the school (KKM) that is 80.

Therefore, the researcher intended to conduct classroom action research to the seventh year students in class VII-I in the academic year 2015/2016.

Those data mentioned above was taken during the preliminary study and based on several sources. The first data was taken from the preliminary study. It was obtained from the English teacher who was in charge to teach class VII-I in the academic year 2015/2016. He became the source for the researcher, especially to know about students' background and achievement in speaking. Besides, the data of students' skill in speaking was also obtained from classroom observation and students' achievement in test which was done by the researcher in the preliminary study. Another data source was taken during the action/implementation of guessing game. It was from the subject that was the seventh grade students at class VII-I of SMPN 1 Singosari. It was in form of the description of students' respond and attitude toward the implementation of guessing game. And the last data source came from the observer of this study who

played a part in reviewing and adjusting the implementation of the action research.

3.3. Data Collection

The researcher used both qualitative and quantitative data in this study. The data was obtained from some instruments that were used in conducting this study.

Those instruments were used for preliminary study and the implementation of the action. These were the instruments used in the preliminary study:

1. Interview with the English teacher

The researcher had done classroom observation during the internship in class VII-I before. Besides, the researcher also did semi-structured interview to the English teacher before doing the action in the classroom. It was aimed to know about students' background knowledge and also problems or difficulties that students might face, especially in speaking. Further information about the interview can be seen in the interview guide (see Appendix 1) and the transcript of the interview (see Appendix 2). The researcher also asked the English teacher about students' achievement and score in speaking during the previous semester (see Appendix 3).

2. Test

Besides conducting classroom observation and interview to the English teacher, the researcher also conducted a test in the preliminary study. This test was needed to know exactly the background of students' speaking proficiency and which aspects of speaking that became students' problem. The form of this test was oral test about describing things (see Appendix 4). Further, this

instrument became the measurements of this study by comparing the results of students' test in preliminary study (see Appendix 5) and the results of students' test after the implementation of the action (see Appendix 6). This test was assessed in a speaking rubric adapted from scoring rubric of curriculum 2013, considering that this study focused on improving productive skill that is speaking. In assessing students' test, the researcher was helped by a rater that is the English teacher.

During the action phase, the researcher used these kinds of instruments to collect the data, such as:

1. Observation checklist

This observation checklist was used as the parameter to measure whether the teaching technique implemented by the researcher was success or not in improving students' speaking skill. The observation checklist was given to the researcher's partner, as the observer in this study. The observation checklist (see Appendix 9) included points that related to teacher's role and also students attitude, such as their participation, respond, and achievement during the learning process. By observing students attitude, it helped the researcher to know how well the treatment given in improving students' motivation to speak.

2. Field note

Besides providing observation checklist, the researcher also used field note during the action phase. It was needed as the additional instrument that focuses on the situation in the classroom. Moreover, it will be beneficial for

the researcher to get the reflection of the action easier. It helped the researcher to know what had to be revised or developed during the teaching learning process. It also became the main source to be reported in this study.

3. Test

A test was conducted after the implementation of guessing game ended within one cycle. This result of the test became the measurement of students' achievement and improvement in speaking. The researcher used students' result in this test to be compared with students' test result that was taken in the preliminary study. The format of the test was similar with the test in the preliminary study that was oral test. The students were asked to describe orally about animals, and were assessed using scoring rubric.

3.4. Classroom Action Research Procedure

The researcher conducted a classroom action research that has four phases in one cycle (Kemmis & McTaggart, 1988 in Burns, 2010). The four phases include planning, acting, observing, and reflecting. The number of cycle that was conducted in this study depends on the criteria of success that was set by the researcher. When the results of this study reach the criteria of success in one cycle, then the implementation will be stopped. On the contrary, if the result could not met the criteria of success, the researcher would re-plan and do the action again. Thus, the researcher arranged the teaching scenario as well as possible in order to make the action success within one cycle. The four phases that was conducted within one cycle is illustrated in a figure below:

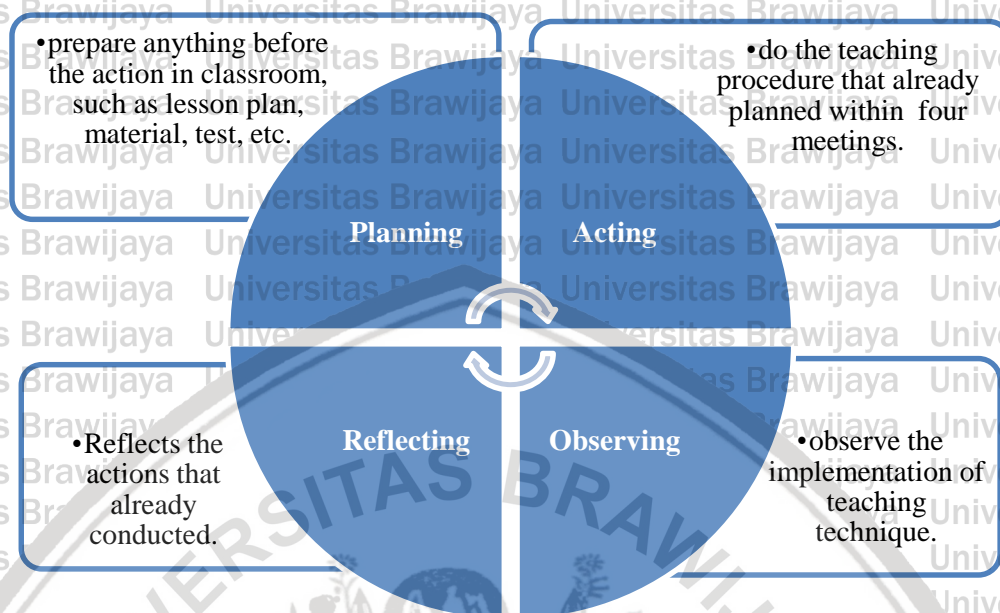


Figure 3.2 Activities within the Classroom Action Research

a. Planning Phase

In conducting this research, the researcher planned everything that needed to be prepared before doing the action. The planning is described as follows:

1. The researcher, as the teacher at the same time, prepared the lesson plan based on school-based curriculum and syllabus that is curriculum 2013.
2. The researcher prepared the material that needed in learning process.
3. The researcher planned teaching procedure that included the use of guessing game.
4. The researcher prepared observation sheet, test material for preliminary study, and test material for post-implementation as the research instruments to obtain the data.

b. Acting Phase

In conducting this study, the researcher took action that was implementing the guessing game to treat students' problem in speaking and also to improve their ability. This action was divided into four meetings (exclude the test) within one cycle. As the first meeting was used for the preparation of the action, the implementation of guessing game began in the second meeting until the fourth meeting. The action is described as follows:

• Meeting 1

1. Teacher did pre-teaching activities, such as greeting students, praying, and checking the attendance list.
2. Teacher gave explanation to the students about the material that was describing things.
3. Teacher told the students about guessing game and the technique that would be employed in the next meeting. That technique was quite simple, one group, came in front of the class to describe the object that was shown by the teacher. Then, the other group had to guess what the object might be.
4. Teacher divided students into some groups consisted of 3 students as the constant group during the implementation of guessing game.
5. Teacher gave modeling about how guessing game would be played in the next meeting.

- Meeting 2

1. Teacher did pre-teaching activities.

2. Teacher asked students to gather with their group that are already set in the previous meeting.

3. Teacher gave explanation that students would guess about a person. One group would know about the person from the picture, and gave the clues to their friends. Each person in the group described it one by one continuously, so they had similar opportunity to speak.

4. Teacher gave time (3 minutes) for students to discuss and make clues (in the form of description) as many as possible about the person.

5. Students in other groups heard the clues given by their friends and took turn to guess the object (person) after the description was told.

6. The group who gave the correct answer got 1 point. However, if there was no one can guess the object correctly, the point was given to the group who succeeded to describe it.

7. The game would be continued after the object had already revealed. The group who succeed guess it took turn to come in front of the class and described the next object.

8. After the game, in the end of the lesson, teacher did the post-teaching activities.

- Meeting 3 and 4 had the same procedure with meeting 2, but had different topic. In meeting 3 students guessed and described about animals and they guessed and described about things around them for the meeting 4.

After conducting the action in four meetings and implementing the guessing game for treatment in three meetings, then the researcher decided to conduct the test in the fifth meeting. This test was aimed to measure students' understanding and improvement after the implementation of guessing game was done.

- Meeting 5

1. Teacher did pre-teaching activities.

2. Teacher gave students post-test orally about the material that was describing things.

3. Teacher provided a topic (describing animal in the zoo) to be described and presented individually.

4. Students described and performed/presented in front of the class about animal individually.

5. Each student was given 2 minutes to describe the animal.

- c. Observing Phase

In this phase, the researcher observed the implementation of the action and also students' attitude toward the guessing game itself. The main point of this phase was to find out students' motivation in speaking by looking at their active participation during the learning process. When observing students, the researcher was helped by a partner who took roles as an observer in this study. Both the researcher and the observer observed during the action phase in four meetings using the observation checklist that was prepared before.

d. Reflecting Phase

In this last phase, the researcher evaluated the implementation of guessing game in improving students' speaking skill. The evaluation was found from the result of students' test. Therefore, the researcher conducted an oral test in the fifth meeting to know whether students' speaking skill was improved or not. In this phase, the researcher also asked for help from the English teacher related with speaking assessment.

3.5. Data Analysis

This research used both qualitative and quantitative approach to analyze the data. According to Salirawati (2011) in a classroom action research the data taken (could be in the form of numerical or non-numerical) is analyzed descriptively with the presentation of numeric visual to show the students' improvement after the implementation of the action. Therefore, the researcher analyzed the data descriptively and added visual proof that was taken from students' score in the post-test. In order to analyze the data easier, the researcher did several steps as follows:

1. Organizing the data

The researcher organized the data qualitatively, especially the data that was obtained from the observation sheet. Students' attitude, respond, and active participation were shown in the observation sheet. Then, the result was analyzed by the researcher in the form of description. So, after organizing and analyzing the data from observation sheet, the researcher described briefly about students' attitude toward the implementation of

guessing game during the action in every meeting. The data showed whether guessing game could motivate students in speaking or not.

2. Verifying the data from the test

Students' achievement in speaking was the important things to be measured and reported in this study. To know about students' improvement, the researcher compared the students' score before and after the implementation of guessing game. As the study was about speaking skill, the researcher used scoring rubric that included several aspects of speaking. It was adapted from the speaking scoring rubric of curriculum 2013. The aspects of speaking include pronunciation, grammar, vocabulary, fluency, and comprehension. The speaking aspects in this rubric cope with the students' problems and were suitable as the measurement of students' improvement related with the problem. Students were assessed in each aspect and got score from the total of each point.

The researcher used this formula below to get students' achievement

$$NA = \frac{F}{N} \times 100$$

NA : total score

F : students' achievement score

N : the maximum score

In measuring students' achievement in both tests, the researcher and the rater used scoring rubric for speaking skill adapted from curriculum 2013, as shown below:

Table 3.1 Scoring Rubric for Speaking Skill

Aspect	Description of the Criteria	Score
Pronunciation	• Clear pronunciation, and understandable	5
	• Always intelligible, though it is conscious of mother tongue	4
	• Pronunciation problems, necessitate fully concentrated from the listener	3
	• Pronunciation problem, leading to misunderstanding	2
	• Pronunciation problems so severe as to make speech virtually unintelligible	1
Grammar	• Makes no or a few errors of grammar	5
	• Occasionally make grammatical errors, but do not change the meaning	4
	• Make frequent grammatical errors and obscure the meaning	3
	• Make serious grammatical errors, which lead listener difficult to understand	2
	• Grammatical errors so severe as to make speech virtually unintelligible	1
Vocabulary	• Use of vocabulary which is exactly right	5
	• Sometimes use inappropriate vocabulary so necessitate to re-explain	4
	• Frequently use the wrong words	3
	• Very limited vocabulary make comprehension quite difficult	2
	• Vocabulary limitations so extreme as to make conversation impossible	1
Fluency	• Speech as fluent as native speaker	5
	• Speed of speech seems to be affected by language problem	4
	• Fluency seems to be affected by language problem	3
	• Usually hesitant; often forced into silence due to language limitations	2
	• Speech is fragmentary and halting as to make conversation impossible	1
Comprehension	• Appear to understand everything without difficulty	5
	• Understand nearly everything, though occasionally repetition may be necessary	4
	• Understand most of what is said at slower speed with repetition	3
	• Has great difficulty to comprehend what is said with frequent repetition	2
	• Cannot be said to understand of conversational English	1

3. Drawing conclusion

After verifying the data obtained, the last step was drawing the conclusion to be reported in the next chapter. The conclusion was needed to be done after gaining and verifying the final result of students' improvement. Both data (numeric or non-numeric) was analyzed and linked to get right conclusion. The researcher was helped by a rater that was the English teacher in drawing the conclusion.

3.6. Data Result on the Preliminary Study

Before conducting the research, the researcher did a preliminary study to confirm the problems that really happened to the seventh grade students in SMP Negeri 1 Singosari especially from class VII-I. In the preliminary study, the researcher did an interview to the English teacher and conducted a test to the seventh grade students in the class VII-I. After doing the preliminary study, the researcher found out the data as follows.

3.6.1. Interview Result

The interview was conducted during preliminary study on January 25th 2016. The researcher did a semi-structured interview to the English teacher who has handling class VII-I for whole semester in the academic year 2015/2016.

During the interview, the researcher asked some questions regarding to the students' achievement in speaking, their common problem in speaking, and also the strategies used by the teacher in teaching speaking. It was beneficial for the researcher to decide the appropriate strategy to be used in this research.

From the interview, the main problem was revealed. The English teacher said that students in class VII-I were not really good at speaking. They tended to be passive during the lesson. He added that it might happen because of their psychological factors such as feeling shy, afraid of making mistakes, reluctant or hesitate to give any responses, etc. Besides, students' motivation in speaking was quite low. Therefore, the English teacher gave a suggestion to the researcher to create a kind of strategy that can motivate students in the class. The interesting and fun activities which still carry the learning process as the priority would be better to be done.

3.6.2. Students' Test Result

Besides conducting an interview, the researcher also conducted a test to the students to get the data about their speaking achievement before the implementation. The test was held on Monday, 1st February 2016 with 32 participations. The researcher gave some pictures of people and animals to be described by the students. Students were asked to express their thought about the pictures within one minute. During that time, the researcher was helped by a rater that was the English teacher, assessed students' ability in speaking by virtue on the scoring rubric that was prepared before (see table 3.1). The result of students' test during the preliminary study was not good as there were 17 students could not reach the minimum score completeness (see Appendix 5).

The result of the test was not really good. Most of the students got score below the minimum passing grade (KKM) which was 80. There were only 15

students who passed the minimum grade and the rest did not get good result due to their frequent silence.

According to the students' result, it was known that most of students still were not fluent in speaking. Besides, their pronunciation and accuracy need to be improved. They often did mistakes in pronouncing the words and confused to produce the correct form. The number of students who passed the minimum grade was calculated into the percentage as follows.

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{15}{32} \times 100\% \\ &= 47\% \end{aligned}$$

Explanation:

P : Percentage of students who passed the minimum grade completeness

F : Total students who passed the test

N : Total students who took the test

3.7. Criteria of Success

To know whether or not this classroom action research succeed in improving students' speaking skill, the criteria of success was made as the standard of this study. Therefore, the researcher, as the practitioner-researcher should set her own standard as the measurement and work hard to fulfill it (McNiff & Whitehead, 2006:150). The criteria of success was set by the researcher after considering some aspects, such as: students' problem, the minimum passing grade of the school (KKM), and students' test result on the preliminary study.

As there were only 47% of students can achieve the minimum passing grade set by the school (KKM) that is 80 in preliminary test, the researcher infers that the action will be success if there are at least 75% of students who can achieve the target score. In addition, the researcher measured the improvement of students' motivation toward speaking activities by looking at students' active participation, responses and attitudes after implementing the guessing game activities. The researcher would note the students' participation during the implementation, and count how many students were involved into the speaking activities.

