

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the issues dealing with the outline of the classroom action research process. This chapter includes research design, research setting, preliminary study, and research procedure and data analysis.

A. Research Design

The design of research used by the researcher in this research is classroom action research or CAR. Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.²³ And also According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.²⁴ Then Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.²⁵ And the last one are Kemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which

²³ Syamsudin AR and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa* (Bandung: PT Remaja Rosdakarya, 2006)

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003)

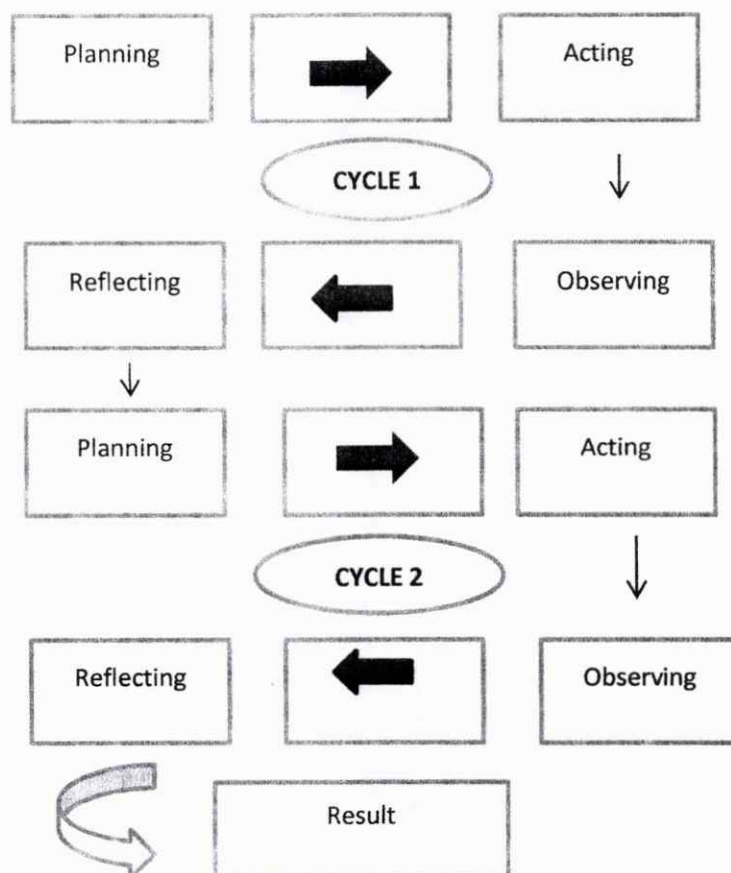
²⁵ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008)

is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.²⁶

So that by all of definition above the researcher made conclusion that classroom action research is a classroom action in a research in which can be done by teacher, researcher and course student with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this study the researcher uses data observation toward teaching speaking through SGD method, this data was analyzed through two cycles in action. And in this below the chart activity of CAR based on M. Djunaidi Ghony.

²⁶ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993)

The Chart Activity of CAR²⁷



B. Research Setting

This section will be discussing the issues dealing with the research subject in general. The research setting includes research location and research time.

²⁷ M.Djunaidi Ghony, *penelitian tindakan kelas* (UIN Malang : press, 2008)

1. Research Location

The researcher here conducted the classroom action research in MA SUNAN KALIJOGO. It is located in village kranding at the kecamatan mojo.

As the research subject is the students on the second year of class IPA 1 academic year 2014-2015. The amounts of students in this class are 43 that consist of 35 females and 8 males. The purpose of choosing this school was to improve the student's speaking ability using SGD method as a learning process, so that the quality of learning speaking and teaching improved well.

2. Research Time

This research was conducted in the second semester academic year 2014 – 2015. The determination refers to the school's academic calendar, due to the requirement of the classroom action research that consist of some cycles in order to get appropriate data.

C. Preliminary Study

Preliminary study is conducted in order to get the detail information about condition of the subject in the research. In this research, the researcher uses observation, interview and questionnaire. So that in preliminary study the researcher intended to know the initial condition of students. The researcher observes students' activity in speaking class. And also give some questionnaire for English teacher to know about the characteristic of students and the last give the student questionnaire to

know about their problem in English. Not only questionnaire but also the researcher did interview for students. Based on the observation, interview and questionnaire the researcher knows the problem that is happened to the students and their difficulties in speaking.

D. Research Procedure

In classroom action research, the researcher uses cycle's model. There are four components in one cycle for conducting classroom action research. It consists of planning, acting, observing, and reflecting. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.²⁸

1. Planning

Planning is arranged in every cycle in order to get the better condition in teaching and learning process. In this research the researcher will apply this following activity:

a. The researcher prepares the lesson plan

Lesson plan is the certain plan or program which arranged systematically by the teacher about the standard competence and basic competence that should achieved by the students in teaching and learning process. The function of lesson plan is to help the

²⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008)

teacher when they teach their students based on the rule of teaching and learning process. To make clearly we can use the lesson plan.

- b. The researcher prepare the instructional material is used in the classroom

The instructional material that used in this classroom by SGD method is presents some topics that will be discusses in small group that consist 3- 4 students. After they discusses about the topic they will debating that topic with other group.

- c. The criteria of success in the classroom action research

The criterion of success is very important as the measure of the success of the implementations of the action. The implementation of SGD method was considered successful if it met the criteria that is 75% the number of individual test of students score was 75 as the criteria of minimum completion or *Kriteria Ketuntasan Minimal (KKM)*.

- d. Preparing the instrument

Research instrument is used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. There are observation checklist, speaking test, scoring guide and the schedule of research in preparing the instrument part.

1. Observation Checklist

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Speaking Test

In this research, the researcher uses an achievement test to measure the student's speaking skill improvement. The researcher uses oral test in the form of SGD method. There are four elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, and fluency. With this form, the scoring can be done quickly and easily.

3. Scoring Guide

The scoring is done a mark sheet consisting of category with 10-25 scale for each category. The categories are pronunciation, grammar, vocabulary and fluency.

Table of Scoring Guide²⁹

NO	Aspect	Score
1	Fluency	
	Ujaran lancar	25
	Ujara cukup lancar	20

²⁹ St. Slamet, *Dasar-Dasar Ketrampilan Berbahasa* in the thesis proposal of Saidatul Maslahah (The Use Debating method to improve the student's speaking ability for Tenth Grade Students of MA Darul Huda Ponorogo in Academic Year 2009-2010)(Ponorogo: online thesis, 2010)

	Ujaran kurang lancar	15
	Ujaran tidak lancar	10
2	Vocabulary	
	Penggunaan vocabulary sangat tepat	25
	Penggunaan vocabulary tepat	20
	Penggunaan vocabulary kurang tepat	15
	Penggunaan vocabulary tidak tepat	10
3	Grammar	
	Struktur grammar sangat tepat	25
	Struktur grammar tepat	20
	Struktur grammar kurang tepat	15
	Struktur grammar tidak tepat	10
4	Pronunciation	
	Ujaran sangat mudah dipahami	25
	Ujaran bisa dipahami	20
	Ujaran kurang bisa dipahami	15
	Ujaran tidak bisa dipahami	10
	TOTAL	100

4. The schedule of research

The Schedule of Research

DATE	MEETING	TOPIC
	Pre-test	

	Cycle 1	
	Cycle 2	

2. Acting

Acting is implementing the planning. After all the preparation has been done, the researcher and the collaborator come to the class and implement the action. They implement the SGD method in teaching speaking. The researcher who takes a role as a teacher introduces the SGD method. The first meeting, the researcher takes a score from pre-test helped by original teacher of the class. The second meeting is the first meeting of the cycle 1 where the researcher and the collaborator do the action and the observation. The third meeting, the researcher and the collaborator do the action and observation of the second meeting in the cycle 1.

3. Observing

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition

when the action done, then the researcher and the collaborator (English speaking teacher) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this part, the researcher observes and takes notes during teaching learning process.

4. Reflecting

Reflecting is an activity in order to find the weakness that happens in the action research.³⁰ It means to analyze the result based on the data that have been collected to determine the next action in the next cycle. And then the researcher makes a planning for the next cycle.

E. Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In data analysis, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using debate in improving speaking skill.

The data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the SGD method is introduced. The result of observation is analyzed such as below:

³⁰ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta : UI Uneversity Press, 2010)

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

In this research, the researcher also uses mean formula to know the improving student's speaking skill. The researcher compares the mean of every cycle with the minimum passing criteria (KKM). The formula which will take to count mean is³¹

$$M: \frac{\sum x}{N}$$

Explanation:

M : The average of students' score

$\sum x$: Total score

N : The number of students

The researcher gets score from the two cycles conducted in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.

³¹ Christopher Butler, *Statistic in Linguistic* (New York : Basil Blackwell, 1985)