

CHAPTER III

RESEARCH METHOD

This chapter contains the description of the method employed in this study. The description covers research design, setting and subjects of the study, procedure of the study, preliminary observation, planning, implementing, observing, and reflecting.

A. Research Design

Research design used in this study was Classroom Action Research (CAR). Action research is systematic procedures done by teacher to gather information about and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning, Cresswell (2008:597). All participants were known as the active members of the research process. Planning as the first step of collecting data divided a research into orientation, personal development history and perspective. Those two statements become the foundation for the researcher in considering how important the research design.

Considering the explanation above, in this research the researcher employed the collaborative action research design. The researcher worked together with the other English teacher to solve the speaking ability problem in the class. Furthermore, the researcher conducted the action in a cyclical process. The collaborator was observer. The procedure was done based on the cycles consisting of certain actions which covered the planning of the action, the

implementation of the action, the observation, and the reflection. These activities were based on the design.

The Model of the Classroom Action Research

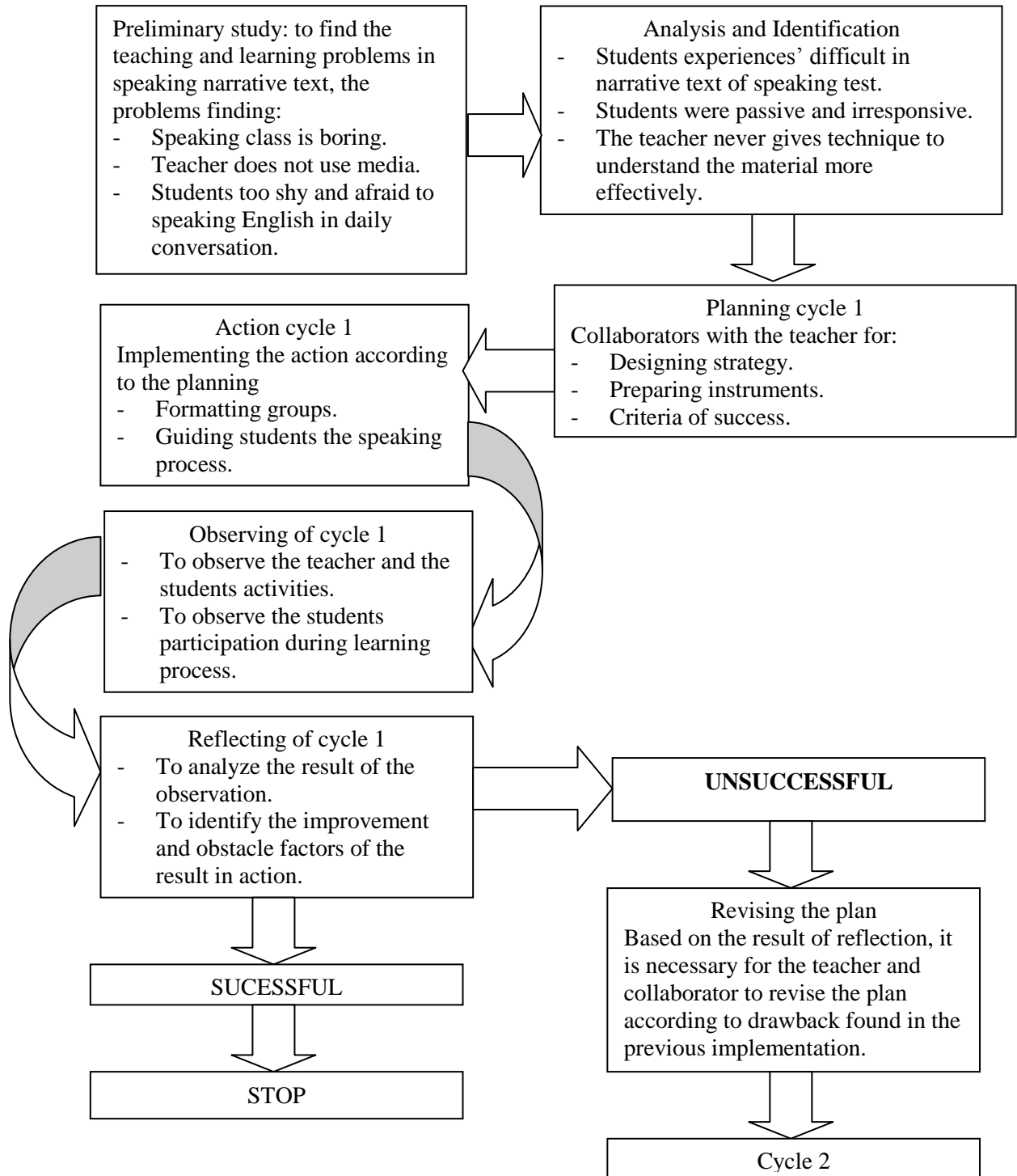


Figure 3.1 Classroom Action Research (Adapted from Kemmis and Taggart, 2001)

Based on the procedure as shown in Figure A above, the action research started with the preliminary study done to find out what kinds of problems faced by the students in the classroom. The second step was planning to solve the problem and prepared the action made. The next step was doing the action based on the planning and the preparation which have been made. The observation was done at same time as the action being done. Based on the observation, the researcher made reflection to what happened and evaluates the result of the action. Then, the researcher decided that she needed to improve the action in the next cycle based on the reflection she made.

B. Setting and Subject of the Study

This study was conducted at MTsN Langkapan, which was located on Jl. Masjid No.07 Srengat, Blitar. The researcher chose eight class, because the researcher found narrative text was taught at eight class. There were 6 classes in the eight years students, there were A class consisted of 35 students, B class 35 students, C class 34 students, D class 35 students, E class 32 students and F class 31 students. The researcher chose C class as the subject of the study. It is because based on the result of student's interview in preliminary study, the students in this class often complain that they had difficulties in speaking skill. As the information, this class consists of 34 students, 17 males and 17 females. Based on the English teacher's information, the students' score and activeness were neither very good nor very poor. Based on the situation and the condition of the class

mentioned before, the researcher were interested in conducting the researcher in this class.

C. Sources Data, Data and Data Collection

In his efforts to find the solutions to the problems, the writer needed some data. After collecting the data the researcher has to analyze it.

a. Source of Data

There were two sources of data that were observed in this study. They are student's text book complied with KTSP, the teacher, and the students. Then, the researcher observed about the teacher and students action during the use cross talk in teaching speaking.

b. Data

Data are very important in every research because research found comes from the interpretation of the data collected. In collecting the data, the researcher observes and conducts the teaching process while observing the learning process in the classroom. The researcher also gives questioner to the object of the study related to the objects' attitude towards teaching and learning process. The researcher is not just give questioner to the students but the researcher also interviewed the English teacher, the interview was conducted at preliminary study with the purpose to know the problem faced by students and the second interview do after the research was conducted.

c. Data Collecting Method

In collecting the data for this study, the written test will be used. A test is any procedure for measuring ability, knowledge, or performance (Richards, Jack C.2012:291). Test is given to help the students assess the effect of experimentation and to know so far the students can understand what they have learned. They will be to kinds of the best that will use by the writer. The first will be pre-test which will by given before the treatment and the second one will by post-test which will by given after the treatment. The test both pre-test and post-test for the experimental group has the same procedure. The writer will be ask the student retell the story.

d. Data Analysing Method

The technique of quantitative analysis data is the technique which is used the data in the form of number. There are many statistical technique that is used to analyzing of data in the classroom action research. It is based on the kinds of data.

According to Suharsimi Arikunto “ to determine the technique or formula of statistics that is right to analyze of data, the writer must understand what is the kind of data he got from its research’’. Moreover, “ there were five factors that must be considered by writer in the choosing of statistics formula to analyze of data, there are; a number of research subject, infrastructure of facilitates, condition or spreading of data, a number of variable, and the kinds of data that will be analyzed’’.

Data analysis is an important aspect in action research. The researcher has to analyze all the data and the report her finding on her research. The data gains through lesson plan, the teacher and the students' observation sheet and also the students' answer the questionnaire are analyzed and reported descriptively with formula while the data collected through speaking test is analyzed using criteria of success and also the researcher tends to analyze the students' score on the result of this activity to classified whether the students are succeed or failed.

D. Procedures of the Study

In the research procedure contained the procedures of taking the data used by the researcher in this study, they were: preliminary observation, planning, implementing, observing, and reflecting.

a. Preliminary Observation (Reconnaissance)

Preliminary observation is very important to be done to define the real problem in this study. It was done before the researcher began the research. During teaching process, the researcher saw what problem really exists during teaching and learning of speaking on narrative. The researcher did the observation, made note, interviewed and conducted pre test to find out and recorded the possible problem faced by the teacher and the students. It was conducted on 23 may 2014.

b. Planning

Based on finding out the condition of the class, the students' ability in narrative speaking consult with the collaborative teacher to discuss the planning. They concerned with the designing a suitable model of teaching speaking by using cross talk. The researcher purposed a solution for solving the problem occurred during the teaching and learning process by having some planning activity. In this step, the researcher made preparation needed in conducting the research. This step covers socializing the researcher program, providing a suitable strategy, design a lesson plan, preparing the criteria of success, and training the collaborator teacher. It was conducted on 23 May 2014 after conducting pre test.

1. Socializing the Research Program

The research socialized the program of the study to headmaster Mrs. Anik Nurhajati M.Pd and the English teacher Mrs. Luthfi Mayasari S.Pd.I in MTsN Langkapan Srengat on 10 May 2014. In this meeting, the purpose of the researcher getting permission. The researcher also showed her purposes in this research before she collaborate with the English teacher to arranges the research schedule and discussed about the instructional materials. The materials selected based on the topic in research and they are must be appropriate with syllabus in English lesson for eight grade of Junior High School. In this research, the researcher used Kemmis and Taggart cycles and every cycle devided into three meetings. In this research, the researcher done the first cycle, but it considered not succesed yet. Then, the second cycle was applies, because the result showed that

first cycle was unseccesful. There were four meetings for each cycle. Before it, to get information the researcher plan a meeting with the English' teacher to share the lights high of the research program, research activity or timetable of the study.

Table 3.1 The time table for conducting research

NO	ACTION	DAY	DATE	TIME
1	Preliminary Study	Friday	23 May 2014	07.40 – 09.00
2	Cycle I Meeting I Meeting II Meeting III Meeting IV	Saturday Monday Friday Saturday	24 May 2014 26 May 2014 30 May 2014 31 May 2014	08.20 – 10.20 08.20 – 10.20 07.40 – 09.00 08.20 – 10.20
3	Cycle Meeting I Meeting II Meeting III	Monday Friday Saturday	2 June 2014 6 June 2014 7 June 2014	08.20 – 10.20 07.40 – 09.00 08.20 – 10.20

2. Providing a suitable Strategy

The researcher provided the strategy of Cross Talk to solve the students' problem in Speaking ability especially in narrative speaking in the class. To improve the students' speaking ability by using Cross Talk, the researcher guided the students to implement the Cross Talk.

To solve the students' problem in speaking, in this research the researcher tried to conduct Cross Talk strategy. In this research, the writer is carrying out several activities using Cross Talk. Firstly, she prepares stories to be discussed. Secondly, she asked the students to make a group and to read the part of the text

silently. Thirdly, she asked the students to re-telling part of the story to the other friends in one group. The last, the teacher calling on name randomly to re-telling about the full story use the own words in front of the class one by one. By this way, after conducting this method, the researcher hope the students can understand about the content of the story faster. It was conducted on 23 may 2014 after creating planning. In providing a suitable strategy, the researcher with the English teacher.

3. Designing a Lesson Plan

A lesson plan was developed by the teacher to guide the instruction. In this research, the researcher maked lesson plan to manage the classroom situation while the action implemented. During May 23 up to 6 June, 2014 the researcher made the lesson plans to teach, then consulted to English teacher as collaborator in the class. The lesson plan consists of: (1) Identity of school: It consisted of school name, subject, levels, time allocated, and state curriculum standards. (2) Indicators: It described the standards that each student should master to function effectively in their future that was characterized by great changed and information growth. (3) Instructional Objectives: Instructional objectives were the learning outcomes for the lesson. (4) Instructional material: It describes the materials that will be given for the students suitable with curriculum standard. (5) Instructional Methods: Instructional methods were the teaching strategies will be used in this lesson. (6) Instructional Procedure: In instructional procedure, there are a number of items to consider in the procedure section of the plan. It consists of

introduction, technique and activities, and closure. (7) Material Resource: It mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: This section contains a description of the assessment process to measure the students' success.

4. Preparing the Criteria of Success

Based on the problems found through conducted preliminary observation, in this study the researcher employed Cross Talk as the method in teaching Speaking especially narrative speaking to determine whether the researcher should stop or continue her study, she set criteria of success of the study as follows: According to the criteria referenced scoring of MTsN Langkapan Srengat Blitar, if the Speaking scores of 75% students in the class reach the Minimum Standart Competence (KKM) of English in MTsN Langkapan Srengat Blitar, the researcher was classified into succes. The mean score of speaking test was equal or more than 65 (75% of the students). So, the student who gets 65 or more was classified into pass and less than 65 is classified into failed.

The table of scoring according to (Brown:2010:172-173) will be show as follow :

No	Elements of Speaking	Score	Criteria
1	Accuracy	1	Almost all sentence structure are in appropriate
		2	Some inappropriate sentence structure
		3	A little inappropriate sentence structure
		4	Appropriate sentence structure
2	Vocabulary	1	Very limited vocabulary use
		2	Fair vocabulary use
		3	Fair and appropriate vocabularies use
		4	Large and appropriate vocabularies use

3	Content	1	Hardly understanding interlocutor spoken
		2	Less understanding interlocutor spoken
		3	Fair understanding interlocutor spoken
		4	Understanding interlocutor speaking
4	Fluency	1	No utterance
		2	Speak unclearly
		3	Speak well enough
		4	Speak fluently, no significant pause
5	Pronunciation	1	Influent pronunciation
		2	Poor pronunciation
		3	Fair fluent pronunciation
		4	Fluent pronunciation

5. Training the Collaborator Teacher

In the classroom Action Research (CAR) in collaboration between the researcher and the collaborative teacher, if the researcher is a students. But if the researcher is already teacher, she or he can conduct CAR alone. In this research, the research was a student. So it was done with a collaborative teacher. It was conducted on Saturday, 24 May 2014 before conducting first meeting. As a collaborator, the teacher was involved to the whole process of the activities. In this case, the researcher as English teacher who applied Cross Talk method in the class. The researcher asked the English teacher of MTsN Langkapan, Srengat Blitar to be a collaborative teacher to apply the Cross Talk in the narrative speaking. The purpose of collaborative between are to create a good condition of the class and handle the class.

In this research, the researcher collaborate with the teacher to make a lesson plan, prepare time table of study and conduct the research in the classroom. The researcher who knows more about Cross Talk strategy and the procedures in imploying the strategy collaborate with the English teacher. Before conducting in

the classroom, researcher giving training to the collaborator teacher in implementing the selected and modified strategy. Researcher gives explanation to teacher about Cross Talk strategy. Then, the benefit of crosstalk for teaching speaking and how to apply crosstalk strategy in the classroom.

c. Implementing

The implementing was started on 24 May 2014. In this phase the researcher introduced herself and informed the students about the research she was conducting. The researcher also told the students that she will become their tutor for four meetings ahead and their teacher will become the collaborator who will observe all the activity during the teaching and learning process. Furthermore, the researcher informed that she was going to guide the students in improving their speaking skill in narrative text.

In the implementation of student cross talk method, the researcher divided the students into eight groups consisting of four students. This grouping was aimed to stimulate the students to work with the partner and to bring the students more actively. The researcher delivered some questions to bring the students' attention and focus to the material. All of these questions are about narrative text. Then, the researcher gave the students a set of narrative text, especially fable story. After that, the students read silently and understand about the content. Then, one of the students retelled part of the story in front of another students in one group. In addition, to give the students chance to practice and understand the

content of the text, the researcher gave opportunity to them to re-telling the story in front of their friends in the next meeting.

As the practice of speaking narrative text, the researcher gives the students a text and some questions about the story of the text. By combining students' knowledge about the content of narrative text, the students are expected to be able to speak or arrange the meaningful context.

d. Observing

Observation is the process of collecting data about the effects of the applied strategy which happened during and after the implementation of the action. In this part, the researcher with the teacher observed the teaching and learning process. The researcher also observed students activities in learning. Then, she observed the students' respond, students' interest on cross talk method.

e. Reflecting

In this stage, the researcher reflected and analyzed whether the teaching learning of Speaking was done successfully or not to reach the objectives of the learning in the first cycle. If the reasearcher found some problems in learning Speaking, the researcher made reflection from the action in cycle I based on the observation sheet and the result of post-test to decide and plan the next cycle's steps.

f. Research Instrument

The instruments used to collect the data, as follows :

1. Test

The researcher needed test to know the students achievement in narrative speaking throught Cross Talk method. There were two kinds of the test are used, there were pre-test and post-test, pre-test had been done before the researcher doing the research, and post-test conducted after the researcher doing reasearch. In pre test, the researcher gave one short story writing on the white board. Then, after reading the story, one by one they told the story in front of the class. In the post test, the researcher gave one short story in every group. Then, one by one retell about the story. The material in pre test and post test is a short story about animal. The speaking text of preliminary test, cycle I and cycle II can be seen below in appendix (2, 3 and 4).

The data from the students' worksheet as speaking test is calculated by using a scoring quidance of the criteria of speaking learning action as follows :

$$\text{Score} = \frac{\text{Gain Score}}{\text{The Highest Score}} \times 100\%$$

After that data from the students worksheet calculated by using the formula above, then the result of the data analysis are compared with the criteria of success to check wether the students have passed or failed.

2. Questionnaires

The questionnaire was used to take the data from the students in order to know their problem on learning Speaking. Questionnaire is one of the methods to collect the data in this research. It used to get more information as the data about teaching and learning process and the student's respond in learning activity in the class. For the questionnaire, the writer prepared questions for the teacher and students. There were ten questions about the teaching and learning process for teacher and there were ten questions about student's respond in learning activity in the class.

The target of the research success 80% of the students answer that they are very excited and enjoy in teaching learning process. Especially, in speaking of narrative text by using cross talk. The percentage of questionnaire can be analyzed by the formula as follows:

$$\%s = \frac{\text{Total Answer}}{\text{Total of Students}} \times 100\%$$

%s = Percentage of score