

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher presents some points related to this research include research design, subjects and setting of the study, procedures of the study, preliminary study, planning, implementing, observing, and reflecting.

#### **A. Research Design**

A research method which is used in this study is an action research. This classroom action research is conducted by the researcher in order to get solution to the problem until it can be solved. Improving teacher learning is the goal of this action research. Action research is a reflective process which is conducted by using some kind of necessary technique in order to solve the problem.

Based on the procedure shown, the action research is begun soon after the problem is found and defined in the preliminary study. The preliminary study is done to find out what kind of problem faced by the students in the classroom. The second step is planning that used to solve the problem and prepare the action made. The next step is doing the action based on the planning and the preparations which have been made. The observation is done at the same time as the action being done. Based on the observation, the researcher makes reflection to what happens and evaluates the result of the action. Then, the researcher decides that they need to improve the action in the next cycle based on the reflection they made. From

these descriptions above, Classroom Action Research can be defined as a form of research to perform a specific action to improve and enhance the learning practice in the classroom so that students are better qualified to obtain better learning results. Therefore, Classroom Action Research is also conducted research to improve the learning process so that students can achieve maximum results.

According to Kemmis and McTaggart (as cited in Burns 2010: 8) there are four steps in action research:

### **1. Planning**

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation, and ii) what potential improvements you think are possible.

### **2. Action**

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

### **3. Observation**

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those

involved. It is a data collection phase where you use “open-eyed” and “open-minded” tools to collect information about what is happening.

#### **4. Reflection**

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

### **B. Subjects and Setting of the Study**

1. The subject of this research is the students in VIII-H class of MTsN 2 Tulungagung of Academic Years 2018/2019 with 36 students in total, They are 18 males and 18 females.

2. Place of the Study

The place of this study is in MTsN 2 Tulungagung which is located in Jalan Raya Tanjung Kec. Kalidawir Kab. Tulungagung, in VIII H classroom.

3. Time of the Study

The time of study starts from planning until reflection begins from February 27 until March 27, 2019 at the second semester in the Academic Year of 2018/2019.

#### 4. Length of the Study

The length of the study starts from the Preliminary study, cycle I until cycle II is around 29 days. The study was conducted for one month for study in MTsN 2 Tulungagung

**Table 3.1 The Scedule of the Research**

No	Activity	Date	Time
1.	Preliminary Study	Wednesday, February 27 <sup>th</sup> 2019	10.35 - 11.55
	Preliminary Test	Thursday, February 28 <sup>th</sup> 2019	09.55 – 11.15
2.	Cycle 1		
	Meeting 1	Wednesday, March 6 <sup>th</sup> 2019	10.35 - 11.55
	Meeting 2	Wednesday, March 13 <sup>th</sup> 2019	10.35 - 11.55
	Test	Thursday, March 14 <sup>th</sup> 2019	09.55 – 11.15
3.	Cycle 2		
	Meeting 1	Wednesday, March 20 <sup>th</sup> 2019	10.35 - 11.55
	Meeting 2	Thursday, March 21 <sup>th</sup> 2019	09.55 – 11.15
	Test	Wednesday, March 27 <sup>th</sup> 2019	10.35 - 11.55

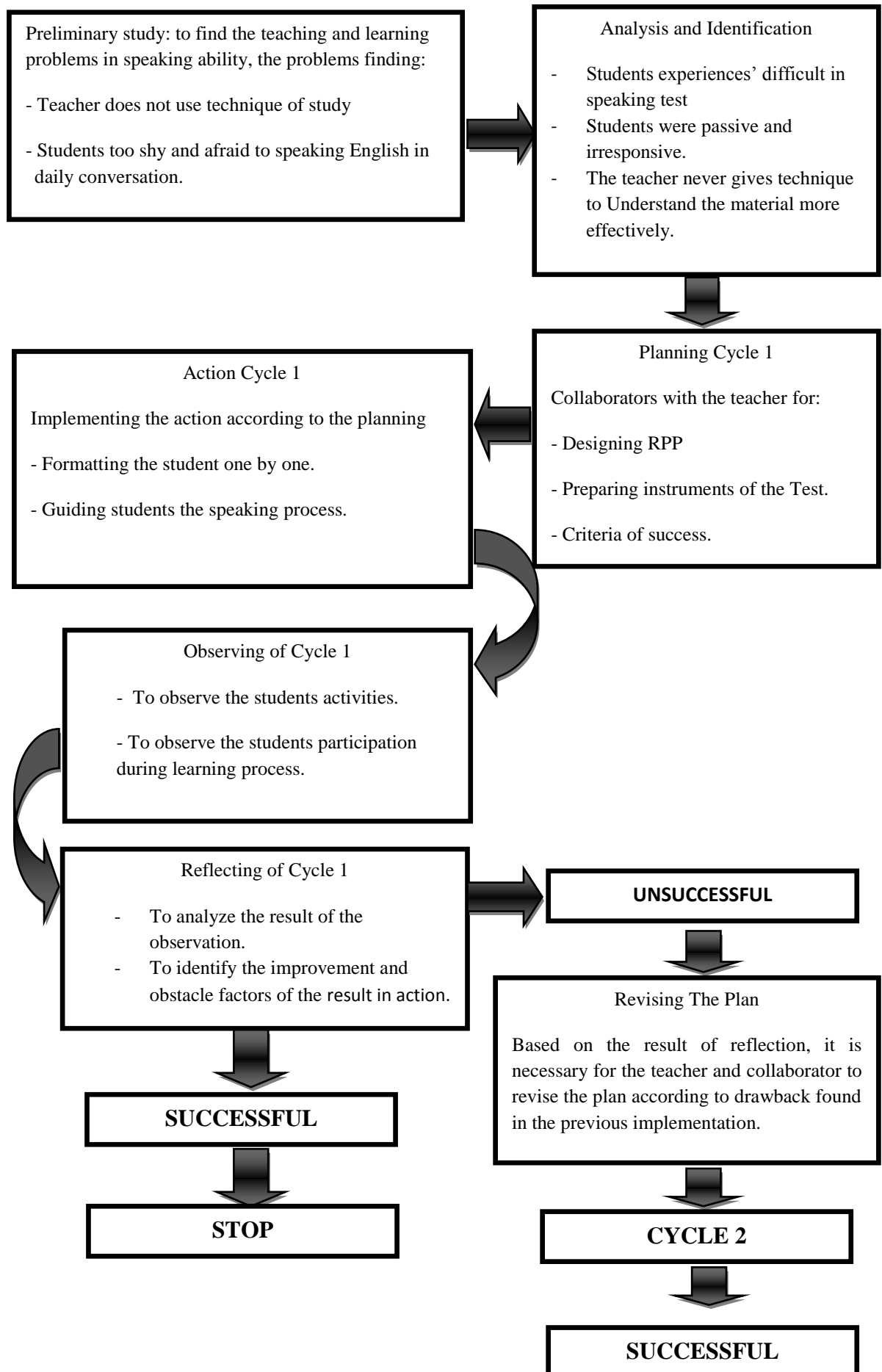
### C. Procedures of the Study

In the classroom action research, there are four stages within one cycle. There are planning, implementing, observing and reflecting. The teacher of Eight Grade class was the facilitator and the observer, and the researcher who implemented the action. The procedures of the study refer to the stages in how the study is conducted covering preliminary study,

planning, implementation, observation and reflection. It was intended to find out practical problem of the class.

The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in previous cycle. The explanation of the research design in this research such as below:

### CAR design by Kemmis and Mc. Taggart



Based on the procedure as shown in Figure above, the action research started with the preliminary study done to find out what kinds of problems faced by the students in the classroom. The second step was planning to solve the problem and prepared the action made. The next step was doing the action based on the planning and the preparation which have been made. The observation was done at same time as the action being done. Based on the observation, the researcher made reflection to what happened and evaluates the result of the action. Then, the researcher decided that she needed to improve the action in the next cycle based on the reflection she made.

In the research procedure contained the procedures of taking the data used by the researcher in this study, they were: preliminary study, planning, implementing, observing and reflecting.

**a. Preliminary Study (Reconnaissance)**

The teacher identified the problems before planning the action. The problems referred to students' difficulty in learning English especially in speaking ability.

The preliminary study was done before the researcher conducting the classroom action research. The preliminary study was done because this very important. That can known to what extent the students in speaking ability and known the problem students learning English in speaking ability.

Before doing the research the researcher choose the material given to students based on the level of the students. The researcher give a

picture or question in English and give to students as preliminary test, and then the researcher asking the students' to speak about their experience in the past. After doing the preliminary study the researcher known that there are some problems faced by the students in speaking ability in learning English. The problem known and get the result from preliminary observation. There were 36 students in class VIII-H, 14 of the students got the score equal to or above 75 and 22 other students got the score less than 75. The range of students between the students which is get highers score and the lower score that is very far. So, the researcher wants to help the students which is get the score less than the criteria of success in order they can reach the criteria of success and the students which is get the score more than the criteria of success they can improve their speaking ability.

Based on those problem above, it could be interpreted that the students needed innovation to improve their speaking ability. The researcher applied using fishbowl technique to make students interest in speaking. After found those problems, the researcher began to conduct a classroom action research in cycle. The cycle overing planning, implementing, observing, reflecting. The researcher took two cycle, the first cycle not succes. but if the first cycle succes the researcher can stop research.

#### **b. Planning**

Before doing the strategy in the classroom teacher should prepare the equipment that use in teaching and learning process. Each of the



activity in the planning above must be illustrated in separated parts or in separated subheading.

Planning was a phase done for the purpose of preparing the media to solve the instructional problem found during the preliminary study. The media was selected based on belief that the media could solve the problem.

In the planning of cycle 1, the researcher socialized the researcher procedure, designed a lesson plan, preparing the research instrument, the instructional material, and set the criteria of success.

### **1. Socializing the Research Program**

The researcher ask permission to head master in MTsN 2 Tulungagung. After that the researcher met with one of the English teacher of eight Grade. Then the researcher interviewed the English Teacher about the technique that the researcher used to improve student speaking ability by using fishbowl technique at Second Grade students' in Junior High School. This technique effective or not effective if used in Second Grade students' of Junior High School.

In this research the researcher also prepare the test and observation checklist to measure the students' process during teaching and learning process to take place. Is there any students' difference between students ability before and after give this treatment to the students'.

## 2. Providing a suitable Strategy

Based on the result of preliminary study, the researcher found that there were some problems in speaking ability of the students in VIII H class. So, the researcher prepares technique to solve it. To achieve the instructional objectives in speaking class, the study is focused on the implementation of Fishbowl Technique . The scenario of teaching speaking through fishbowl technique techniques as the follow:

Activity Teaching Activity	Activity Teaching Activity
Pre - Teaching	<ol style="list-style-type: none"> <li>1. Researcher greats student and pray together</li> <li>2. Researcher introduces herself.</li> <li>3. Researcher checks student's attendance</li> <li>4. Researcher explains the objective of the course.</li> </ol>
Pre-Speaking	<ol style="list-style-type: none"> <li>1. Researcher explain the material</li> <li>2. Researcher introduce fishbowl technique in the class.</li> <li>3. Researcher explains how to apply fishbowl Technique</li> <li>4. Researcher ask student to work fishbowl technique</li> </ol>

Speaking activity	<ol style="list-style-type: none"> <li>1. Researcher divide students in some group discussion (Inner group and outer group )</li> <li>2. Researcher explains the rules of the technique in group discussion</li> </ol>
Post-Speaking	<ol style="list-style-type: none"> <li>1. Researcher give the score based on the rubric</li> <li>2. Researcher gives motivations to the students.</li> <li>3. Researcher closes the class.</li> </ol>

### 3. Designing a Lesson Plan

After providing the technique, the next step developed a lesson plan to make a frame of teaching learning process. Lesson plan is a scenario or plan of teaching in speaking form which is arranged by teacher based on time allocation with a few meetings, before teaching is done or applied. The reseacher desiging lesson plan based on the secound semester Syllabus and discussed with the English teacher. The lesson plant itself used by the researcher to guide the students to implement the technique. It consists of course identity, curriculum standard, indicators, learning objectives, learning material, learning method, instructional media, learning resources, learning

steps, and assessment. The details descriptions of lesson plan are follows:

- 1) Course identity: it consists of the school name, subject, level, subject matter, and time allocation.
- 2) Curriculum standard: it consists of standard competence and basic competencies which has been designed by the state.
- 3) Indicators: it describes the standard of basic competence for each student which should be mastered well in the last of learning.
- 4) Learning objectives/goal: it is the learning outcome that students get from the lesson.
- 5) Learning material: it described the materials that would be given for the students that suitable with curriculum standard.
- 6) Teaching learning methods: it consists of approach, learning model, and technique that will be applied in teaching and learning process.
- 7) Teaching media: it consists of media and tools / material that used to delivering the lesson.
- 8) Learning resources: it covers about the resource sources and materials that used and delivered in teaching.
- 9) Teaching and learning activities: it describes about the procedure that do in the process of teaching and learning in the class. It consists of pre-activities, while activities, and post activities.
- 10) Assessment: it describes about the kind of test that will be used in assessing the students' speaking ability.

#### **4. Preparing the criteria of Success**

The criteria success is set up to maximize the speaking ability of students in recount text. This is indicated from post-test that given to the students. The criteria of success here is to know the process of the teaching and learning activities using fishbowl technique for teaching speaking during the action of the research. These criteria are as follows:

- a.** Students are active and motivated during teaching and learning process. It meant that students who applied this technique will get a change in process of understanding the lesson. This can be identified from direct observation of students in the classroom.
- b.** 75% of the students score in speaking test at least 75. It meant that the student who get score 75 or more is classified into passed and who get less than 75 is classified into failed. This score is based on Kriteria Ketuntasan Materi (KKM) that school.

#### **c. Implementing**

The reseacher implemented the teaching learning activity of speaking using direct Instruction based on the lesson plan made by the researcher. And in this technique that can improve students in speaking ability. This strategy eassy use to teaching in eight grade of Junior High School.

In this step the researcher implemented the materials with the technique that had been planned before. The plan in planning was done in Eight Gradeof MTsN 2 Tulungagung. This steps and activities in

implementing the real action research to solve the students' problem after doing the preliminary study. The first cycle was done in three meetings. The first and second meeting the researcher explained and practice about fishbowl technique with the material of recount text. The researcher gave a picture about past experience in recount text, and then the researcher explain how implementation fishbowl technique in speaking using recount text . In the third meeting was given the post test. Students did the exercise after giving the a recount text from the researcher. Finally the researcher reviews of all a students assignment and the researcher ask the students' to learn about the material.

#### **d. Observing**

Observation is activities to observe the object closer about activities directly. Observation in this research would be used to monitoring the students' activities during the teaching learning process of English study by using fishbowl technique. Observation was used in every cycle to make a conclusion of teaching and learning process. The instrument that used in this observing was test and observation checklist.

##### **1) Test**

Test is a set of questions that used to measure students ability in memorizing the vocabulary. Test also used by researcher to know how far students' progress in learning vocabulary by using fishbowl technique. There were many steps to develop the test. First, adjusted to a syllabus that included standard competence, basic competence, and learning objectives.

#### **e. Reflecting**

Reflecting is the final step that done by the researcher. In this section the researcher analyzed the result of the observation with the teacher about the strategy that used to improve the students' speaking ability by using Fishbowl technique based on criteria of success. When the criteria of success was achieved, the cycle was stopped. On the other hand, when the criteria of success could not be achieved, the cycle was continued to cycle 2.

#### **f. Finding of Preliminary Study**

This research carried in two cycles, cycle 1 and cycle 2. And the procedures of the study cover five stages preliminary study, planning, implementing, observing, reflecting. The first step which has been done by the researcher before doing the phase of the classroom action research is the preliminary study. It was done to know the students' problems in learning English especially in speaking skill, and it was conducted on Wednesday, February 27<sup>th</sup> 2019 and preliminary test was conducted on Thursday, February 28<sup>th</sup> 2019. Based on the result of observation in preliminary study and test which were conducted in the preliminary study, the researcher concluded that the students had some difficulties to practis speaking English. Most of the students less of having ideas and they were too shy and afraid to take part in the daily conversation, and they seemed bored to participate in the class.

Then when the researcher asked the students in English, they can not answer in English. Based on the result of asking the English teacher,

most of students had difficult to speak English. Then, based on the result of asking the students. They said that they want to have good English but they were afraid to speak English, and they always got difficulties when speaking English.

From the preliminary test on Thursday, February 28<sup>th</sup> 2019 the researcher also knew that the students in VIII-H class at MTsN 2 Tulungagung in the academic year 2018/2019 had problem in speaking, in this case speaking recount text. Many students got lower score than criteria of success (KKM), the criteria of success of English in MTsN 2 Tulungagung is 75 and the target of the criteria of success were 75% among the whole member of VIII-H class , 36 students as the sample of this research. Due to the students were less motivation to follow the process of teaching and learning speaking, and they had poor ability to conversation in daily activity. The researcher also gave material about recount text before implemented fishbowl technique for the next meeting as the method in teaching and learning speaking.

The data of the students' speaking test score in preliminary study was shown, students passed 14 students and they were failed 22 students. The table and figure shown the data of pre-test:



**Table 3.2 The result of students' preliminary Study**

<b>NO.</b>	<b>INITIAL</b>	<b>SCORE</b>	<b>NOTE</b>
<b>1.</b>	<b>ACMP</b>	<b>35</b>	<b>FAILED</b>
<b>2.</b>	<b>AYS</b>	<b>30</b>	<b>FAILED</b>
<b>3.</b>	<b>ASR</b>	<b>55</b>	<b>FAILED</b>
<b>4.</b>	<b>ABS</b>	<b>40</b>	<b>FAILED</b>
<b>5.</b>	<b>AAP</b>	<b>50</b>	<b>FAILED</b>
<b>6.</b>	<b>ARH</b>	<b>75</b>	<b>PASSED</b>
<b>7.</b>	<b>AMS</b>	<b>80</b>	<b>PASSED</b>
<b>8.</b>	<b>ASKS</b>	<b>80</b>	<b>PASSED</b>
<b>9.</b>	<b>AM</b>	<b>75</b>	<b>PASSED</b>
<b>10.</b>	<b>CSS</b>	<b>70</b>	<b>FAILED</b>
<b>11.</b>	<b>DDA</b>	<b>80</b>	<b>PASSED</b>
<b>12.</b>	<b>DNV</b>	<b>70</b>	<b>FAILED</b>
<b>13.</b>	<b>EZ</b>	<b>65</b>	<b>FAILED</b>
<b>14.</b>	<b>FA</b>	<b>40</b>	<b>FAILED</b>
<b>15.</b>	<b>FH</b>	<b>75</b>	<b>PASSED</b>
<b>16.</b>	<b>GPN</b>	<b>85</b>	<b>PASSED</b>
<b>17.</b>	<b>HRAA</b>	<b>75</b>	<b>PASSED</b>
<b>18.</b>	<b>HIP</b>	<b>40</b>	<b>FAILED</b>
<b>19.</b>	<b>IPM</b>	<b>75</b>	<b>PASSED</b>
<b>20.</b>	<b>K</b>	<b>45</b>	<b>FAILED</b>
<b>21.</b>	<b>MAA</b>	<b>30</b>	<b>FAILED</b>

<b>22.</b>	<b>MFZ</b>	<b>50</b>	<b>FAILED</b>
<b>23.</b>	<b>MKI</b>	<b>75</b>	<b>PASSED</b>
<b>24.</b>	<b>MRKN</b>	<b>55</b>	<b>FAILED</b>
<b>25.</b>	<b>MA</b>	<b>75</b>	<b>PASSED</b>
<b>26.</b>	<b>MNAB</b>	<b>75</b>	<b>PASSED</b>
<b>27.</b>	<b>MRA</b>	<b>30</b>	<b>FAILED</b>
<b>28.</b>	<b>MZL</b>	<b>20</b>	<b>FAILED</b>
<b>29.</b>	<b>NFS</b>	<b>80</b>	<b>PASSED</b>
<b>30.</b>	<b>NAF</b>	<b>55</b>	<b>FAILED</b>
<b>31.</b>	<b>PN</b>	<b>65</b>	<b>FAILED</b>
<b>32.</b>	<b>RM</b>	<b>45</b>	<b>FAILED</b>
<b>33.</b>	<b>SISP</b>	<b>70</b>	<b>FAILED</b>
<b>34.</b>	<b>SPE</b>	<b>80</b>	<b>PASSED</b>
<b>35.</b>	<b>WQA</b>	<b>40</b>	<b>FAILED</b>
<b>36.</b>	<b>ZWTL</b>	<b>50</b>	<b>FAILED</b>

The data of the students' speaking test score which they were got in the preliminary study indicated that speaking score of many students was below criteria of success. There were only 14 students got good score, it was higher than criteria of success, and there were 36 students got the poor score. So, the students got success was 38,8%. From data above showed that students' achievement in speaking still poor.