

CHAPTER III

RESEARCH METHOD

This chapter discusses dealing with the description of research methodology which is intended to improve students' speaking skill by using group discussion method. They are research design, setting and subject of the study, and research procedure which include preliminary study and four steps used in action research, namely planning, implementing, observing and reflecting.

A. Research Design

This research study is designed to solve the problem dealing with the teaching and learning of speaking of the second year students of MAN 2 Kediri. The design of this study is classroom action research which is focused on improving the students' speaking skill.

According Hopkins cited by Muslich, classroom research is a reflective study that is done by the researcher to improve the rationality of his / her actions in implementing his duty and deeper the understanding toward the condition in teaching learning process.⁴⁶

Action research is a form of self-reflective inquiring undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which the practices are carried out.⁴⁷

According to Wina Sanjaya, classroom action research (CAR) is a process to solve problems in teaching learning activities in classroom by doing

⁴⁶ Masnur Muslich, *Melaksanakan PTK Itu Mudah (classroom action research)*. (Jakarta: Bumi Aksara, 2009) hal 8

⁴⁷ Djunaidi Ghony, *Penelitian Tindakan Kelas*. (Malang: UIN-Malang Pres, 2008), hal.7.

some systematically methods or treatments and analyse the effect of the treatments.⁴⁸ Wina Sanjaya adds that the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and even better, improvement in practice.⁴⁹

The research design employed in this study is collaborative action research. In conducting the research, the researcher worked together with the English teacher to solve the students' problem in learning English vocabulary in her teaching and learning process. The goal of having a collaborator in this study is to make it easy for the researcher to implement group discussion method.

Action research is a cyclic process, which consists of some steps namely: planning an action, implementing the action, observing the action, and reflecting on the observation. It means that if the first cycle fails which was indicated by the students' result in writing under the achievement class percentage, the design should continue to the next cycle. This study would be stopped if the predetermined criteria of success were achieved.⁵⁰ It will continue works by revising, adding or deleting some ways in conducting classroom action research if one cycle cannot reach the target of success and the action have to continue by following cycle until the target of success that the researcher already plan before. So that way, the action research will not stop until the treatment success make the students' achievement increase and reach the target of success from the researcher. This characteristic of

⁴⁸ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2010), hal. 26.

⁴⁹ Ibid, hal.25

⁵⁰ Stephen Kemmis and Mc Tanggart, *The Action Research Planner*, (Victoria: Deakin university Press, 1981), hal.1.

classroom action research to make the students' achievement increasing by doing certain treatment based on the problem that students have is the best way to solve learning teaching problems.

Many teachers feel afraid in conducting action research although actually they need to do the action researcher to solve learning process' problems that faced by students or to improve the students quality in achievement because they usually feel that action research is an action that really complicated to do. It caused by many teachers did not know about the action researcher well, so they feel afraid to implementing the action research. But if the teacher knows it well and applying the action based on the action research's steps correctly, it will be easier and valuable to do.

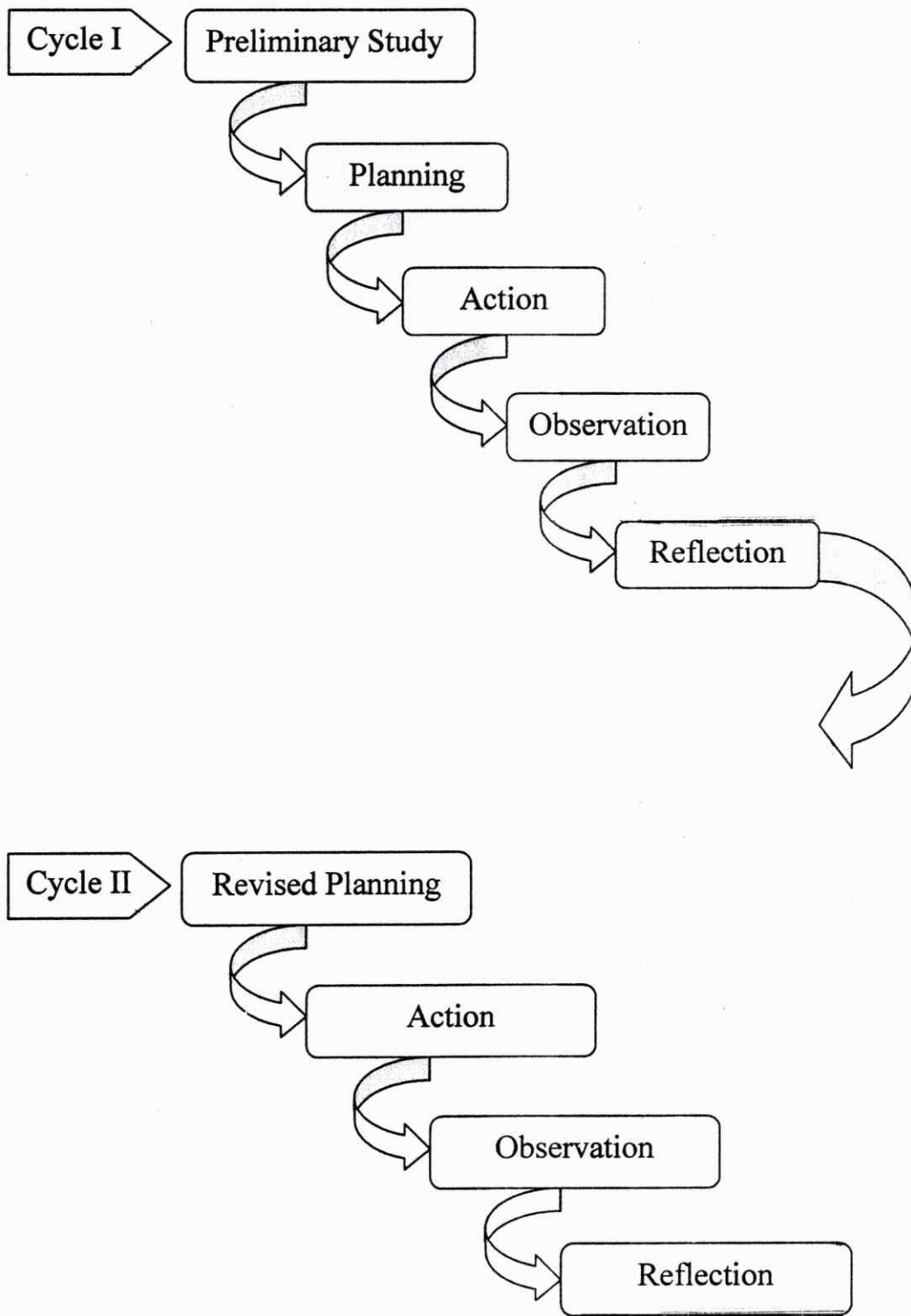


Figure I, by Kemmis and McTaggart cited by Koshy.

Finally, the reflection will be conducted in order to determine all facts including the success and the failure in the implementation of the strategy.

B. Setting and Subject of The Study

This study conducted at MAN 2 Kediri. This research was conducted on the middle of January until February 2016. The subject of this study is the second year students of that school which consist of 20 students.

C. Research Procedure

The research applies classroom action research model proposed by Kemmis and McTaggart cited by Koshy, as illustrated in figure 1. It covers planning, implementing, observing and reflecting. Before conducting this research, preliminary study is necessary to do first to identify and analyze the real problem that should be overcome. Then, designing the plan followed by implementing and observing in the lesson study format.

1. Preliminary Study

Preliminary study was conducted to identify and obtain the information related to the students' problem faced by students in English teaching and learning process. The preliminary study of this research was conducted on February 3rd 2016 and at the time of the preliminary study was conducted no students were absent. In carrying out the preliminary study, first the researcher asked the headmaster and English teacher's permission to apply the preliminary study to the second class.

After getting the permission the researcher observed the teacher and students in studying English in class to know the method and condition of students in learning English. It still uses the real English teacher method and condition of students in learning English. It still uses the real English teacher method. When the researcher given the test about the narrative text and then one by one the students to speak up in front of their friends. After that the research asked about the purpose and the mean from the story. The research find some problems in speaking skill there are; first, the difficulty of speaking English, many students has difficulties when they want to speak English because they afraid to speak it. Second, generally they spoke English with incorrect pronunciation. And the last, they were not active and motivated in the speaking class. In this preliminary study the students' average score is low and there were no student's success in speaking.

2. Planning The Action

In this part, the researcher will accomplish the following activities:

a. Prepare the lesson plan

- 1) Preparing materials, making lesson plan and designing the steps in doing the action.
- 2) Preparing list of students' names and scoring.
- 3) Preparing teaching aids.
- 4) Preparing test.

b. Prepare the instrument

1) Test speaking

Test is a serial of question or other instrument which are used to measure the individual or group's skill, knowledge, intelligence, capability or talent. In this test the researcher using group discussion and using some picture to help speaking skill. And then the material or the question in this study is about Exposition, and narrative text. The students must make story from the picture with their group and they must be understood about their story. See the appendix 2 for detail speaking test.

2) Scoring rubric

Table 3.2

The criteria of students' speaking skill⁵¹

No.	Criteria	Rating Score	Comment
1.	Pronunciations	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to Repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order grammar and word order errors make
		4	Occasionally makes grammatical and or

⁵¹ David P.Harris, *Testing English as A Second Language*, (New York: McGraw-Hill Book Company, 1969), p.20

			word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and wordorder, which occasionally obscure meaning
		2	Comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficul
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4.	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to Make conversation virtually impossible
5.	Understanding	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without 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 conversational English

The oral ability test divided into five elements, pronunciation, grammar, vocabulary, fluency, and comprehension. Each elements characteristics are then defined into five short behavioural statements as stated in the frames above. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioural statements for each point of the scale.

The writer will objectively see the characteristics of each students' speaking ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25. It is gained from the five elements of speaking as stated above. This amount of score can be described as follows:

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

Since our speaking class rating system is used the range of point 1-10 or 1-100, then, to make it easier to calculate, the score is converted into 100 point scale by multiplying it with 4.

c. Prepare the criteria of success

The researcher make an agreement that the criteria of success for students' achievement through group discussion can be improve their speaking skill if there is more than 75% students get score 75 minimally in test.

3. Implementing the Action

After all of planning was done, the researcher begins to come to class to implement Groups discussion method in the teaching learning process.

4. Observing the Action

According to Muslich, observation is used to get information about human being in the reality.⁵²

In the observation phase, the researcher will observe and collect the data about any aspects or events that had happened during the implementation of the action in relation to the objectives of this study. The data were obtained from the field notes and supported by observation checklist.

Observing is an observation activity to know how far the action effect have reach target. Observation was conducted by observing and scoring through oral tests to students' ability in speaking English.

⁵² Muslich Masnur, *Melaksanakan PTK itu mudah*, (Jakarta: Bumi Aksara 2009), 106.

5. Reflecting the Action

In determining whether the research stopped or continued to the next cycle, the collected data were analysed. The result of the analysis of the data was matched with the predetermined criteria of success of both process and product based on the reflecting that researcher have done in each cycle.

This reflecting is used to analyze the success or failure factors in implementing group discussion method in cycle and then to determine whether the research have to be finished and reported or continued to the next cycle until the data reach the criteria of success.

In order to get a reliable speaking score, a rater was selected. The one who became the rater in this study was the English teacher in that school. There were some reasons which became the researchers' consideration in choosing her, they were, as namely:

1. The rather did not have any connection with the subjects of this study so she was able to score the students' speaking skill objectively and
2. She is an English teacher who knows and capable in English, so she able to score the students' vocabulary well.

This classroom action research uses a formulation below to analyze the data from the test:

$$P = \frac{\text{total students who get score 75 minimal} \times 100\%}{\text{Total students in the class}}$$

Percentage of the Criteria of Successful Treatment

(By Mansur Muslich)

<i>Percentage of the students getting 75 minimally</i>	<i>Qualification</i>
80-100 %	The students' achievement in English improves and the method applied can improve the students' achievement in English successfully.
50-79 %	The students' achievement in English improves enough and the method applied is not successfully yet in improving the students' achievement in English.
0 – 49 %	students' achievement in English does not improve and the method applied fails in improving the students' achievement in English