

CHAPTER III

RESEARCH METHOD

This chapter presents research design, procedures of the study including planning, implementing, observing, and reflecting.

A. Research Design

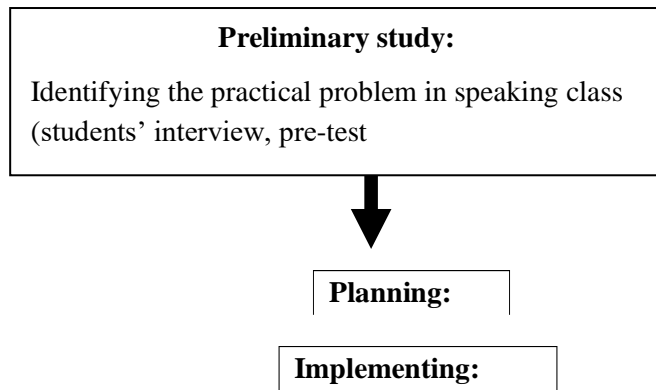
The design of this research was a Classroom Action Research. It was designed to solve students' problems in speaking skill by using Guessing Game. The subject of this research was students of MIA II second grade of SMAN 7 Kediri who had problems in speaking.

The study was collaborative for the researcher collaborated with one of the English teachers in SMAN 7 Kediri who conducted teaching learning in the class. Both the researcher and the teacher as collaborator had different roles in the research. The researcher conducted the teaching learning process and the collaborator observed the process of teaching learning. In this activity, the main activity of the collaborator teacher was collecting the data related to the effects of the applied game. The research was done in two cycles in which every cycle consisted of planning, implementing, observing, and reflecting. Each cycle had three meeting.

B. Subject and Setting of the Research

Subjects of the research were students in MIA II second grade of SMAN 7 Kediri who had not active in speaking practice in the class and their score did not pass the minimum competence standard as they were found in the preliminary observation.

The school had ten classes of the first grade, three classes of MIA (Math and Science), five classes of IIS (socials), and two classes of IIK (religious). The researcher chose MIA II's students as a subject because the researcher found the speaking problems



in this class during preliminary study. This class consisted of 35 students with 24 of students had problems in speaking. Hence, that the subjects of this research of the research were the 24 students.

C. Procedure of the Study

After sending the letter of research permission and getting the permission, then the researcher met the teacher of English to share about the highlight of research program, research activity, and timetable to conduct the research.

The researcher has conducted the preliminary study during teaching practice in the class for about almost two months. During conducting that activity, it was found that majority of students had problems in speaking practice because; the students were shy to speak English, they had lack of motivation, they had less of practice, and they had less of vocabulary. Besides, the researcher also interview and took students' speaking scores a day before conducted the first day implementation by administering preliminary test.

Based on the result of preliminary observation done through the process of observation, interview, and administering preliminary test, the researcher planned to implement a Guessing Game to solve the student's speaking problems through planning, implementing, observing and reflecting.

1. Planning

Planning was the first step where the researcher prepared all needed to conduct teaching learning process in the research. Here the researcher carried out some activities such as, socializing the research program, providing a suitable strategy, designing a lesson plan, and preparing the criteria of success.

a) Socializing the research program.

Before conducting the research, the researcher applied the letter of research permission to the school head master of SMAN 7 Kediri, and then he researcher saw a teacher of English class to ask some information needed such students' speaking scores, strategy used to teach students in speaking class, and Minimum Standard Competence.

Then researcher shared the highlight of the research, start from research back ground, teaching model in the research, lesson plan, until the evaluation. It is ended by asking the teacher to be a collaborator.

b) Providing the strategy.

On the basis of the students' problems, the researcher provided Guessing Game as a suitable strategy to overcome their problems.

Basically, Guessing Game was about an indoor game. It wasn't needed large area because students just having a group and getting some words based on tenses. Applying this strategy the researcher engaged students' participation to improve their speaking skill in term of guess some words based on tenses one by one continuesly on set period of time. It was not the real stuff but rather than a list of experiences that students have ever done.

c) Designing the lesson plan.

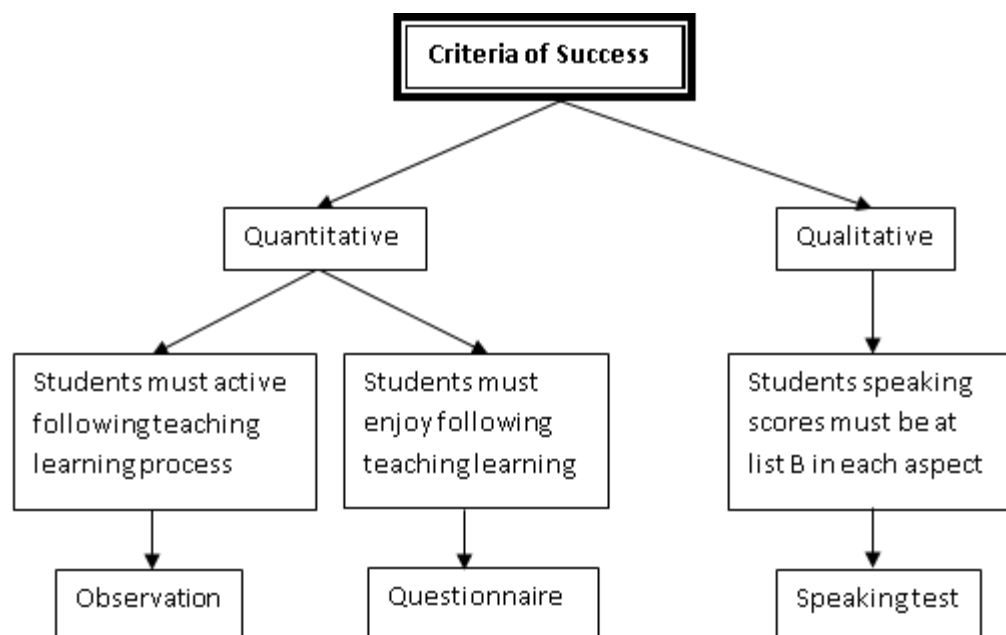
After providing the strategy, the researcher developed the lesson plan to make a frame of teaching learning process. To make the lesson plan, the researcher also discussed with the teacher of English.

d) Preparing the criteria of success.

The researcher helped by the English teacher determined the Minimum Standard Competence used in SMAN 7 Kediri as a criteria of success. This was became a limitation to determine whether the research should to be continued or stopped.

In this research the researcher prepared the criteria of success in the form of qualitative and quantitative criteria. The criteria of success in the form of qualitative were indicated by: 1) the students had to be active to follow the teaching learning process indicated by the observation check list. 2) The students felt enjoy following the teaching learning process indicated by questionnaire. Whereas, criteria of success in the form of quantitative was that students' speaking score must be at least B in each aspect on rubric.

Figure 3.2: Figure of criteria of success



2. Implementing

After everything has been planned, the researcher implemented the teaching learning process based on the lesson plan. The instructions, steps, time, allocation, and activities of the teacher and the students' are stated clearly the lesson plan. Entirely, this research was conducted in 2 cycles consisted of 3 meeting in each cycle. They were conducted on:

Cycle 1: Meeting 1: January9th 2019

Meeting 2: January16th2019

Meeting 3: January23rd2019

Cycle 2: Meeting 1: February6th2019

Meeting 2: February13th2019

Meeting 3: February20th2019

3. Observing

The next step was observing. It was attended to collect the students' scores in implementation, see the strengths and weaknesses of the implemented strategy. To collect the data the researcher was helped by the collaborator teacher who observed the effect of the applied strategy. In this research the researcher collected the data trough doing observation, peer assessment, questionnaire, and administering test.

a. Observation.

Here, the researcher prepared the observation sheet. It was done to observe effect of the strategy implemented in the class. In this case, the observation was to observe students' behavior and motivation. Whereas it was to know how effective the strategy could solve the students' speaking problems.

b. Distributing peer assessment

Beside to know how far the progress of students' speaking ability, the peer assessment sheet was expected to improve students' motivation through the wash back of peer assessment. The peer assessment sheet was checked and filled by each student.

c. Questionnaire

The questionnaire of the research was to know the students' responses toward the Guessing Game provided by researcher whether they liked or disliked, whether they felt more confident or not, whether they were enjoyed the teaching learning process not to speak English. Such as peer assessment, the questionnaire was checked and filled by every student.

d. Administering test

The test used to assess students' speaking skill was an achievement test. Speaking skill was in form of a words with different kinds of tenses. Here the researcher providing 3 elements of speaking to be measured. They were pronunciation, fluency, and grammatical.

4. Reflecting

After the implementation and observation were done, here the researcher provided the next step that was reflecting. The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, then he researcher could make a decision whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this section, the data analysis was done by getting the data of students' behavior, motivation, and score which has been taken in observing phase. To analyze the data, the researcher attempted to compare the students' score with the criteria of success.

The data in term of qualitative showed that students' motivation and responses during teaching learning process were increased well. The atmosphere of speaking class did so. In the preliminary study in which most of students had lack of motivation, they became motivated and very active to practice a dialog and follow teacher instruction.

In term of quantitative, the data were taken from administering test. As mentioned above that the students could pass the test if none of their scores in each component of rubric lower than B. The result showed that most of students have achieved the criteria of success in the end of the research.