

BAB III

RESEARCH METHOD

3.1 Research Design

The researcher used the Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

According to Kember (2000 : 20-23) who stated that action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.

From those statements, Classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting, it is normal for a project to go through two or more cycles in an interactive process.

The research design of CAR in this study is a collaborative classroom action research. It means the researcher collaborates with the English teacher of Madrasah Aliyah Swasta Al-Washliyah 22 Tembung. In carried out the study, the researcher's role is as an English teacher who teaches writing through clustering technique to the students. While, the real English teacher's role is as an observer, who is observe teaching learning activities during the writing learning process. The real English teacher not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyze data.

3.2 Research Subjects

The subject of the research has the XI grade students of Madrasah Aliyah Swasta Al – Washliyah 22 Tembung. Based on the purposive sampling technique, the researcher used the class XI – MIPA 2 students' , which consists of 27 students as the subject of the research. They are sixteen years old students and have Indonesian family background as their mother tongue language, so that almost all of them have low skill of English speaking.

3.3 The Instrumet of the Study

In this study, the data is collected by using quantitative data and qualitative data. In collecting quantitative data, the speaking test is conducted by the researcher in order to measure students' skill in speaking. Teacher gives the certain topic and students should speak in conversational.

The qualitative data is used to describe the situation during teaching process. The qualitative data is collected by using observation sheet, diary notes, interview, and documentation.

The instrument using in this research apply is speaking test or audio visual, because speaking as the oral product, the opinion based on the subject/student itself. But still based on the

criteria of scoring in speaking ability those are: grammar, vocabulary, comprehension, fluency, pronunciation, and task. (Brown, H. Douglas: 2004)

3.4 Research Procedures

The researcher used the classroom action research procedures based on Kurt Lewin's design. It consisted of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

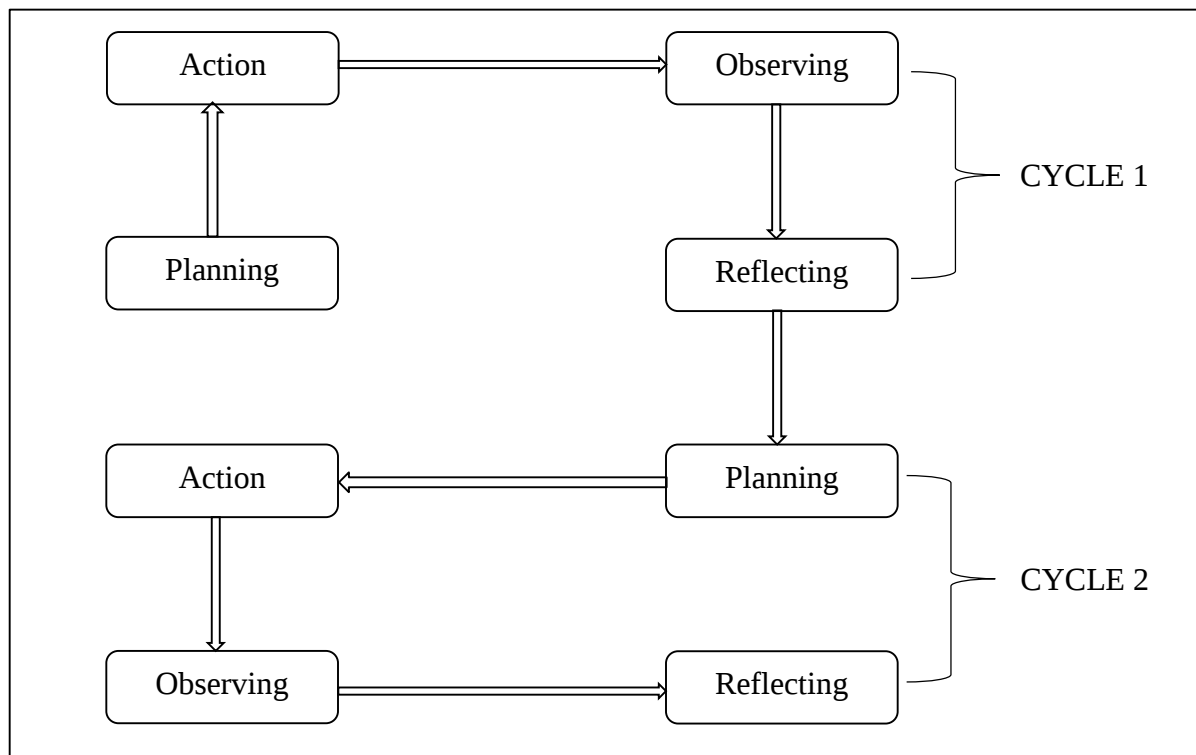


Figure 3.1 Kurt Lewin's Action Research Design

The Classroom Action Research using Lewin's design consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the writer conducts the preliminary study. According to Mills (2003,

26) preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It aims to gain data about problems faced by teacher and students in teaching-learning activities and needs to be solved. Besides, the researcher conducts interview to the English teacher in terms of the techniques and activities employed in teaching speaking and give the test to the students in terms of learning English.

3.4.1. Cycle I

1. Planning

Planning is arrangement for doing something. In planning, the researcher preparing everything needed in teaching learning process. The following points are the specifications of the planning in first cycle:

- 1) Conducting the cycles in the three meetings
- 2) Administering the teaching learning process according to the lesson plan made
- 3) Conducting test in order to know the students' basic ability in speaking of manage time
- 4) Conducting a test of speaking in the last meeting of each cycle
- 5) Providing media and materials for the teaching learning process
- 6) Providing observation sheet for every meeting which is used to know the students' reaction and overall condition of the class
- 7) Interviewing the students to obtain their comment about speaking of manage time before applying the cycle

2. Action

Action is the process of doing things. In action, the researcher implementing all points that planning. In this step, all of the things planning are done in class. The students are taught how and

what should be speak in conversation through listening team and they also are teach the indicator of speaking.

3. Observation

The observation is done in classroom while the teaching learning process runs. The researcher observing the situation occurring during the teaching learning process. From the observation sheet and interview, the researcher is able to see whether the atmosphere is good or not. The researcher see the overall condition occurring during the instruction, including the obstacles and the students' responds.

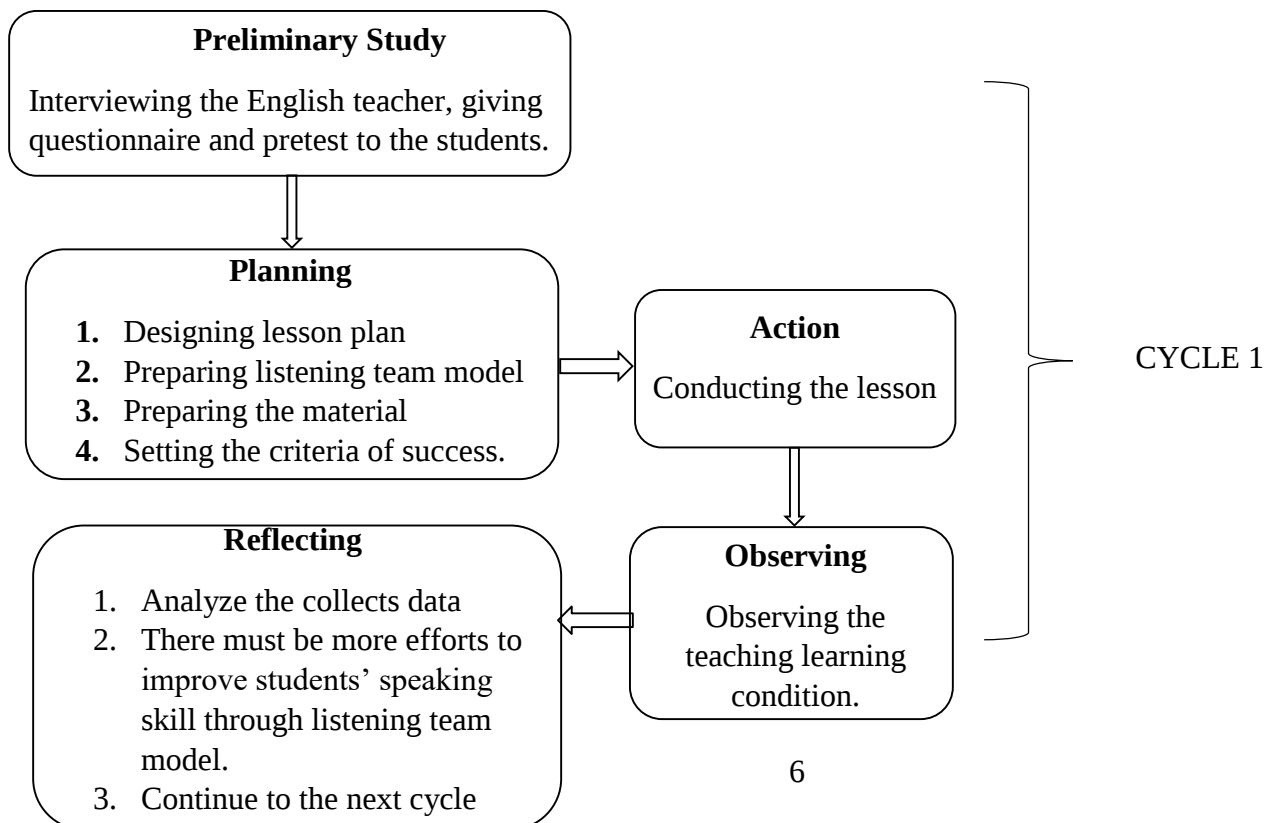
4. Reflection

Reflection is the feedback process from the action that have done. It is very necessary to help the researcher to make decision what to do or to revise. Reflection have evaluative aspects to effect of spacious issues and suggesting to handle it. The researcher take the feedback of this teaching and learning process from the result of the observation. Dealing with the purpose of the researcher to improve students' achievement in speaking, the researcher reflecting on everything that she have done and make conclusion. After reflection, the writer make a decision whether she need to continue the research into cycle II or not.

3.4.2 Cycle II

Action research is cyclical. After doing cycle of planning, action, observation, and reflection in cycle I, the researcher decided whether it needs to do another cycle of action research or not. Cycle II was done only if there were no improvement or insignificant improvement of students achievement on speaking in the cycle I. Cycle II was done continuously to get satisfying result of the studying.

The four steps of action research in cycle II was exactly same in cycle I, namely planning, action, observation, and reflection that would be applied in these stages.



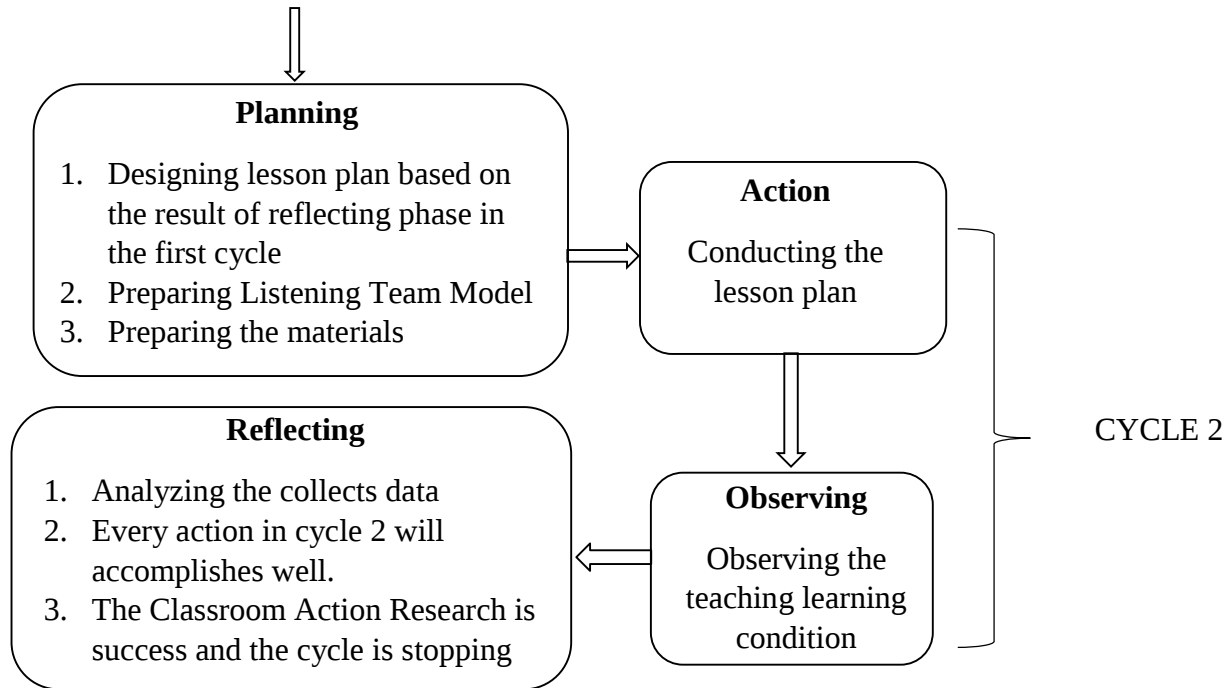


Figure 3.2 Classroom Action Research Procedures by Kurt Lewin

The cycle 1 and 2 activities could be followed below :

Table 3.1 The Cycle 1 and 2 Activities	
CYCLES	ACTIVITIES
Cycle I	
1. Planning	The teacher prepares the lesson plan, the media, the materials, and observation sheet and check list.
2. Actions	
	a. Opening - The teacher explain the goal of the lesson today - The teacher introduce the topic to be discussed
	b. Main Activity

1. Planning 2. Actions 3. Observation 4. Reflection	• The teacher prepares the lesson plan, the media, the materials, and observation sheet and check list. a. Opening • The teacher explain the goal of the lesson today • The teacher introduce the topic to be discussed b. Main Activity • The teacher explain about expressing anger and annoyance by saying 'class-yes' to get students' attention. • The teacher mentions the five classroom rules. • The teacher gives the students an example of expressing anger and annoyance orally • The teacher asks some students to tell an example of expressing anger and annoyance that they know based on the teacher's explanation • The teacher groups the students consist of four members for each group, it based on teach-okay. • When the students have finished, the teacher give them an oral test to tell the class about their own complete versions to each other in front of the class. This will use scoreboard. c. Closing • The teacher asks the student about the lesson today
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	• The teacher make a conclusion about the lesson • The collaborator observes the situation during teaching and learning process and makes a check list for this meeting • The teacher and the collaborator discuss about the action and give comment.
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3.5 Data Collection Techniques

The data of the research conducted in quantitative and qualitative data.

1. The Quantitative Data

The Quantitative data is broadly used to describe what can be count or measures. The researcher collected quantitative data in the form of students' score during speaking tests which consist of pre-test and post-test.

a. Test

Basically, test is an instrument or tool of measuring behavior, performance of somebody. That tool measurement is a collection of questions that propose to every subject demanding to find cognitive tasks.

In collecting quantitative data, the researcher conducted speaking test (determining as the main data). The tests were given in three times: before implementing the strategy which called as pre-test, after cycle one which called as post-test I, and after cycle two which called as post-test II.

Before and after teaching by implementing listening team model, the researcher asked some questions to the students to know the students' skill in speaking. Responses and answers were given by the research subject to the questions which converted into numbers as a representative of subject characteristic.

In this research, the students were given 20 questions that should be answered orally in the form of conversation in pair. These 20 questions were not given in one time, but giving in three times. 10 questions were given before and after cycle I (pre-test and post-test) and 10 questions were given in the cycle 2 (post-test 2). Totally, the number of all questions were 20 questions. The answers were recorded and converted into transcription.

b. The Score of Speaking Skill

In scoring the data of speaking test, the researcher used the category that evaluated for criteria. Based on each criteria, it would be score 4 point. Every aspect of speaking was arranged from 1-4. The categories were pronunciation, intonation, fluency, accuracy, vocabulary, and interaction.

**Table 3.2. Scoring Rubric of Speaking Skill by
O' Malley, J. Michael, Pierce L, Valdez. 1996.**

Aspect	Score	Criteria	Indicators
Pronunciation and intonation	1	Poor	Frequent problems with pronunciation and intonation.

	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a view problem areas.
	4	Excellent	Pronunciation and intonation are almost always very clear/accurate
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that doesn't interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures but makes some errors.
	4	Excellent	Uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and experience.
Interaction	1	Poor	Purpose is not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.

	3	Good	Communicates effectively, generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

2. The Qualitative Data

Qualitative data was used to describe data which were not enable to be counted. Qualitative is empirical research where the data are not in the form of numbers. Therefore, observation sheet, diary notes, and documentation used in this research. The explanation about those kinds of data would be explained as below:

a. Observation Sheet

Observation sheet consisted of the activities that applied in this research. The checklist was taken to check whether the researcher applied or not of the activities.

Table 3.3 English Language Speaking Skill Assesment

No.	Categories	Aspects	Range	Score
1.	Vocabulary			
	a. Poor	Very limited vocabulary, make comprehension quite difficult.	1 - 6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7 - 12	
	c. Good	Sometimes uses inappropriate terms about	13 - 18	

		language because of inadequate vocabulary		
	d. Excellent	Rarely has trouble	19 - 25	
2.	Pronunciation and intonation			
	a. Poor	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1 - 6	
	b. Fair	Error of basic pronunciation	7 - 12	
	c. Good	Few Noticeable errors	13 - 18	
	d.Excellent	Understandable	19 - 25	
3.	Accuracy			
	a. Poor	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1 - 6	
	b. Fair	Error of basic structure, meaning occasionally obscured by grammatical error	7 - 12	

	c. Good	Occasional grammatical errors which do not obscure meaning	13 - 18	
	d. Excellent	No more than two errors/speech in generally natural	19 - 25	
4.	Fluency			
	a. Poor	Speed of speech and length of utterance are below normal, long pause, utterance left unfinished	1 - 6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7 - 12	
	c. Good	Speech is generally natural	13 - 18	
	d. Excellent	Understandable	19 - 25	
	Total Score		100	

b. Diary Notes

The researcher needs a diary notes to write what happen in the action when teaching and learning process. Diary notes contained to the researcher's personal evaluation about the class, the progress of the project, and the result of the research.

Furthermore, it consisted of everything that had happened during teaching and learning process.

c. Interview

Before implementing the research, the researcher interviewed the teacher about the students' problems in the speaking ability, the students' condition in speaking ability, and the type of methods that were usually used by the teacher in teaching and learning speaking in the classroom. The researcher also did the interview after finishing the research to know the teacher's responses the idea of implementing the investigation technique in improving students' speaking skill in the classroom.

d. Documentation

Documentation provided data in the form of photographs. The photographs were be collected by using camera. It was used to take a picture of the students and the teacher while teaching and learning process to support the main data of this study.

3.6 Data Analysis Techniques

This research used the quantitative and qualitative data. The quantitative data was used to analyze the score of the students and the qualitative data was used to describe the situation or condition on the teaching and learning process. By adjusting this data, it was assumed to get the result of the improving students' speaking skill through listening team model (LTM). The qualitative data is used to analyze the instrument. And the quantitative data is used to see the improvement of students' speaking skill in the class.

The research sought the average of each post-test from every cycle. And the researcher used the following formula:

$$X = \frac{\sum x}{N}$$

Where :

X = The mean of the students score

$\sum x$ = The total score

N = The member of the students

In order to categories the member of master students of the lesson, the researcher uses the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test