

CHAPTER III

RESEARCH METHOD

This chapter presents the background of research design, subjects and setting of the study, and procedures of the study

A. Research Design

Related to the purpose of the research, research design that is used is Classroom Action Research (CAR). In this study, CAR is conducted to help the students improve their speaking skill. The technique offered is by using Story Completion. The researcher conducted CAR, because the researcher directly observing eleventh grade students at SMA Terpadu Darur Roja'. As a teacher, the researcher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

According to Cresswell (2011:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Classroom Action Research or CAR is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom (Shofiya et al, 2014:22).

Furthermore, in the context of teaching English, CAR is aimed at developing innovative instructional strategy that can help enhance the success in students' learning English. Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting. The result of one cycle is used to

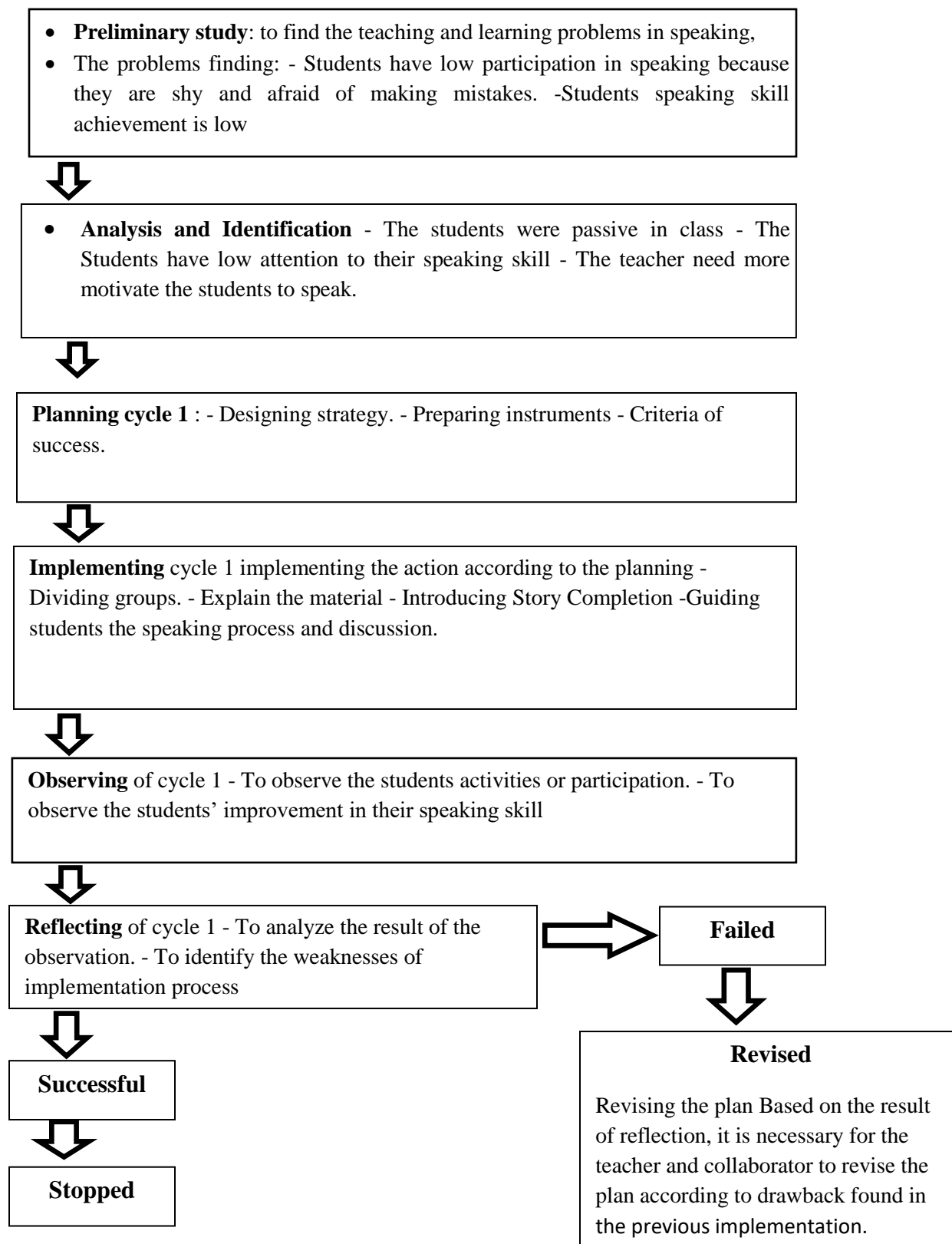
determine the need for the following cycle, until the problems get solved by the strategy. In this study, the researcher used the spiral model as suggested by Kemmis and Taggart (1988:7) in Arikunto . The model consists of four steps; Planning, Implementing/Acting, Observing, and Reflecting. (Latief, 2011: 145). Meanwhile, Richards (2005: 171) states that,

Action research or classroom action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and classroom problems. Action research takes place in the teacher's own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising strategy to address the issue, trying out the strategy, and observing its effects. The practical improvements action research seeks to bring about are not only benefits, however, through the process of planning and carrying out action research, the teachers can develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills.

As like as Kemmis, Richards (2005: 174) also says that in action research consists of a number of phases, which often recur in cycles: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. However to complete this research, researcher adapted the procedure of classroom action research from Kemmis and Tegart.

In this research, the researcher conducted four steps, there were: planning, implementing, observing, and reflecting. The main steps are started by preliminary, analysis, and identification of problems. The procedure of classroom action research was adapted from Kemmis and Taggart's action research model. The model shown in the figure 3.1

Figure 3.1 Classroom Action Research Model Adapted from Kemmis & Taggart model in Ary (2002)



As stated in Ary (2010: 518), class action research are provided by a process as divided in: *Planning*. A plan is conducted for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. This cycle can be called preparation when the researcher is preparing the lesson plan, criteria of success, and also all the things to collect data. After that is *Implementing/Acting*. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. This step is deal with the application of Story completing as the technique in teaching learning proses to improve students' speaking skill.

Observing. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more. *Reflecting*. The researcher reflects on and interprets the information and communicates or reports it to others. A new understanding of the nature of the problem is developed. Actions are taken and a new area of focus is identified. This step is deal with the process of analyzing the data collected. This step let the researcher to determine if the research can be stop or continue to the next cycle. The research can be stop if criteria of success reached, but if the criteria of success is not reached well, the research must be continued to the next cycle.

From the definition above, writer describe that class action research is a research design that is conducted by the teacher to solve class problem. This research design is conducted to improve the quality of teaching learning activity. In every teaching learning process, CAR is needed because almost all of teaching learning process are facing a problem. Using this research design, the teacher hope that he/she can improve his/her quality by implementing the innovative strategy in teaching and learning activity.

B. Subject and setting of the study

This Class Room Action Research was conducted by the reasearcher at SMA Terpadu Darur Roja' Blitar in academic year 2016/2017. The subject of this study was students in SMA Terpadu Darur Roja' especially in second grade which consist of 20 students, which has 9 male, and 11 female.

The researcher chose SMA Terpadu Darur Roja' was because the researcher is a teacher over there and had done preliminary study on that school and found a problem over there. They are the students score in speaking is low. The students still confused to express their idea in English. The students also have a difficulties in pronouncing some words, it's because the strategy that was used by the English teacher are not overcome yet the students' difficulties. The researcher also found that the students are wont to be active in discussion.

Besides, the information that was got from interview with the students in Eleventh Grade showed that most of the students are bored learning English. They are not interest in English course. In having conversation they are confuse. Most of the students are confused to express their ideas, they also confused in translating some words onto English. Some of the students also confused in arranging the utterance that they want to tell. From the information of the students above, the confusion and the boredom facing by the students are because method that is used by the teacher is monotone and too old.

From the information above, the researcher use Story Completion as the technique which hopped could improve the students speaking skill in SMA Terpadu Darur Roja'.

C. Procedure of Study

The research began with a preliminary study as problem identification. Then, continued with some stages namely planning, implementing, observing, and reflecting

1. Preliminary Observation/Reconnaissance

Preliminary observation is an important steps that has to be done. This step is used to investigate the problem faced. The researcher as the English teacher found problem that is faced by the students eleventh grade at SMA Terpadu Darur Roja' Blitar. From the observation done by the teacher, the problem that is faced in the class is about the students speaking ability.

Here, the researcher conducting the observation during teaching learning process. In the learning process, the teacher began with introduction. Its aim is to know about how far their awareness in speaking.

In the introduction, most of the students are use very basic vocabulary and expression, they also use basic structure with frequent errors. They are still afraid and shy to deliver their explanation. The result of the students speaking (introduction) is attached in appendix.

After ask the students to have an introduction, the teacher also made an interview about the students' opinion in teaching learning process, especially in speaking. The result can be seen in appendix.

For the next, the researcher distribute the questioner to verify about the teacher explanation. From the questioner, most of the students (15 students) are not like speaking English. Only 5 students are like learning English. The researcher also conducted an interview with the students second grade at SMA Terpadu Darur Roja' Biltar.

From the question that delivered by the researcher to the students about speaking, the researcher can conclude that the reason why they are do not like speaking English is about they do not know how to express idea in English. They also give explanation that they bored with the strategy and technique which used by the teacher, that was monotonous technique.

2. Planning

In this stage, the researcher made lesson plans for the first cycle and prepared the materials needed in the teaching learning process.

a. Socializing the Research Program

The research was carried out in second grade students of SMA Terpadu Darur Roja' Blitar. The researcher and the English teacher hold the meeting in SMA Terpadu Darur Roja' Blitar. In this meeting, the researcher and the English teacher discussed the technique would be used in the research and the time allocation needed in this research. The researcher also explains the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

b. Providing a Suitable Strategy

Based on information that has got from a teacher, the researcher choose an appropriate technique to help eliminating student difficulties in speaking at classroom. Here researcher using Story completion technique which is expected to overcome the students' problem in speaking. In this study, researcher use Kayi's procedure of story completion. There were some procedures to use the technique:

- 1) The students get the explanation about speaking a story completion.
- 2) The teacher divided the students into 4 groups.

- 3) The teacher gave the example to the students about completing story.
- 4) The teacher asked the students to discuss about the topic that they want to talk about.
- 5) Try to practice with their group.
- 6) The teacher control in every group.
- 7) The teacher asked the students to come forward in a group to practice their story in front of the class.
- 8) The teacher start to narrating story and stop in a half of story
- 9) The first student continuing story from the previous stopped. She/He can add two or three sentences about the idea or the conflict of the story
- 10) Continuing till the last student.
- 11) The teacher gave command and suggestion.

c. Designing a Lesson Plan

The lesson plan contains some guidance points which are used by the teachers to manage the classroom situation. In this research, the researcher made lesson plan that consist of:

- 1) The part that consist of cycle, meeting, school, subject, grade/semester, language skill, language components, genre, theme, time allocation, standard competence, basic competence.
- 2) List of indicators and learning objectives, which consists of what the students can do at lesson completion.
- 3) Learning materials.
- 4) Teaching and learning strategy, include approach, method and technique.

- 5) Teaching and learning activities that describe the sequence of event that make the lesson, including the teacher instructional and guide practice the students.
- 6) Media and sources.
- 7) The last an evaluation component, a test for mastery of the learning goal.

d. Preparing the Criteria of Success

The researcher must prepare the criteria of success because it is necessary to know how far students in teaching pronunciation and the technique were success or not. The criteria of success in this study were: first, from the score that should achieved by the students in pronunciation test. The score of the test taken from the scoring rubric which consist of five aspects, they are intelligibility, accuracy, fluency, intonation, and stress.

The score criteria that should be achieved by the students from the test at least 70 or more than 70 based on Minimum Completeness Criteria (KKM). Minimum Completeness Criteria (KKM) is the criteria that have determined according to the policy of the school itself and it should be achieved by the students. Second, the students' feeling and students' opinion in learning pronunciation after the strategy was done from the result of questionnaire. The questionnaire in order of the observation and interview's result of the students in preliminary study. In short, the criteria of success were stated as follows:

- 1) If 75% of students can get score 70 in Story Completion test.
- 2) The students are enjoyable (speaking with no hesitation and do not get inhibition) in speaking by using Story Completion technique.
- 3) The students are actively participating discussion in speaking class by using Story Completion technique.

- 4) Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

e. Scoring Rubric

In assessing the students' speaking skill, the researcher using scoring rubric that adapted from O'Malley and Lorrain (1996;84).

Table 3.1 Scoring Rubric of Story Completion Test

Criteria	Description	Points
1. Content(moral value, theme and chronological sequence)	<ul style="list-style-type: none"> Deliver the story well and in chronological sequence, the moral value is suitable to the theme taken 	86-100
	<ul style="list-style-type: none"> Deliver the story in chronological sequence, the moral value is still suitable to the theme taken 	71-85
	<ul style="list-style-type: none"> The story can be understood, the moral value is still suitable to the theme taken 	56-70
	<ul style="list-style-type: none"> The story can't be understood, the moral value is not suitable to the theme taken 	>-55
2. Accuracy(grammar, vocabularies and pronunciation)	<ul style="list-style-type: none"> Pronunciation, the use of vocabularies, and the use of grammar are well 	86-100
	<ul style="list-style-type: none"> Pronunciation, the use of vocabularies, and the use of grammar are good 	71-85
	<ul style="list-style-type: none"> Pronunciation, the use of vocabularies, and the use of grammar are fair 	56-70
	<ul style="list-style-type: none"> Pronunciation, the use of vocabularies, and the use of grammar are bad 	>-55
3. Fluency	<ul style="list-style-type: none"> Maintain a comfortable pace throughout most of the performance No long pause 	86-100
	<ul style="list-style-type: none"> Maintain a comfortable pace throughout some of the performance A few long pauses 	71-85
	<ul style="list-style-type: none"> Does not deliver the story at a comfortable pace Some long pauses 	56-70

	<ul style="list-style-type: none"> • Does not deliver the story at a comfortable pace • Many long pauses 	>-55
4. Performance (body language, communicate to the team)	<ul style="list-style-type: none"> • Effective and appropriate at using the body language • Communicates effectively, almost always responding appropriately and developing the interaction. 	86-100
	<ul style="list-style-type: none"> • Little use of body language, • Communicates effectively, often responding appropriately and developing the interaction 	71-85
	<ul style="list-style-type: none"> • Inappropriate use of body language, • Communicates acceptable although sometimes responding inappropriately or inadequately or developing little interaction 	56-70
	<ul style="list-style-type: none"> • Monotonous delivery with inappropriate use of body language, • Communicates marginally, mostly responding inappropriately or inadequately 	>-55

Table 3.2 Level of Score

Final Score	Category
86-95	Very Good
76-85	Good
66-75	Average
56-65	Poor
≥55	Very Poor

3. Implementing

In this stage, the researcher played as the teacher and worked collaboratively with the collaborator (another teacher). The collaborator played as the observer. When the researcher was applying the technique, Story Completion for teaching speaking, the collaborator observed the teaching and learning process using observation sheet which has been prepared.

The observer observed the teaching and learning process by focusing on the activities of the teacher in implementing the technique and the students as the subject. In the end of teaching learning process, the researcher and collaborator teacher discussed and analyze the teaching and learning process have done.

There were fourth meetings in the cycle 1 which covered four meetings for teaching speaking by using Story Completion narrative text and one meeting for speaking test by story completion narrative text. Here, the researcher acted as English teacher and another teacher, Mr. Muchib as observer.

The chronological activities in five meetings describe as follow:

a) Cycle 1

Meeting 1

As the starting of the teaching learning process, the researcher gave the students motivation to build up their interest to the material. The researcher asked some questions related to the topic to stimulate the students' thought and invite the students to the topic.

In the first meeting, the researcher started from asked one of the students to read one until three paragraphs before explained about the material. After she/he has done to read, the researcher introduced the topic. The researcher introducing about the material, then gave explanation. After that, the researcher gave the illustration of practicing story completion and then invited some students to practice it as the model. The text used in first meeting got from their text book.

Before the researcher left the class, the researcher guided the students to draw conclusion and asked the students' difficulties or gave comments on the discussion process.

Meeting 2

In the second meeting, the researcher reminded again about the material studied in the first meeting. After that, the researcher asked to the students to make a group. Each group consists of 5 students. Here, the researcher gave a text which half of the story were blanked for each group. The each of the students' group were asked to discuss and made brain storming about the complication until the end of the story. In second meeting, the researcher still used same of the text in first meeting. Then, the researcher asked the representative of group to practice story completion as the result of discussion. After all of the representative delivered their group result, the researcher invited the students to review the students' difficulties in delivering the story using story completion and repeated the explanation about the material last meeting.

In the main activity, the researcher gave the model how to arrange story by our own prior knowledge and gave a little example. After that, the researcher invites one of the group students to practice story completion as a model in front of the class. Besides, the researcher also reminded to the students to give note or sign in a text for their easier understanding.

Before the researcher left the class, the researcher guided the students to draw conclusion and asked the students' difficulties or gave comments on the discussion process.

Meeting 3

In the third meeting, the researcher reminded again about the material studied in the second meeting. After that, the researcher asked to the students to discuss in group again. The researcher gave a text which half of the story were blanked for each group. In third meeting, the researcher used text from thr books which same title with the sechond meeting. Then, the researcher explains the rules of practicing the story completion and asked each group to

discuss and made brain storming of story. After a few, every group took lotteries of performance-turn and the entire group delivered their group result.

In the last main activity, the researcher invited the students to review the students' difficulties of speaking practice using story completion and repeated the explanation about the material last meeting.

Before the researcher left the class, the researcher reminded the students to make brain storming of the story at home. Because in next meeting, they will be have a practice.

Meeting 4

In the fourth meeting, the researcher reminded again about the material studied in the last meeting. After that, the researcher asked to the students to discuss in group again. The researcher gave a text which half of the story were blanked for each group. In third meeting, the researcher used another narrative text with different title from the second meeting. Then, the researcher explains the rules of practicing the story completion and asked each group to discuss and made brain storming of story. After a few, every group took lotteries of performance-turn and the entire group delivered their group's result.

In the last main activity, the researcher invited the students to review the students' difficulties of speaking practice using story completion and repeated the explanation about the material last meeting. Besides, the researcher also gave example of making brain storming using our prior knowledge of the story to make easier completing story practice.

Before the researcher left the class, the researcher reminded the students to make brain storming of another story at home. Because in the next meeting, they will be have a test.

Meeting 5

In the fifth meeting, the researcher held post test of the cycle 1. The students were asking to prepare for the test. The researcher gave the text which blanked in the half of the end of the story for the each group. The researcher gave seferal time to the entire group to discuss about the continued of the story.

After few minutes, the researcher ask representative of each group to took a loteries for the perfoming turn. One by one the group perfoming their story till the end. The colaborative teacher and also the researcher gave score using scoring rubric prepared during the students' performance.

After finishing the performance, the researcher gave feedback related how the story completion was running for the entire group.

After the first cycle has done, the research continue to the next cycle.

b) Cycle 2

In cycle 2, there were fifth meetings done which covered four meetings for teaching speaking by using Story Completion using narrative text and one meeting for speaking test by Story Completion by using narrative text. The cycle 2 was done on Saturday, 25th March 2016. The action was implemented based on the lesson plan revised by the researcher shared with the English teacher. The chronological activities in cycle 2 described as follow:

Meeting 1

The meeting was conducted in March 20th 2017. Before started the class, the researcher asked the students to sit based on their previous group and also told the goal of the study. The researcher distributed the copied material from power point prepared to each student.

After that, the researcher gave a picture of some characters in the story, include the situation can describe the story. The pictures is used to help them maintain the cronological story. After the students got their picture, the researcher used power point prepared to start the story.

In this stage, all of the group would discuss and arrange same story. The story is about Cinderella. Then the students discuss in a group about that. When the students were discussing the picture with their group, the researcher monitored them. Many students asked questions related to difficult words and how to pronounce. Some of them also used their dictionary.

Before close the lesson, the researcher is always asking the students' difficulties about the material. The last, the researcher guide the students to draw conclusion.

Meeting 2

The meeting was conducted in Marh 21st 2017. In the second meeting, the students were prepared their performance. After the opening, they sat in their own group to continue the discussion.

In this stage, the researcher monitore them and answer some question from some students about how to pronounce some word and aranging some words to be a sentence.

The researcher ask one group as the representative to present their discussion's result. They perform by using the picture they got before. After the performance, the researcher gave comment and corection about some pronounciation.

Before close the lesson, the researcher is always reminding the students to ask if they find difficulties about the material. The last, the researcher guide the students to draw conclusion. In this meeting all of group can finished their discussion.

Meeting 3

The third meeting, is the meeting when all of the group would present their discussion result. For each group should take a lottery to perform.

After all got their lot, the researcher gave them several time for a preparation. While the following groups were performing their discussion result, the researcher took a note of their performance.

After all the group were done, the researcher gave the comments about their performance from notes taken. In the last of lesson, the researcher guide to draw a conclusion of the meeting and reminded that next meeting would practice once again before posttest.

Meeting 4

In the fourth meeting, all of the student's groups gave a pictures again. In this stage, the picture given is about "ducks and the turtle". The story they performed is the different story with the story which is performing the in the third meeting. Although they performing the different story, but they still get the pictures to help them arranging the story.

In this stage, the student's groups just have a several time for about 50 minutes to finish their discussion. After time is up, again the following group took a lottery for perform. While each group perform, the researcher took a note of them.

In the last lesson, the researcher and the students draw a conclusion and reminded the students to study at home because next meeting would be have a test. In this meeting all of the groups were finish and perform their story.

Meeting 5

In the fourth meeting, the researcher held the test as post-test in the end of cycle 2. It was different with the test in cycle 1. In cycle 2, assessment would be done by the teacher or

observer, the researcher, and the students who were not perform. Before starting the performance, the researcher distribute group assessment sheet which has been prepared to be filled by the others group about the other group performance.

While presenting Story Completion, the other groups wrote their comments toward the presenters' performance. In the end of every performance, the presenters opened question section. Many students raised their hand to ask questions, although they sometimes mixed the language. Before closing the class, the researcher gave some feedback toward the students' Story Completion performance and gave greeting then.

4. Observing

Observation is a step for collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In this study, the researcher is going to collect the data that is represent the achievement of the criteria of success. The data to be collected are indicators of the result of the implementation of the technique used

Observation is the aim of collecting data as it is viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. When the observation takes place, the observer collected the data of teaching and learning process that includes the teacher's (researcher) activity, students' activity, students' interaction with teacher, students' interaction with other students, and students' interaction with the material.

Observing was done during teaching and learning process. This stage was conducted to know the effect of the applied strategy toward the predetermined criteria of success. In collecting data, the researcher used some instrument for collecting the data that are: Test,

Observation Sheet, and Questionnaire. However, the main instrument was Test. Meanwhile, Observation Sheet and Questionnaire just complete the instrument.

a. Test

Related with the test, Brown (2006) in Isnawati (2014: 3) sees a test as an instrument or procedure designed to elicit performance from the learners with the purpose of measuring their attainment of specified criteria. Test always occur at identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their response are being measured and evaluated. So, test is a tool or way used to measure the students' achievement.

From a test, the researcher will get quantitative score which can be analyzed. Here, the researcher gives three test to the students. First, test to know how the students' achievements in the speaking before taught by using completing story. Second, test is aimed to know the students' achievements in the speaking after taught by using completing story in cycle 1. The third, test to know how the progress students' achievements in the speaking after taught by using completing in cycle 2 was implemented.

The detail of scores' criteria of speaking test have explained in scoring rubric section above. It used the researcher to account the students' score by formula below:

$$X = \frac{\Sigma S}{S_{\max.}} \times 100$$

Notes:

X = The students' score

ΣS = The total of students' point

$S_{\max.}$ = The maximum of students' score (20)

After calculated the students' score in cycle 1, the researcher also analyzed the students' percentage who passed the test by calculating with the formula below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (35)

From the result of formula above, the researcher knows how many the students' percentage who achieved the Minimum Completeness Criteria (KKM). Besides, it was also determined the technique in cycle 1 stopped or continued.

In this research, the test was done on March 18th 2016 in the last meeting of cycle 1.

b. Questionnaire

Questionnaire are any written questions which have purpose to get information from respondents. The researcher used questionnaire in order to obtain the students' development during teaching and learning by observing how their response feeling and students' opinion related to the speaking learning by Completing Story. The researcher made closed with 2 option; "Yes" and "No". The detail of questionnaire form in each cycle, can be seen in appendix 4 and 5. The questionnaire result showed by percentage used the formula below:

$$P = \frac{F1}{N} \times 100\%$$

Notes:

P = Percentage of students' questionnaire for each item

F1 = The number of students' response

N = The total of students (35)

The criteria of students' response based on the result formula above can be categorized in the following table:

Table 3.3 Categorize of Students' Response

Final Score	Category
90-100	Very Good
80-89	Good
70-79	Average
60-69	Poor

5. Reflecting

At this stage, the activity was focused on the effort to analyze. The researcher analyzed observation to know the effect of applying completing story in teaching speaking at class. The analyzing result was used to know whether the first cycle success or not in achieving the criteria of success. If the criteria of success could not be achieved by the first cycle, the researcher must continue to the second cycle. Through this stage the researcher could find out whether there were new problems appear during the learning process. Besides, the researcher could make a decision whether continued to the next cycle or stop it.