

## CHAPTER III

### RESEARCH METHOD

The researcher in this chapter will discuss the research methodology which is intended to improve student's speaking skill by using Role-play technique. They are research design, setting and subject of the study, population and sampling, the procedure of study, data collection and data analysis.

#### A. Research Design

The design of this study was classroom action research. Kemmis (1992): Action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their on social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out.<sup>15</sup>

McNeill (2002): action research is a term which refer to a practical way of looking at your own work to sheck that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice.

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<sup>15</sup>Kemmis, S., & McTaggart, R. (Eds.). (1990b). *The action research reader*. Victoria: Deakin University.P. 34

This design was chosen since this study dealt with the classroom setting and the study was directed to implement the teaching technique in that specific class in order to find out solutions to the classroom problems in the teaching of speaking. In conducting this research, the researcher worked collaboratively. It is in line with the characteristics of classroom action research proposed by Kemmis and McTaggart (1988: 22-23) who state that: 1) it is carried out by practitioner or a classroom teacher rather than outside researchers, 2) it can be conducted collaboratively, 3) the aim of action research is changing things, and 4) action research is group activity.

Considering this idea, the researcher worked together with the collaborative teacher. His collaborator was one English teacher of SMA Islamgurah who had been teaching in this school for more than 5 years. In this study, the researcher aimed at implementing the role-playing technique to solve the problem of poor speaking ability of the tenth grade students of SMA Islam Gurah. The researcher implemented the action in the form of cycles that followed Kemmis and McTaggart's model (1988:11) namely, planning, implementation, observation, and reflection.

#### **B. Setting and Subjects of the Study**

This study was conducted at SMA Islam Gurah, Gurah district, East Java. It is about 25 km from the center of the city, or it takes about 50 minutes to reach this place from the center of Kediri city by motorcycle. There are only three classes in this school, each grade consisting of one class. There were 20 students

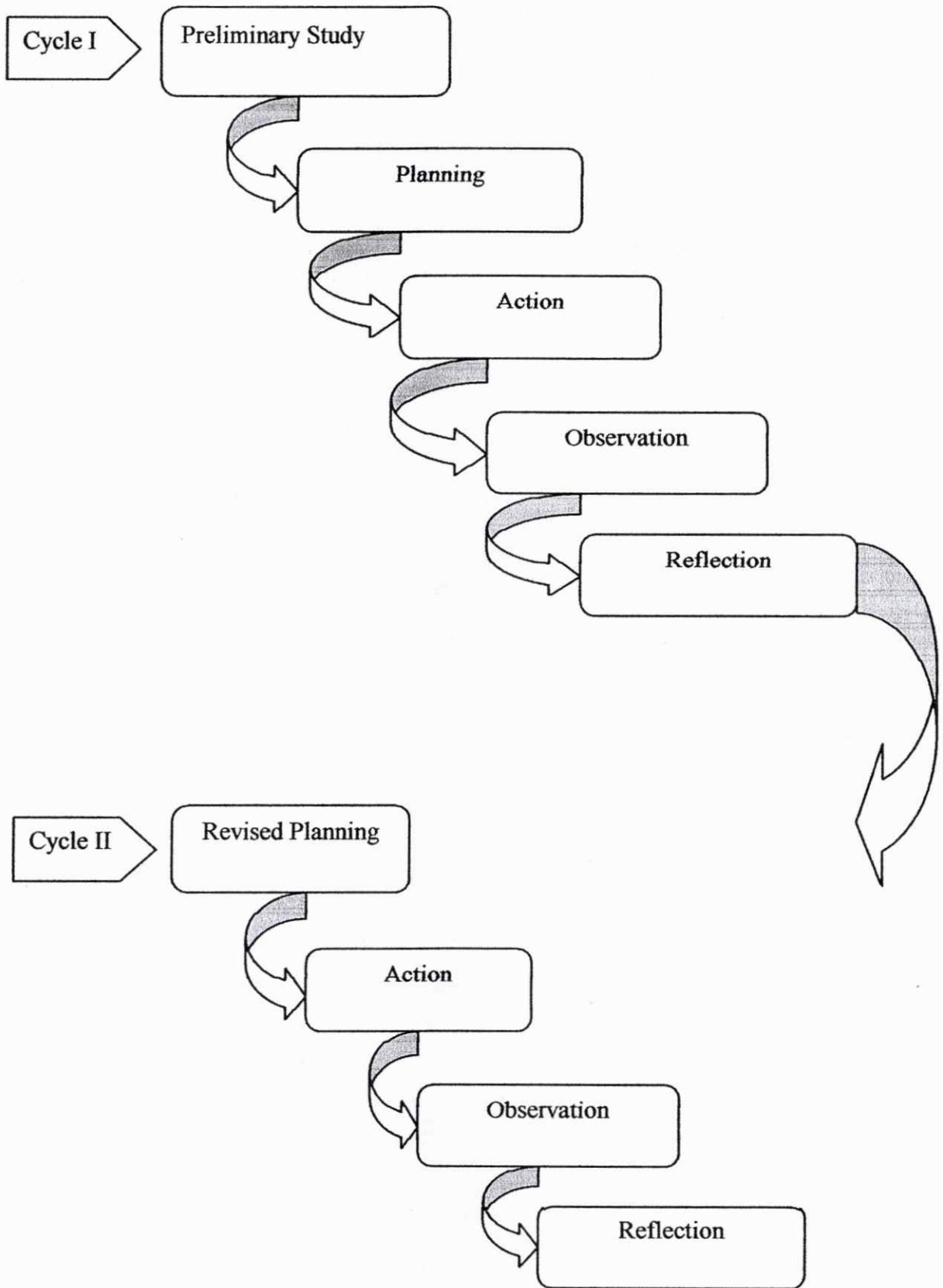
of the tenth grade in the first semester of 2012/2013 academic year participating in this research. The researcher chose the tenth grade students as the subjects of the study.

### **C. Population and Sampling**

The population of this research is the students of tenth grade in SMA Islam Gurah. There are one class in this grade and the amount of students is 20. The writer chooses X. Class with 20 students as the sample to observe.

### **D. The procedure of The Research**

In conducting the research, the researcher followed several steps. Those were preliminary study or reconnaissance, planning the action, implementation, observation, and reflection.



### 1. **Preliminary Study**

To find out the factual problems in the teaching of English at SMA Islam Gurah, the researcher conducted a preliminary study on Februari 2<sup>nd</sup> to March 2<sup>nd</sup>, 2013. The preliminary study was meant to know the real condition of the classroom problems in the teaching and learning process so that the researcher can design the appropriate action plan to solve the students' problem. In this phase, the researcher tried to have an informal conversation with the students. The researcher also assigned the students randomly to describe the pictures in his/her book and to introduce his/her self to others in the classroom. The researcher also conducted three-day classroom observation to obtain the data on the students' problems.

### 2. **Planning the Action**

In this stage, the researcher and his collaborator made a preparation for the action. The preparation covered designing role-playing procedures and preparing the lesson plan.

### 3. **Implementing the Action**

In this phase, all the procedures of role-playing technique designed in planning the action were implemented in the instructional activities. The implementation was adjusted with the English class schedule at the school where this study was conducted. The implementation of the action refers to the manifestation of the designed plan covering the seven major steps in the

procedure for the role play activities. The designed plans were implemented in three meetings as stated in the previous section. Among the 7 major steps of role-play, Those are 1) Deciding on the Learning Materials, 2) deviding group of students 3) Selecting Situations and Create Dialogs, 4) Teaching the Dialogs for Role Plays, 5) Having Students Practice the Role Plays, 6) Having Students Modify the Situations and Dialogs, and 7) Evaluating and Checking Students' Comprehension in front of class. The first to the forth step were implemented in meeting 1, the fifth and sixth step in meeting 2, and the last step in meeting 3.

In implementing the action, the researcher acted as the practitioner conducting the teaching in the class, while his collaborator acted as an observer observing the students' speaking performance and the improvement of the students' self-confidence during the implementation of the action.

#### **4. Observing the Action**

At this stage, the researcher and his collaborator observed the whole aspects of the implementation of the action covering the students' participation in the instructional activities and during the performance in front of the class. The observations were done during the teaching and learning process. The observations which were done during the instructional process dealt with the students' involvement in classroom activities and their speaking performance when performing the dialogs.

## 5. **Reflecting the Action**

The data obtained through the observations during the implementation of the action were then analyzed and the results of the analysis were consulted with the criteria of success. The criteria of success of the action reflect the area of concern the teacher wanted to emphasize in the teaching and learning process. Since this study was aimed at improving the students' speaking ability through role-playing technique, the criteria were set by considering some aspects related to the objective.

The criteria of success were set in advance as a basis to determine whether the action implemented was successful or not. In this study, the researcher used two criteria of success. The action was considered successful when: 1) 70 % of the students reach the average score 70 or the level *good* of speaking qualification for each language element when they performed their role-play in front of the class, and 2) 70 % of the students fulfilled 5 indicators with average score 70 and they have high self-confidence students when they involved in the instructional process as well as when they performed the conversation.

The reflection was done at the end of each cycle. The results of the analysis of the implementation of the action were then evaluated to see whether the next cycle was needed or not. In this research, the reflection of the implementation of the action in each cycle was done by the researcher and his collaborator. The decision to continue the action in the next cycle was done when the criteria of success were not fulfilled.

### **E. Data Collection**

To obtain the required data, it is very crucial for the researcher to use the appropriate instruments. The selected and developed instruments were based on the nature of the required data. The data were collected during the instructional process and covered the performance of the students during the instructional process. In addition, the data also included the students' responses to the teaching of speaking by using role-playing technique. In this study, the researcher used observation checklist, questionnaire, and field notes as the research instruments.

### **F. Data Analysis**

The researcher analyzed the data based on this research approach by using Classroom Action Research (CAR) analysis. In this research the researcher uses a formulation to analyze the data from the test.

$$\left( \frac{\text{Total students get score 70 minimally}}{\text{Total student in the class}} \right) \square 100\%$$

If the result is 70 % students get the average score 70 in the percentage so that the criteria of the success treatment as follow:



**Table 1.1**

<b>Percentage of the students getting score 70 minimally</b>	<b>Qualification</b>
70% -100%	The students improve well and this activities successfully
40% - 69%	The students improve enough and these activities are not success yet.
0% - 39%	The students do not improve and these activities are failed to improve the student speaking skill.

The criteria of the student's test score can be categorized by Anas Sudjiono based on some criteria in table below:<sup>16</sup>

**Table 1.2**

**The criteria of the students' speaking score**

<b>Score</b>	<b>Predicate</b>	<b>Note</b>
90 – 100	A	Very Good
70 – 89	B	Good
50 – 69	C	Fair
30 – 49	D	Bad
0 – 29	E	Very Bad

<sup>16</sup> Anas sidjiono, " *Pengantar Evaluasi Pendidikan*" (Jakarta: Raya Gravindo Persada, 1998), 35

Then, the criteria for the student's speaking skill can be classified detail based on the David P. Haris below:<sup>17</sup>

**Table 1.3**

**Oral Proficiency Test Scoring of speaking skill**

No	Criteria	Score	Detail
1	Pronunciation	5	Has few trace of foreign language
		4	Always intelligible, though is conscious of a defined accent
		3	Pronunciation problem necessitate concentrated listening an occasionally lead to misunderstanding
		2	Very hard understand because of the pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems so serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally make grammatical and/or word-orders which do not, however, obscure meaning.

<sup>17</sup>Op cit., 84

		3	Make frequent error of grammar and word order which occasionally obscure meaning
		2	Grammar and word-order errors make comprehension difficult.
		1	Errors in grammar and word order so sever as to make speech virtually unintelligible.
3	Vocabulary	5	Use vocabulary and idioms is virtually that of a native speaker.
		4	Sometime uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
		3	Frequently uses the wrong words;conversation somewhat limited because of inadequacies vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitations as extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of a native speaker
		4	Speed of speech seems to be slightly

			affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understands most of what is said at slower-than-normal speed with repetition.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple even simple conversational English.

The table of the oral proficiency test scoring of speaking skill have the number values in this case, a range of 1 to 5 points each followed by a short behavioral statements in order to keep objectively data. This scoring to avoid the subjectively perception in digging the data to make the test reliable.

Then, to easily the researcher to accumulate score for all behavioral criteria with the maximum is 25 score.

This amount of score can be described as follows:

Pronunciation	: 5
Grammar	: 5
Vocabulary	: 5
Fluency	: 5
Comprehension	: 5
	<u>25</u>

After getting score the researcher will convert the score by multiplied 4 point and then it will find the 100 point from  $25 \times 4$ . So that the last the researcher will account with formula of the analyzed data to know how the percentage students' achievement improve by implementing this activities.