

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher conveyed Classroom Action Research (CAR). Classroom Action Research was a reflective research conducted in the classroom used an action to increase the quality of teaching and learning process to get the better result than before. It needed several times because the researcher must be able to implement the action and variable which had been planned before to reach the result that the researcher wanted to achieve.

It consisted of three words: 1) Research (examine the activity of an object), 2) Action (some activities that were deliberately made with specific purpose), and 3) Classroom (a group of students who were in the same time received the same lesson from teacher). Suharsimi (2010, p.59) states that classroom action research contend the action researched refer to classroom investigation initiate by researcher, perhaps teacher, who look critical at their own practice with the purposed of understood and improved their taught and the quality of education. Social conditions might be enhanced through the group processes that involve four steps, they had be planning, acting, observing and reflecting.

All the steps brought to the development of action researched. The researcher decided to conduct this research by using classroom action research (CAR) based on Kemmis and McTaggart's model. An action researched was conducted by the researcher with planning, acting, observing, and reflecting.

3.2 Research Subject

The subject of this research was conducted at SMP Sinar Husni Medan. It was located at Jl Veteran Main Gang, Jl. Ps. V, Helvetia, Kec. Labuhan Deli, Deli Serdang Regency, North Sumatra 20116. There were 32 students in the academic year 2022/2023

3.3 Research Procedure

This research used a Classroom Action Research (CAR). The procedures of research were in two cycles. Each cycle contained four steps which were planning, action, observation and reflection. The figure is below:

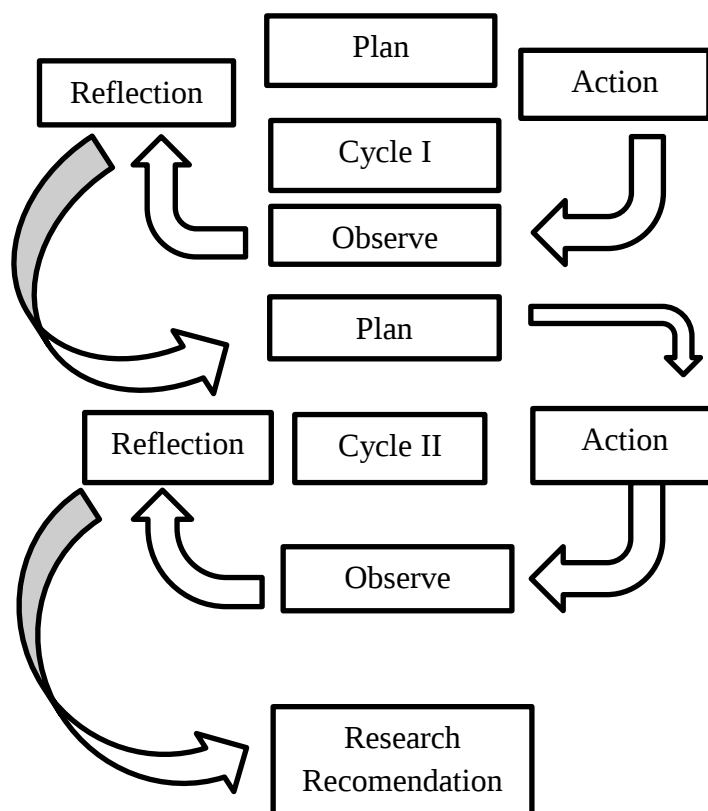


Figure 3.1 Flow in Classroom Action Research (Jatmiko, 2003)

3.3.1 Cycle- I

A. Planning

Researcher prepared everything needed such as preparing taught reports, prepared instruments for data collection such as worksheets, observation sheets and also interview sheets, and prepared cellphones as supported media in taking documentation during researched, prepared media for the taught process and prepared mental readiness students to studied English with researcher.

B. Action

In this step, the researcher implemented learning media which was part of the look and say method to improve speaking skilld. This action was one by researcher in 2 times in each cycle so that all the previous material was explained clearly and the researcher made a pre-test to students before applying the look and say method, conducting tests on students, the test was that students looked at pictures and found answers to the story of the pictures, the researcher made a pre-test like speaking test.

C. Observation

The third stage was observed, the researcher did observation and also simultaneously with the action by recording all the things that are needed and occured during implementation from action. This stage contained data that was carried out by researcher with action and plans that had been made, as well as their impact on the learning process and results. During teaching and learning process, researcher also observed and collected data to assist in the observation process in order to obtain more accurate results. Data collection could be in the form of quantitative data (test results, attendance, assignment scores, etc.) and qualitative data described student activity, student enthusiasm, discussion quality, and others. These were the

things that researchers done in the observation stage, they were: 1) Listing the advantages and disadvantages that exist, 2) Using instruments (test questions, scoring rubrics, observation sheets) as a data collection technique that was be prepared.

D. Reflecting

Reflection was the stage of getting results of the evaluation that would be carried out by researcher in obtained data by conducting classroom action research. In carried out this reflection stage, it also determined the next predetermined corrective actions which include analysis and assessment of the results of observation in the actions taken. If the results obtained at this stage did not give good results or there were still problems from this reflection process, reasearcher would carry out the next cycle by taking action, re-planning, re-observing so as to get the appropriate results.

3.3.2 Cycle II

The researcher made improvement of the previous cycle after doing reflection. The steps on this cycle were as same as on the first cycle, they were planning, action, observation, and reflection.

A. Planning

On the second cycle, the planning needed to do if the researcher got the weakness on the last cycle. The researcher gave the students pre-test before getting treatment on this cycle.

B. Action

In action, post test I the researcher gave test through the pictures for the students. In post-test II, the students looked at the name of the noun in the class and the student said what they saw by using flash card picture.

C. Observation

The researcher observed student participation in class, students' understanding of speaking skill and the application of the look and say method by using flash card picture.

D. Reflection

In the final step was reflection. In this reflection, the researcher measured student's speaking skill.

3.3.3 Observation

Creswell (2018) suggests that observation was a complex process, a process composed of various biological and psychological processes. Two of the most important things were the processes of observation and memory. In the process of collecting data, observations were divided into participant observation and non-participant observation.

a. Participant observation

In this observation, the researcher was involved with the daily activities of the person who would be observed or used as a source of research data. While making observations, the researcher participated in doing what was done by the data source and shared the joys and sorrows.

b. Non-participant observation

If in participant observation, the researcher was directly involved with the activities of people who were being observed, but under observation, non-participant researcher were not involved and only as observers independent. In carried out this observation, the researcher used participant observation. The purpose of conducting participant observation was to obtained information about events that occur according to reality. In this observation, the researcher was directly involved in the learning process.

3.3.4 Interview

Hanifah (2014) says that interview is one of the tools used to obtain data through direct questioning with informants, with the aim of obtaining clear, accurate, detailed and in-depth data. In this study, researcher conducted structured interviews with teacher to collect more accurate data.

3.3.5 Documentation

According to Creswell (2018), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that could support the research.

3.3.6 Field note

Field note was used by researcher. It was easier to make short research notes based on what was seen and observed when in the field. Researcher made field notes as a data source for classroom action research.

3.4 Data Analysis Technique

Based on Williams and Sawyer (2007, p.25) data consists of facts and figures that were processed into information. The information consists of data that was been obtained, processed, or used for the purposed of explained, described, or as a basis for forecasting and decision-made and Laudon said that information was data that has been formed into a form, that is useful and beneficial to humans. Information from this study could be used for further research if the reader wishes. Collecting data from the variables in this studied, researcher collected data used observation sheets and interviews.

In this study, researcher collected data by using quantitative methods and qualitative method. The Data was collected from test result were analyzed and interpreted by using qualitative scores to get summary (creswell,2014;Silverman 2004) In thiscase, the researcher used 5 categories: Very good, Good, Sufficient, Poor, Very poor.

Then the data from interviews were transcribed and interpreted using Huberman theory (Matthew B.M., A.M Huberman, Saldana, 2014). The formula used to describe the data quantitatively as follows;

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

P = Percentage

F = Number of frequency

N = Number of respondents

In order to find out the categories of students ability by using Flashcard of picture, the researcher presents class friction of the scores are as follow :

Categories	Value Range
Very good (A)	80 – 100
Good (B+)	75 – 79
Sufficient (B)	60 – 74
Poor (C)	50 – 59
Very poor (D)	0 – 49

SPEAKING ASSESEMENTS RUBRIC TABLE (Brown, 2004, p.172-173)

Speaking is a complex skill requiring the simultaneous used of differrent abilities which often develops at different roles. Speaking skill is generally recognized in analysis of

speech processes that are pronunciation, grammar, vocabulary, fluency, and comprehension.

(Brown 2004, p.172-173):

Table 3.1 Pronunciation

No	Indicators	Score
1	Equivalent to and fully accepted by educated native speakers	5
2	Errors in pronunciation were quite rare	4
3	Errors never interfere with understanding and rarely disturb the native speaker, an accent may be obviously foreign	3
4	An accent was intelligible though often quite faulty	2
5	Errors in pronunciation were frequent but could be understood by a native speaker used to dealing with foreigners attempting to spoke language.	1

Table 3.2 Grammar

No	Indicators	Score
1	Equivalent to that of an educated native speaker.	5
2	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
3	Control of grammar was good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
4	Could usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2

5	Errors in grammar were frequent, but the speaker could be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
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Table 3.3 Vocabulary

No	Indicators	Score
1	Speech on all levels was fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
2	Could understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	4
3	Able to spoke the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary was broad enough that he rarely has to grope for a word.	3
4	Has spoke vocabulary sufficient to express him simply with some circumlocutions.	2
5	Spoke vocabulary inadequate to express anything but the most elementary needs.	1

Table 3.4 Fluency

No	Indicators	Score
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1	Has complete fluency in the language such that his speech was fully accepted by educated native speakers.	5
2	Able to use the language fluently on all levels normally pertinent to professional needs. Could participate in any conversation within the range of this experience with a high degree of fluency.	4
3	Could discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.	3
4	Could handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	2
5	No specific fluency description refer to other four language area for an implied level of fluency.	1

Table 3.5 Comprehend

No	Indicators	Score
1	Equivalent to that of an educated native speaker.	5
2	Could understand any conversation within the range of his experience.	4
3	Comprehension was quite complete at a normal rate of speech.	3
4	Could get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	2
5	Within the scope of his very limited language experience, could understand	1

	simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	
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