

CHAPTER III

RESEKACH METHODOLOGY

This research 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

For this research, the researcher uses CAR (Classroom Action Research). CAR (Classroom Action Research) is one way that can be used by teachers to explore innovative learning systematically, objectively, and contextual. Action Research is Classroom-based research by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. Classroom action research is a research that has basis in the class.

Arikunto (2008: 104) describes that action research is one of the type investigation that characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation. In classroom action research, the research can do by self or can do by collaboration with friend, head master, observer, lecturer, and other people that relevant to do the classroom action research.

From all definitions above, it can be concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. It was designed to improve the student ability in speaking by using problem sticks and the subject who were involved in this research the VII graders at SMPN 1 Sumbergempol Tulungagung of the academic year 2017/2018.

This research was a collaborative action research type which the researcher collaborated with one of English teacher of SMPN 1 Sumbergempol. As a collaborator, the teacher was involved in the process of the activities. Both the researcher and the collaborator had different rules in the research. In this case the researcher asked the teacher applied problem sticks as media in the class. The English teacher helped by observing student's ability ability during the process of teaching and learning activities. This research composed of two cycles each of which consisted four steps : planning, implementing, observing and reflecting.

B. Subject and Setting of the study

In a classroom action research, was conducted at SMPN 1 Sumbergempol, Tulungagung. The researcher chooses SMPN 1 Sumbergempol as the place of the study because the researcher observed in the class she found some problems in the class. Especially when the students asked to speak by the teacher. Some students didn't give respon when teaching and learning in speaking class processed.. the

subject of this study is students in seventh grade of SMPN 1 Sumbergempol. This research will do in this class VII I class consisting of thirty two students. This class was taken as the setting of the study because based on teacher that teach in this school said this media suitable for them and can improve they motivation in their 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 student's speaking skill in English classes, the researcher designed the research would not disturb the learning and learning activities in the classroom. The study focused on speaking skills.

C. Procedure of the study

After meeting with the school master of SMPN 1 Sumbergempol Tulungagung, the reseracher met English Teacher to share about the highlights of research program, research activity and timetable to conduct the study. The first phase was conducting preliminary observation to know information about real condition of the class, the student's problem and their performance in learning and also the teacher's problem in doing activities in classroom.

Based on the result of preliminary observation, the researcher conducted problem sticks. This study consisted of four steps : plan, implementation, observation and reflection. In the procedure and implementation process, the stages were done repeatedly starting from planning up to reflection.

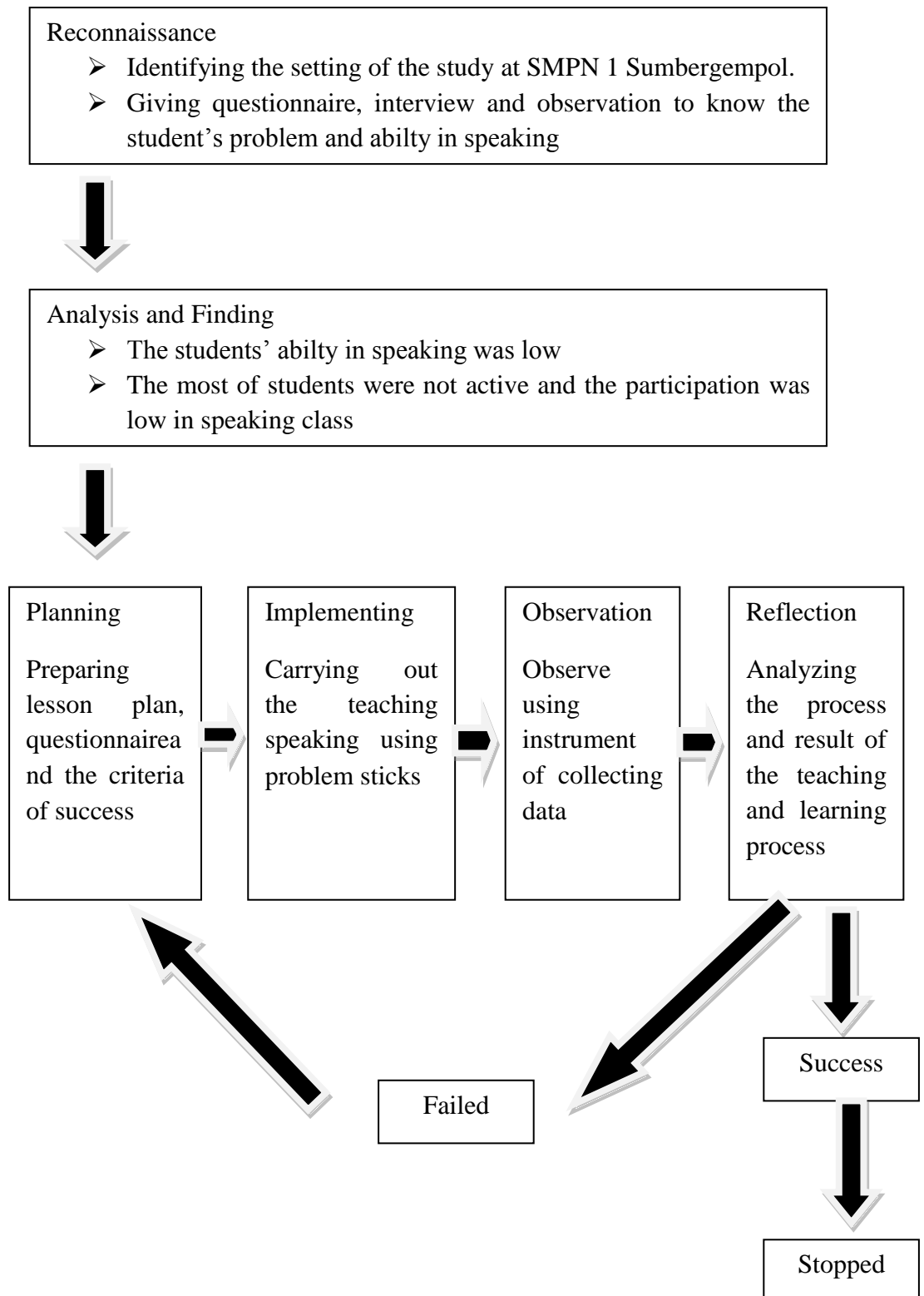
Planning was made on the basic of the analysis findings, included preparing teaching strategy, designing lesson plan, observation sheets and the criteria of succes.

Implementing was done by conducting teaching and learning process applying problem sticks in class.

Observing was done by the collaborator teacher to collect the data when the researcher is as a teacher in learning activities using problem sticks.

Reflection was done when the action of each cycle was end. It showed the analysis of the teaching and learning process, and the learning result. And re-planning of the next cycle was done when the action of each cycle was unsuccessful and the teaching and learning process didn't meet with the predetermined criteria of success yet. The procedure of classroom was adapted from Kemmis and Taggart's action research model. The model shown in the visual illustration below:

Classroom Action Research Model (Adapted from Kemmis & Taggart : 1998)



1. Preliminary study

To know the student's condition, the researcher did preliminary study before doing action in classroom. A preliminary study will carried out to get information about the real condition of the class including the media used in the process teaching and learning. In addition the researcher attempts to get information about the problem in teaching and learning process and especially in teaching learning speaking.

In this preliminary study, the researcher met the headmaster SMPN 1 Sumbergempol on Saturday, March 03rd 2017 to ask permission to conduct the research in the school. Next, on Monday, March 05th 2017 the researcher met English teacher who taught first grade students. The researcher talk about the plan of research and did an informal interview about the activites of students in teaching and learning process.

On Friday, 09 March 2018 – 24 March 2018 the researcher conducted observation in the class. The main problem found the felt quite difficult to speak English. And based on interviewing with English teacher the researcher got information students' difficulties in speaking there were some problem. The problem were (1) they were afraid and shy to speak. (2) they were not active in speaking class. (3) They were afraid of making mistake in pronunciation, lack of confidence and motivation.. (4)they also said they didn't have enough vocabulary in English.

On Saturday, March 24th 2017 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. From the information above, the researcher knew that the students of this class had problems in speaking skill, therefore the researcher planned to implement problem stiks to the students from VII H class of SMPN 1 Sumbergempol Tulungagung.

2. Planning

Planning was the first step in which the researcher planned the teaching strategy that would be applied in the research. The researcher prepared everything needs to conduct the research.

a. Socializing the research program

Before conducting the research in the class, the researcher asked permission to the headmaster of SMPN 1 Sumbergempol for conducting the research in the school. After getting permission, the researcher met one English teacher of SMPN 1 Sumbergempol. 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 problem in the class by developing the modified media chosen by the researcher. In the activity of socializing the research program, the researcher also shared the research planning with 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 media.

Table 3.1 Research Schedule

No	Day/date	Time	Remark
1	Saturday, 03 March 2018	09.00	
2	Monday, 05 March 2018	10.00	Meet up headmaster and English teacher to ask permission doing research
3	Friday, 09 March 2018	07.00-08.10	Pre-observation
4	Wednesday, 21 March 2018	08.40-10.00	Pre-observation
5	Friday, 24 March 2018	07.00-08.10	Pre-observation
6	Friday, 30 March 2018	07.00-08.10	Meeting 1, Cycle 1
7	Wednesday, 04 April 2018	08.40-10.00	Meeting 2, Cycle 1
7	Friday, 06 April 2018	07.00-08.10	Meeting 3, Cycle 1
8	Wednesday, 18 April 2018	08.40-10.00	Meeting 1, Cycle 2
9	Friday, 20 April 2018	07.00-08.10	Meeting 2, Cycle 2
10	Friday, 27 April 2018	07.00-08.10	Meeting 3, Cycle 2

b. Providing the strategy

Based on the result of preliminary observation, the researcher found that there were some problems in speaking skill of the students in VII H 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 problem sticks. The scenario of teaching speaking using problem sticks as follow :

Activity	Teaching activity
Pre-teaching	1. Tecaer opens the class by greeting the students and asks them to pray together

	<ol style="list-style-type: none"> 2. Teacher introduce her self 3. Teacher checks student's attendance
Pre-speaking	<ol style="list-style-type: none"> 1. Teacher explains about the material 2. Teacher introduces about the problem sticks 3. Teacher give instruction on how to apply the media
Whilst-Speaking	<ol style="list-style-type: none"> 1. Teacher divides students in to five groups 2. Teacher explains the rule of the game and call each leader to give an explanation about the material 3. Each leader is back to their own group and then explain the material presented by the teacher 4. Then each student in given a sheet of paper to write down one question concerning any matter which has been described by the leader 5. The paper will adhered in sticksfrom one student to another student. 6. Once students get one sticks question is given the opportunity to students to answer question that are written in the paper one by one.
Post-speaking	<ol style="list-style-type: none"> 1. The teacher gives the score and decide the winner 2. The teacher gives the conclusion of the materials

	<p>3. The teacher gives motivation to the students</p> <p>4. The teacher closes the class</p>
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c. Designing the lesson plan

After providing the strategy in teaching speaking through problem sticks as media, the following activity is developing lesson plan. The lesson plan was developed by considering the following items: standard of competence, based competence, indicator, materials, teaching learning process, assesment, source and media of learning, task, project, and evaluation.

d. Preparing The Criteria of success

The criteria of success are set up to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see whether the application of the use of problem sticks in improving student's motivation in speaking was successful or fail. Based from Sardirman in third point said that the characteristic of student's motivation is "demonstrate interest in a variety of issues", the researcher prepared the criteria of success as follow as :

1. Students enthusiastic to participate the teaching and learning process.

The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process, by their attending in English class and raising their hand.

2. Students active and pay attention of teachers' explain in teaching and learning process. The researcher determined 75 percent of them by asking some question and confident when they asked to come in front of during the teaching learning process.

3. Implementing

After the planning is finished, the researcher implements the use of problem sticks to the seventh grade of SMPN 1 Sumbergempol. In implementing this study, the researcher as a practitioner will be carried out the lesson while the real teacher plays an observer during the instructional process. This section is carried there in two cycle. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in two meetings in which each meeting takes 2x40 minutes.

Problem sticks as media was implemented for the seventh grade students of VII H class of SMPN 1 Sumbergempol. 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 implemen the scenario 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 of problem sticks as seen in the previous point.

4. 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 observed covered the way that the researcher use problem sticks, organize the class, and make the students achieve in the process of teaching and learning. Observing will do after the planning and acting phase. It will do 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, and observation.

The data were taken from the result of interview with the English teacher and observation during the process of teaching and learning process through the observation sheet in each cycle. All the data were collected by the teacher through interview, questionnaire, and observation checklist. 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.

In this study, interview was administered before applying problem sticks as media to know the condition of the student especially in speaking skill and after applying the media to know the improvement of the students' speaking skill.

2. Observation Checklist

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.

5. 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.