**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Design**

The method used in this research is Classroom Action Research (CAR). This study has been conducted to obtain detail information by doing some actions which are deal with the problems occurred. Action research is any systematic inquiry will be conducted by teacher and writer to gather the information for the goal of improving students’ outcome. This study also attempted to describe the events or the real conditions that happens in Senior high school of Al Kamal Islamic Boarding School.

Action research as Burn (1996: 293) is usually a collaborative activity – involving input from people who are likely to be affected by the research. Action research is the application of fact finding into problem solving to improve the quality of action within it, which involve the collaboration of writer’s, practitioners and laymen. Action research is a process by which change and understanding can be perused at the one time, usually described as cyclic. Kemmis and Mc Taggart suggest that the fundamental components of action research include the following; (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action.

1. **Research Subject**

This research has been done in the eleventh grade of Al Kamal Islamic Boarding School. It is applied based on Setiyadi (2006: 36) that every student has the same opportunity to be selected and in other to avoid the subjectivity in the research. In this research, the subject of the research was students of the eleventh grade of Al Kamal Islamic Boarding School. There are 11 male students and 19 female students.

1. **Research Procedure**

Cycle in the spiral form of CAR can be stopped if substantive students have achieved of KKM. The writer did the research with the help from the collaborator. Either writer or collaborator has mastered the teaching skill that is implemented in the research. For the writer, cycle can be stopped if the data is saturate or class is stable.

On this session the writer explain the set of planning action, involving; what, why, when, where who, and how concerning the action that will carry out. The writer has set the planning action two weeks before implement the action.

1. Planning

In the classroom action research, teacher observes two different persons. That is why CAR consider collaborative research as it is intended for maintaining the objectivity in measuring, valuing, and deciding actions achieving the best result. There should be an agreement between the writer and the observer when planning the action research. The plan should be implement together by the writer who is conducting the action and the observer who is observing the research process. It is aimed at avoiding observation subjectivity and assuring the quality of the research. In implementing the action research, the writer performs as teacher while the English teacher performed as observer. On this planning session the writer decide which phenomenon need special attention. After that the writer make the research instruments as tools of observation to record finding and evidence are call data. The activities of this session involve the followings;

1. Identifying and analyzing problem. The writer found the low of students’ speaking ability in eleventh grade of Al Kamal Islamic Boarding School as a main problem in English learning.
2. Determining reason. It describes why the writer want to conduct the action research. The research has been conducted because the writer found many serious problems, that is, if the students cannot speak english even for basic speaking activities and have low confident, the teaching and learning process could not be conducted well.
3. Arranging problem solving. The writer chose strip story as the solution to enhance the students’ speaking skill in the classroom.
4. Arranging tools on how to examine the action hypothesis. The writer used discussion and test to examine the action hypothesis. The writer also used class discussion to measure the students’ progress.
5. Making action plan

This main action plan has been used to avoid a waste of time in implementing the actions of the research.

1. Action

On this session, strip story and the lesson plan for the instructional process will implement. The procedure of the lesson plan includes the following; (1) step by step procedure of the instructional process using strip story (2) activities that would be taken by the teacher along the instructional process using strip story (3) activities that would be conducted by the students along instructional process using strip story (4) the details of the instructional media and procedure on how to use them in the instructional process using strip story (5) types of the instruments and observation forms that will be used to collect information and data of the research.

1. Observation

This session has been conducted along with the implementation of the action research. On this session the observer conduct the observation and take notes all of things need for data analysis. Data collection has been conducted by the observer using observation forms which are file in along the instructional process. The data are involve the followings; (1) the progress of students English speaking in classroom strip story, (2) the instructional process using strip story, (3) the result of students learning (4) the students learning behavior and response toward the instructional process using strip story. Data collections are both qualitative (the students, enthusiasm, and the comprehension of learning strategy taught by the writer to the students in instructional process using Strip story).

1. Reflection

This session has been conducted by the writer and the observer to comprehensively examines, investigate, and analyze the action results collection by the observer. The reflection results or conclusions have been used as the source for the next action cycle.

Bellow is diagram cycle of CAR. (Arikunto, 2006: 97)

**Plan**

**Reflective**

**Action**

**Observation Revised Plan**

**Reflective**

**Action**

**Observation**

**Revised Plan**

**Reflective**

**Action**

**Observation**

Bellow is diagram cyclie of CAR

The steps will be explained below.

Cycle 1

1. Planning

The writer prepared the material by using strip story. Then introduce about story. The research condition of student, take the absence of students and say greeting.

1. Acting

The teacher cuts the story into sentences and gives each sentenses to each person in groups then asks the students to memorize the sentenses they have been taken and throw the paper of sentences away. Finally the students in pairs are asked to do the communication to arrange the sentences back to the original story and discuss about the contents of the story.

1. Observing

In this part the writer observed that they has problem in their speaking mastery

1. Reflecting

Their problems are students have low speaking ability, and difficult in study speaking.

Cycle 2

1. Planning

The writer made lesson plan based on the reflection from the first cycle.

1. Acting

The writer conducted teaching learning process by using strip story based on the reflection result in the first cycle.

1. Observation and evaluation

The writer conducted the observation toward students’ learning activity by using strip story.

1. Reflecting

The writer conducted the reflection toward the second cycle, analyze and conclude the conduction Increasing Students’ Speaking Mastery by using Strip story at the Eleventh Grade of Al Kamal Islamic Boarding School in Blitar.

1. **Data Collecting Technique**
2. Observation

Observation involves some forms of observation of learning process. The first is observation which was conducted before the cycle to reveal the real condition in the class and problems faced by the students in learning speaking. Then observation during the cycle, it used to establish objective data concerning what happens in classroom. It was chosen because it is suitable to enclose the whole observation aspects in the research. It concerns to the improvement of teaching and learning in classroom. For the students, it use table of students activities in learning process. It concerns to their engagement during the learning process.

1. Test

Memorize new word from strip story tests are administer to measure the improvement of the students’ speaking mastery. The assessment of speaking mastery needs to be tested to investigate the validity and reliability. It should be try out before the teaching learning process.

Actual reading strip story sample and the relevantly to the students speaking need becomes the basic of the assessment that indicate the validity. Then, to check the content validity, the task should be appropriate with the student’s level of proficiency which is assessed by an objective comparison in test with content – based on curriculum.

The scoring system employed to assess the students’ speaking skill. It can help pinpoint the students strengths and weakness even though learning speaking in strip story is not long enough.

1. Instrument of Test

The test has been conducted that related to KTSP and suitable for the students’ ability. The test is objective test, the writer used the test contained of four stories which are related to the materials in the lesson plan.

The criteria of speaking score used by the writer for measuring the students’ speaking ability can be described as follows:

**Table 1**

**Spoken English Scoring Scale**

**Grammar**

|  |  |
| --- | --- |
| **Points** | **Criteria** |
| 0.0 – 5.0 | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |
| 5.1 – 10 | Can usually handle elementary constructions quite accurately but does not have thorough or confidents control of the grammar |
| 10.1 – 15 | Able to use the language accurately on all levels normally pertinent to the professional needs. Errors in grammars are quite rare. |
| 15.1 – 20 | Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic. |

**Comprehension of the Content**

|  |  |
| --- | --- |
| **Points** | **Criteria** |
| 0.0 – 5.0 | The contents lacks organization; transitions, are abrupt and distracting. |
| 5.1 – 10 | The organization of the content is congruent; transition are evident. |
| 10.1 – 15 | Comprehension is quite complete at a normal rate of speech. |
| 15.1 – 20 | The content is organized logically with fluid transition of capture and hold the listener’s attention throughout the entire presentation. |

**Vocabulary**

|  |  |
| --- | --- |
| **Points** | **Criteria** |
| 0.0 – 5.0 | Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand. |
| 5.1 – 10 | The vocabulary provides clarity and avoids confusion. |
| 10.1 – 15 | Sentence structure and ward choice are varied to avoid monotony of tone and repetition of ideas. |
| 15.1 – 20 | Vocabulary is descriptive and accurate, engaging the listener through imagery. |

**Pronunciation**

|  |  |
| --- | --- |
| **Points** | **Criteria** |
| 0.0 – 5.0 | Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be un unintelligible. |
| 5.1 – 10 | Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible. |
| 10.1 – 15 | Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible |
| 15.1 – 20 | Occasional non-native pronunciation errors, but the speaker is always intelligible |

**Fluency**

|  |  |
| --- | --- |
| **Points** | **Criteria** |
| 0.0 – 10 | Speech is so halting and fragmentary or has such non -native flow that intelligibly is virtually impossible |
| 10.1 – 20 | Numerous non-native pauses and/or a non-native flow that interferes with intelligibility |

1. **Research Instrument**
2. Test;

The writer used retell test to measure students’ speaking ability. Pretest was administered before the teaching learning process. Retelling the story after the teaching learning process was conducted directly. The test was in the form of story retell based on the topic in lesson plan. The result of this test has considered as the data of students speaking mastery improvement. If the table represents the materials that the writer went to test , then it is considered as a valid test.

b. Observation

The writer used observation to assess students learning activity in learning English teaching learning process. Observation is important for assessing physical and social skill, work habit, attitudes, interest, and self management. The observation would fill out by writer during the process of teaching and learning. The writer took a note on students activities and process of the teaching and learning in the classroom reflect in the pre-activity, while activity and post activity. The making of the observation was based on the procedure as written in lesson plan so that it fulfilled the requirement of content validity. The observation was used to determine whether the students are active in class or not.

1. **Data Analysis**

Data analysis was the process of organizing the data in order to gain regularity of pattern and form of the phenomena observation in the research. The term interpretation defined as a procedure of giving meaning to the result of analytic process. Data analysis was the effort to choose, examine, eliminate, categorize and arrange the result of research to answer the problem, so the writer did the try out to increase validity of data and the observation by using triangulation of instrument that is by using speaking test and observation. The writer used analysis data as follow;

1. Analysis of Data from Test

In comparing the students performance in each cycle, it use scoring technique that employed scoring system from the students oral language observation matrix to make the writer easier to give the score for each aspect of find new speaking from strip story. Then the results of the test has been analyzed by using descriptive statistics because the data cannot be used for generalizing results beyond the context and research participants. Descriptive statistic fit in well the local and specific characteristic of action research. It uses measures of central tendency that reduce the numbers to find the mean of the numerical values for comparing students’ speaking mastery in each cycle.

The writer conducted three cycles with seventy minutes duration for each meeting. The writer stopped when some progress in students behavior especially in their speaking skill are appear and also the 70% of students achieved the minimum completion score (KKM). The minimum completion score (Kriteria Ketuntasan Minimum) of the eleventh grade of senior high school is 70. It is also expected that the mean of their score achieve the minimum completion score.

To see the percentage of students who gets > 70, the formula is;

Number of students who get score > 70 X 100%

Total number of students

The score of each point is multiplied by four

Hence, the highest score is 100

1. Analysis of Data from observation

To analyze data from observation, writer categorize the data in some categories related to the use strip story in helping students improve their speaking skill during the teaching learning process in the class and their response toward the use strip story. The data are interpreted to answer research question. It analyzed interactively using percentage technique to know the tendency of every teaching learning process with the steps as follows; (Sanjaya, 2006: 106)

1. Data reduction, the activity to select the data that is suitable with the focus of the problem. In this step the writer discarded the irrelevant data.
2. Data description, the activity to explain the data in order to be meaningful. Data description can be finish in the form of narrative, graphic or table.
3. Data conclusion, the activity to conclude the data. After analyzing the data, writer made a conclusion.