CHAPTER III

RESEARCH METHOD

This chapter presents the description and discussion about the research methodology will be employed in this study. The discussion include the research design, setting and subject of study, research procedure which include four steps used in action research, data collection and data analysis.

A. Research Design

This research is designed to determine whether group investigation method can improve students speaking skill. This research belongs to Classroom Action Research (CAR), (Arikunto, 2012), classroom action research is a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. So, it means that classroom action research is a research conducted in the classroom. Classroom action research since it focuses on a particular problem faced by the teacher when practices in a certain classroom. Classroom action research has a goal to improve the quality of teaching and learning both for the students' achievement and the quality of the teaching and learning process. The classroom action research in this study is done following Kemmis' cycle process. Each cycle covers four steps; Planning, Acting, Observing, and Reflecting.

The classroom action research will be done collaboratively by the researcher and English teacher. The researcher acts as a teacher who will

teach and conduct the activities of teaching and learning process in the classroom. The other word, the English teacher as an observe teaching and learning process in the classroom.
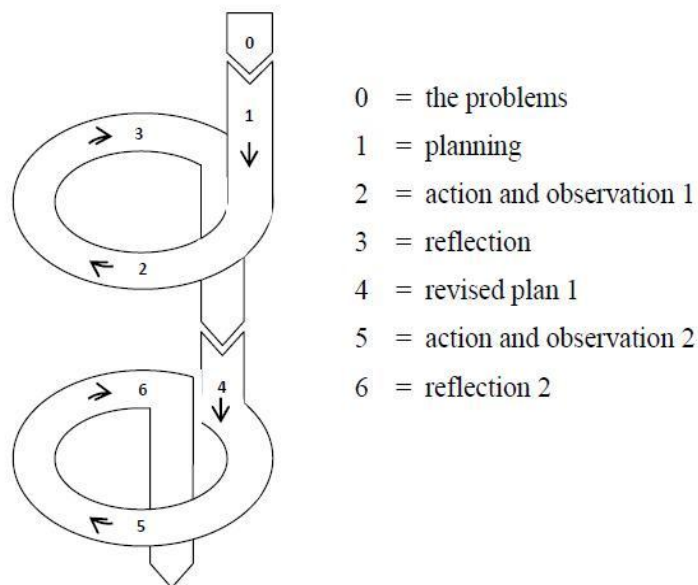
B. Setting and Subject of the Study

The study was conducted at SMAN 1 Pare. It is located on Jl. Pahlawan Kusuma Bangsa No.41 Puhrejo, Tulungrejo, Pare. The subjects of the study are the second grade students of SMAN 1 Pare in the academic year 2018/2019. This research was conducted precisely in class XI IA 2 students of SMAN 1 Pare. The number of students in class XI IA 2 is 35 students, 10 male and 25 female.

C. Research Procedure

The research applies classroom action research model proposed by Kemmis and McTaggart (1988) Classroom action research is done through a cycle and is designed into four steps. (1) Planning (2) Action (3) Observation, And (4) Reflection. Before conducting this research, preliminary study is necessary to do first to identify and analyze the real problem that should be overcome.

In applying the steps, if in cycle 1 there is an improvement of the students' speaking skill has been reached, the researcher will stop it and make the conclusion directly. Meanwhile, if this cycle does not success, it will be revised and this study continues to the next cycle. Every procedure in this study that conducts through planning, implementing, observing and reflecting The cycle of action research:

0 = the problems
1 = planning
2 = action and observation 1
3 = reflection
4 = revised plan 1
5 = action and observation 2
6 = reflection 2

Preliminary Study

Preliminary study was conducted to identify and obtain the information related to the students' problem faced in teaching and learning English process. In the preliminary study, the research starts with observing and identifying classroom problems. A classroom problem refers to a classroom practice that can still be improved to result in better learning achievement of the students. Researchers know the problems that occur in the classroom by asking the teacher in the class of English subjects, the researcher meets the students and asking some questions related to the teaching of English and to know the students' problem in speaking and see directly the problems in class with the guidance of the subject teachers.

1) **Planning**

In this section, researchers carry out the following activities:

a. Prepare the lesson plan

1. Preparing materials, making lesson plan and designing the steps in doing the action.

2. Preparing list of students' name and scoring

3. Preparing test

b. Prepare the instrument

The researcher needs some equipment to help them find some data. The instruments are note taking, observation sheet and speaking score sheets. Note taking are used to note some important points when making direct observations and to write the result of reflection from the researcher.

Observation sheet of teaching learning it is used to focus on the situation of the teaching-learning process, teacher activities, students' activities, behaviors, and students' abilities by using the method which applied. It describes what teacher and students are doing in the teaching learning process in the class.

Speaking score sheets is the last tool to collect data, to help researchers know whether the strategy used is successful or not. And below is the form of the speaking score sheet:

Oral Presentation Assessment Criteria by Brown & Abeywickrama (2010)

Criteria	E	VG	G	S	P	Comment
SPEAKING SKILLS *Fluency and Coherence* • speaks fluently with only rare repetition or self-correction; • Speaks coherently and develops topics fully and appropriately *Lexical resource and range* • Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics. *Grammatical range and accuracy* • Complex sentence use and minor grammatical occurrence. *Pronunciation* • Pronounce words correctly, articulate clearly, intonate appropriately *Interaction (Listen and respond)* • Good contribution to other • Active in conversation development *Task accomplishment*						

    c. Prepare the criteria of success

       1. The criteria of success are set up in order to judge whether the implementation of the action is affective or not. Therefore, the criteria of success were used to see whether the application of the use of group investigation method was succeed or failed. At this

stage criteria of success to measure the effectiveness of the strategy are also decided. In this study the researcher set the criteria of success in this study, the learner get minimal score 75 in speaking test and the percentage of successfulness which want to reach is 80%.

2) Action

Action is the second step after the planning step to implement the instructional strategy that has been planned. At this step, the researcher has mastered the instructional scenario before starting the implementation in class. This strategy uses text descriptive as teaching material, but can also use other text types that make students interested in learning. The first thing that teachers should do to implement this strategy is to prepare teaching materials for students and teachers must also master the material before it is given to the students. After the teacher is ready and mastering the teaching materials, then start applying the learning strategy in the classroom.

In every meeting, a role in teaching learning process always consist of pre-teaching, whilst teaching and post teaching. In every cycle the researcher uses 3 meetings.

3) Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that have been decided. In this

study the researcher uses direct observation and speaking test to collecting data.

4) Reflection

Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy to solving the problem. The reflection stage aims at evaluating which criteria or target of success has been achieved. In the data analysis, speaking test is a quantitative data, the data is collected by using a speaking score sheet, to record the data by putting scores aspect such as: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment. The score uses the ranges from 1-5 in which 1=poor, 2=satisfactorily, 3=good, 4=very good, and 5=excellent. Observation is a qualitative data, to be interpreted with direct observation in the classroom use observation sheet. In this step the analysis of the result of observation is done by comparing the data collected with the target of the criteria of success. So, if the learners get score of speaking test minimal 75, the students enjoy with this method, and the students more active in teaching learning process. This method can improve their speaking skill.

D. Data Collection

The researcher uses quantitative and qualitative for this research. The quantitative data were obtained from speaking test. The qualitative data were in the forms of field notes and observation sheet.

E. Data Analysis Technique

1. Teacher and students' activity

After data on teacher and student activities with the application of Group Investigation learning strategy is collected through observation, the data processed using the formula,[17] which is as follows:

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

Information:

P = Percentage number

F = The frequency that the percentage looking for

N = Number of frequencies (number of individuals

100% = Fixed Number

In determining assessment criteria about the activities of teachers and students during learning process with the application of Group Investigation learning strategies, then grouping on 4 criteria is carried out the assessment is good, good enough, less and not good, the percentage criteria these are as follows:

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[17] Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2004, hlm.

a. 76% - 100% classified as good

b. 56% - 75% classified as good enough

c. 40% - 55% classified as less

d. 40% down is not good[18]

2. Speaking Ability

Student speaking skills in English can be seen from the indicators below:

1) Students are able speaks fluently with only rare repetition or self-correction.

2) Students are able speaks coherently and develop topics fully and appropriately.

3) Students are able express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics.

4) Students use complex sentences and minor grammatical occurrence.

5) Students are able pronounce words correctly, articulate clearly, intonate appropriately.

6) Students are able good contribution to other compress listen and respond to others.

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[18] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, Jakarta: Rineka Cipta. 1998. hlm. 246

7) Students are able active in conversation development.

8) Students are able to fulfill the assignments given by the teacher well and on time.

Score of each indicator:

    1) Fluency   given a score 1-5

    2) Coherence   given a score 1-5

    3) Lexical resource and range   given a score 1-5

    4) Grammatical range and accuracy   given a score 1-5

    5) Pronunciation   given a score 1-5

    6) Interaction (good contribution to others) given a score 1-5

    7) Active in conversation   given a score 1-5

    8) Task Accomplishment   given a score 1-5

    Maximum Score= 40   Maximum value= 100

$$\text{Value Conversion}: \frac{\text{Skor Yang didapat}}{\text{Skor Maksimum}} \times 100 = \ldots\ldots\ldots$$

In determining the assessment criteria about students' speaking abilities in English, it is grouped into 4 assessment criteria which is very good, good, poor and not able. The percentage criteria namely as follows:

a. 80% - 100% classified as capable

b. 70% - 79% classified as Fairly capable

c. 55% - 69% classified as poor

d. 0 - 54% classified as Not Able[19]

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[19] Tampubolon, Kemampuan Membaca Teknik Membaca Efektif dan Efisien, (Bandung: Angkasa, 2008). h. 32