

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the background of research design, subjects and setting of the study, and procedures of the study.

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

Based on the purpose of the research, the research design used in this study is Classroom Action Research (CAR). The starting point of Classroom Action Research is some problems that faced by the teacher. Therefore, it is very important for the teacher to find out the suitable strategy for her/his teaching, especially for teaching pronunciation at the seventh year students of SMPN 3 Kedungwaru.

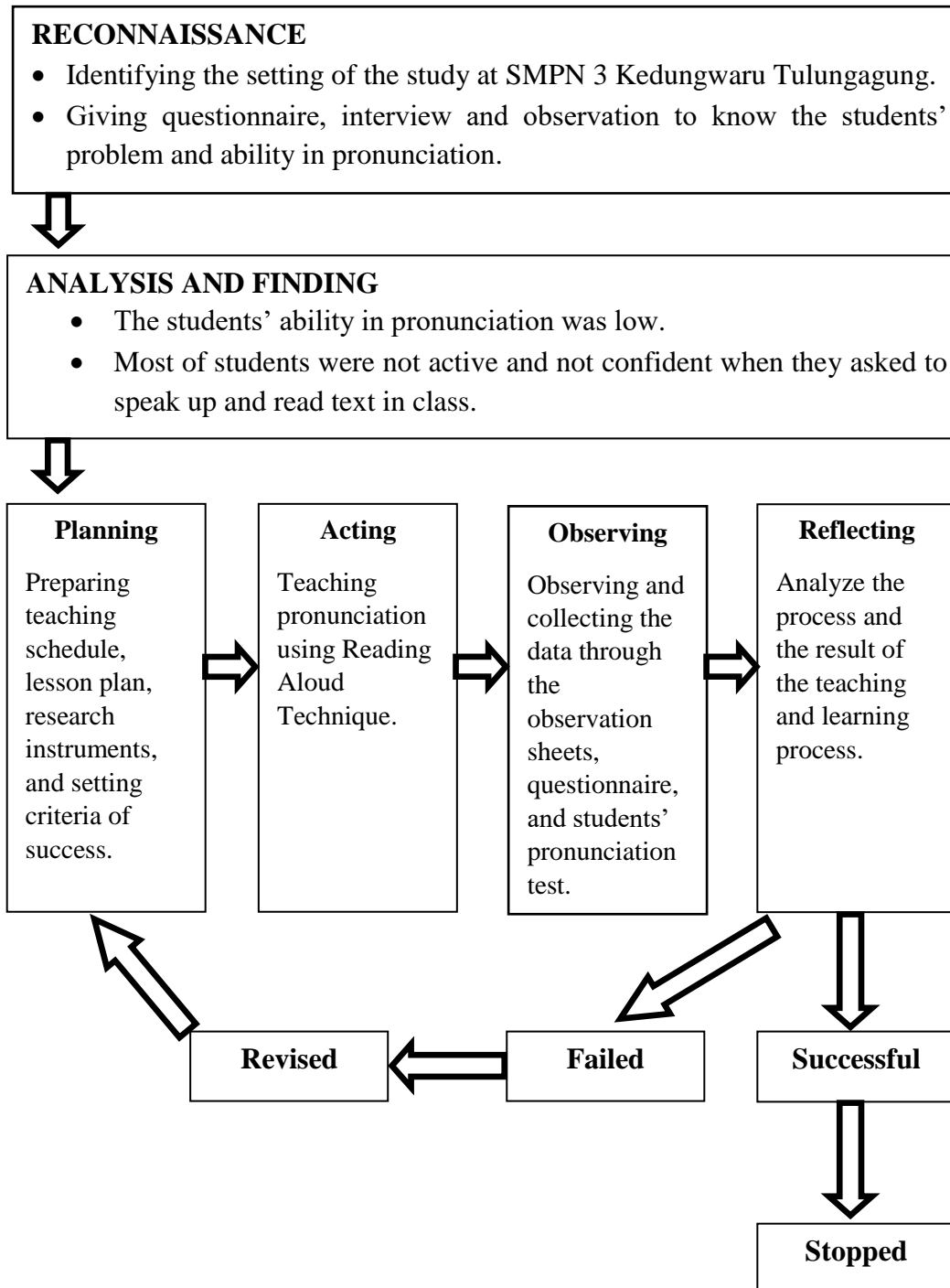
According to Kemmis and Taggart (1982) in Sukardi (2013: 3), action research is the way groups of people can organize the condition under which they can learn from their own experiences and make their experience accessible to others. Meanwhile, Richards (2005: 171) states that,

Action research or classroom action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and classroom problems. Action research takes place in the teacher's own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising strategy to address the issue, trying out the strategy, and observing its effects. The practical improvements action research seeks to bring about are not only benefits, however, through the process of planning and carrying out action research, the teachers can develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills.

Arikunto (2012: 3) describes classroom action research is a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. Richards (2005: 174) also says that in action research consists of a number of phases, which often recur in cycles: (1) Planning, (2) Action, (3) Observation, (4) Reflection.

In this research, the researcher conducted four steps, there were: planning, implementing, observing, and reflecting. The main steps are started by preliminary, analysis, and identification of problems. The procedure of classroom action research was adapted from Kemmis and Taggart's action research model. The model shown in the figure 3.1

Figure 3.1 Classroom Action Research Model Adapted from Kemmis & Taggart model in Ary (2002)



As stated in Ary (2010: 518), there are explanation of Classroom Action Research process, namely:

1. *Planning*. A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. It is in the phase that the research questions and methods are explicated.
2. *Acting*. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources.
3. *Observing*. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more.
4. *Reflecting*. The researcher reflects on and interprets the information and communicates or reports it to others. A new understanding of the nature of the problem is developed. Actions are taken and a new area of focus is identified.

Based on explanation above, the researcher describes that classroom action research is a kind of research design which is conducted by teacher to increase the quality of teaching and learning activities. It is necessary to be conducted because almost every teacher face any problems in their instruction activities. So, the students' achievement in certain aspect became low. By applying this research design, the teacher hope that he/she can improve his/her quality by implementing the innovative strategy in teaching and learning activity.

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

This Classroom Action Research was conducted by the researcher at SMPN 3 Kedungwaru Tulungagung in academic year of 2015/2016. The subject of this study was the students of SMPN 3 Kedungwaru Tulungagung exactly in VII-B which consist of 35 students, which has 15 of female and 20 of male.

The researcher chooses SMPN 3 Kedungwaru Tulungagung as the subject because the researcher had done preliminary study over there and found the problems in that school. They are the students' score in pronunciation is low. They understanding about pronunciation are difficult, because the strategy that was used by English teacher not overcome yet the students' difficulties in their knowledge about pronunciation itself. The strategy also makes the students not enjoyable, because the strategy was monotonous. The information was get also supported by interviewing with English teacher.

Meanwhile, by interviewing and observing with some students in class VII-B, the researcher found that they are had difficulty and felt worry to practice word well because they didn't know how the pronounce the word correctly. From the obtained information above, the researcher used the reading aloud as strategy which believed that this strategy can improve their pronunciation in SMPN 3 Kedungwaru Tulungagung.

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

The research began with a preliminary study as problem identification. Then, continued with some stages namely planning, implementing, observing, and reflecting.

## 1. Preliminary Observation

Preliminary observation is important to be done to find and define the real problems in the students' pronunciation. First, the researcher interviewed the English teacher at SMPN 3 Kedungwaru Tulungagung (Mrs. Suprihatin) on March 12<sup>th</sup> 2016 to discuss about the problems experienced by students in the classroom. From some questions given to the teacher and the teacher replied and explained the problems experienced by students is difficulty in speaking, especially in their pronunciation ability.

Second, by interviewing with some students of class VII-B, the researcher found that the most difficulty in teaching learning English is about pronunciation. They are also replied that the strategy was used by their teacher still makes them difficult to overcome their difficulties. They felt not understanding yet about the material easier. The strategy was used also monotonous. It is make students are bored (not enjoyable) during teaching and learning.

Then, to get more information the researcher asked the permission to the teacher to follow come at the classroom on March 15<sup>th</sup> 2016 to observe. Here, the researcher act as the observer during teaching learning. In the learning process, the teacher gave some words, and then asked them to imitated the teacher how to pronounce of the word together. At the beginning, they look pronounce word with aloud voice and brave, but when the teacher asked them to try pronounce the words one by one, only some students wants to try. It causes

most of students felt difficult to pronounce the words, the strategy not overcome yet the students' difficulties in their knowledge about pronunciation.

To verify what the researcher get from the interview and observe, the researcher came to the class and gave the test. The researcher gave twenty words and asked them to pronounce the words. Before the test began, the researcher gave an example how the words pronounce, and asked them to imitate repeatedly. In short, the researcher used the teacher's method it called drilling. After a few minute, the researcher called the students one by one to test. The score of the test, the researcher followed the teacher's way. The score gets from

$$N = n \times 5$$

N = The score of students' pronunciation test

n = The number of correct words' pronunciation

This is the result of the students' pronunciation score before the implementation the strategy:

**Table 3.1 Preliminary Result**

No.	Students' Initial Name	Score
1.	AAM	45
2.	AM	50
3.	ANA	25
4.	AWI	45
5.	AVP	20
6.	AFP	30
7.	BF	20
8.	BRB	25
9.	DYN	20
10.	DF	30
11.	DNP	30
12.	DA	30
13.	EAZ	25
14.	FK	45

15.	FEPD	35
16.	GP	35
17.	II	40
18.	KW	20
19.	KEW	35
20.	MAF	35
21.	MMV	10
22.	MFJP	15
23.	MS	15
24.	MFR	10
25.	MRCP	35
26.	NNSS	30
27.	NWA	35
28.	OMD	30
29.	RRY	25
30.	RAY	25
31.	RAS	20
32.	SKN	35
33.	TAS	20
34.	TW	30
35.	WPS	25

After gave the test, the researcher also got the interview with some of the students to know the students' opinion in teaching learning English especially in pronunciation class. The result of interview can be seen in appendix.

## 2. Planning

In this stage, the researcher made lesson plans for the first cycle and prepared the materials needed in the teaching learning process.

### a. Socializing the Research Program

The research was carried out in seventh grade students of SMPN 3 Kedungwaru Tulungagung. The researcher and the English teacher hold the meeting in SMPN 3 Kedungwaru Tulungagung. In this meeting, the researcher



and the English teacher discussed the technique would be used in the research and the time allocation needed in this research. The researcher also explains the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

b. Providing a Suitable Strategy

Based on information that has got from a teacher, the researcher determines the appropriate strategies to help eliminating student difficulties in speaking especially in pronunciation at classroom. Here researcher using reading aloud technique which is expected to overcome the students' problem in learning pronunciation. There were some procedures to use the technique:

- 1) The students get the explanation about pronunciation.
- 2) The teacher divided the students into groups.
- 3) The teacher gave the copy of text to the students.
- 4) The teacher asked the students to discuss how the words pronounce correct by looking the transcription at oxford dictionary.
- 5) Looking the difficult words.
- 6) The teacher drilled it.
- 7) The teacher gave model by read the text loudly, then allow the students to imitate after her.
- 8) The students read aloud together.
- 9) The teacher asked the students to come forward reading the text loudly with correct pronunciation one by one.
- 10) The teacher gave command and suggestion.

c. Designing a Lesson Plan

The lesson plan contains some guidance points which are used by the teachers to manage the classroom situation. In this research, the researcher made lesson plan that consist of:

- 1) The part that consist of cycle, meeting, school, subject, grade/semester, language skill, language components, genre, theme, time allocation, standard competence, basic competence.
- 2) List of indicators and learning objectives, which consists of what the students can do at lesson completion.
- 3) Learning materials.
- 4) Teaching and learning strategy, include approach, method and technique.
- 5) Teaching and learning activities that describe the sequence of event that make the lesson, including the teacher instructional and guide practice the students.
- 6) Media and sources.
- 7) The last an evaluation component, a test for mastery of the learning goal.

d. Preparing the Criteria of Success

The researcher must prepare the criteria of success because it is necessary to know how far students in teaching pronunciation and the technique were success or not. The criteria of success in this study were: first, from the score that should achieved by the students in pronunciation test. The score of the test taken from the scoring rubric which consist of five aspects, they are intelligibility, accuracy, fluency, intonation, and stress.

The score criteria that should be achieved by the students from the test at least 70 or more than 70 based on Minimum Completeness Criteria (KKM). Minimum Completeness Criteria (KKM) is the criteria that have determined according to the policy of the school itself and it should be achieved by the students. Second, the students' feeling and students' opinion in learning pronunciation after the strategy was done from the result of questionnaire. The questionnaire in order of the observation and interview's result of the students in preliminary study. In short, the criteria of success were stated as follows:

- 1) If 75% of students can get score 70 in pronunciation test.
- 2) The students are enjoyable in learning pronunciation by using Reading Aloud technique.
- 3) The students are easily in understanding material by using Reading Aloud technique.

e. Scoring Rubric

In assess students' pronunciation, the researcher used scoring rubric that adapting from Djiwandono (2008: p.83 & 123). The explanation of pronunciation rubric was stated as follows:

**Table 3.2 Scoring Rubric of Pronunciation Test**

<b>INTELLIGIBILITY</b>	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
<b>FLUENCY</b>	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.

	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
<b>ACCURACY</b>	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding.
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.
<b>INTONATION</b>	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
<b>STRESS</b>	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses in a few word that causes few error.
	2	Uses much incorrect stress that causes some error.
	1	Uses stress incorrectly in most of the words that causes definitely much error.

**Table 3.3 Level of Score**

<b>Final Score</b>	<b>Category</b>
90-100	Very Good
80-89	Good
70-79	Average
60-69	Poor
≥60	Very Poor

### 3. Implementing

The English teacher of class VII-B introduced the researcher to the students as the researcher would replace her position as the English teacher to teach English for two weeks. The researcher applied Reading Aloud as the way to improve the students' pronunciation ability. This implementation must be suitable with the planning. The researcher as teacher gave the descriptive text, then modelling how to read the text used correct pronunciation and asked the students to imitate together. Before the students practice reading aloud one by one, she asked the students to make a group. In a group, the students discuss how the word pronounce by looking the transcription at the dictionary and practice with their friend. After that, the students ask to find the difficult words and the researcher drill it. The last, the students practice read aloud one by one in front of the class. Finally, the researcher gave score and suggestion.

### 4. Observing

Observing was done during teaching and learning process. This stage was conducted to know the effect of the applied strategy toward the predetermined criteria of success. In collecting data, the researcher used some instrument for collecting the data, that are: Test, Observation Sheet, and Questionnaire. Nevertheless, the main instrument was Test. Meanwhile, Observation Sheet and Questionnaire just complete the instrument.

a. Test

Related with the test, Brown (2006) in Isnawati (2014: 3) sees a test as an instrument or procedure designed to elicit performance from the learners with the purpose of measuring their attainment of specified criteria. Test always occur at identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their response are being measured and evaluated. So, test is a tool or way used to measure the students' achievement. From a test, the researcher will get quantitative score which can be analyzed. Here, the researcher gives three pronunciation test to the students. First, test to know how the students' achievements in the pronunciation ability before taught by using Reading Aloud. Second, test is aimed to know the students' achievements in the pronunciation ability after taught by using Reading Aloud in cycle 1. The third, test to know how the progress students' achievements in the pronunciation ability after taught by using Reading Aloud in cycle 2 was implemented.

The detail of scores' criteria of pronunciation test have explained in scoring rubric section above. It used the researcher to account the students' score by formula below:

$$X = \frac{\Sigma S}{S_{\max.}} \times 100$$

Notes:

X = The students' score

$\Sigma S$  = The total of students' point

$S_{\max.}$  = The maximum of students' score (20)

After calculated the students' score in cycle 1, the researcher also analyzed the students' percentage who passed the test by calculating with the formula below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (35)

From the result of formula above, the researcher knows how many the students' percentage who achieved the Minimum Completeness Criteria (KKM). Besides, it was also determined the technique in cycle 1 stopped or continued.

b. Observation Sheet

Observation is the aim of collecting data as it is viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. When the observation takes place, the observer collected the data of teaching and learning process that includes the teacher's (researcher) activity, students' activity, students' interaction with teacher, students' interaction with other students, and students' interaction with the material.

c. Questionnaire

Questionnaire are any written questions which have purpose to get information from respondents. The researcher used questionnaire in order to

obtain the students' development during teaching and learning by observing how their response feeling and students' opinion related to the pronunciation learning by using Reading Aloud. The researcher made closed with 2 option; "Yes" and "No". The detail of questionnaire form in each cycle, can be seen in appendix 4 and 5. The questionnaire result showed by percentage used the formula below:

$$P = \frac{F1}{N} \times 100\%$$

Notes:

P = Percentage of students' questionnaire for each item

F1 = The number of students' response

N = The total of students (35)

The criteria of students' response based on the result formula above can be categorized in the following table:

**Table 3.4 Categorize of Students' Response**

<b>Final Score</b>	<b>Category</b>
91% - 100%	Very Good
81% - 90%	Good
71% - 80%	Average
61% - 70%	Poor
≥51% - 60%	Very Poor

## 5. Reflecting

At this stage, the activity was focused on the effort to analyze. The researcher analyzed observation to know the effect of applying Reading Aloud in teaching pronunciation at class. The analyzing result was used to know whether the first cycle success or not in achieving the criteria of success. If the



criteria of success could not be achieved by the first cycle, the researcher must continue to the second cycle. Through this stage the researcher could find out whether there were new problems appear during the learning process. Besides, the researcher could make a decision whether continued to the next cycle or stop it.