

CHAPTER III

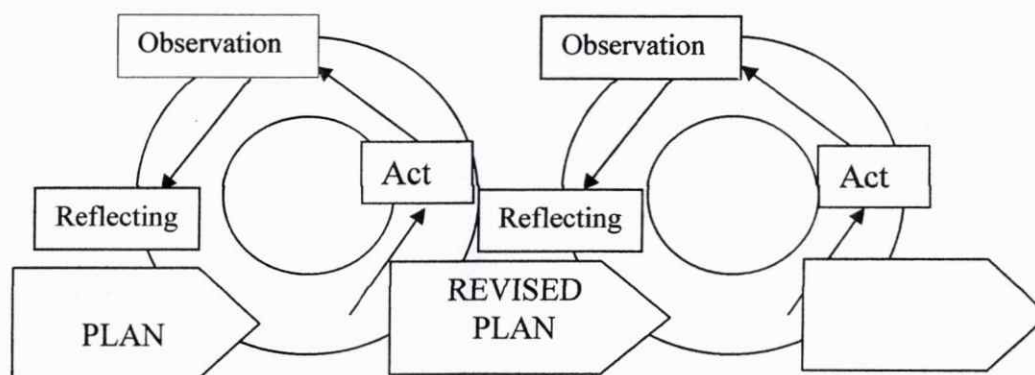
RESEARCH METHODS

Research methodology is one of the important factors in doing research. It used to gain the data and how to analyze the data. In this chapter, the researcher discusses the methods of the research. It covers research design, research subject, research instrument, data collecting, research procedure, the technique of data analysis.

A. The Research Design

The research design of this research is Classroom Action Research (CAR). According to Djuaidi Ghoni, classroom action research is a process where the teachers and the students hope that it will give an improvement, an increasing and a changing in the teaching learning to be better so the objective of teaching learning process in class can be reached optimally.²¹

Every cycle consist of four stages (Suharsimi Arikunto, 2006 : 16) : planning, acting, observing and reflecting. This is known as research Kemmis mode (the action research spiral).²²



²¹Djunaidi Ghoni, *Peneletian Tindakan Kelas* (Malang : UIN malang Press, 2008), 8.

²²Sukardi, *Metodologi Peneletian Pendidikan* (Jakarta :PT Bumi Aksara,2003), 215.

1. Planning step

Planning is a consecutive preparation series to fix the problem of learning. In this research, the researcher has prepared learning peripheral (RPP) and instruments of research to get the data easily.²³

2. Action step

The steps of acting must be controlled accurately. To make easy the acting of research, the researcher must arrange scenario of teaching learning which is discussed in further chapter.

3. Observing step

The good observing is flexible and exposed so the observer can note the phenomena that appeared in field.

4. Reflecting step

Reflecting is a medium to contemplate the action has done to the subject of research and has noted in observation. It is usually realized through discussion to another participant.²⁴

To get data easier and more complete, the researcher uses collaborative research where the researcher is collaborates with the English teacher during the teaching and learning process. Collaboration means that the researcher and the teacher work together in acting and solving problem that had occurred in the process of teaching learning. This material which is used in this research in Genre (Descriptive text

²⁴ Ibid,.92.

and Procedure text) just like the schedule of the curricula is round semester.

B. Research Subject

The research subject of this classroom action research is the seventh year student of Mts Miftahul Ulum Jarak Kulon Jombang in class VII-1 in 2012/2013 academic year. The class consists of 24 students. There are 14 males and 10 females.

C. Research Instrument

In this research, the researcher will use some instruments for collecting data:

1. Observation sheet

Observation sheet aims at finding out the students' data about their presence and activeness in teaching learning process.

2. Interview

Interview is kind of method in collecting data that wants oral communication between interviewer and respondent. It means that in interview usually the interviewer give some questions that have be answered by respondent which are done systematically and based on the purpose of the study. The questions are given Indonesia language, so that the respondents can understand the questions easily.

3. Student achievement test

aims to get information about student' improvement after teaching learning process ends.

4. Camera

Documentation can be photographs or camera to take some picture to describe learning visually process.

D. Data Collecting

The writes uses four ways to collect the data namely observation, interview, student achievement test and documentation.

1. The researcher did observation in seventh year student of Mts Miftahul Ulum Jarak Kulon Jombang
 - a. Asking permission to the head master of Mts Miftahul Ulum Jarak Kulon jombang to conduct the research there.
 - b. Asking permission to English teacher to observe teaching and learning process in English class and to do research in his class to find the problems.
 - c. Making lesson plan technique and activities which used by the teacher in class.
 - d. Acting lesson plan technique and activities which used by the teacher in class.
 - e. Monitoring in the classroom process and observing about the lesson plan using observation sheet.
 - f. Reflecting about classroom process.
 - g. Analyzing between the researcher and teacher about the next activity.

2. Interview

The second method is interview. It uses to know the student's respond of the student in the application of real object in their school.

- a. Prepare the question that will be asked to know the respond of the student.
- b. Asks the questions to the student in last meeting.

3. Student achievement test

The third method is test; it uses to know the student's score before and after the application of the use real object media to improve speaking ability.

- a. Give pre-test to the student before the application of the use real object media to improve speaking ability with CLT method to know the basic of their knowledge.
- b. Give post – test to the student after the researcher teach them using real object media to improve speaking ability with CLT method.
- c. The test given are the student have to present in front of class about descriptive text and procedure text with degree of difficulties that are same using real object media.
- d. Analyze the score using simple statistic formula that is explain in chapter III.

4. Documentation

Take the students' pictures when the activity is start. And all of the activities that need to complete the data.

E. Research Procedure

1. Planning

The planning is arranged by the researcher. It is started by doing pre-observation to the subject of the research. It can be interviewing the teacher or getting discussion with students. It is to find out the basic problem which must be solved in teaching learning process. Afterward, the researcher and the teacher arrange lesson plan to do action based on the problems that occurred in the class.

In lesson plan must contains of concepts and activities of communicate language teaching method using real object media. Then to know the managing concept of communicate language teaching method using real object media, the researcher needs to prepare evaluation sheet such as the test, observation guide and also interview guide. And also prepare about test guide according with criteria of success.

2. Action

- a. Introducing and explaining the real object media for student.
- b. Asking the student pay attention.
- c. Asking the student to make a group of five student to do the activities given.

d. Explaining the mastery about descriptive text and procedure text.

In the first cycle is consist of two meeting, the time of each meeting is 2x45 minutes. In those meeting, the researcher gives them some activities using real object media. After the last meeting is finished, the researcher and the teacher discuss about the teaching learning process. Doing the researcher has been successful, if he has been fulfill the criteria of success. There are two criteria of success. The first is if 75% of students get score at least 75 and the second if the average score is at least 75.

3. Observation and Reflecting

The researcher use observation sheet to check the students responds in the teaching learning process. After the last meeting in cycle 1, the teacher and students discuss about the result of the teaching learning process using real object, if the student who get score minimally 75 are not reach 75% and the second is the average score of student in class are not reach at least 75 are failed. It means that cycle 1 is failed, so the teacher and the researcher need to plan the next cycle.

F. Technique of Data Analysis

After data is collected, the data must be analyzed to know the success zoom of the method according to (Miles & Huberman, 1984; 1994) , data analysis is done used three steps :

1. Reducing the data

It reduces the data; it releases useless data to focus in the major objectives of the research.

2. Displaying data

It is the process of performing data with simpler way in descriptive text and procedure text form.

3. Taking conclusion about the data

It process of taking conclusion from the collected data which has organized in procedure form of simple formula but contain of wide interpretation.

The steps of the data analysis are as follows:

- a. The collected data from observation is analyzed by using percentage with category excellent, good, and poor based on the observation guide.
- b. The collected data from achievement test is analyzed by looking at the percentage of the score in every cycle. The criteria of minimum score (KKM) is 75, if the student get 75 minimally it means that they are successful in their teaching and learning process; and the percentage of success which

students who get score 75 minimally must reach 75% of the students in the class.

The formula used in this research is :

$$\text{Percentage} : \frac{\text{Students who get score 75 minimally} \times 100 \%}{\text{Total student}}$$

- c. The collected data from achievement test is analyzed by looking at average of score in every cycle. The criteria of minimum score (KKM) is 75, if students get average score is at least 75 minimally it means that they are successful in their teaching and learning process; and average of success fullness who the students get average score is at least 75 of the students in the class.

$$\text{Average score} : \frac{\text{Total score of student}}{\text{Total student}}$$

d. Assessing Speaking

This is score guide to know speaking ability's student. In assessing speaking test, it needs some components to be scored. In assessing speaking test, it needs some components to be scored

There are criteria which must be attention :

TABLE 3.1

Scale Of Component In Testing Oral Production²⁵

Grammar	
Score	Criteria
5	Equivalent to that of an educated native speaker

²⁵ David P Haris, *Testing English as a Second Language* (McGraw-Hill,inc.(USA),84.

4	Be able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare
3	Control of grammar is good. Be able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics
2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar
1	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language
Vocabulary	
Score	Criteria
5	Speech on all level is fully accepted by educated native speakers, in all its features, including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references
4	Can understand ad participate in any conversation within the range of his experience with a high degree of precision of vocabulary
3	Be able to speak the language with sufficient to vocabulary participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for word
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
1	Speaking vocabulary inadequate to express anything but the most elementary needs
Pronunciation	
Score	Criteria
5	Equivalent to and fully accepted by educated native speakers
4	Errors in pronunciation are quite rare
3	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign
2	Accent is intelligible though often quite faulty
1	Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigner attempting to speak his language
Fluency	
Score	Criteria
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
4	Be able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency
3	Can discuss particular interests of competence with reasonable

	ease. Rarely has to grope for words
2	Can handle with confidence but not with facility most social situations, including introductions and causal conversations about current events, as well as work, family, and autobiographical information
1	No specific fluency description refer to other four language areas for implied level of fluency

After scoring these categories, the next step is totaling the score. Then the result is multiplied 5. So, the score is 100 and the worth is 20. After getting the score of the students the researcher make some category to get the result. Is it will be good, excellent or bad score. To know it, the researcher use simple formula :

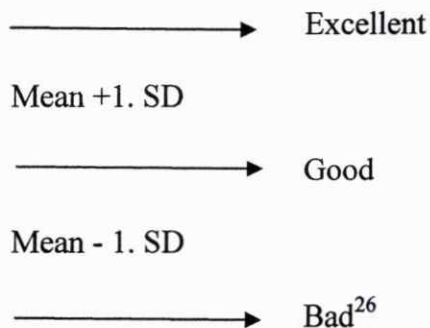
The first step that the researcher use is, find the mean of the data

$$\text{Mean} : \sum \frac{Xi}{N}$$

The second step is find standart devisiasi

$$s = \sqrt{\frac{1}{N-1} \sum_{i=1}^N (x_i - \bar{x})^2}$$

To know the student skill, the researcher use simple formula :



²⁶Anas Sudjiono, *Pengantar Evaluasi Pendidikan*, (Jakarta : Rajawali Pres, 1995), 449.