

CHAPTER III

RESEARCH METHOD

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

A. Research Design

The design of this research was a classroom action research (CAR). It is used in this study as the method. The researcher is going to use Classroom Action Research (CAR) to find out the problem in the classroom, collect, interpret the valid data, solve the problem in teaching learning process and improve the educational practice. In this case the researcher acted as English teacher who applied Zip Zap Game in the class. The English teacher helped by observing student skill during the process of teaching and learning activities and recorded the student skill in speaking by the implementation of Zip Zap Game.

In the Classroom Action Research, English teacher assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment. According to McNiff in Wijaya (2009:8) explains that, in the Classroom Action Research is a reflective research which conducted by the teachers to develop their teaching skill. It means that the teachers can use Classroom Action Research as a method to develop their teaching skill. In addition Hermida (2001:1) defines Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve

student learning. It can be seen that Classroom Action Research is not only to develop teaching skill for the teacher but also to improve students' score and solve their problem in learning.

In the Classroom Action Research, the researcher implemented the modification game for improving speaking. The researcher acted as English teacher who attempted to apply Zip Zap Game in the class. So, the researcher also observed students activities during the process of learning English.

This researcher increased the quality of the teaching and learning process by using Zip Zap Game as game to improve English Speaking. The qualitative data were obtained from the results of classroom observation and interview. Then, the quantitative data were taken from the test of students speaking score.

B. Subject and Setting of the Study

Subject of the research were the students of SMP Islam Al Azhaar Tulungagung, which is located on Jl. Pahlawan III/40 Kedungwaru, Kedungwaru, Tulungagung, East Java. The school had twelve classrooms. There were three classes for seventh grade class, four classes for eight grade class, four classes for nine grade class. This study was conducted for VII A grade, consisting of twenty two students. The researcher did the Classroom Action Research on February, 2nd 2016 up to February, 25th 2016. This researcher chose the subject and setting of the study because in this class was the students had score problem in speaking and they were difficult to speak English and most of them were unmotivated to learn.

C. Preliminary Observation

Preliminary observation is important to be done to define the real problem in learning speaking. In this step the main purpose is to find out "practical problems" as the basic concept to conduct Classroom Action Research. Before describing one by one the forth procedures of CAR, it is necessary to elaborated the preliminary observation (reconnaissance). This step was done to find practical problems found in the classroom. Moreover, on the basis of the found practical problems, planning then could be made.

The researcher did preliminary observation or reconnaissance at SMP Islam Al Azhaar Tulungagung on Thursday, January 21st 2016, the researcher did interview with English teacher and conducted observation in class. Next, on Tuesday, January 26th 2016, the researcher held the preliminary test, did interview with students and got list of students speaking score from English teacher.

On Thursday, January 21st 2016, the researcher did interview with English teacher and conducted observation in class. To obtain the data, the researcher met with English teacher at SMP Islam Al Azhaar Tulungagung who taught first grade students. The main problem found the felt quite difficult to speak English. The evidence of the case was the researcher observed the students communicating in learning English. The researcher got information from interviewing with English teacher if there were some problems. The problems were: (1) the students felt so shy to speak English. (2) The students speaking scores were mostly less than the criteria minimum of success (KKM) that is 75. (3) The students were not active in speaking class to speak English. (4) They lacked of confidence and motivation. The researcher got the data based on the interviewing English teacher explicitly.

After that, the researcher conducted observation in the class. Based on the result of observation the activities of the learning english in the classroom, it was found that many students often used indonesia language, the language was used when they asked and answered and also question ask permission, they use indonesia language and also they lacked of focus in learning English.

Based on the reality, the researcher concluded that the core problem was focused on the speaking skill. It was also supported by the English teacher indentification that the students were lazy in learning English. Even if the English teacher did not ask to write down what the English teacher had written on the write board, the students just kept silent or did other activities and if the English teacher asked to do task or homework in home, the students did task in the class, so the English teacher lacked time in teaching and learning. The phenomena seemed that they lacked of motivation.

On Tuesday, January 26th 2016, the researcher held the preliminary test, did interview with students and got list of students speaking score from English teacher. Based on the results of held the preliminary test, it was found that, the students were confused to speak English well, they were difficult to make habit to speak English in class, they did not have selfconfident to speak English, and they lacked of vocabulary mastery.

From interviewing some students at SMP Islam Al Azhaar Tulungagung, the researcher got information that they had some difficulties in speaking. They felt

so ashamed to speak English because they thought that English was very difficult. Consequently, they were lazy, unmotivated, bored and not interested to study it.

In addition, the researcher also got list of students speaking score in numerical data. The fact was the students' score lower than standard. The standard was 75. Mostly they got score under 75. There were 16 of 22 under the criteria minimum of success (KKM).

Hence, in the preliminary observation of Classroom Action Researcher, the researcher found out the practical problems not only from did interview with English teacher and conducted observation in class, but also held preliminary test, did interview students and got list of students speaking score from English teacher.

D. Procedure of The Study

The procedure of classroom action research consisted of cycles. The cycle was administrated based on the progress achievement. It covered planning, implementing, observing and reflecting. In preliminary observation, it aimed to find out the practical problems of the class. The details of the research planning can be describe as follows; before implementing the determined action, the teacher was prepare all need and supportive material as well as the steps applied.

1. Planning

Planning is a significant to do in Classroom Action Research. It is made on the basis of the analyzed of "Practical Problems" found in the preliminary

observation (Reconnaissance). Some possible activities included in planning are socializing the research program, the teacher prepared all which is needed and supportive material as well the steps applied.

- 1) Making the lesson plan, the step of presenting the teacher material based on the activity will be done by the students.
- 2) Preparing all facilities and supportive material in presenting the teaching materials, such as; Zip Zap Game in increasing students speaking skill.
- 3) Designing a test to find out the increasing students speaking skill.

a. Socializing the Research Program

Prior to conduct the study, the researcher had some planning to obtain the success of the research. In this subheading, the researcher planned a meeting with the school master and English teacher at SMP Islam Al Azhaar Tulungagung. Then, the researcher was going to share the main point of the research program, the activity in research. Here, the researcher told main point of the research program about solving the practical problem in the class by developing the modified game chosen by the researcher. In the activity of socializing the research program, the researcher also shared the research planning with the collaborator teacher. The discussion focused on who would take a role as teacher and observer. The collaborator teacher was the observer when the researcher employed the modified game.

b. Providing a Suitable Game

Hence, to overcome the case at SMP Islam Al Azhaar Tulungagung, the researcher applied an modification game. Applying the game, the researcher collaborated with the English teacher. The chosen game was based on the problems occurred in the classroom through interviewing the English teacher and students related to observe in the class, preliminary test and analyzing students file of scores. The chosen modified game named Zip Zap Game. it is one of games which is able to stimulate the students more focus in learning. According to Mario (1995:10) explains that, this game provides more opportunities for student to express their opinions and feelings. It could be used to attract students motivation in the teaching and learning process, they can memorize much vocabulary and the students enjoy learning their material. In addition Richards (2001:208) defines that, this game can provokes students interaction between students to another student and students to teacher. The role of Zip Zap Game start with everyone sit down in a small group. One person makes eye contact with their partner. ZIP - means LEFT -, ZAP - means RIGHT. The student says to their partner (*I bring a picture about doctor and my describing is Mrs. Indah is a doctor. She is in the hospital. She gives medicine for her patients*) and for the test student says (*The picture of my friend beside on left me about..... or the picture of my friend on right me about.... and my picture about.....*)

In its application, there were some benefits or advantages of Zip Zap Game:

- 1) The students felt learning fun, motivating and challenging.
- 2) The students could develop friendly competition and they kept students interesting in learning the language.
- 3) It encouraged students to interact and communicate.
- 4) The students could more active and contribute positive development in teaching and learning process.

There was some disadvantages of using Zip Zap Game; there was time limit, there is difficult to enforce Regarding to the aplication, benefits above, the researcher believed that the modified game could solve the practical problems occurred in the classroom.

c. Designing Lesson Plan Cycle 1

The researcher prepared the steps and the activities applying the Zip Zap Game for the VII A grade students of SMP Islam Al Azhaar Tulungagung. In this section, the researcher tried to make a lesson plan as a guidance in the process of teaching and learning. The lesson plan may cover course identity, instructional objectives, procedures of teaching and learning employing the developed game (the scenario of teaching), and instructional material. However, before conducting the research firstly gave preliminary test to know how far the students skill in speaking. The lesson plan was designed by researcher (see Appendix 3).

d. Designing Lesson Plan of Cycle 2

In this study, the researcher conducted the research within two cycle, the researcher also arranged lesson plans for second cycle. The lesson plans made in the cycle 2 were for the purpose of improving the modification of the applied game. Some found weaknesses of the activities in the cycle 1 were improved in this cycle. The following were design of lesson plans used in cycle 2. (see Appendix 7)

e. Discussing with the Collaborator Teacher

In this Classroom Action Research, the researcher would be accompanied by the collaborative teacher. It had to know that the researcher was not the real English teacher yet. Hence, the researcher needed a collaborator to conduct the research.

In addition, the researcher also conducted discussion to the collaborative teacher. It told that the collaborative teacher helped the researcher to be observer when the researcher implement the game. It was needed to see the students responses, the classroom situation, the teaching and learning atmosphere, the students participation when conduct the research. The researcher prepared a piece of observation sheet.

f. Preparing Criteria of Success

The researcher as the English teacher determined the criteria of success. It should be done before the teacher conducts the research. The criteria of

success are limitation for researcher when continue or stop the study if the criteria have been accomplished.

In this Classroom Action Research, the researcher prepared the criteria of success in term of quantitative and qualitative. For quantitative terms, it could be seen from the students score. The minimal score that the resarcher determined was 75. If the students as the subject of the research could achieve the score 75 and/or more than 75, it means that the researcher was well done and it was success.

The researcher determined 75 as the standard score is based on the result of interview with the English teacher. It seems that most of them could not pass the prelimininary test. Their score was less than 75. Hence, the discussion between the researcher and the collaborative teacher produced that the criteria of success in this research was seventy five (75) to see wheather the students can achieve it or not and the researcher could end the research.

Besides, for qualitative terms, it could be seen from teaching and learning atmosphere, students participation (motivation), and students responses (from doing observation by the researcher). The students were not shy to their speaking skill in front of the class. They gave good participation during the process of teaching and learning. Moreover, it could be supported by students attendace in the class and they kept attention the material well. In students responses, the students could be active in the teaching and

learning process and group working (students did the discussion well and can deliver materials to their partner well). Based on the result preliminary observation there were many kinds of weakness as found in the classroom. Hence, the researcher would like to improve by using the chosen modification game.

Then, researcher checked the progression. Actually, all of the progress could be achieved after modification game applied.

2. Implementing

In this stage, everything has been planned in the previous stage was implemented. The researcher implemented the Zip Zap Game to improve students speaking skill. The researcher as the English teacher managed the class based on the lesson plan. The class was organized by applying the Zip Zap Game and the material which was taught was some simple text about occupation, (chef, doctor, pilot, police, reporter, scientist and teacher), names of public building (hotel, port and zoo) and directions. It can be seen in the lesson plan, the instructions, steps, time allocation, and activities of the teacher and the students were stated clearly.

a. Zip Zap Game in Cycle 1 The Topic “Occupation”

1. The teacher asked to students about material last week which they have been studied. Teacher said, (*What did you study on last week, Please tell me!*).

2. The teacher gave information to students. They had to active speaking English. (*Do you like speaking English?, Start from now, we will practice Speaking English in the Class, Let's Speak English start from now...*).
3. Third step, The teacher tried to introduce the Zip Zap Game to students for reviewing the material today! (if the teacher stops on the word ZIP. → the student is choosen by the teacher and student who sits beside on the left, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*) and If the teacher stops on the word ZAP. → the student is chosen by the teacher and student who sits beside on the right, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*)).
4. The teacher divided students to be 5 group with numbering (*Please, discuss wit your members group!, after all done to discuss, the teacher just called 2 group to come forward and tell.*).
5. The teacher asked students to write their name and put into the box.
6. The teacher asked students to open Bupena Book. (*Please open your book on page 68 about Pilot Fly Air Plane*).
7. The teacher explained about "Occupation".
8. The teacher asked students to do exercise on pages 68 and 70. After all students done.
9. The teacher asked every students in the group to decribe the picture on the Bupena Book with Oral.
10. The teacher devided 6 groups with lottery.

11. The teacher used “Zip Zap Hompimpa” to decide the other picture.
12. The teacher asked each group to describe the picture.
13. The teacher called all members of group 1, 2, and 3 come forward and took Zip Zap Word to determine the partner beside left and right and next group 4,5, and 6 to determine it. *After all students had the partner beside left and right.*
14. The teacher said, *(Please, you play Zip Zap with your partner with say, Zip...Zap...Zip...Zap... and you, please you tell what is your picture in your group).*
15. The teacher asked students to deliver the describe their picture to their partner with said that, *(I bring a picture about doctor and my describing is Mrs. Indah is a doctor. She is in the hospital. She gives medicine for her patients), after all the students done.*
16. The teacher took their name in box to tell what the information they get *(I take there name in box after that I say, Zip Zap and I choose the name is..... please, come forward!).*
17. The teacher called the leader of groups to play hompimpa Zip Zap and decide group which present the first time. *Speaking test was started.*
18. The teacher gave board marker to students that forward in front of class and teacher said Zip...Zap....Zip.....Zap until 5 times.
19. the student must tell the picture of your friend beside on right or left with said, *(The picture of my friend beside on left me about..... or the picture of*

my friend on right me about.... and my picture about.....), after all students have done speaking test.

20. The teacher gave homework to students about next materials.

b. Zip Zap Game in Cycle 2 The Topic “Name of Public Building and Direction”

- 1) Teacher prepared some short reading text.
- 2) Teacher decides their group. Each group consists of 3 or 4 students.
- 3) The teacher distributed the short reading text not a text for a group, but a text for a students. So, each students got the short reading text.
- 4) The teacher asked students to read loudly and understand the short reading because in the short reading there is vocabulary list.
- 5) The teacher asked students to write new vocabulary or difficult word in the table Zip Zap.
- 6) The teacher asked students to play Zip Zap Game and speak English in theirself group, the student said (*my picture is... (Hotel, Port or Zoo), I want to give information about my picture, please listen carefully! Hotel is..., Port is..., Zoo is... from my information. Do you have any question?*).
- 7) The teacher gave the different short reading text to group.
- 8) The teacher asked students to write short text in theirself book.
- 9) The teacher prepared some question based on the text.

- 10) The teacher asked students to discuss the answer.
- 11) The students must answered the question (*Excuse me, how can I go the___ ?, Sir, Can you tell me the way to the___?, Can you help me, please? I want to go the___?, Excuse me, is there a___near here?) and the answer was there hospital, post office, bus station, book shop, italian restaurant, factory, museum. Each group gets one question and different answer.*
- 12) The teacher asked the group to see the picture.
- 13) The teacher decides their partner on the left and the right with “*Zip Game*” word.
- 14) The teacher gave the picture for every students.
- 15) The teacher asks students to write short text in theirselves book about short text their partner.
- 16) The teacher asked students to practice speaking in English with deliver text to their partner, the students said, (*Excuse me, how can I go the___ ? Go straight on. Go past the traffic lights and Walk along Bond Street. Go straight on until you get to the roundabout. At the roundabout turn left on King’s Road. It’s the building opposite the cinema on the left*). Other student in their group said different place, (*Sir, Can you tell me the way to the___? Of course. Go straight on. Go past the traffic lights. Then take the first left to Green Street. Walk past the library. It’s the building*

next to the library on the left) in the group there was three different “Direction” text.

- 17) The teacher reviewed the material, so that the students more comprehend.
- 18) The teacher gave the “*star*” picture so that, the students more motivated to activate in speaking class.
- 19) The post-test used picture and Zip Zap Ball and also gave “*star*” and “*winner*” picture to students, they explained their partner text and theirselves text. For the researcher, it was really helpful to increase the students understanding and it could be interesting in speaking test and also attract students motivation. It could be shown from the results of post-test 1 which the students could not achieve the minimum criteria due to lack of English understanding. Hence, the researcher tried to modify the Zip Zap Game by using combination with picture and game. It expected that the students could understand and complete the test briefly.
- 20) The teacher asked the students to make short dialog in the speaking test, *(there is dialog about asking direction and giving direction for every students. First student asks direction to second student, Excuse me, how can I go the ___ ? or Sir, Can you tell me the way to the (hospital)? The second student gives direction, Go straight on. Go past the traffic lights and Walk along Bond Street. Go straight on until you get to the roundabout. At the roundabout*

turn left on King's Road. It's the building opposite the cinema on the left. The Second student asks direction to the third student, Excuse me, how can I go the ____ ? or Sir, Can you tell me the way to the (post office)?, etc.

21) The last step, The teacher gave "winner" picture to each students who finish speaking test well.

3. Observing

The next step in Classroom Action Research was observing. It was the process of recording and relevant data about any aspects that happened during the teaching and learning process. In classroom action research, the observation was focused on finding out the weakness of the implementation of the modified game and improvement in it. This observation took an important role in this research. To collect the data, the researcher employed some methods of collecting data such as, doing observation, interviewing the English teacher and student and also administering speaking test.

4. Reflecting

Reflecting was the final of these stages. The reflection is the process of analyzing data to determine how far the data collected have shown the success of the game in solving the problem. The main point of this phase was making decision whether stopped the research or continued to the next cycle.

In this section, the data analysis was done by getting the data of students score from text administering test at the end of the meeting of every cycle. The

researcher expected the students' score would increase if the modified game used was applied in the class. To analyze the data, the researcher attempted to compare the students score with the criteria of success. As mentioned above that the students could pass the test if their score was more or equal to 75. In the fact, however, there were some students got the score less than 75 based on the result of post-test. From 22 students in the class, 8 students could pass the test, but not the others. It happened because the students knowledge and speaking were low. Finally, their scores were poor.

Furthermore, in the qualitative data, it could be seen from in teaching and learning process, the students participation in speaking activity and group working. In the teaching and learning process, the students could not increase their activeness in the class, the students are shy to show their speaking skill in front of class and in their group. They lacked to focus in learning English. In the students participation in speaking activity and group working. It could be shown from the students attendance that they followed the lesson every day and how did they keep their attention. Lastly, in the students responses, only 1 or 2 and sometimes 3 students were brave to ask and answer some questions.

Based on the interpretation above, the researcher decided to do the second cycle consists of planning, acting, observing and reflecting to get good progress rather than first cycle. In this research, the indicator of success could be in form of quantitative and qualitative criteria. Moreover, the researcher had to be selective when gave the teaching material by using Zip Zap Game

and also tried to control the students in order to students could active in teaching and learning process and the result can be better from the first cycle.