

CHAPTER III

RESEARCH METHOD

This chapter deals with the research method applied in this research. Research method is a set of procedures or methods used to conduct the research. This chapter presents the research design, area determination method, respondent determination method, data collection method and data analysis method.

3.1 Research Design

This research applied Classroom Action research adopted from Kemmis and Taggart. According to Kemmis and Taggart (1988: 15), classroom action research is conducted in a cyclic form involving planning, implementing, observing and reflecting. In this action research, the teacher became the participant observer. In this case, the researcher became the designer, observer, as well as the rater of the implementation of the classroom action research and helped by a collaborator as the assistant and the rater whose duty was to make judgment of the test reliability in each cycle.

This research will conduct in four steps covering planning, implementing, observing and reflecting. In the planning phase, the researcher plans the cycles of the action including the approach or strategy, method and media to be implemented in the next phase (implementing). The observation will do by the researcher during the action. Reflecting aimed to evaluate the action and will do by the researcher and the collaborator.

This classroom action research will conduct considering that this research could be done in the researcher's own class following the four steps (planning, implementing, observing and reflecting) to improve the students' achievement.

Before taking the action, the researcher initializes this research by conducting preliminary study.

3.2 Setting and Subject of the research

It is important for researcher to decide where he will conduct the research in order to make the research manageable. The researcher needs to consider if he can manage the research in the area. Referring to this reason, the researcher determines the research area using MTs Negeri 6 Tulungagung, as the area of the research. It is located on Jl. Dahlia Karangrejo Tulungagung As one of the English teacher in this school, the researcher tries to solve the problems faced by the English teachers in this school in teaching English, especially in improving the students' speaking skill. It is expected that the result of this research may give contribution to the institution for developing teaching and learning strategy.

The subjects of this research are the seventh grade students of 2018/2019 Academic year at MTs Negeri 6 Tulungagung.

3.3 Procedures of the Research

Before doing the research, a set of activities will do in the preliminary study. In this step the activity includes initial reflection such as identification of the problem in the class and determining the method that may work. In this case, the researcher administered speaking assessment to the students to know their speaking achievement. After doing preliminary study, the researcher make a

planning of what will do such as preparing the material, making lesson plan, how the action will be implemented, and how to observe the action and to reflect the result of the action. The researcher will make a discussion with the headmaster about research strategy planning. Secondly, the researcher will decide and arrange the action that was the objective and the lesson plan.

In order to achieve the goal of this research, the action covers repeated cycles, in which each cycle covered four stages of activities. They were as follows:

1. The preparation of the action
2. The implementation of the action
3. Class observation
4. Reflection of the action

(Tim Pelatih Penelitian Tindakan, 2000: 11)

3.3.1 Preliminary Study

In the Preliminary study, I identify the problem in my classroom by giving pre-test to my students. This pre-test will administer in the seventh grade class in MTs Negeri 6 Tulungagung. As the pre-test, I tried to make question and answer orally with my students. Only 4 of 30 students could respond to my questions spontaneously. To these students, based on my scoring rubric, I scored them by 75. The rest of the students had to work hard to make the answer. I score 60 for 19 students, 40 for 4 students and 0 for 3 students (because these students did not give any responses at all). The evidence informed that the students' speaking achievement was very low.

Based on the problem, she initialized reflection to determine the method which suit to apply in my speaking classroom.

3.3.2 Planning the Action

The planning of the action was done before the action conduct in this research. Planning activities include the plan strategy, making lesson plan, preparing lesson material for role play and preparing observation lists that was used to observe the process of teaching and learning and the criteria of success.

3.3.2.1 Planning the Strategy

In this classroom action research, the preparation of the action was activities do by the researcher before the implementation of the action. They are as follows:

- a. Choosing the themes and sub themes that teach in the 2018/2019 academic year.
- b. Selecting the materials that use in teaching speaking taken from students' textbook and the internet. They chosen based on the themes and sub themes chosen from the curriculum used.
- c. Writing the lesson plans for the actions in the first cycle.
- d. Preparing students' worksheet dealing with speaking exercises by using Role Play.
- e. Preparing the guide of observation in the form of checklist containing the indicators observed.
- f. Constructing the speaking test by using mapped dialog .

This research focused on the improvement of the students' speaking ability through role play following the instructional design which adapt from learning objectives. The scenario of teaching and learning divided into three stages; building knowledge of the field, modeling of text, and join construction. Firstly, the teacher motivate the students to participate actively in the learning process by giving brainstorming activity, deciding the setting of the role play such as explaining the students what role they will act. In practicing the role play, the students use cards. In each role play, the students will be divided into pairs and each pair has cards that contained the dialogue so that every student have role. The researcher also make preparation for the role play and explains to the students the goal and rule in the role play. Besides, the researcher gave samples or models of expressions used in the role play including how to pronounce and to use it. This aimed to draw the students' confidence in practicing the role play using such expressions. Repetition will do both individually and in group while pair practice only do for two lines dialogue. In each role play may include language functions such as greeting, expressing gratitude, introducing oneself, and introducing someone to another. However, in join construction stage, the students might expand their speaking. This way, the students was provided with variety of language expressions used in daily social context thus the role play may not be monotonous.

3.3.2.2 Preparing Lesson Material

The material includes language function such as greeting, expressing gratitude, introducing oneself, and introducing someone to another. Before

practicing role play, the teacher explained each language function and arranged activities in the class. The teacher also prepared the cards that will used in teaching the material.

3.3.2.3 Preparing Instructional Media

The media that used in this research is card. The teacher distributed the card to students. The cards contain the situation of the role play. The students created the dialogue based on the situation on the cards. One set of cards contain 10 situations. The students share the cards in several groups and make the dialogue based on the situation given in the card.

Beside the cards, teacher also prepared worksheets that contain the dialogue. There are two sets of worksheets that used for the first meeting . Before the students are given the card, the teacher gave the worksheet where the students get the dialogue and practiced it. The teacher then discusses the expression used in the dialogue with the students.

3.3.2.4 Preparing the Criteria of Success

The researcher decided the criteria of success based on the learning objectives. These criteria are designed as the measurement whether the implementations of role play using card in the dialogue succeeded or not. It is used to judge whether the action must be continued or not. The criteria of success are depended on the students' speaking score and the positive symptoms recorded during the activities in the class using observation checklist. These criteria are based on the preliminary study and the school regulation. The action is considered

successful when the students get the minimum standard score which is determined to be 75.

The criteria of success are also based on the result of observation which records the students' activities in the class.

3.3.2.5 Preparing Observation List

The observation list is in the form of check list. It means that the researcher uses controlled observation as the method of observing the students' behavior. It explains that the observation is based on determined or planned guide of observation. By using check list, it will be easier for the teacher to observe while she is teaching without making the students inconvenient during the activities. The students' behavior that will be recorded includes their readiness, mood, enthusiasm, involvement in the group discussion, and their interaction with the teacher.

3.3.3 Implementing

The action will take three meetings for each cycle. The first meeting will be the preparation to practice role play and the second meeting will be the real practice of role play. In the first meeting, teacher gives feedback in the aspects of speaking such as the pronunciation, grammar and vocabulary and also explains that the students do not need to rely on the text heavily, they can make improvisation in the role play. It included teaching and learning process and the procedures.

3.3.3.1 Meeting 1

The process started by the teacher's greeting the students. Then the teacher was sharing the idea with the class by asking the students the questions related to the theme. Then the teacher distributed the dialogue as an example and reads the dialogue together with the students. Then, the teacher discussed the dialogue with the students (how to give greeting, responding, etc). The teacher set the scene of the role play followed by repetition drill for pronunciation and intonation: chorus – group – individual. Paired practice of two line dialogue was practiced. Teacher distributes copies of work sheets and the students read the dialogue. Next, the teacher says that the students are going to practice the dialogue (teacher – student dialogue and student – student dialogue). In the practice stage, the teacher tells one student to practice role play based on the cards provided. After that, The teacher divided the students into groups and gave preparation instructions. Each group consists of three students

3.3.3.2 Meeting 2

Before practicing the role play in meeting two, the teacher list the topics proposed by the students. Then, the teacher divides the class into groups based on the topic interest. For example, three students are interested to practice role play on a conversation at school etc will be working as one group. Next they are assigned to predict the conversation that may occur (the students brainstorming). After that, a group of the students present the dialogue. Finally, the teacher give feedback that actually, in real communication the dialogue takes place in a school in Indonesia is just similar to the dialogue takes place in America or Britain. Therefore, the meaning of the conversation is predictable. Since the dialogue is

predictable, the students are encourage to internalize the dialogue as if they were experiencing it in real situation.

3.3.3.3 Meeting 3

In this meeting, the students are trained to use role play in speaking English. This meeting is the continuation in Meeting 2. The technique that is used is the same with meeting two. The students are put into groups to practice the conversation. Then, they present the dialogue in front of the class. Finally, the teacher gives the feedback.

Table 3.3 the implementation of Role play

| No | Stage | Activities |
|----|--------------|--|
| 1 | Presentation | <ul style="list-style-type: none"> • The teacher greets the students • The teacher set the scene • Repetition drill for pronunciation and intonation: chorus-group-individual • Paired practice of two lines dialogue • The teacher distribute copies of worksheet sheets • The students read the dialogue |
| 2 | Practice | <ul style="list-style-type: none"> • The teacher tells the students that they are going to practice the dialogue • Practicing teacher-students dialogue • Practicing students-students dialogue |

| | | |
|---|------------|--|
| 3 | Production | <ul style="list-style-type: none"> • The teacher asks one of the students to practice role play based on the role • The teacher divides the students into several groups • The teacher gives preparation instruction • The teacher gives each student a card consisting the instruction of his/her role • The students practice the role based on the card • The students present the dialogue in front of the class |
|---|------------|--|

In this research, the implementation of role play is conducted during the teaching-learning process in the seventh grade student in the first semester of academic year 2018/2019.

3.3.4 Observing

Observation is to record the symptom of the subject investigated during and after the process of learning and teaching such as the student activity by using observation checklist. The activities observed includes the students' behavior when the teacher opens the lesson (they are ready or not), the students' attention when the class begins, the students' difficulty to pronounce expression correctly, the students' courage to practice speaking, question they ask, note they make and their mood to practice role play.

At the end of the action, the students will be given speaking test. The test will be performed in a group and include three or four language functions. Each group will get four or five cards with instructions.

3.3.4.1 Observation Check List

The observation checklist of this research is formulated based on the curriculum of English subject for Junior High School students. From this checklist, the students' participation of the class could be seen. The points of the checklist show some points that are important in speaking skill. They include the students' mood in attending the course, whether the students are active and make important notes, whether the students practice role play enthusiastically, whether the students are active in asking questions or guidance, whether the students are actively involved in group discussion. From these lists, the observation is done to support the main data.

3.3.4.2 Field Note

The field note which are used in this research are syllabus used by the English teacher and the process based evaluation record of the speaking skill (English score of students' English ability was taken in the preliminary study).

3.3.4.3 Speaking Assessment

In this study, speaking test is the main method used to get the main data about the seventh grades students' speaking ability. Dealing with the test, Hughes (1996: 9) says that there are four kinds of test. They are proficiency test, achievement test, diagnostic test and placement test. Hughes (1996: 9-14) also confirms that achievement test is directly related to language courses, the purpose

is to established how successful individual students, group of students, or the courses themselves have been in achieving the teaching objectives. Furthermore he adds that achievement test is divided into two, they are; final achievement test and progress achievement test. In this research, progress achievement test was used, because it measured the progress that students made after they were taught speaking in two cycles by the researcher using role play

Dealing with the test construction, Hughes (1996: 22-26) mentions two criteria to construct a good test; they are validity and reliability. In this research, the test materials are constructed based on English Competency base Curriculum, 2013 for Junior High School, instructional objectives in the syllabus used by the English teacher and are also consulted with other English teacher before the test are given to the respondent. The items to be tested cover fluency, pronunciation, vocabulary and structure. This is in line with what Hughes (1996: 42) notes that the test is said to be valid if it measure the students' speaking ability through role play covering their fluency, accuracy (including pronunciation, vocabulary, and structure), so it would be considered valid test.

Besides, the test should also give result that relatively consistent or almost similar whoever the testee/s and the tester/s are, as what Nurgiyantoro (2001: 118) notes as "consistent or reliable." Valid test is mostly reliable. As Hughes (1996: 42) says that "to be valid, attest must provide consistently accurate measurements. It must therefore be reliable."

In this research, speaking test is given once in each cycle. It is given after the implementation of the actions in each cycle. If the result of the speaking test in

the first cycle had not achieved the research objective yet, the actions would be continued in the second cycle. If the result of the speaking test had achieved the research objective, the actions were stopped. It means the research objective had been achieved.

The test form used in this research was spoken form using mapped dialogues and role interaction through role play technique. The teacher distributes incomplete dialogues to the students, and asks them to complete it based on their own ideas related to the theme given. Then, each student act out with his partner. The aspects of scoring the students' speaking test are based on the MGMP Bahasa Inggris MTs in Tulungagung.

Table 3.1 the Aspects of Evaluation

| Student | ASPECTS OF EVALUATION | | | | | | | | | | | | | | | | Score | Total Score |
|---------|-----------------------|---|---|---|---------------|---|---|---|----------------|---|---|---|----------|---|---|---|-------------------------------------|-------------|
| | Fluency | | | | Pronunciation | | | | Vocabular y | | | | Stucture | | | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | |
| 1 | | | v | | | | v | | | | v | | | | v | | $\frac{12}{16} \times 100\% = 75\%$ | 75% |
| 2 | | | | | | | | | | | | | | | | | | |

Notes:

1: Poor

2: Fair

3: Good

4: Excellent

Obtained Score

Score: _____ X 100 %

Maximum Score

The indicators of speaking performance are as follows:

I. Fluency

4. *Lancar seperti penutur asli*
3. *Kelancaran tampak sedikit terganggu oleh masalah bahasa*
2. *kelancaran agak banyak terganggu oleh masalah bahasa*
1. *Sering ragu-ragu dan terhenti karena keterbatasan bahasa*

II. Pronunciation

4. *Mudah dipahami dan memiliki aksen penutur asli*
3. *Mudah dipahami meskipun dengan aksen tertentu*
2. *Ada masalah pengucapan yang membuat pendengar harus berkonsentrasi penuh dengan kadang-kadang ada kesalahpahaman*
1. *Sulit dipahami karena ada masalah pengucapan, sering dimintamengulang bahkan salah sama sekali*

III. Vocabulary

4. *Menggunakan kosakata dan ungkapan seperti penutur asli*
3. *Kadang-kadang menggunakan kosakata yang tidak tepat dan harus menjelaskan gagasan karena kosakata tidak memadai*
2. *Sering menggunakan kosakata yang tidak tepat, percakapan menjadi ambigu.*
1. *Menggunakan kosakata yang salah dan terbatas sehingga sulit dipahami*

IV. Structure

4. *Tidak ada atau sedikit kesalahan dalam tata bahasa*
3. *Kadang-kadang membuat kesalahan tata bahasa yang mempengaruhi makna*
2. *Sering membuat kesalahan tata bahasa yang mempengaruhi makna*
1. *Banyak kesalahan tata bahasa sehingga sulit dipahami*

(Adopted from MGMP Bahasa Inggris MTs in Tulungagung)

The explanation of evaluating students' speaking performance are as follows; each student is given task that he has to speak and acts out with his friend (in pairs) for about five minutes. While they perform it, the teacher evaluate it based on the above aspects of evaluation. Each of aspects of evaluation has range score from 1-4. To find the score, each student has score from each aspect and then they are added (obtained score). Next the obtained score is divided with maximum score and was multiplied by 100%. Finally, the total score is found in the form of percentage.

3.3.5 Reflection

Reflection is conducted to know the results of the actions that collected from speaking test . In this step, the researcher makes a reflection by analyzing the test result, observation, and interview. The research findings inform the teaching decision. If the new strategy increased students learning, it would not be necessary to do cycle II. However, if cycle I does not inform the criteria achievement, cycle II deserved to do.

To know the average score of the students' speaking ability achievement, the data in the form of the students' percentage scores of speaking test through role play are analyzed by using descriptive statistics. The formula to analyze the students' result of speaking test is as follows:

$$M = \frac{\Sigma\chi}{N}$$

M = The mean score

$\Sigma\chi$ = The total score of the students' speaking test

N = the number of students

(Adapted from Hadi, 1989: 37)

The data taken from interview and documentation are presented and analyzed descriptively to support the main data

The achievement criteria can considered as successful when it shows that the students and the teacher's activities go well. The judgment is guided by the observation list. The students' score is 75 in average and 60% of the students get >75. 75 is determined to be the standard score of speaking achievement in MTs Negeri 6 Tulungagung.