

## CHAPTER III

### RESEARCH METHOD

This chapter is purposed to describe the research method. It comprises research design, setting and subjects of the study, and research procedure in this research that includes of preliminary of the study, planning the action, implementing the action, observing the action, and reflecting the action.

#### A. Research Design

This research study is designed to construct strategy of learning to improve students' speaking skill of the students of MA Hasanuddin Jombang Pare Kediri. The reason for using CAR is to construct an innovative strategy that is needed to practice in a certain field. CAR is a research design that is specifically designed to improve the quality of instructional practices in the classroom.

Action research is cyclic process, which consists of some steps namely: Identifying the problems (preliminary), planning an action, implementing the action, observing the action, and reflecting the observation. CAR is a research design that is specifically designed to improve the quality of classroom practice.<sup>1</sup> It will not stop to conduct the next cycle by revising, adding, or deleting some ways in conducting classroom action research till the target of criteria have reached.

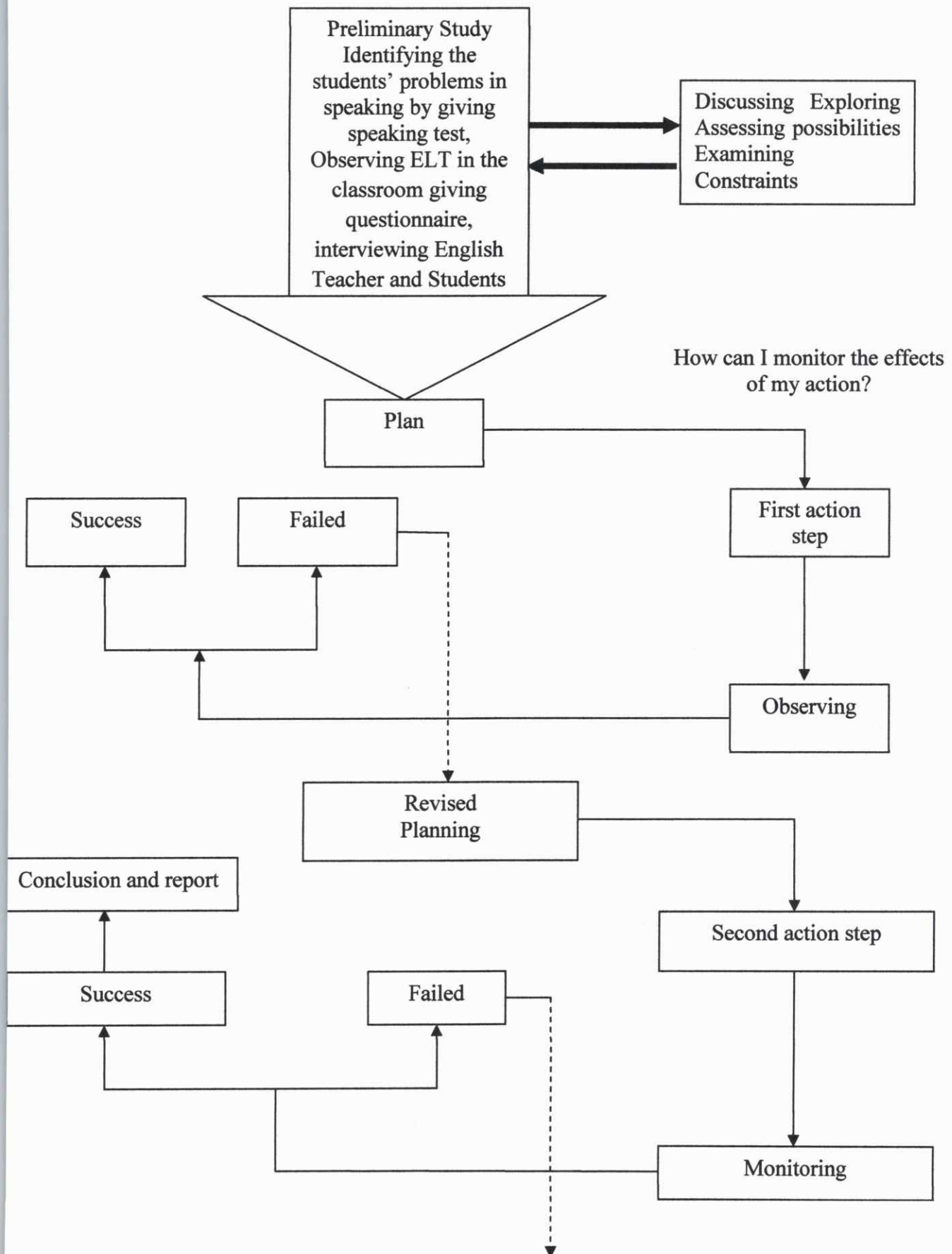
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<sup>1</sup> Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UM Press, 2012), 87.

This research is collaborative research means the researcher and English teacher cooperate to solve the problems that faced by the students of MA Hasanuddin Jombang Pare Kediri. In every step, the researcher consults to English teacher for making agreement.

The reasons for using CAR are there are some problems in teaching and learning activities that have stated on the background of the study. Furthermore, the writer wants to increase the quality of English language teaching in classroom that focus on speaking skill. It can be done by presenting an innovative strategy, *Six-Step Interview*, to teach speaking so that the student's speaking skill will increase.

**Figure 3.1 The Model of CAR based on Kemmis & Mc. Taggart.**



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

This study was conducted at MA Hasanuddin Jombang Tertek Pare Kediri. It is an institution of Islamic Senior High School that is located at Jl. Kelapa no. 84 Jombang Tertek Pare; the code post 64215. This study had conducted for two months, as long as April and the middle of March and May 2014 in English subject. The scheduled of this study based on academic calendar because this study needed the effective teaching and learning process in class. The facilities available in this school are one mosque, office teacher, one library, language laboratory, and computer laboratory.

The subject of this study is the first grade students of MA Hasanuddin Jombang Pare Kediri with the total of the students are 18 students that include of 11 males and 7 females. The reason for choosing the first grade is the first grade is new comer in this school than the second grade. Thus, the way to solve the speaking problems is easier. Moreover, the third grade has to prepare to face UN. This school has 4 classrooms. The subject of English in this school has time allocation twice a week which hold on Tuesday and Thursday. Each time gives the time allocation 2 x 45 minutes.

## **C. Research Procedures**

This study used CAR by Kemmis & Mc Taggart that include of two cycles. Each cycle consist of four steps, planning, implementing, observing,

and reflecting.<sup>2</sup> On the first cycle, there is preliminary that is identification the problems in teaching and learning activities in the classroom.

### 1. Preliminary Study

In Preliminary Study, the writer identifies the problems that faced by the students of MA Hasanuddin Jombang Pare Kediri by using interview with English teacher and students, observation in classroom, questionnaire, documentation, and speaking test. *First*; the researcher asks for permission to the head master for conducting the research at MA Hasanuddin Jombang Tertek Pare Kediri. *Second*; the researcher interviews the English teacher in order for knowing the students' difficulties in learning English, students' motivation in learning English, and the way the teacher teaches the students. Moreover; this interview will be conducted for knowing the subject of the study. *Third*; the researcher interviews some students that will be considered to be the subject of the study. This observation will be conducted for knowing the students' problems and their responds in teaching and learning process that conducted by their English teacher. Furthermore, this interview will be conducted for knowing their motivation in studying English. *Fourth*; the researcher does observation in the classroom to know the real situation and to match the data that has gotten for the previous step. *Fifth*; the researcher gives the questionnaire to the students in order to know deeper their problems that specific into one skill, speaking.

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<sup>2</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas Edisi Kedua* (Jakarta: Indeks, 2012), 20-21.



## 2. Planning

In this study, the researcher did collaborative act with English teacher. The researcher's plans are:

### a. Preparing the procedures of *Six-Step Interview Strategy*

- 1) For getting the students' spirit, the researcher asks the students to sing a song together. Moreover, it can increase the students' vocabularies.
- 2) Select the appropriate and interesting topics. Those are Describing people and Expression: Invitation
- 3) Discuss and briefing the vocabularies that appropriate with the theme that will be used
- 4) Giving questions about the topic which support the students' speaking
- 5) In this strategy, the researcher use pictures to show the theme. The pictures will tag on the whiteboard
- 6) Teach the information question (5W+ 1H). Those are so important in interview
- 7) Divide students in to some groups heterogeneously. The students will be mixed on grade and sex aspects. Each of groups consists of four students. It means, each of group consists of two pair
- 8) Asking the students in pair for interviewing by using *Six-Step Interview*. One is an interviewer and the other is an interviewee

- 9) Reminding the interviewer to listen carefully and to paraphrase key points and significant details.
- 10) Ask the student in that pairs to reverse roles, repeating the interview process.
- 11) Reminding the students to pay attention on what their partner has said and make paraphrase. This paraphrase used as information to share to the next new partner
- 12) Asking the students to turn in a new partner. Students in a new pair: Each student in turn shares the information gotten from the previous pair. One is a sharer, the other is a listener.
- 13) Asking the students to switch the role. Students in pair: the listener to be sharer and the sharer to be listener.
- 14) Students in the same partner. Students in pair: one Student becomes interviewer and one another student becomes interviewee. They are interviewing the same topic as their topic in the previous partner
- 15) As long as the activity, the researcher walking around the class for monitoring while noting and writing down the mistakes.
- 16) The researcher shares the students' mistake and corrects it

b. Lesson Plan

The researcher constructs lesson plan to do in teaching and learning activities. In the lesson plan there are Standard competency, Basic Competencies Standard, Indicators, Character Educational

Nation, The Objectives of the Learning, the learning materials, method and learning activities, aids, and evaluation.

The materials on the lesson plan are taken from some books, those are (1) *Let's Make English Conversation*, written by Rista Sitin and published by E<sup>c</sup>FB Press (2011), (2) *Modul Bahasa Inggris Untuk Semester Genap SMA/MA Kelas X*, written by Yuli Setyowati and published by CV HAYATI TUMBUH SUBUR (2014), (3) *Essentials of English Grammar*, written by Fuad mas'ud and published by BPFE (2005), (4) *Cooperative Learning*, written by Spencer Kagan and published by Kagan Cooperative Learning (1993). Furthermore; the media that will be used are white board, marker, invitation letter, artist photos, dictionary, and recorder (Mobile Phone).

c. The materials

The researcher chooses the interesting and appropriate materials to interact the students to have motivation in studying English. The materials which will be used are Describing People and Expression: Invitation. On the first cycle, the researcher used the material "Invitation". It include of inviting, accepting, and declining. The researcher also gave the questions about invitation using 5W+1H. It would help the students for making and answering information question.



On the second cycle, the researcher uses describing people material. The researcher asks the students to describe the picture prepared by the researcher.

d. Assessment Procedures

The researcher uses three kinds of assessments in this research that includes of assessment for assessing students' achievement in speaking skill through students' speaking test, assessment for assessing students' involvement in teaching and learning activities through students' observation checklist and field notes, and assessment for knowing how well the researcher teaches in teaching and learning process through researcher's observation checklist. Different from others, the assessment for assessing researcher's performance will be graded by the collaborator, English teacher.

e. Designing Research Instruments

In this research, the researcher and collaborator apply some appropriate instruments for getting the data needed. Those instruments are observation checklist, field note, rating sheet, interview guide, questionnaire, recorder, and documents.

1) Observation Checklist

This observation checklist is made by the writer itself and has been agreed by the collaborator. There are two kinds of observation checklists that used in this research; those are

students' observation checklist and the researcher's observation checklist.

## 2) Field Note

Field note is the written records of what the researcher has seen or heard in the observation.<sup>3</sup> It is impossible for researcher to record everything during the class activities. But, the researcher tries to look for the essential parts of the event. It comprise the situation of the class, the students' activeness in teaching and learning process, the students' difficulty, the students' responds, the students' presence, how the researcher teaches and solves the problems, and some utterances that useful to prove the data. It also contains some comments o what the researcher has experienced and thought out during an observation. In order to make a good filed note, it is needed the other instruments in this research.

## 3) Rating Sheet

This instrument used to measure the students' speaking skill. Rate sheet help us determine the quality of behavior or characteristic. A rating sheet is used to evaluate that quality of performance. It developed by taking a list of behaviors or characteristics and constructing a qualitative score for evaluating

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<sup>3</sup> Geoffrey E. Mills, *Action Research Guide for Teacher Researcher Fourth Edition* (United States: Pearson Education Inc, 2011), 76.

each behavior or characteristic.<sup>4</sup> This rating sheet is adapted from David P. Haris. (See Appendix 2)

4) Script of Interview

The researcher uses interview in order to get deeper information by asking questions orally and there is direct verbal interaction between the interviewer and interviewee. In this research, the interview is conducted to the collaborator and students. The type of interview that used is structured formal interviews because the researcher has already constructed the script of interview before conducting the interview. By using this type of interview allows researcher to ask all the participants the same series questions.<sup>5</sup>

5) Recorder

The writer uses the recorder because it can be done after the event.<sup>6</sup> The researcher can analyze and replay the utterance for getting the clearer interview or speaking test.

6) Questionnaire

The researcher made some questions that intended to the subject of the study will choose one of choices that provided.

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<sup>4</sup> James M. Cooper, *Classroom teaching skills ninth edition* (United State of America: WADSWORTH ,2011), 316.

<sup>5</sup> Geoffrey E. Mills, *Action Research Guide for Teacher Reseracher Fourt Edition* (United States: Pearson Education Inc, 2011), 85.

<sup>6</sup> Scott Thorn bury, *How to Teach Speaking* (Edinburgh Gate Harlow Essex: Person Education Limited, 2005), 126.

Questionnaire allows researcher to collect large amounts of data in a relatively short amount time.<sup>7</sup>

#### 7) Documents

The documents that will be used in his research are students' presence, the teacher's journal, the lesson plan, photographs, and students' work. Those documents will be useful for evaluate and analyze teacher and students' experiences.<sup>8</sup>

#### f. Setting up the Criteria of Success

The criterion of success is constructed to determine whether the students' speaking skill can improve or not. There are two criteria of success in this thesis, those are:

- 1) This research will be successful if 70% of the whole students are able to achieve the score equal or greater than Minimum Mastery Criterion (KKM), 75. The percentage of the students (70%) is the percentage made by researcher that has agreed by the collaborator. The percentage of 70% has stated because considering the number of students that only are 18 students as the subject of the study, the students' ability, and the school's condition.
- 2) The average score for the test is 70.

#### 3. Implementation

In this step, the writer will be working with English teacher as the collaborator. The researcher who has the *Six-Step Interview* strategy

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<sup>7</sup> Mills, *Action Research*, 83.

<sup>8</sup> Ibid., 86.



explains first the strategy to the collaborator. The researcher implements the activities based on the lesson plan which has made. Before entering the classroom, the researcher always consults everything to the collaborator. It could be lesson plan, the student's involvement, rating sheet, the progress and weakness of the students and the way to solve it.

As long as the teaching and learning process, the researcher will grade the students' involvement by using students' observation checklist. Besides, the researcher will grade the students' achievement in speaking skill by using the rating sheet that adapted from David P. Haris.

The researcher focuses on activities by using *Six-Step Interview*. This research will conduct two cycles. Each cycle consists of three meetings. After that, conduct the speaking test by using *Six-Step Interview*. Thus, this research will take eight meetings. Here is the timeline:

**Table 3.1 The timeline of the Research**

PHASE	TIME	AGENDA
1	November – December	Background of the study, develop research questions, scope and limitation, review related literature, and research method
2	March – April 25 <sup>th</sup> of March 2014 02 <sup>nd</sup> of April 2014 08 <sup>th</sup> of April 2014	<ul style="list-style-type: none"> <li>• Identify area of focus and preliminary study.</li> <li>• Asking permission to the head master</li> <li>• Observation and interview with English teacher and some students</li> <li>• The Pre Test</li> </ul>
3	April 10 <sup>th</sup> of April 2014 17 <sup>th</sup> of April 2014 22 <sup>nd</sup> of April 2014	<ul style="list-style-type: none"> <li>• Cycle 1</li> <li>• The first meeting</li> <li>• The second meeting</li> </ul>



	24 <sup>th</sup> of April 2014	<ul style="list-style-type: none"> <li>• The third meeting</li> <li>• The speaking test for cycle 1</li> </ul>
4	April – May 29 <sup>th</sup> of April 2014 3 <sup>rd</sup> of May 2014 9 <sup>th</sup> of May 2014 13 <sup>th</sup> of May 2014	<ul style="list-style-type: none"> <li>• Cycle 2</li> <li>• The first meeting</li> <li>• The second meeting</li> <li>• The third meeting</li> <li>• The speaking test for cycle 2</li> </ul>

#### 4. Observation

In this step, the researcher observes and collects the data which is needed supported by field note and observation checklist. This observation can be categorized to the active participant observation because the researcher observes of her teaching practice. When the researcher engaged in teaching, the researcher also observes the outcome of the teaching and monitors the effects of the teaching<sup>9</sup>. The written observation will be stated in field note.

The collaborator will help the researcher in observing by writing the field note in every meeting. Furthermore; she will note the researcher's teaching by putting the check mark on the researcher's observation checklist.

#### 5. Reflection

The writer analyzes by using data analysis in this study and concludes the data that have gotten from observation. If the criteria of success have full filled, the CAR can be said success and can be stopped.

<sup>9</sup> Geoffrey E. Mills, *Action Research Guide for Teacher Researcher Fourth Edition* (United States: Pearson Education Inc, 2011), 75.

If the criteria have not full filled, the next cycle has to continue by some revisions.

#### **D. Data Collection Method**

The data collection method is used to answer the research problems. Dealing with it, McMillan asserted the method to collect the data is based on the determined research problems in this research.<sup>10</sup>

##### **1. Observation**

The method that used in this research is observation. The writer uses observation for knowing the students' problems. It conducted at the first time. As the result as I have stated on the background of the study. Moreover, it is also used for observes the students' improving as long as the strategy conducted by using students and researcher's observation checklist and field notes. Furthermore, it is for knowing the general situation that includes geographical location, the school's infrastructure, and the subject of the study.

##### **2. Speaking Test**

The researcher will conduct test in order to get the real result of students' speaking skill. There are two kinds of speaking test, those are pre-test and post-test. *First*; the researcher will give the pre-test before implementing *Six-Step Interview*. *Second*; the researcher will give two post-tests after the students had taught by using *Six-Step Interview*. The

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<sup>10</sup> James H, McMillan, *Educational Research Fundamentals for the Consumers* (United States: Pearson Education, Inc, 2012), 146.

first post-test will be conducted at the end of the first cycle and the second post-test will be conducted at the end of the second cycle.

### 3. Interview

The use of interview is for gaining the problems that faced by students by interviewing the English teacher and some students and also for knowing whether *Six-Step Interview* strategy is helpful to solve the problems on speaking skill or not by interviewing some students. The tools that will be used in interviewing is recorder Thus, as long as interview, the researcher will record what the correspondents have spoken.

### 4. Recording

The researcher will record the interview between English teacher and students in order to get the problems that faced by students in learning English, especially for speaking skill. The researcher also records the interview between collaborator and some students after the implementation of *Six-Step Interview*. Moreover; the researcher records the students' speaking test because it for grading five aspects for each student in short time. The researcher can replay and analyze it deeper at home.

### 5. Documenting

Documentation is evidence that the researcher really do what have stated in this research. It is used for supporting the data that found by interviewing and observation. The data gotten by this documentation will be analyzed to improve the data.

### E. Data Analysis

The researcher and collaborator will summarize the collected data in accurate manner by data analysis. The result of data analysis will interpret descriptively in chapter IV. The students' speaking skill will be graded by using rating sheet that adapted from David P. Haris. That rating sheet contains of five aspects, those are pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect has its own criteria. The maximal scale of each aspect is 5, in result; the maximal score of those aspects are 25. However, the maximal score of this test should be 100. So, the researcher multiplies the total score that gotten by the students by 4 for getting the individual score.

#### The Formula for giving individual scoring:

$$\text{Student score} = \text{Score gotten by that student} \times 4$$

Dealing with the criteria of success of this study stated that this research will be successful if 70% students of the whole students are able to achieve the score equal or more than 75. For getting the percentage of the students' speaking achievement, the researcher uses formula below:

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

This research also has two observation checklists, those are the students' and researcher's observation checklists. *First*, the students'



observation checklist consists of 14 aspects. The students will get the maximal score, 28. If each aspect has been done, it will have the value 2, however; if each aspect has been done, it will have the value 0. The researcher will give assessment to the whole students are in the class, not individual score. For knowing the percentage of the students' involvement in each meeting, the researcher will use the following formula:

$$\frac{\text{The total score}}{\text{The maximal scores}} \times 100\%$$

Because this assessment conducted every meeting, it should be getting the mean of all meetings. There are three meetings in each cycle. Thus, the last step on this assessment is summed all the students' percentage of each meeting continued by dividing by three because there were three meetings.

$$\text{Mean Score} = \frac{\text{Precentage 1} + \text{Precentage 2} + \text{Precentage 3}}{3}$$

*Second;* the researcher's observation checklist consist 19 aspects. But, this observation checklist has conducted whether the researcher does the planned activity or not. Thus, this observation checklist does not have the formula to analyze it.