

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research methodology. It covers research design, setting and subject of the study, and the research procedures which comprises of preliminary study, planning, implementation, observation, and reflection.

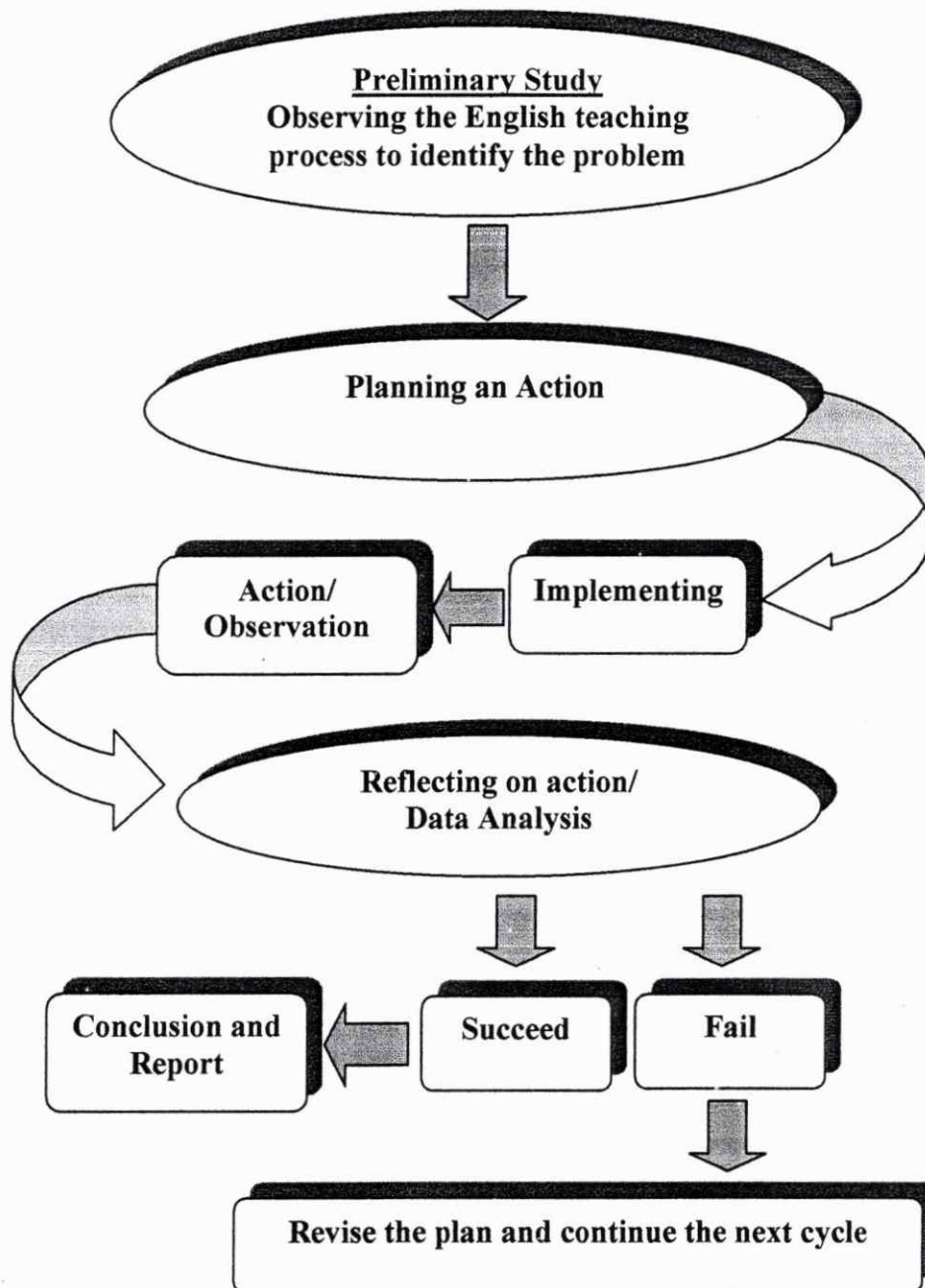
A. Research Design

This study is designed to solve the problem dealing with teaching and learning of speaking at MA Al-Fatah Badas Kediri. The design of this study is classroom action research (CAR) which is focused on improving speaking skill.

This classroom action research is adapted from Kemis and Mc Taggart model which consists of some steps namely: planning, implementing, observing, and the reflecting. Classroom action research is a cyclical process. Therefore, the researcher need to take some activities such as revising, editing or deleting to do cycle again until the createria of the succes are achieved. The cycle will be stopped if the criteria of the success are achieved.

The following figure is the model of classroom action research proposed by Kemmis and Mc. Taggret which consists of the four main steps:

Figure 3.1 CAR Based on Kemmis and Mc. Taggret Model



B. Setting and Subject Of The Study

The study was conducted at MA Al-Fatah Badas Kediri at Jl. Kunjang No. 10 Badas Kediri, Post code: 64221, and Phone number of the school is 0354-394271. This school has some facilities such as classroom,

computer, science and language laboratory, library, teachers' office, sport yard, and scholarships.

This school has 20 staffs which consist of 19 teachers and 1 administrator. In this study, the researcher asked one of the teachers who is an English teacher to acts as research collaborator in conducting in this research. Meanwhile, the researcher acts as the English teacher in implementing this strategy. This school has given the time allotment 4x45 minutes of English subject in a week. This time is divided into two meeting in which each meeting is 2x45 minutes. The class starts at 07. 00 a.m and end at 13.40 p.m.

There are five classes in this school. The first grade consists of one class while the second and third grade consists of two classes which are two grades divided into two subjects those are social and science subjects. The total number of the student is 106 students. The subject of this study is only second grade of social subject which consists of 26 students.

C. Research Procedures

The researcher used the classroom action research approach which is adapted from Kemmis and Mc Taggart. The procedure systematically consists of planning, implementing, observing, and reflecting.

1. Preliminary Study

In preliminary study, the researcher tried to get information of teaching and learning process in this class by doing observation in

English teaching and learning. Then, researcher identified and analyzed the factual problem.

Researcher found some problems. *The first*, the students have poor quality of English vocabulary. It makes the students confused to begin a conversation. *The second*, they are not confidence to use English in leaning process. Therefore, they tend to be passive in the class. *The third*, the students have low motivation to improve their speaking ability. In this case, they have assumed that speaking may not become the main purpose in final examination. *The fourth*, speaking is still dominated by the teacher in the class. Consequently, the students do not have any opportunities to speak up. *The fifth*, the teacher does not have certain strategies or techniques yet which should be implemented in the speaking class.

2. Planning the Action

In this step, the researcher made the planning of action. The planning covers the proper procedures of *Three-Step Interview*, designing instrument, designing lesson plan, and selecting the criteria of success.

a. Preparing the Procedures of *Three-Step Interview* Strategy

The following steps are some preparations of the proper procedures in teaching speaking using *Three-Step Interview*:

- 1). Selecting the appropriate and interesting topic those were the narrative text, the expressions such as love, like/dislike, etc.

- 2). Writing down the topic on the black or white board that will be discussed in speaking class.
- 3). Dividing the class to be groups, each group consists of four or more students.¹
- 4). Asking the students to work in pairs to start *Three-Step Interview*. One is as an interviewer, the other is as a interviewee.
- 5). Reminding the interviewer to listen carefully the interview's responses of the interviewee and to paraphrase key points and significant details.
- 6). Asking the student in that pairs to reverse roles, repeating the interview process.
- 7). The last one, asking the students take turns in introducing their pair partners and sharing what they said. They might use a pattern, such as, "I'd like you to meet Carlos. Something Carlos likes to do is"²

b. Preparing Lesson plan

Lesson plan is the instructional concepts for the teacher as guidance in teaching activity. After planning the action was ready. Researcher made lesson plan that will be guidance in implementation of this strategy. The lesson plan consists of some

¹ Elizabert E. Barkley, et al, *Collaborative Learning Techniques*. Translated by Narulita Yusron, 185.

² <http://media.hcps.org/newcode/strategies/strategies.php?ID=17> accessed on Friday, 10 May 2013.

aspects, such as: the standard competence, basic competence, indicator, material, etc.

c. Designing Instrument

There are many kinds of instruments which can be used to collect data, such as observation, questionnaire, interview, and test.³ In this case, there are some the instruments that researcher used in this classroom action research.

1). Observation

In this observation the researcher observed and collected from any aspects or events happened during the implementation of *Three-Step Interview* and written down in the field notes. Moreover, researcher used observation checklist to measure how many the students' participation in teaching and learning process. The purpose of observation checklist was used as the evolution tool for the researcher toward the implementation of this *Three-Step Interview Strategy* that was signed by checklist (√) in the table of the students' activities.

2). Interview

Interview was the instrument that is needed to gain a deeper understanding of how participants or respondents to interpret a situation or phenomena. This interview was done in

³ Suharsi Arikunto, *Menejemen Penelitian* (Jakarta: Reneka Cipta, 1990), 17.

when the researcher was collecting the data in the preliminary study.

d. Setting up the criteria of success

The researcher and English teacher made an agreement of treatment. The students' achievements improve if there are more than 75% students to get score 75 minimally in test. The percentage criteria of the success treatment is as follows:

Table 3.1

Percentage of the students getting 75 minimally	Qualification
60% -100%	The students improve well and this activities successfully
30% - 59%	The students improve enough and these activities are not success yet.
0% - 29%	The students do not improve and these activities are failed to improve the student speaking skill.

On the other hand, the criteria of speaking skill test for the students can be classified in detail based on David P. Haris below:⁴

Table 3.2
Scoring Proficiency Test of speaking skill

No	Criteria	Score	Detail
1	Pronunciation	5	Has few trance of foreign language
		4	Always intelligible, though is conscious of a defined accent
		3	Pronunciation problem necessitate concentrated

⁴ David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969),. 84

			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
		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 conversation English.

The table of scoring proficiency test have the number values.

In this case, a range of 1 to 5 each points is followed by behavioral

statements. The researcher attempts to keep data objectively. Moreover, this scoring is to avoid the subjective perception in digging the data and to make the test reliable. Then, the researcher accumulates the score for all behavioral criteria with the maximum is 25 score.

After getting the score, the researcher converted the score by multiplied 4 point and then it will find the 100 point. So that the researcher accounted with formula of the analyzed data to know how the percentage of the students' improvement by implementing this strategy.

The last step, this classroom action research used a formulation below to analyze the data from the test.

$$\frac{\text{The total student get score 75 minimally}}{\text{Total students in the class}} \times 100\%$$

3. Implementing the Action

After the planning was ready, the researcher would implement it in the teaching and learning process directly. The researcher was also doing collaborative action as a teacher and observer. The implementation was based on the lesson plan and proper procedure of *Three-Step Interview* strategy in speaking class.

4. Observing the action

The collecting data of observation was used researcher in the filed. In this observation, the researcher observed and collected data

from any aspects or events happened during the implementation of *Three-Step Interview*, and also written down in the field notes and supported by observation checklist.

5. Reflecting the Action

The reflecting was used to analyze the success or failure factors of this implementation and to determine whether the research have to be finished, revised or continued to the next cycle until the criteria of success is achieved. In this step, the researcher did the reflective collaboration through discussion, thinking deeply about some process. Researcher consulted to English teacher and advisers. In order to get contribution to analyze the data.