

CHAPTER III

RESEARCH METHOD

This chapter consists of seven sections namely research design, research setting and participants, research procedures, research instruments, data collection technique, data analysis technique, and research validity and reliability. The discussion of each part is presented below.

3.1 Research Design

The design of this study is classroom action research. It is categorized as action research since the study relates to the matter of problem solving and the main purpose is to improve students' learning motivation, students' speaking ability. Furthermore, this research study occurs through a dynamic process which is flexible to the changes with the condition of the field. In this study, the researcher involved four phases in each cycle which are essential as proposed by Kemmis and Mc Taggart (1988) in Burns (1999). Those phases are planning, action and observation, and reflection. The plan was arranged by the researcher with the collaborator to solve the problems in speaking comprehension of MTsN 6 Tulungagung. The plan was more effective and provided greater flexibility of unpredictable situation in the field and obstacles that were not seen before. Then, the researcher implemented the plan to the process of teaching speaking comprehension in class VIII A. By using triangulation technique, the researcher and the collaborator observed the effects of the critically informed action in the context in which it occurred.

After the observations were done, there was reflection on these effects to overcome the weaknesses as the basis for further planning. The researcher did these kinds of phases until the treatment can be granted as effective. The concept of action research is set out by Kemmis and McTaggart (1988) in Burns (1999) in the Figure 1 as follow.

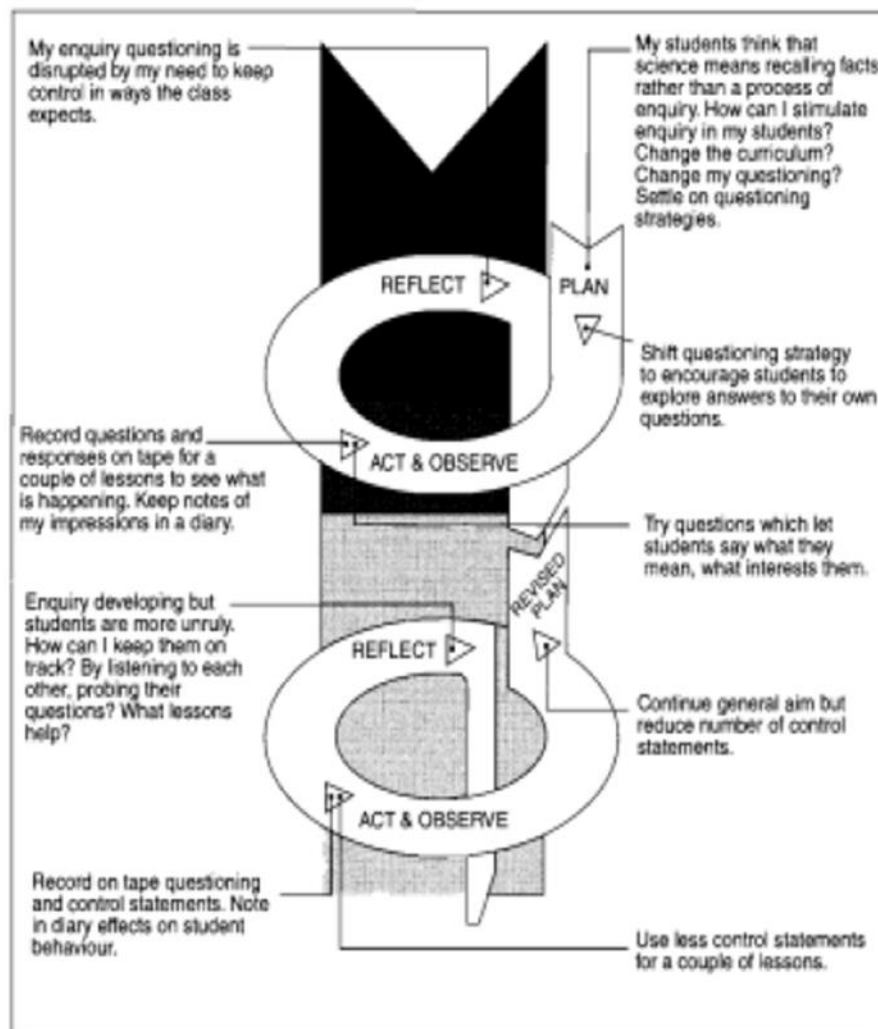


Figure 1. Action Research Cycles (adapted from Kemmis and McTaggart (1988) in Burns (1999))

3.2 Research Setting and Participants

This research study was conducted at MTsN 6 Tulungagung, which is located in Jalan Raya Dahlia Karangrejo, Tulungagung. There are some facilities at MTsN 6 Tulungagung that support teaching-learning process. The number of the classroom is not huge because the students at this class are the excellent class, it can be seen on the average of their score in the first semester, it was 81, 294. The size of each classroom is medium and adequate, used by 34 students. In this classroom has been provided with a LCD, and a white board but there is not language laboratory. The students in this school are forbidden to bring hand phone.

The participants of this study were 34 students of VIII A. The students of this class had good basic of English especially in writing, it can be seen in the score of first semester. However, they seemed to be reluctant in speaking class so that ability in speaking was far from satisfactory. This opinion then supported the result of the observation and interview conducted by the researcher that the students were getting confused and uninterested in the speaking session. This session, indeed, was necessary to help with this research study.

The study conducted for about two months starting from March, to April 2019. The researcher applied some cycles consisting of the step of reconnaissance, identifying, planning, pre-testing, implementing, reflecting, and post-testing. In this research, CAR was used as a method for the

treatment to improve the students' motivation and their speaking ability in the class of VIII A of MTsN 6 Tulungagung.

3.3. Research Procedure

In this classroom action research, the cycles depended on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students in speaking ability. Teaching speaking through media picture based on lesson plan and after that the researcher administered the test of speaking. Then, she analyzed and discussed the result both speaking test and observation. Furthermore, if the results have required the indicator of the research, she stopped at the first cycle only, but if the results have not reached the indicators of the research yet, she would conduct the next cycle. It focused on the weaknesses of the previous cycle and so on. The cycle will be stopped if it meets the criteria of success.

3.3.1 Preliminary Study

The preliminary study was conducted to get information about the real condition of the students during teaching and learning process. By interviewing the students, the researcher found many problems in speaking skill (See Appendix 1: Teachers' Interview Guide in Preliminary Study, page : 67). In this study, the researcher found that many students got difficulties in speaking English. They were afraid of making mistake and also shy to speak up.

The research was conducted on March 25th, 2019 until May 4th, 2019. The researcher did the preliminary study in March 16th, 2019. The researcher gave the students test of speaking in introduction themselves. The type of test is how to introduce themselves. This test was to measure how well the students speaking skill. Thirty four students joined this test.

By giving speaking test, the researcher found the students' speaking skill was quite poor. Based on the students' preliminary speaking test, the researcher found that among 34 students who joined the speaking test, only 11 students could get score 75 or more. The others got score less than 75.

Table 4.1.1 Table result of Pre Test

NO	NAME	SCORE	CRITERIA
1	ALA	50	UNSUCCESSFUL
2	AFB	60	UNSUCCESSFUL
3	ANM	50	UNSUCCESSFUL
4	ACDK	75	SUCCESSFUL
5	BNA	75	SUCCESSFUL
6	DDA	65	UNSUCCESSFUL
7	DLK	75	SUCCESSFUL
8	DNF	50	UNSUCCESSFUL
9	DNC	40	UNSUCCESSFUL
10	FIM	65	UNSUCCESSFUL
11	FA	35	UNSUCCESSFUL
12	FAT	75	SUCCESSFUL
13	FRC	65	UNSUCCESSFUL
14	IR	75	SUCCESSFUL

15	IA	75	SUCCESSFUL
16	IF	40	UNSUCCESSFUL
17	KNR	65	UNSUCCESSFUL
18	LEP	75	SUCCESSFUL
19	LEW	50	UNSUCCESSFUL
20	MNA	55	UNSUCCESSFUL
21	MFMC	75	SUCCESSFUL
22	MAR	40	UNSUCCESSFUL
23	MWNM	55	UNSUCCESSFUL
24	MNNH	60	UNSUCCESSFUL
25	NAS	75	SUCCESSFUL
26	PDPA	70	UNSUCCESSFUL
27	REP	40	UNSUCCESSFUL
28	RQA	65	UNSUCCESSFUL
29	SB	75	SUCCESSFUL
30	SO	50	UNSUCCESSFUL
31	SUK	60	UNSUCCESSFUL
32	SR	75	SUCCESSFUL
33	SF	50	UNSUCCESSFUL
34	ZA	65	UNSUCCESSFUL

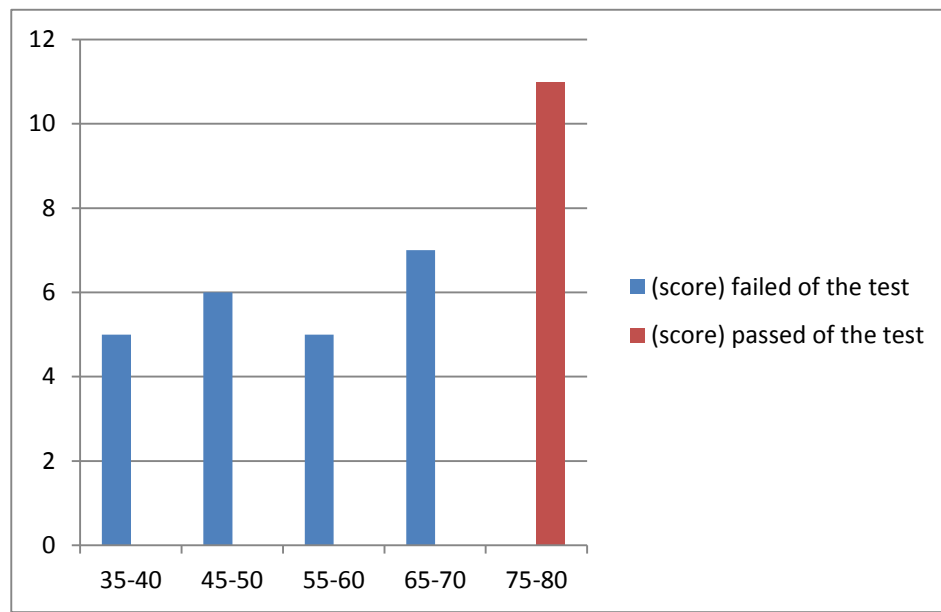
The percentage of success is :

$$\frac{11}{34} \times 100 \% = 32.3\%$$

From the formula, it is found that the students who passed the preliminary test were 32.3% (8 students) and 66.5% (26 students) were failed. The criteria of success that had been determined is 75%. It means that this

result could not achieve the criteria of success. The data of preliminary test was shown in form of graphic below:

Graphic 4.1 The students' score in Preliminary Test



3.3.2. Action Research of Cycle 1

The data taken in first cycle was carried out from procedure of classroom action research in covering planning, action, observing and reflecting. The procedure of the research is described as follow.

3.3.2.1. Planning

After analyzing the result in preliminary study, the researcher designed the lesson plan (See Appendix 2 Lesson Plan Cycle 1 Meeting 1). It is hoped that the implementation of the TPS (Think-Pair-Share) runs successfully. The lesson plan was arranged and developed based on the second semester program. Besides that, the researcher need to prepare

media, instruments of speaking test and get information of criteria of success. There were 34 students joined the class and all of them did same speaking test.

In this stage, the researcher planned what action would be done in using and applying Think Pair Share (TPS) technique and cards as a media in teaching speaking. The activities in the planning were presented as below:

- 1) Selecting the materials based on syllabus.

Syllabus was the hand book for all of the teachers before arranging the lesson plan.

- 2) Preparing materials, arranging lesson plan and designing the steps in doing the action.

In cycle 1, the material was Short Message and Announcement. The researcher and the observer arranged lesson plan in order to guide the teaching learning in the class.

- 3) Preparing list of students' name and scoring.
- 4) Preparing teaching aids.

For this cycle the researcher used card as media to teach Short Message and Announcement. The card is about a situation where the students had to arrange a message or announcement.

- 5) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).

The preparation was designed in order to gain the purpose of teaching learning process. Students are supposed to improve their speaking skill by the materials given.

3.3.2.2. Acting

In this part the researcher presented the description during the research in each meeting of cycle 1. Cycle 1 was covered in two meeting, named first meeting and second meeting. The first meeting was used to implement the Think Pair Share technique. The second meeting was used to conduct test of cycle 1.

The first meeting was done on March 29th, 2019 at 07.00 am until 08.20 am. This meeting was conducted to implement the TPS technique. In pre activity of teaching and learning process the researcher began the class with greeting and checking the students' attendance list. In main activity the researcher began with explain about the steps of TPS. Then, the researcher explains about the material it was short message. The teacher explains about the definition of short message, the purpose, and the generic structure of short message. Then the teacher explained more detail in two languages, English and Indonesian in order to make the students understood about the material. After explained it, the teachers continued to explain about Think Pair Share (TPS) Technique to the students. After the students get the point with teachers' explanation about Think Pair Share (TPS) Technique, the teacher asked the students to make a pair. But,

before applied it to the students, the teacher explained first about the definition and the procedure of Think Pair Share (TPS) Technique.

Next, the teacher explained the procedure of Think Pair Share (TPS) strategy, the teacher gives some cards to the students. The card was about the situation or a problem in daily activities. The students to arrange a message based on the situation given, this step called **think**. The purpose of this step is to solve the problem or question given by their selves. They had to find out a good form in short message based on the teacher explanation. They tried to arrange a short message based on the card given. Then the next step was **pair**. The students discussed with their pair who got different or same card. Each pair discussed about the card with their partner about their work to get a good solution and shared their idea with their partner in pair. In this stage, they corrected each other to get better result in arranging a short message. After that, the students shared their discussion result with their partner in front of the class based on the card that was given by the teacher. That was the last step, **share**. The teacher analyzes the students' speaking skill trough the students' presentation describe the card with their partner in pair, then the teacher conclude the material.

On April,2nd, the researcher and observer entered the class. The researcher informed to the students that she would give a post-test. The teacher remained about the task in the first meeting based on the pictures to the students. The researcher gave the time to the students to describe the

picture in pair before sharing to the class. And finally they presented their result of discussion in front of the class. After the students finished the post-test, before closing the class, the researcher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of TPS strategy and also informed the next material is about Notice/Warning and Caution. Then close the meeting by praying together.

3.3.2.3. Observing

This stage was conducted by the collaborator during the time of acting stage. The collaborator used observation sheet to observe the students' activities and the researchers' action during teaching and learning process. The researcher wrote the field notes (See Appendix 5) to record all of activities in the classroom after finishing the class because the researcher could not take notes during the teaching and learning process. The result of the observation at the first and second meeting showed that the researcher did all the activities.

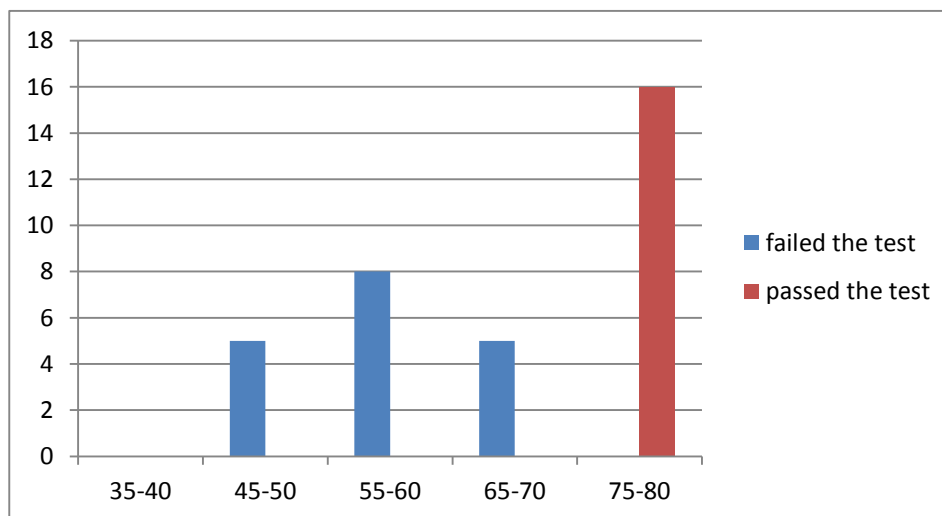
The speaking test of cycle 1, was done at the second meeting on April 13th, 2019. The result between preliminary test and test cycle 1 was different. In the test of cycle 1, some students got better grade than in the preliminary test. The students score in reading comprehension test of cycle 1 was shown in table below:

Table 4.1.2 Table result of Post Test 1

NO	NAME	SCORE	CRITERIA
1	ALA	55	UNSUCCESSFUL
2	AFB	65	UNSUCCESSFUL
3	ANM	60	UNSUCCESSFUL
4	ACDK	75	SUCCESSFUL
5	BNA	75	SUCCESSFUL
6	DDA	75	SUCCESSFUL
7	DLK	75	SUCCESSFUL
8	DNF	60	UNSUCCESSFUL
9	DNC	45	UNSUCCESSFUL
10	FIM	70	UNSUCCESSFUL
11	FA	45	UNSUCCESSFUL
12	FAT	80	SUCCESSFUL
13	FRC	75	SUCCESSFUL
14	IR	80	SUCCESSFUL
15	IA	75	SUCCESSFUL
16	IF	50	UNSUCCESSFUL
17	KNR	75	SUCCESSFUL
18	LEP	80	SUCCESSFUL
19	LEW	60	UNSUCCESSFUL
20	MNA	60	UNSUCCESSFUL
21	MFMC	75	SUCCESSFUL
22	MAR	50	UNSUCCESSFUL
23	MWNM	60	UNSUCCESSFUL
24	MNNH	70	UNSUCCESSFUL
25	NAS	80	SUCCESSFUL

26	PDPA	75	SUCCESSFUL
27	REP	50	UNSUCCESSFUL
28	RQA	70	UNSUCCESSFUL
29	SB	80	SUCCESSFUL
30	SO	60	UNSUCCESSFUL
31	SUK	70	UNSUCCESSFUL
32	SR	80	SUCCESSFUL
33	SF	55	UNSUCCESSFUL
34	ZA	75	SUCCESSFUL

Based on the table, there were 16 students got score ≥ 75 , it meant only 16 students passed the test, and the others 18 students got score ≤ 75 , it meant failed the test. The data of post- test in cycle 1 was shown in form of graphic below:



Graphic 4.2 The students' speaking test score of cycle 1.

Based on the graphic above, the percentage of students' success in speaking skill test of cycle 1 could be calculated as follows:

$$\frac{16}{34} \times 100 = 47 \%$$

From the calculation above, the researcher found that out of 34 students, 25 students or 47% got score 75 or more. Those students were considered successful because the determined minimum standard score was 75. And 18 students or 53% got score less than 75, which means they failed because their score was under the minimum standard score. It means that this test result could not fulfill the criteria of success.

3.3.2.4 Reflecting

The reflecting was done by the researcher and the observer teacher after the results of observation (See Appendix 5) and the results of speaking test were known. Based on the observation, not all of the students were actively during teaching and learning process of speaking about Announcement using TPS strategy. Based on the percentage of success of the students' speaking test of cycle 1 was 47%. It means that the percentage of success of the students' speaking ability in this cycle could not fulfill the criteria of success that was 75% of all the students.

The result can be caused by some factors. First, from the observation in cycle 1, it was found that many students still had problems in English speaking. It could be seen from the students interaction with others still used their mother tongue it was Javanese. Second, from the observation that was done by the English teacher, it was known when the students were crowded and did not pay attention to the teaching learning process. Third, they did not understand the procedure of Think-Pair-Share strategy well.

Therefore, improvement of action in the second cycle was needed to solve the problems found in the first cycle. The action in the second cycle was conducted by the researcher by revising the lesson plan (see appendix 3, Lesson Plan cycle 2) in the first cycle by considering the students weakness in the first cycle. Their weakness was related to their speaking ability in Announcement material given and the procedure of TPS.

3.3.2. Action Research of cycle 2

The cycle 2 was carried out by revising the teaching strategy of speaking ability using Think Pair Share (TPS) strategy in the first cycle.

3.3.2.1 Planning

Since the implementation in cycle 1 had not yet resulted in significant change on the students' motivation in speaking and the implementation of TPS strategy was not satisfactory yet, the researcher revised the lesson plan (See Appendix 2: Lesson Plan Cycle 2). On this lesson plan, the researcher arranges the students to discuss the task using TPS strategy with their partner. It is expected the students are more active in their material discussion if the discussion done by two students only.

3.3.2.2 Acting

Cycle 2 was implemented by revising the implementation of cycle 1. Cycle 2 was conducted in two meeting. The first meeting of cycle 2 was done on 9th March, 2019 at 07.00 am – 08.20 am. In pre activity the researcher opened the class with greeting and checked the students'

attendance. After that the researcher arouse students motivation with gave them some explanation about the important of speaking to face the modern era. In main activity, the researcher gave some pictures about Notice, warning, and caution while explaining the rules of TPS strategy. In the first step, **think**, the researcher asked the students to observe the picture given, they have to get, social function, language features and generic structure of caution, notice and warning text. In this step, the students work individually. They tried to arrange find out the social function, meaning, language feature and also generic structure of the text. The next step was **pair**. In this step the researcher asked the students to discuss the meaning, the place and the purpose of these texts with their partner. It was hoped the students could explored their knowledge through the discussion. The students tried to arrange a short description about the picture given. The description consisted of the meaning, the usage and the purpose of the picture. In discussion activity the students got another information as a bridge of knowledge.

The second meeting of cycle 2 was done on 13th March, 2019 at 07.40 am – 09.00 am. Before continuing the lesson, in pre activity the researcher began with greeting and checked the students' attendance. After that the researcher built students' motivation about the importance of speaking ability. Moreover, in this globalization era, speaking ability is needed to transfer knowledge and sharing idea with all of people around the world, so it was important to students to have ability in speaking

English. In main activity, the researcher reviewed the lesson in first meeting and then asked the students to share the result of discussion in front of the class. In the last step, **share**, each student in pair must deliver their discussion result with their partner in pair about the material; Caution, Notice and warning in front of the class. They shared their opinion with the other friends. The researcher took assessment based on their performance. After the researcher took the score of speaking ability test, the researcher asked the students difficulties about the material, it is about the rules of deliver the content of the caution, notice and warning, about the generic structure and the grammatical features of the text. In post activity, the researcher closed the class and greeting.

3.3.2.3 Observing

In this part, the researcher and collaborator observed the teaching and learning process. It focused on the students' activity in teaching speaking using Think Pair Share (TPS) strategy. Based on the research instruments used (observation sheet), it was found that the students more active during teaching and learning process better than previous cycle (cycle 1). It could be seen from the students who talk using English in teaching and learning process.

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using TPS strategy. The researcher was very

Careful in this phase because the students were more active and serious than the first cycle. Most of the students were very enthusiastic to follow the instruction.

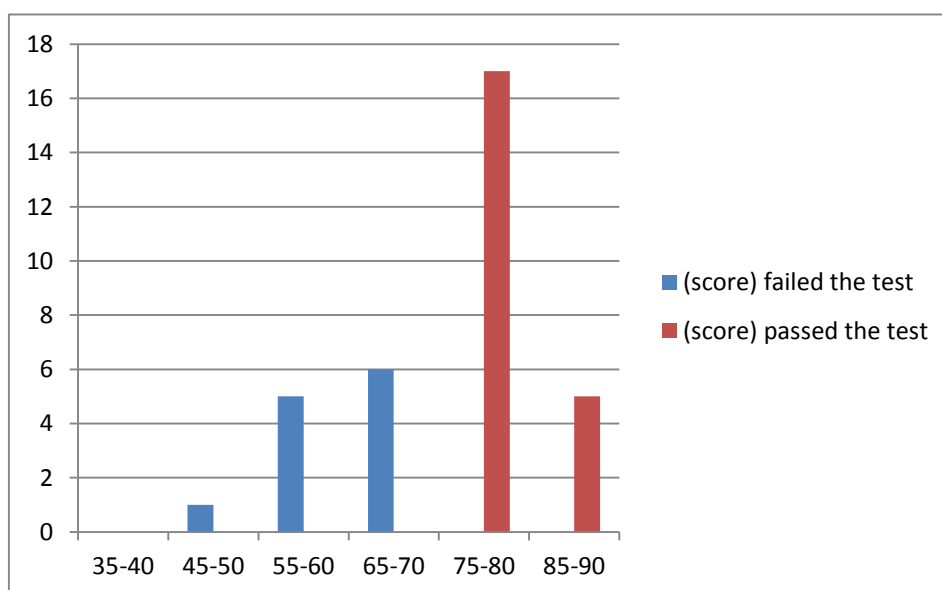
The result of cycle 2 shown that the score was better than cycle 1, there were 22 students passed the post test and 12 students still under the criteria of success. It could be seen the table below:

Table 4.2.1. The result of cycle 2

NO	NAME	SCORE	CRITERIA
1	ALA	60	UNSUCCESSFUL
2	AFB	75	SUCCESSFUL
3	ANM	65	UNSUCCESSFUL
4	ACDK	80	SUCCESSFUL
5	BNA	80	SUCCESSFUL
6	DDA	80	SUCCESSFUL
7	DLK	80	SUCCESSFUL
8	DNF	65	UNSUCCESSFUL
9	DNC	50	UNSUCCESSFUL
10	FIM	75	SUCCESSFUL
11	FA	55	UNSUCCESSFUL
12	FAT	80	SUCCESSFUL
13	FRC	75	SUCCESSFUL
14	IR	85	SUCCESSFUL
15	IA	80	SUCCESSFUL
16	IF	60	UNSUCCESSFUL
17	KNR	75	SUCCESSFUL
18	LEP	85	SUCCESSFUL
19	LEW	65	UNSUCCESSFUL
20	MNA	75	SUCCESSFUL
21	MFMC	80	SUCCESSFUL

22	MAR	65	UNSUCCESSFUL
23	MWNM	70	UNSUCCESSFUL
24	MNNH	75	SUCCESSFUL
25	NAS	85	SUCCESSFUL
26	PDPA	80	SUCCESSFUL
27	REP	60	UNSUCCESSFUL
28	RQA	75	SUCCESSFUL
29	SB	85	SUCCESSFUL
30	SO	65	UNSUCCESSFUL
31	SUK	75	SUCCESSFUL
32	SR	85	SUCCESSFUL
33	SF	60	UNSUCCESSFUL
34	ZA	80	SUCCESSFUL

The speaking ability test in cycle 2 was conducted at the end of the second meeting. The test was done to measure the students' speaking competence by TPS strategy. The students score in speaking ability test of cycle 2 was shown in form of graphic below:



Graphic 4.3. The students' speaking test score of cycle 2.

The percentage of cycle two based on the formula was:

$$\frac{22}{34} \times 100 = 64.7 \%$$

There were 22 students or 64.7% passed the test and reach the criteria of success score 75, and 12 students or 35.3% failed the test and get lower than 75. In this cycle, the students who passed the test increased, from 16 students in cycle 1 to 22 students in cycle 2. But this result was not satisfied, because the passed students' was not reach 75% as the criteria of success.

3.3.2.4. Reflection

Based on the observation, the second cycle was better than the first cycle. It could be seen from the table of the score in cycle 2. There were 22 students passed the test. The class was more active than first cycle. The procedure was relative ran well even the researcher still remained the step and also remained to speak English during the teaching learning.

The researcher and the teacher observer evaluated about the conclusion of implementing the action. Based on the result of post-test 2, they were only 22 students or 64.7 % of students who passed the KKM. Then, the researcher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the researcher and the teacher observer felt satisfied enough because their efforts to improve students'

speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easier by using think-pair-share (TPS) strategy. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using TPS strategy. This effort was done in the next lesson plan of cycle three.

In this cycle 2, the condition of the class appeared to be better than cycle 1, this could be seen from the activeness and attention of the children towards the tasks given by the researcher. They had been brave and often asked questions about how to spell words and were not ashamed to try to pronounce in front of their friends.

3.3.3. Action Research of cycle 3

3.3.3.1. Planning

After finding the fact that the students' speaking ability was not reach the criteria of success, which was proven by their post-test 2 scores, the writer rearrange the lesson plan which was used in the cycle 3 with some modifications. Beside of that, the researcher still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the material and media about Recount Text.

3.3.3.2 Acting

The action of cycle three was done on April 16th ,2019. In this meeting, the teacher asked the students about the difficulties in applying

Think-Pair-Share (TPS) strategy and try to emphasize some aspects that have not been done yet in the second cycle. The procedures of this strategy were same with the first and the second cycle. Researcher tried to do the best in teaching students and motivated them to increase their ability in speaking.

The first meeting started from 07.00 till 08.20 in the first period. The researcher opened the activity by praying together, then he attended the students. In main activities, researchers opened the lesson by explaining the material that will be discussed at the meeting, namely Recount text. The researcher explained the purpose, linguistic characteristics and text structure of Recount also about the procedure of the TPS strategy that will be used. For the first step, **Think**, researchers ask children to remember the experiences they just got that can be told to their friends. They tried to arrange a short paragraph about their experience, because Recount text purposed was to retell the experience in past. Then the next step was **pair**, the researchers formed a group by pairing to discuss the purpose of the recount text, structure and linguistic elements used in the Recount text based on their paragraph. By discussing in pairs, it is expected that intense interactions and exchanges of information occurred between them, so that a short story is formed about their experiences well. At this step the observer took the data about the interaction and activeness of students in the learning process and provides assistance to students who encountered difficulties in discussion.

The second meeting was done at April, 02nd 2019. this meeting was to do the next step, **Share**. This step, the researcher asked the students to share their experience based on their result of the discussion with their partner in pair in the first meeting in recount form in front of the class. Each student must deliver their story, and the researcher did assessment about their speaking based on their performance.

3.3.3.3. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using TPS strategy. The researcher was very careful in this phase because the students were more active and serious than the first and the second cycle. Most of the students were very enthusiastic to follow the instruction. The researcher also saw they did not have any problem doing their test.

The improvement of this cycle could be seen in this table. There were 26 students passed the test and got ≥ 75 score while 8 students got less than 75 as the criteria of success or KKM.

Table. 4.3.1 The Result of Cycle 3

NO	NAME	SCORE	CRITERIA
1	ALA	75	SUCCESSFUL
2	AFB	80	SUCCESSFUL
3	ANM	75	SUCCESSFUL

4	ACDK	85	SUCCESSFUL
5	BNA	80	SUCCESSFUL
6	DDA	85	SUCCESSFUL
7	DLK	80	SUCCESSFUL
8	DNF	75	SUCCESSFUL
9	DNC	60	UNSUCCESSFUL
10	FIM	80	SUCCESSFUL
11	FA	65	UNSUCCESSFUL
12	FAT	85	SUCCESSFUL
13	FRC	80	SUCCESSFUL
14	IR	90	SUCCESSFUL
15	IA	80	SUCCESSFUL
16	IF	60	UNSUCCESSFUL
17	KNR	80	SUCCESSFUL
18	LEP	90	SUCCESSFUL
19	LEW	75	SUCCESSFUL
20	MNA	80	SUCCESSFUL
21	MFMC	85	SUCCESSFUL
22	MAR	65	UNSUCCESSFUL
23	MWNM	70	UNSUCCESSFUL
24	MNNH	80	SUCCESSFUL
25	NAS	90	SUCCESSFUL
26	PDPA	80	SUCCESSFUL
27	REP	70	UNSUCCESSFUL
28	RQA	80	SUCCESSFUL
29	SB	90	SUCCESSFUL
30	SO	65	UNSUCCESSFUL
31	SUK	80	SUCCESSFUL
32	SR	90	SUCCESSFUL
33	SF	60	UNSUCCESSFUL
34	ZA	85	SUCCESSFUL

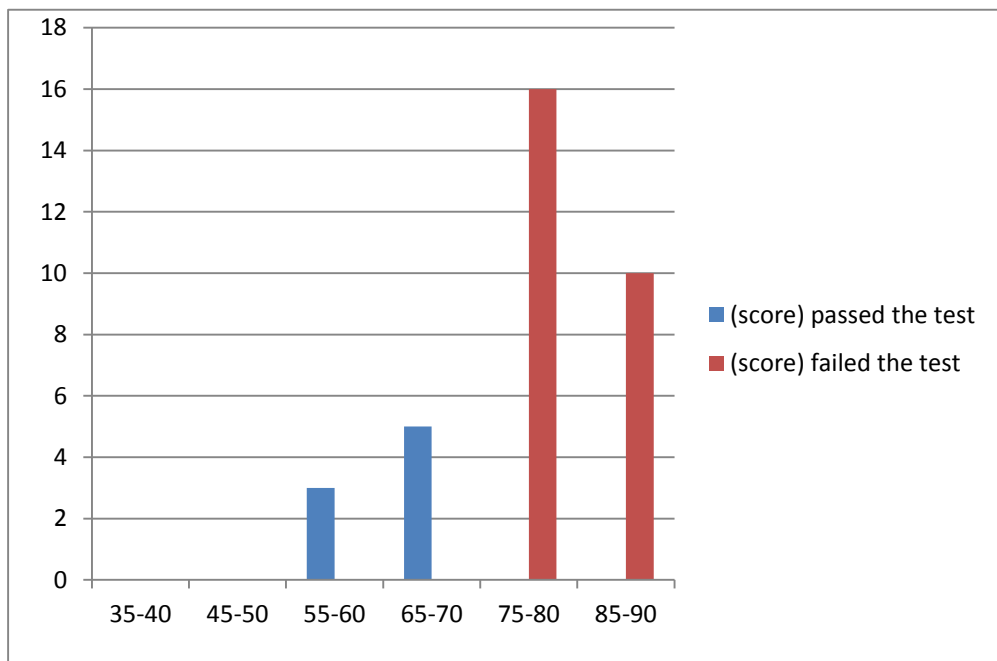
Based on the table, the percentage of the successful was 76.4% or 26 students. And the unsuccessful students were 23.6% or only 8 students.

This result made the researcher satisfied and decided to stop the research.

The percentage formula based on the table was:

$$\frac{26}{34} \times 100 = 76.4 \%$$

The speaking ability test in cycle 3 was conducted at the end of the second meeting. The test was done to measure the students' speaking competence by TPS strategy. The students score in speaking ability test of cycle 3 was shown in form of graphic below:



3.3.3.4. Reflecting

The researcher analyzed the result of cycle 3. Most of the students respond the teacher actively. Furthermore, the teaching learning process is

conducted very well. The researcher felt satisfied because the students have good improvement from the score they get from pretest, posttest 1, 2 and posttest 3. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

The result indicated that there was an increase on the students' speaking skill by using TPS strategy. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 were 4 students (9.09%). In the post-test of cycle I students who got point >70 up were 30 students (68.18%). The post-test of cycle II, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and get better in the first meeting to the next meeting. The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and photographs. All of these data indicated that the students' motivation increased by using the TPS strategy.

Based on the percentage of success of the students' speaking was 76.4%. It means that the percentage of success of the students' speaking in this cycle could fulfill the criteria of success that was 75% of all the students. Since the result of the third cycle had met the criteria of success of the research target, the action was stopped.

3.4 Research Instruments

To gather the data, the researcher used some instruments, i.e. an observation guideline and an interview guideline.

1. Observation sheet

The observation guide used by the observer to gather the information about all the things happening in the process of teaching and learning by observing the whole section of the teaching and learning process in the classroom. The observer noted all of the students' behavior based on the motivation aspect, such as their attitude on learning, their confidence, their effort in speaking English. (see appendix: 5)

2. Interview guideline

The interview guide helped the researcher to gather the data about the teaching and learning process occurred in the classroom by interviewing the students. This interview carried out in preliminary research to find out the students' opinion about English subject and also to decide the strategy used and after cycle 1 to 3 to find out the students opinion teaching learning. (see appendix: 1)

3. Speaking Ability test

Besides the instruments above, the researcher also gave students speaking ability tests. The speaking tests were in the form of orally, they perform their idea in front of the class, i.e. pre-test and post-test. The pre-test was given to students before the treatment and the post-test was given after the treatment. The result of the pre-test and the post-test then were compared

to know whether or not the treatment improved the students' speaking ability.

In order to see whether song as a media can be used to develop student's vocabulary mastery, the researcher determined the indicators dealing with the learning process and the product.

3.5 Data Collection Technique

This research used qualitative and quantitative data collection techniques. In order to attain the data, the researcher used several data collection techniques, namely:

1. Observation

During the teaching and learning process in the classroom, the observer observed the teaching and learning activity. The researcher as a teacher collaborates with the other English teacher, Siti Lailiyah, as observer observed several aspects in the teaching and learning process. The aspects included how the teacher teaches speaking, the students' motivation and behavior, and the learning materials. This technique was to get the information about teaching and learning activity in the classroom. The results were used to identify the problems in the reconnaissance step which determined the planning step, while in the acting and observing stage, the results were used to describe the students' and the teacher's behaviors and the problems which occurred during the implementation of the action. The results of the observation were in the form of field notes.

2. Interview

The researcher developed some specific questions, but she allowed the flexibility according to the interviewee responded. The teacher and some students were interviewed before (pre-liminary) and after the teaching and learning process in cycle 1, 2 and 3. The purpose of this technique was to know the opinion of the teacher and the students about the teaching and learning process and their difficultness.

3. Speaking tests

There were two kinds of speaking tests in this research, i.e. pre-test (Test A) and post-test (Test B). A pre-test was administered in the reconnaissance step, while a post-test was administered upon the completion of the action. These tests helped the researcher to find out the students' speaking ability before and after the researcher implemented the activities of CAR. The researcher compared the results of these two tests. The results of these two tests could show whether there was an improvement or not in the speaking ability.

3.6 Criteria of Success

There were three criteria used in the research to measure the success of the action, (1) the students' speaking improves. The improvement intended was that at least 60% of the students should reach the score of 75 in speaking test, it was the KKM of English subject (RKTm Document of MTsN 6 Tulungagung, 2018:13), (2) the students were actively involved during the teaching and learning process. It was marked by the students' activities and performance in sharing ideas, answering questions and

asking questions. Then involvement reached $\geq 75\%$ of the total number of the students in the group or 26 students, (3) the percentage of the students satisfaction in joining the class through the defined strategy reached $\geq 75\%$ out of the total number of the students in the group.

It was considered the action success if there were ten or more students and asking questions. Indicator (1) was analyzed based on the result of the students' speaking quiz indicator (2) was analyzed from the obtained data from the observation sheet, and indicator (3) was drawn from field-notes and questionnaire.

3.7 Data Analysis Technique

There were two forms of the data in this study. The first was qualitative and the second was the quantitative data. The qualitative data were obtained from the interview and the classroom observation. Meanwhile, the quantitative data were obtained from students' speaking tests. In analyzing the qualitative data, the researcher did three steps, namely data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of field notes and the interview transcripts. The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. Afterwards, the researcher organized the data in order to come to the conclusion drawing and action. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it.

Meanwhile, the quantitative data which were taken from the speaking tests were analyzed using descriptive statistics. The descriptive statistics aimed to provide answers about the students' learning achievement before and after applying CAR. The statistics which were used in the computation were the mean which was the average score attained by the subjects of the research. From the result of the speaking tests, the students' progression level was identified.