

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter the writer discussed methodology used in conducting this research. It was divided into eight parts namely research design, subject and setting of the study, preliminary observation, planning, implementing, observing and reflecting.

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

This research is uses Classroom Action Research because the researchers want to know the problem, which happened in the classroom and try to solve that problem by using new strategy.

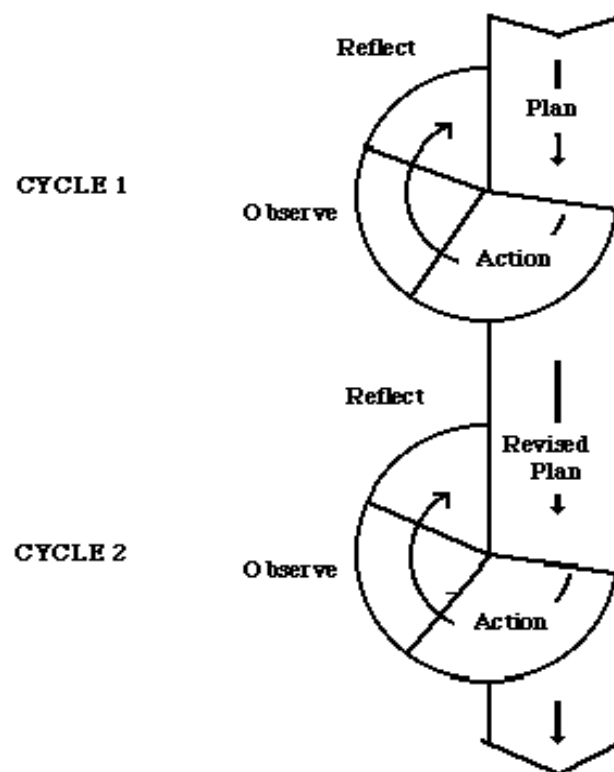
According to Nunan (1990: 25) a classroom action research does not require the standard formalization of a research project with a literature search, hypothesis testing, treatment conditions, etc. Instead, it consists of seven basic steps to investigate a problem. They are as follows:

1. After determining that there is a potential problem, survey what is happening through observation- via video, audio, hash marks, or whatever relevant means are available.
2. Code observation based on the problem and what was seen (i.ethe code is created solely for that problem/session)

3. Based on the coded information determine one change that could impact the problem in a positive manner.
4. Implement the change in the course or classroom.
5. Observe the class or course (as in step 1) while implementing the change.
6. Code the new observation as in step two.
7. Finally compare the coded sessions to determine the result of the change.

Meanwhile according to Arikunto (2012: 3), classroom action research is a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. So, it means that classroom action research is a research conducted in the classroom.

The diagram of Classroom Action Research (CAR):



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

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

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

This classroom action research was conducted at SMPN 2 Gondang Tulungagung. It is located in Dukuh, Gondang, Tulungagung. The researcher chooses SMPN 2 Gondang as the place of the study because the researcher knows one of the teachers in SMPN 2 Gondang. So, it will be

easy to get the information from one of the teachers about the problem which needs to be solved.

The subject of this study is the students in eight grade of SMPN 2 Gondang in academic year of 2014/2015. The class consists of 28 students, 16 male and 12 female. This research was done in this class because of this class have the problem in speaking.

English was taught two times a week. The time for each meeting or period was two time forty minutes. Since the study was conducted to improve students' speaking skill in English, the research designed the research would not disturb the teaching and learning activities in the classroom.

### **C. Procedures of the Study**

#### **a. Preliminary Observation**

To know the students' condition, the researcher did preliminary observation. Preliminary observation that is important to do to get information about real condition of the class including the teacher's technique used in the process of teaching and learning, the students' problem and their performance in learning and also the teacher's problem in doing activities in classroom.

The researcher conducts an interview the English teacher and share questioners to all of students in the class. Based on the interview of English teacher the speaking class was low.

In addition, based on students' statement they got difficulties in speaking because they were afraid and shy to speak. They were afraid of making mistakes in pronunciation and lack of confidence. They also said that they didn't have enough vocabulary in English.

From the result of questioner that consist of 28 respondents, 18 students or 64, 3% chose that from skills in English, speaking is the most difficult skill. Based on the information above, the researcher knew that the students of this class had problems in speaking skill. Therefore, the researcher planned to implement pair work technique to the students from VIII G class of SMP N 2 Gondang Tulungagung.

## **b. Planning**

Planning was the first step in which the researcher planned the teaching technique that would be applied in the research. Planning is a significant procedure to do Classroom Action Research (CAR). The researcher prepared everything needed in conducting the research.

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

Before conducting the research in the class, the researcher asked permission to the headmaster of SMPN 2 Gondang Tulungagung for conducting the research in the school. After getting permission, the researcher met one of the English teachers in SMPN 2 Gondang Tulungagung. Then the researcher interviewed the English teacher about the condition of the students especially in speaking class. The English

teacher and the researcher entered the class for observing and interviewing the students related with the problem that they found when they were studying English especially in speaking class.

Afterward the researcher and the English teacher arrange the schedule for administering questioner and time for applying the technique in the process of teaching and learning. Then the researcher administered questioner for the students of VIII G class.

Based on the result of interview, observation and questioner, the researcher concludes that the students had problem in speaking and their participation in speaking class were low.

From the fact above, the researcher would implement the pair work technique to give solution for students.

## **2. Providing a Suitable Strategy**

Based on the result of preliminary observation, the researcher found that there were some problems in speaking skill of the students in VIII G class. So, the researcher prepares strategy to solve it. To achieve the instructional objectives in speaking class, the study is focused on the implementation of Pair work technique. The scenario of teaching speaking through pair work techniques as the follow:

Activity	Teaching Activity
Pre- Teaching	<ol style="list-style-type: none"> <li>1. Teacher greets student and pray together</li> <li>2. Teacher introduces herself.</li> <li>3. Teacher checks student's attendance</li> <li>4. Teacher explains the objective of the course.</li> </ol>

Pre-Speaking	<ol style="list-style-type: none"> <li>1. Teacher explain the material</li> <li>2. Teacher introduce pair work technique in the class</li> <li>3. Teacher explains how to apply pair work.</li> <li>4. Teacher ask student to work in pair</li> </ol>
Speaking activity	<ol style="list-style-type: none"> <li>1. Teacher divide students in pair</li> <li>2. Teacher explains the rules of the game</li> <li>3. Then each group is given an exercise about giving and refusing help.</li> <li>4. Students re arrange the dialogue into good conversation in pair.</li> <li>5. Students discuss with their partner.</li> <li>6. Students perform in front of the class.</li> </ol>
Post-Speaking	<ol style="list-style-type: none"> <li>1. The teacher give the score based on the rubric</li> <li>2. The teacher gives motivations to the students.</li> <li>3. The teacher closes the class.</li> </ol>

### 3. Designing a Lesson Plan

After providing the strategy in teaching speaking through pair work technique, the following activity is developing lesson plan. The lesson plan was developed by considering course identity, instructional objectives, procedure of teaching and learning employing the developed strategy and instructional materials. The detail description of lesson plan can see in appendices.

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

The criteria of success were set to see whether the implementation of pair work technique was successful or not.

The predetermined criteria of success in this study were: first, the students' participation and activeness in speaking activity and pair working. Second, the assessment of students' ability on language function, which consist of four aspects: pronunciation, grammar, fluency and comprehension

#### **5. Training the Collaborator Teacher**

Classroom action research (CAR) usually done in collaborative between the researcher and the collaborative teacher if the researcher is a student. But if the researcher is already a teacher, she or he can conduct CAR alone. In this research, the researcher is a student, so it was done with collaborative teacher. As a collaborator, the teacher was involved in the whole process of the activities. In this case, the researcher asked as English teacher who applied pair work technique in the class. So, the researcher didn't need to give training to the collaborative teacher.

#### **c. Implementing**

Pair work technique was implemented for the eighth grade students of G class of SMP N 2 Gondang Tulungagung. In implementing this research, the researcher and the collaborative teacher will work in collaboration to implement the lesson plan and to observe the activities



carried out in the classroom. The researcher and the collaborative teacher implemented the scenario of pair work technique based on the time schedule in four stages: pre-teaching activity, pre-speaking activity, whilst speaking activity, post-speaking activity. The detail scenario in implementing pair work technique as seen in the previous point.

#### 1. Cycle 1

This cycle covers planning, implementing, observing, and reflecting. In this phase, the researcher used two meeting. The meeting conducted on 13 May 2015 and 15 May 2015.

##### a. Planning

In this phase, the researcher prepared lesson plan, instructional materials, and research instrument. The preparation those conducted several days before the researcher conducted the implementation of the pair work technique. The researcher conducted planning in every meeting in every cycle.

##### 1. Preparation of the lesson plan

The researcher determined standard competence, indicator, aim of teaching and learning process, and assessment. The criteria of standard competence is: the students could achieve expressing meaning in the short oral functional text and short simple monologue for interaction with environment in pair. The criteria of basic competence is: expressing the meaning in simple short monologue by using kinds of oral language accurately, fluently,

and acceptable used for interaction with environment in pair. The indicators are: students are able to make a dialogue about expressing to ask for some help, give some help, refuse to give some help, and offer some help.

## 2. Research instrument

The researcher prepared questionnaire sheet. The questionnaire sheet was used to save the data during the implementation of pair work technique. The questionnaire sheet consists of 12 items. The items are developed in order in order to know students' interest in the implementation of pair work technique. This was distributed to the students in the first meeting of cycle 1.

### b. Implementing

The implementation was done on 13 May 2015 and 15 May 2015. The implementation on the first cycle covers two meetings:

#### 1. Meeting 1

The first meeting was held on Wednesday 13 May 2015 at second time. This meeting was conducted to know the skill of the students of SMP N 2 Gondang Tulungagung in speaking. The researcher used questioner to know the students speaking skill.

In this meeting the researcher, explain more about speaking and share questionnaire to students about speaking. By giving questionnaire, the researcher found that the speaking skill of the students was quite low.

## 2. Meeting 2

At the second meeting, 15 May 2015, the researcher explained pair works technique that will be used in their speaking class. The researcher explained about the expressing of giving and refusing help. The researcher gave example to be a good shopkeeper and then offer some help to customer in bookstore based on some material giving and refusing help. Last, the researcher asked students to rearrange the dialogue that prepared by the researcher and then perform in front of the class.

### c. Observing

This observing phase was actually done at the same time as implementing. So the researcher did observing in every meeting of the implementation of pair work technique. Based on implementation of the strategy is still got difficulties in understanding the expression giving, refusing and offering some help. In conclusion, students' speaking score were still under the criteria of success. In this activity, 6 pair didn't rearrange the dialogue and didn't perform in front of the class.

### d. Reflecting

The researcher conducted reflecting in the last meeting of every cycle. So, there were two reflections in this classroom action research. Based on the observation sheet from the analysis of the teaching and learning process in speaking by using pair work technique in cycle 1, it was

found that most of the students still have low in speaking. Although some of them could get improvement in their score, but the criteria of success have not achieved yet. In conclusion, the implementation of the strategy in cycle 1 is still needed to be revised.

## 2. Cycle 2

This cycle covers revised planning, implementing, observing, and reflecting. There are two meetings in this phase.

### a. Revised planning

The implementation in cycle 1 had not given a significant change to the speaking skill of the students at SMP N 2 Gondang Tulungagung. The result of test in cycle 1 was not satisfying yet. So, some revision on the planning was made. The planning of the implementation in cycle 2 is most the same with cycle 1. The differences were the researcher prepared situation exercise and the students made a dialogue based on situation.

#### 1. Preparation of the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assessment.

#### 2. Research instruments

The researcher prepared observation sheet. The instrument was used to record the data during the implementation of pair work

technique. The data were used and analyzed to be reflection of the implementation of the technique.

b. Implementing

The implementation was done 20 May 2015 and 22 May 2015. The implementation on the second cycle covers two meetings:

1. Meeting 1

The first meeting was held on Friday 20 May 2015 at the last time. The researcher gave an exercise that students made a dialogue based on situation. Researcher asked the students to do the exercise in pair. Last, the students tell the dialogue without the text in front of the class.

2. At the second meeting, 22 May 2015, the researcher asked the dialogue which they like. Researcher gave the time to prepare the dialogue based on the material then tell in front of the class to pair work. It was found that the students were very enthusiastic because they could tell the dialogue which they like and used their own language.

c. Observing

The observation was focused on the activities done by the students during teaching and learning process. It phase, most of the students were not afraid of making mistakes in speaking. They were more active and enthusiastic to perform in front of the class. In effect, the

students could speak well. In conclusion, there was 10 pair work or 20 students whom achieve score.

d. Reflecting

Based on the observation sheet from the analysis of teaching and learning process in speaking by using pair work technique in cycle 2, it was found that most of students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process.

**d. Observing**

Observation plays an important part in any kind of data, gathering and most action research projects use this as an instrument. Koshy (2005:98) states that observation is a natural process, we observe people and incidents all the time and based on the observation, we make judgment.

The observation focused on the student participation in the process of teaching and learning. The teacher's activities to be observer covered the way that the researcher use pair work technique, organize the class, and make the students achieve in the process of teaching and learning.

Observing was done after the planning and acting phase. It was done during the action research in class. The objectives of this phase were to know result of the implementation of the research and to find out the improvement of the weakness were used to collect data.

In this research, the researcher collected the data through interview, questionnaire, observation and field note. The data were taken from the result of interview with the English teacher and students, the result of the questionnaire administered to the students and the result of observation during the process of teaching and learning process through the observation sheet and field note in each cycle.

All the data were collected by the teacher through interview, questionnaire, observation, and field note. This study the data was collected by using the instrument; they are:

1. Interview

Interview is the conversation between the interviewer and interviewee that done to the certain process. Interview was used to know the information and the real condition in the process of teaching and learning.

Ary, Jacobs and Razavieh (2002:434) stated that interview is one of the most widely used method for obtaining data. Interview is used to gather data on objects' opinions, beliefs, and feelings about the situation in their own words. Interviews provide information that cannot be obtained from observation, or they can be used to verify the observation.

In this study, interview was administered before applying pair work technique to know the condition of the student especially in

speaking skill and after applying the technique to know the improvement of the students' speaking skill.

## 2. Questionnaire

Questionnaire obtains information through the respondents' written responses to a list of question.

The questionnaire is used to take a data from the students in order to know their problem on learning speaking. Questionnaire is one of methods to collect data in this research. It will be used to get more information about the teaching and learning speaking. For the questionnaire, the writer prepares some questions for the respondents.

## 3. Observation sheet

Relating to the technique carried out, the observation sheet were used to observe the teacher's (the researcher) and the student's activity during the teaching and learning process in each cycle done by the collaboration teacher.

## 4. Field note

The field notes were used to note the important things during the teaching and learning process in every cycle, which has not included in observation sheets. In this study, the activities of taking notes were done by the collaboration teacher.

After all the data were collected by using some instruments above, the next step was data analysis. The technique for analyzing data was as



follow. Firstly the data were classified according to the kinds of data source. The data were taken from the interview, questionnaire, observation and field notes would analyze descriptively. Based on the result of students' performance in applying pair work technique that covered in the observation sheets and field notes done by the collaboration teacher, the researcher knew whether the criteria of success had been achieved or not yet.

#### **e. Reflecting**

Reflection is the activity after observation phase. Koshy (2005:98) states that reflection is the activity of analysis-synthetic, interpretation, explanation to all of information that were got from action research.

After doing the observation, the researcher did next step that was to reflect the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher could find out whether the research problem was solved or not and whether there were new problems appear during the acting phase. Beside that, the researcher could make a decision whether continued to the next cycle or stopped it.

Because of the result of cycle I was still needed the improvement to achieve the criteria of success and there were some new problems in acting phase, the researcher decided to continued to the cycle II consisted on re-planning, re-implementation, re-observation and re-reflection.