

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The type of this research is classroom action research. Classroom action research tries to identify the problem that happen in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. Thus, she formulated the actions to solve the problem. According to Kemmis and McTaggart (1988) describe classroom action research as a systematic and collaborative effort aimed at solving classroom problems. This has been a surprisingly durable definition that has stood the test of time, even though some recently (Edge, 2000) prefer to downplay the element of problem solving in action research in order to emphasize the importance of teacher reflection for understanding their students' culture of learning. Classroom action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry.

According to Eileen Ferrance (2000) Classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Meanwhile, Classroom action research is distinguished from other research methodologies because of the collaborative effort of the researcher in working with the subjects and developing action plans to make improvements (Tomal, 1996). Classroom action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge)

to be achieved at the sametime. Classroom action research is the reflective language teacher's organized and ongoing search for classroom solutions and professional insight. Kemmis and McTaggart (1988) also understand action research as a collaborative practice. Classroom action research is a systematic process of teacher inquiry. All of the contributors to this collection follow the same action research cycle.

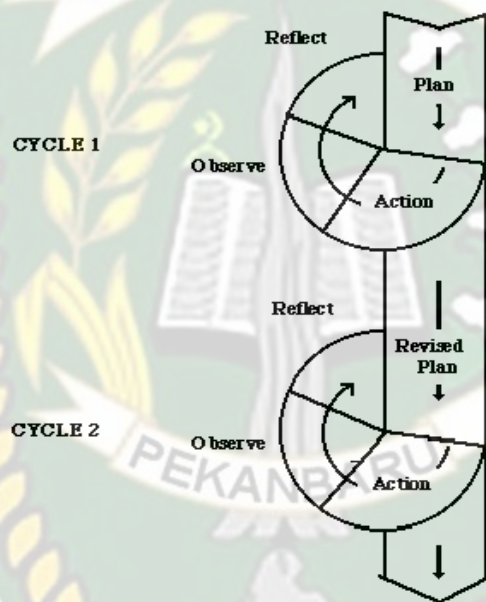


Figure 2: Scheme of Action Research

(Adopted by kemmis and McTaggart 1998)

From the processes in Figure 1, the researcher used the action research model developed by Kemmis and Mc. Taggart. This model consists of four main steps in each cycle : 1) planning; 2) acting; 3) observing and 4) reflecting.

3.2 Location of the Research

This study was conducted place in SMK TARUNA PEKANBARU which located in Jl. Rajawalisakti, Panam, Pekanbaru. The school has 22 classes. There are three English teachers in the school. The research was conducted at grade X TKJ of SMK TARUNA PEKANBARU.

3.3 Time of the Research

The research study was conducted in the first semester of the academic year of 2017/2018. The actions was carry out in July – September 2017.

3.4 Participant of the Research

The participant of this research is the students class X TKJ 1 of SMKT TARUNA PEKANBARU. One class consists of 22 students, 15 boys and 7 girls. I choose this class because I have observed and this class is the lower in speaking.

3.5 Instrument of the Research

The instruments of this research are : test, observation, field note, and interview. According to Burns (1999: 17), documents in action research are relevant

to the research questions which can include the students written works, student records and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research was course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' speaking performance, some instruments was use such as field notes, observation checklists, interview guidelines, and a speaking performance rubric.

In gaining the data of the teaching and learning process, the researcher used the field note. Field notes help the researcher to record everything happened in the classroom during the actions. The collaborators also noted the field situation that could not be seen by the researcher. By using the field notes, the researcher was able to see the weakness and the strength during the implementation of the actions.

The observation and interview guidelines was used in the reconnaissance and the observation during the implementation of the actions. In the reconnaissance, the observation and interview guideline were used to find out the existing problems. In the actions step, the observation guidelines were used to see the implementation of the actions.

In order to gain data about the students' speaking performance, the researcher use speaking performance tests. The tests was pretest and posttest so the researcher was able to know the improvement in students' speaking skills. To collect all the data, a camera was utilized to record the students' performance in the teaching and learning process.

3.6 Data Collection Technique

The data collected was in the form of qualitative and quantitative data. Qualitative data consist of observation, interview and field note and quantitative data consist of pre-test and post-test.

1. Observation

In this case, the researcher was helped by a collaborator to observe about the activities that happen during the speaking class intensively. The collaborator was one of English teacher who in SMK TARUNA Pekanbaru. There was a cheeclist construct based on the indicators of speaking skill and Guessing Games technique that is applied by the teacher in her speaking teaching.

Table 2. Observation Sheet of Teacher's Activity

No	Teacher's activity	Yes	No	Description
1	Pre-speaking activities			
	1. Teacher greets students and checking the attendant list			
	2. Teacher tellingthe objective of learning			
	3. Teacher gives motivation			

	and do warming up/ brainstorming			
	4. Teacher explain the components of guessing games (stage one,two, and three question, ask and move, twenty questions)			
	5. Teacher informs the acquired competent during and after the activity			
2	Whilst-speaking activities			
	1. Teacher give the material to the students			
	2. Teacher explain and gives the example			
	3. Teacher ask question and ask student analyze the expression of the material			
	4. Teacher ask students in			

	front of the class by asking and giving direction			
	5. The teacher gives the model of guessing games			
	6. Teacher ask the students to apply guesing game			
	7. the teacher only gives 10 minutes for grouping performance in making asking question and giving answer to the pairs			
	8. the teacher monitors the activity of pairs and awards the students for completing their role completely			
3	Post Teaching 1. Teacher invites the leader of the group to report the topic			

	discussion			
	2. the teacher gives chance to other groups to respond to their friends report			
	3. Teacher check to the students that they can understand what the grouping performance.			
	4. Teacher give the conclusion and reflection about the material			
	5. The teacher closed and greets the students			

Collaborator

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6. Field note

The ways of collecting data, qualitative data, by using a field note since it is impossible to record all specific things happened in the class. What should be written in field note is specifik things happened in the classroom wheter for the students and the teacher also about every stage was done in the class. The teacher (researcher) needs collabolator to note down their behavior.

Table 3. Field Notes

Meeting	Teacher's Activities	Student's Activities

7. Interview

Before implementing the research, the researcher interview the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea of implementing the guessing game technique in improving students' skill in speaking:

Table 4. Question of interview

Research Questions	Students' Answer
1. What do you think about our lesson materials? Why?	
2. Does Guessing Games help you in speaking? Why??	
3. what do you think about Guessing Games activity? Why?	
4. How is Guessing Games applied in the class?	
5. what do you feel learn speaking by using Guessing Games?	

8. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing guessing game technique. It was used to measure students' speaking skill at first. Meanwhile, the post-test was implemented after using the guessing game technique.

3.7 Data Analysis Technique

The collected data in this research was analyzed in the form of qualitative and quantitative data. It means that all data gathered from the observations during the teaching learning process, field notes, tests, and interview before and after the research were analyzed qualitatively.

The quantitative data of this research were obtained from tests. There was supporting data. The results of the students' speaking performance was analyzed to find out the means, medians, and the class percentage of the students' speaking performances. The researcher tried to get the class percentage which passed the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*). The last, the researcher analyzed the students' speaking score from pre-test up to post-test. It was used to know whether students improved their score or not.

3.7.1 Quantitative Data

In quantitative analysis, the data which was analyzed was the data form of numerical based on the result of the students' score in speaking test. There are several

techniques that are use to analyze the quantitative data, especially the data form speaking test. First of all the researcher collected data from the two cycle so thar the result of the test could be easily grneralized. Then, the researcher put the result of the data in groups based on the indicator of speaking skill on transactional and interpersonal text which was filled based on the analytic rubric for speaking adapted from brown (2004). By grouping the data, the researcher could see the obtained score from each test in it cycle.

After that, the researcher put the obtained score into a table which aimed at figuring out the mean of the obtain score which have been grouped before. The mean itself was grouped based on the indicator of speaking skill on transactional and interpersonal text. The mean was used to see the average score gained by the students in speaking tests of each cycle and it was displayed in a chart that was used to see the comparison of mean from every cycle. In aaddition, the formula of mean used by the researcher as follows :

$$X = \frac{\sum X i}{N}$$

X : mean of students' score

$\sum X i$: sum of students' score

N : total of indicators score

(Hatch and Farhady, 1982)

3.7.2 Qualitative Data

The qualitative data is gathered through the observation sheets of the students and the teacher. The researcher present it in chapter four. The observation sheets that used as the following:

According to Gay (2000:239), he states there are six steps in analyzing qualitative dat, such as:

4. Preparing the data, the researcher makes an organization of grouping the data. The researcher makes the format of the data form that is, observation sheet for students and for teacher.
5. Reading the data; the researcher read and analyzes the data fromthose observation sheets.
6. Describing the data; the researcher describes the data that he was get from teaching and learning process in order to complete the information about arrange, participant, and activity (the settingandevennts that take place in it).
7. Classifying or grouping the data; the researcher puts the data in categoriesof the aspects of the data.
8. Interpretubg the data; the researcher knows the aspect and connecting the data in order to make a summary.
9. Writing a report of the resrachter; the researcher writes a report researcher in orde to explain the result of it.

Table 5. The classification of students' score

No	Score Range	Categories
1	80-100	Very Good
2	70-79	Good
3	50-69	Less
4	0-49	Fail

(Carol and Hall, 1985:124)