

## **CHAPTER III**

### **RESEARCH METHODS**

In this chapter, the writer will presents the research design, the procedures of the research, the setting and subject of the study, the research instrument, the data collection, and the data analysis.

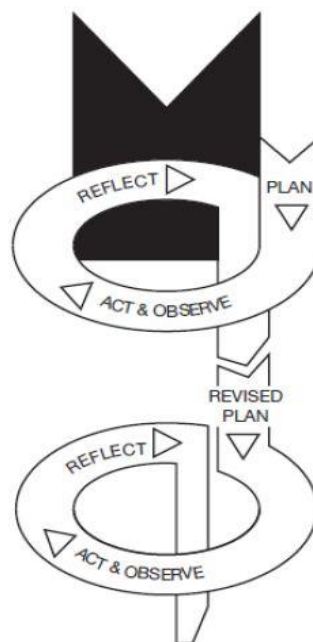
#### **3.1 Research Design**

The design of this study was Classroom Action Research (CAR). It means that the writer conduct the classroom action research to solve the problem. This study aimed to improve students speaking skills to the first year students of SMKN 4 Malang in the academic year 2017/2018 by using Hot Seat Game technique. It means this study using hot seat games during the English teaching and learning process and finds the solution of the problem. According to Creswell (2008, p.596) “Action research is the most applied practical design action researchers explore a practical problem with an aim toward developing a solution to a problem”. In other word, action research is activities in the class that control by the teacher directly and make progress to the students.

Before conducting the classroom action research, first the writer did an interview with the teacher to get the information of the problem in classroom and students difficulties in learning English. And the writer chooses tenth Graphic Production B class (X PD B) by the sample of the research. The second, the writer did an observation of the class and tries to find the problem of student’s difficulties

in speaking English. After the writer found the problem, then the writer purpose to conduct the Hot Seat Game technique to solve the problem.

The writer used four steps in Classroom Action Research (CAR) which is planning, implementing, observing and reflecting of the action. The four steps describe how to conduct the classroom action research based on Kemmis and Taggart (2000, in Koshy, 2005, p.5), which is:



**Figure 3.1 Procedure of CAR by Kemmis and Taggart**

**(in Koshy, 2005, p.5)**

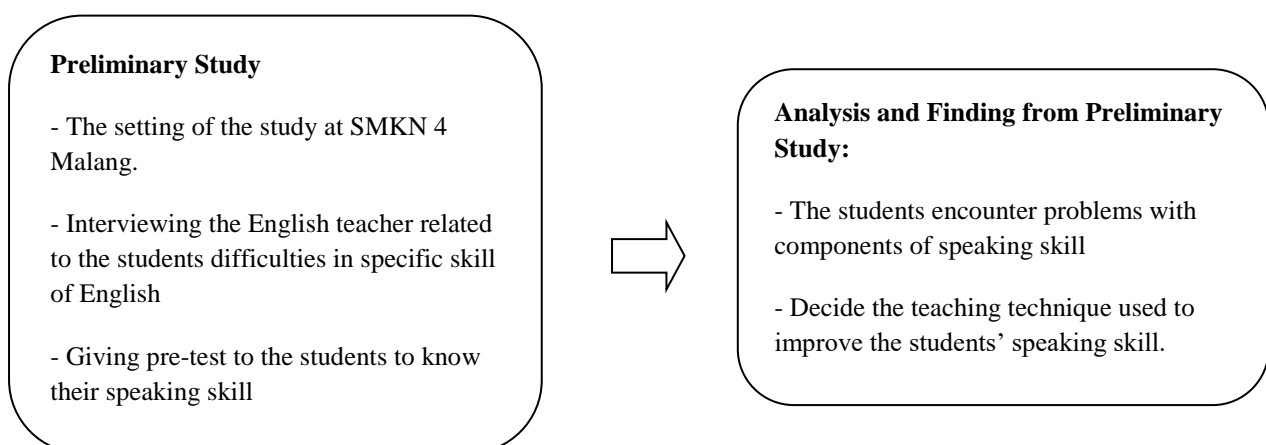
### 3.2 Setting & Subject of the Research

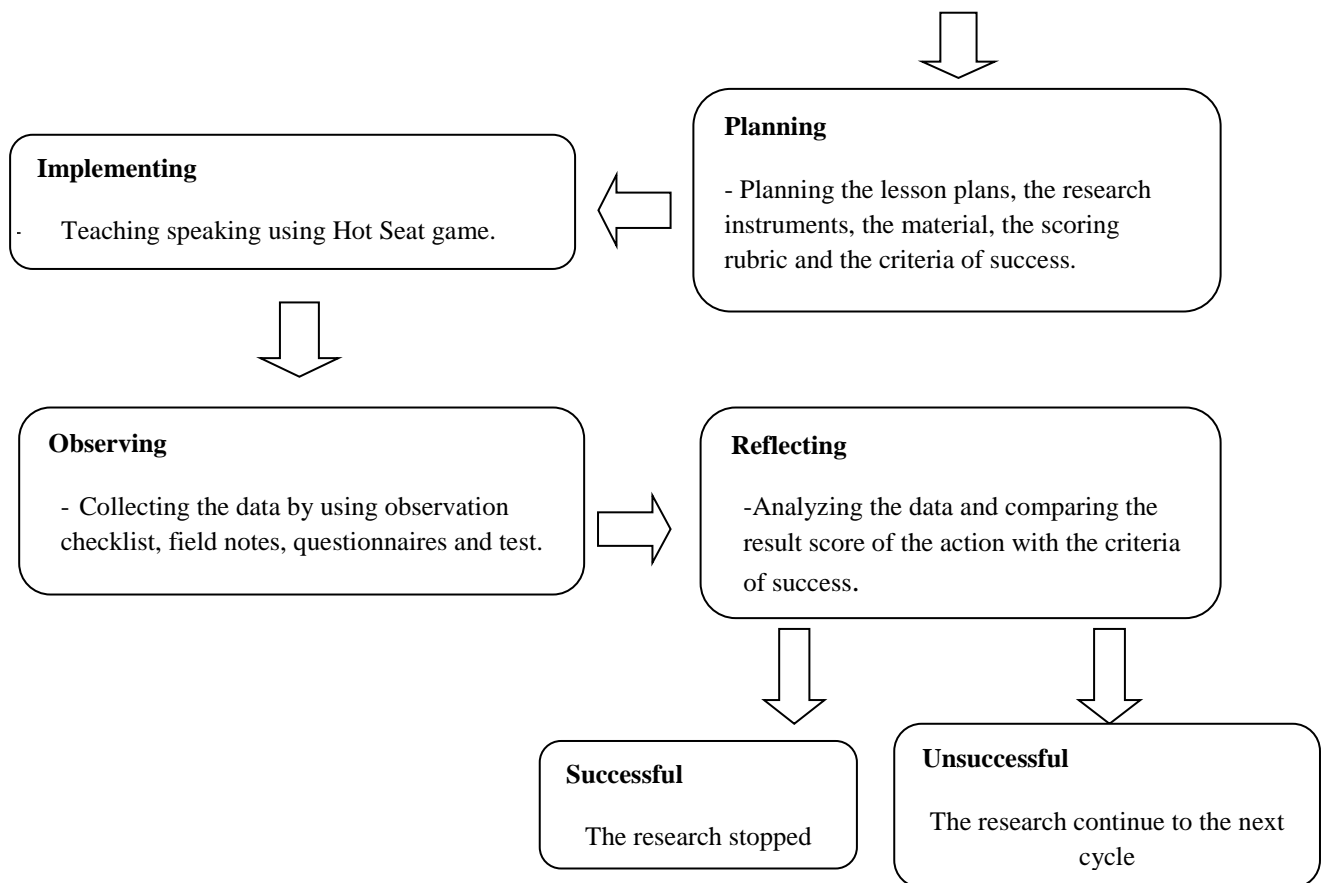
The setting of the research is SMKN 4 Malang. It is located on Jl.Tanimbar No. 22, East Java Province. The writer selected tenth Graphic Production B class (X PD B). The students of tenth Graphic Production B were 35 students, which consisted of 32 male and 3 female students. The class was chosen because based on observation before conducting the preliminary study and it was suggested from the English teacher that the students had problem in speaking.

### 3.3 Research Procedure

In this study, the writer applied the stages of Classroom Action Research proposed by Kemmis and Taggard (in Koshy, 2005), consist of preliminary study, planning the action, implementing the action, observing the action, and reflecting the action. The writer will repeat the cycle until meet the criteria of the success.

Thus, the illustration of those step are shown in the figure below:





**Figure 3.3 Procedures of Classroom Action Research**

**(Adapted from Kemmis and Taggart's, 1988)**

### **3.3.1 Preliminary Study**

The preliminary study was done in order to find out the students' ability on mastering speaking skill before implementing hot seat game. The preliminary study was divided into two steps.

First, the writer used interview guide for the English teacher. The interview guide was aimed to know the students' problem in mastering speaking skill and to know the students' learning behavior, attitudes, motivations and learning difficulties in English especially in speaking. And, the writer decided to conduct the classroom observation to gain the information,

Second, after interviewing the teacher and conduct the classroom observation. The writer used preliminary test as the instruments in assessing speaking skill of the students. And also the writer held the interview with the students' to know about students' opinion about learning English and students' difficulties especially in speaking.

Therefore, the writer proposed the classroom action research by using hot seat game to improve students' speaking skill. The writer then continued the research procedure by planning the action.

### **3.3.2 Planning the action**

This activity covered the problem identification. After identifying students' problem, the writer wants to give solution to solve the problems. The writer set a lesson plan by trying to improve students' speaking skill through implementing hot seat game. And then designing the model of lesson plan then organizing some

activities and materials, preparing the observation sheet and field notes. It is continued by determining criteria of success through the implementation of hot seat game.

### **3.3.2.1 Lesson Plan**

In designing lesson plan, the writer consulted with the English teacher about material that was suitable with the students'. The time of learning activities was 2x45 minutes and consists of five meetings. The learning model that the writer used was discovery learning and by using scientific approach which consists on the syllabus in Kurrikulum 2013, used by the school consist of (1) identity with consist of name of school, (2) standard competence, (3) basic competence, (4) indicator, (5) learning objective, (6) teaching material, (7) instrumental media, (8) teaching learning activities and procedures (9) assessment and (10) scoring rubric. The topic that was taught by the writer was descriptive text/describing people, place and thing.

There are 90 minutes for each meeting of teaching and learning process. During developing instructional media, the writer also took supporting material from other text or sources. The media that the writer used in the form of picture print and form of power point presentation about descriptive text/describing people, place and thing.

### **3.3.2.2 Materials**

The materials were chosen by the agreement between the writer and teacher of the English class. It was based on the students' need and the materials that the students' have learned. The writer chose the material from the book "Bahasa Inggris untuk kelas X SMA" by the government. The material is about descriptive text. The designing material of hot seat game the writer used was taken from the internet. And the writer also prepared the material in the form of power point presentation.

### **3.3.2.3 Criteria of Success**

The criteria of success were used to know how well the implementation of the technique can improve students speaking skill of describing people material. Based on the discussion between the writer and teacher, there are two criteria of success in this study. First, it can be seen from the students' achievement score of students' post-test and pre-test. At least 70% of 35 the students' can pass the minimum standard score of English that 75 in students post-test. Second criteria, this technique can be considered success if the students actively involved 70% in the teaching and learning process.

### **3.3.3 Implementing the Action**

Implementing the action in this study was aimed to solve the students' problem in mastering speaking ability. In this case, the writer applied a hot seat game as a media to teach English in the class. Meanwhile, the act of teaching and learning for all the activities that happen in class.

## **3.1 Teaching Procedures**

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Stages	Teacher's Activity	Activity
Opening	<ul style="list-style-type: none"> <li>- Greeting to the students'</li> <li>- Praying</li> <li>- Giving motivation to the students</li> <li>- Checking students' attendance</li> <li>- Reviewing the previous material</li> </ul>	Paying attention to the teacher  Give a respond
1 <sup>st</sup> meeting	<ol style="list-style-type: none"> <li>1. Introducing about descriptive text using some pictures</li> <li>2. Giving the students the example about visiting Borobudur Temple.</li> <li>3. Explaining about descriptive text</li> <li>4. Explaining about the use of Simple Present Tense in descriptive text in the power point</li> <li>5. And giving some question about simple present tense</li> <li>6. Giving worksheet in pairs The students and the teacher discuss it together</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the teacher explanation about descriptive text and simple present tense</li> <li>2. Answering the teacher question</li> <li>3. Doing the task in pairs</li> </ol>
2 <sup>nd</sup> meeting	<ol style="list-style-type: none"> <li>1. Explaining about the use of simple past tense in power point</li> <li>2. Giving the example paragraph of simple past tense</li> <li>3. Giving some question about simple past tense</li> <li>4. Introducing hot seat game</li> <li>5. Explaining how to play hot seat game and the role of hot seat game</li> <li>6. Asking the students to make a group consist of 5 members</li> <li>7. Giving each group a question and asking them to describe it by their own word to their friend who seat in the hot seat</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the teacher's explanation</li> <li>2. Making group of 5 members</li> <li>3. Describe the question from the teacher with their own word</li> <li>4. The student who seat in the hot seat should guess the object that their friend has been described</li> </ol>
3 <sup>rd</sup> meeting	<ol style="list-style-type: none"> <li>1. Introducing the use of passive voice</li> <li>2. giving explanation of passive voice in power point presentation and playing a video about passive voice</li> <li>3. Giving some question about passive voice</li> <li>4. Start to play hot seat game</li> <li>5. Asking the students to make a group consist of 5 members</li> <li>6. Giving each group some pictures and asking them to describe it by their own word to their friend who seat in the hot seat</li> </ol>	<ol style="list-style-type: none"> <li>4. Paying attention to the teacher explanation</li> <li>5. Making group of 5 members</li> <li>6. Describe the picture object from the teacher with their own word</li> <li>2. The student who seat in the hot seat should guess the object that their friend has been described</li> </ol>



4 <sup>th</sup> meeting	<ol style="list-style-type: none"> <li>1. Introducing the use of noun phrase</li> <li>2. Explaining the use of noun phrase in power point presentation</li> <li>3. Giving example about noun phrase</li> <li>4. Asking the students some question about noun phrase</li> <li>5. Start to play hot seat</li> <li>6. Asking the students to make a group consist of 5 members</li> <li>7. Giving each group some pictures and asking them to describe it by their own word to their friend who seat in the hot seat</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the teacher explanation</li> <li>2. Making group of 5 members</li> <li>3. Describe the picture object from the teacher with their own word</li> <li>4. The student who seat in the hot seat should guess the object that their friend has been described</li> </ol>
5 <sup>th</sup> meeting	<ol style="list-style-type: none"> <li>1. Continuing the last activity by reviewing all the material has been taught</li> <li>2. Give some question about the all material that has been taught</li> <li>3. Start to play hot seat game</li> <li>4. Asking the students to make group consist of 5 members</li> <li>5. Giving each group some pictures and asking them to describe it by their own word to their friend who seat in the hot seat</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention with the teacher explanation</li> <li>2. Sitting in a group</li> <li>3. Describe the picture object from the teacher with their own word</li> <li>4. The student who seat in the hot seat should guess the object that their friend has been described</li> </ol>

### 3.3.4 Observing the Action

In observing the action, the writer collected the data during teaching and learning process which focused on the students' actively in speaking during learning process. In the observation stage, the writer also paid attention on the difficulties and improvements that were faced by students when hot seat game was implemented in the classroom. The English teacher who acts as a observed to helped the writer to observe the teaching and learning process by filling observation checklist and field note as the instruments that had been prepared by the writer.

### 3.3.5 Reflecting the Action

After doing the action and observation, in this case the writer analyzes the data and comparing the result score action with the criteria of success that had been

made by the writer. The result of the implementation showed whether teaching technique was successful or not. The result of students' pre-test and post-test was compared. If the result from the pre-test and post-test passes of the criteria of success, it means that the technique was successful and writer can stop the cycle.

### **3.4 Data Collection**

The data of this study were collected through qualitative and quantitative data. For the quantitative data, the writer used describing people test to the students as the instrument to get student' score. Meanwhile for the qualitative data, the writer got the data from observation, interview guide, questionnaire, and field notes.

#### **1. Interview guide**

Interviewing was applied before the writer did the classroom action research. It was applied in order to know students' difficulties in speaking skill, students' participation in speaking class and the technique that the used by the teacher.

#### **2. Observation Checklist**

The observation checklist was used by the writer to get the information of the students' activity during the teaching and learning process. It is also used to make sure that the activities in lesson plan already done by the writer. The observation checklist it can be marked as present or absent of the students.

**Table 3.4 Observation Checklist**

No	Categories	Percentages	Description
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1.	Very poor	0% - 20% of the students do the activity	The situation of the classroom is passive. All of the students do not participate during the learning activities.
2.	Poor	21% - 40% of the students do the activity	The situation of the classroom is slightly active. Some students participate during the learning activities.
3.	Fair	41% - 60% of the students do the activity	The situation of the classroom is active. A half of the students participate and the speaking activities or answering the question from the teacher.
4.	Good	61% - 80% of the students do the activity	The situation of the classroom is active. Almost all of the students are eager to participate in the speaking activities or answering the question from the teacher.
5.	Very good	81% - 100% of the students do the activity	The situation of the classroom is highly active. All of the students eager to speak and participate actively in answering the question or speaking up their mind.

### 3. Field Notes

According to Bogdan & Biklen (2003, p.110), “Field notes are the written account of what the researcher hears, sees, experiences, and things in the course of collecting data and reflecting the data”. The writer used field notes to record detail information in class, including what happening during the class such as the teacher and students’ interaction in the classroom during teaching and learning process.

### 4. Test

In collecting data, the writer used describing people material that the teacher gives to know the students ability in speaking skill. There are two kind of test that the researcher used in such as pre-test and post test.

#### a. Pre-test

Pre-test is given before the students get some activities of learning describing people material by applying the Hot seat game.

b. Post-test

Post-test was given after implementing the hot seat technique. The instrument of test is make students in a group consist of five members and giving objective picture to guess. This post-test used to measure the students' achievement and improve speaking skill.

## **5. Questionnaire**

In this study, the writer used questionnaire in order to know the students responses toward teaching and learning activities through hot seat game. The questionnaire made by using Indonesian language, in order to make the students easy in understanding the question. The questionnaire consisted of multiple choice related with the implementation of hot seat game.

### **3.5 Data Analysis**

In data analysis, the writer used the qualitative and quantitative data that intent to find out the improvement after the students taught by using hot seat game or not. The qualitative data of this study is used to investigate the data which is collected during the process of action research and to know students' difficulties in learning English.

Then the quantitative data result from the test that was done before and after implementing the technique. The data from the result of pre-test and post-test score, it is used to know whether there is an improvement of students' speaking skill or

not. The explanation about the calculating the data of students score, mean score, and the class percentage can be seen below:

1. The writer conducted pre-test to take score of students' speaking skill before conduct the hot seat game.
2. After hot seat game was conducted in teaching and learning process, the writer implementing the post tests.
3. Then, the writer selected data that is considered by the pre-test and post-test.
4. The writer gave score on pre-test and post-test, it is calculating analyzed by the score of students' test also comparing from the pre-test and post test.

To assess students' speaking skill, the writer used speaking scoring rubric adapted from Harris (1969) which consists of five criteria such as vocabulary, pronunciation, grammar, fluency, and comprehension. Each criterion was scaled from 1 to 5. And the result of students' speaking score were analyzed by the following way:

$$\text{Score} = \frac{Y}{X} \times 100$$

**Figure 3.5.1 Scoring System 1**

- S : the students' score  
 Y : the sum of achieved scores of the students  
 X : the total score of all criteria that is 25

Next, to get the class percentages which pass the target score of minimum standard score (KKM) that is 75, the writer uses the following formula:

$$\text{Score} = \frac{F}{N} \times 100\%$$

**Figure 3.5.2 Scoring System 2**

- S : the class percentages  
F : the students who passed standard score  
N : number of the students

The last step was making a report of the quantitative data result in descriptive analysis form. In the result of qualitative data, the writer analyzed the interview at the beginning of the study before the implementation of CAR, also the data from action part (observation checklist, field note) which were collected during and after the implementation of CAR.