

### CHAPTER III

#### METHODS OF INVESTIGATION

##### A. Setting of the Study

The researcher conducted the classroom action research at SMPI Al-Hamidiyah, Bawu, Jepara at eight grade in academic Year of 2009/2010. The researcher chose SMPI Al-Hamidiyah because the researcher bailed out science in Islamic boarding house Al- Hamidiyah therefore the researcher has known on ability and weakness of students in English lesson especially in speaking.

##### B. Participant of The Study

The subject of this research are the students in English foreign language of SMPI Al-Hamidiyah, Bawu, Jepara. The students are still in second grade in academic year of 2009/2010. There were 23 students in the class. It consists of 12 students are girls and 11 students are boys

##### C. Time of Doing The Research

DATE	ACTIVITIES
March, 27 2010	<ul style="list-style-type: none"><li>▪ Doing pre observation</li><li>▪ Looking for the documents of students VIII A</li></ul>
April, 5 2010	<ul style="list-style-type: none"><li>▪ Doing cycle I</li><li>▪ Explaining the material based on the lesson plan</li></ul>
April, 10 2010	<ul style="list-style-type: none"><li>▪ Doing cycle I</li><li>▪ Doing first observation</li></ul>
April, 12 2010	<ul style="list-style-type: none"><li>▪ Doing cycle II</li><li>▪ Explaining the material based on the lesson</li></ul>
April, 17 2010	<ul style="list-style-type: none"><li>▪ Doing cycle II</li><li>▪ Doing second observation</li></ul>

April, 19 2010	<ul style="list-style-type: none"> <li>▪ Doing cycle III</li> <li>▪ Explaining the material based on the lesson</li> </ul>
April, 24 2010	<ul style="list-style-type: none"> <li>▪ Doing cycle III</li> <li>▪ Doing Third observation</li> <li>▪ Giving Questionnaire</li> </ul>

#### D. Research Design

There are many kinds of research design in conducting a research , they are action research, experiment research etc. action research is a form of research which is becoming increasingly significant in language education. This research can offer new ways and procedures to improve and increase teachers' professionalism in the teaching learning process and students' learning result.

The design of research used by the researcher is classroom action research. According to Kemmis and Mc Taggart in Nunan's book explains that action research is a group activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation<sup>1</sup>. Arikunto states that action research is one of the type investigation that has characteristic reflective, collaborative, and spiral that have purpose to repair and increase the system, method, process, substance, competence, and situation.<sup>2</sup> Jeremy Harmer adds that action research is the name given to series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, evaluate the success and appropriacy of certain activities and procedures.<sup>3</sup>

From all the definition above, the writer concluded that classroom action research is a classroom action in a research, which can be done by the teacher, researcher, and teacher with his or her colleague, with involves a

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<sup>1</sup> David Nunan, *Research Methods in Language Learning*, (New York: Cambrige University Press, 1992), p. 18.

<sup>2</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara , 2008), p. 104.

<sup>3</sup> Jeremy Harmer, *The Practice of English language Teaching*, (England: Longman, 2001), p. 344.

group of students to improve teaching and learning process or enhance the understanding of the student to the lesson and to overcome the problems that students have in the classroom, with this research, the teacher will know his or her weakness in teaching their students, and know the effective methods in teaching student.

In this research, the researcher plans to conduct three cycles in classroom action research. there are four components in each cycle for conducting classroom action research, it consists of :

1. Planning

Planning is an action research by focusing on who, when, where, and how the action will be done. In this research, the researcher plans to conduct treatment will be taken in classroom action research.

2. Action

The planning strategy will be applied in teaching learning process, here the researcher implemented the plan, which is made in previous phase in the field of research.

3. Observation

Observation is the next step to monitoring and watch closely teaching learning process and collect the data from result of the action. The researcher prepares the observation paper to know students' performance- either as whole class condition when the action done, then the researcher and the collaborator discuss about the result of observation, what problems faced when teaching learning process and look for good solution to solve the problems in this phase, the researcher observes and take note during teaching learning.

4. Reflection

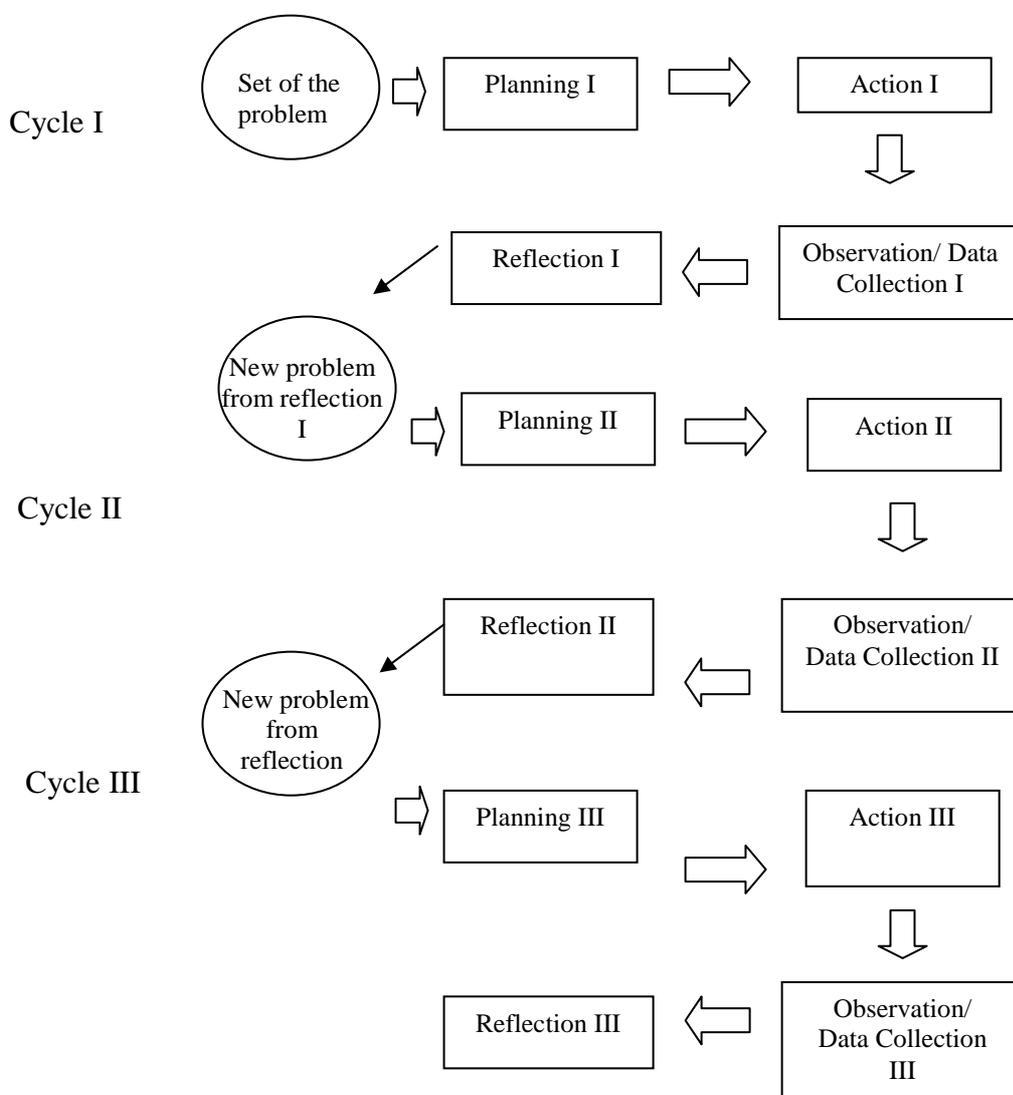
Reflecting means to analyze the result based on the data what have been collected to determine the next action in the next cycle that are probably made to. In this phase, the researcher could observe the activity

that result any process, the progress happened, and also about the positives and negatives sides.<sup>4</sup>

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 researcher could make reflection to determine the next cycle .

#### The Steps of Action Research

Taken from: Penelitian Tindakan Kelas, LP3 (UNNES: 2007)



<sup>4</sup>Suharsimi Arikunto, *op.cit.*, p.775-80.

## E. Research Procedure

Research procedure is something which have been planned to execute research with purpose to obtain a data. In this section , the writer conducted three cycles. The researcher will collaborate with the English teacher who teaches in class of eight year. The activities that will be done in each cycle is as follow:

### 1. Pre Cycle

In the pre cycle, the researcher introduced her self to the students eight grade then ask the students to introduce themselves used English language. This activity was done in order to compare the success of improving students' self confident by using English Conversation Club in Cycle I, II, III.

Based on the observation and the students' performance, the researcher saw that the students were shy and felt not confident to speak English.

### 2. Cycle I

#### a. Planning

- 1) Prepare lesson plan
- 2) Choose appropriate material for teaching learning process
- 3) Prepare checklist observation
- 4) Prepare students' attendances list

#### b. Acting

- 1) Teacher greets and checks students' attendance list
- 2) Teacher tries to build students' knowledge about conversation
- 3) Teacher explains and gives example of conversation and also teach how to pronounce expression
- 4) Teacher asked the students pronounce together
- 5) Teacher asked the students to practice the conversation with their friends in front of class

c. Observation

The observation on the students in first cycle was to check:

- 1) The students' activity in learning conversation
- 2) The students' response during teaching and learning process
- 3) The students' self confident when practice of conversation

d. Reflection

- 1) Analyzing the data from the observation.
- 2) The teacher and the researcher will discuss the results of the observation.
- 3) Make a conclusion from cycle I.

3. Cycle II

a. Planning

- 1) Prepare lesson plan
- 2) Choose appropriate material for teaching learning process
- 3) Prepare checklist observation
- 4) Prepare students' attendances list

b. Acting

- 1) Teacher greets and checks students' attendance list
- 2) Teacher reviews the last material
- 3) Teacher gives example of conversation and also teach how to pronounce the expression
- 4) Teacher asks the students pronounce together
- 5) Teacher asks the students to practice the conversation in front of class using role play

c. Observation

The observation on the students in first cycle was to check:

- 1) The students' activity in learning conversation
- 2) The students' response during teaching and learning process
- 3) The students' self confident when practice of conversation

d. Reflection

- 1) Analyzing the data from the observation.

- 2) The teacher and the researcher will discuss the results of the observation.
  - 3) Make a conclusion from cycle II
4. Cycle III
- a. Planning
    - 1) Prepare lesson plan
    - 2) Choose appropriate material for teaching learning process
    - 3) Prepare instrument of the study
    - 4) Prepare observation checklist observation
    - 5) Prepare students' attendances list
  - b. Acting
    - 1) Teacher greets and checks students' attendance list
    - 2) Teacher tries to build students' knowledge about conversation
    - 3) Teacher explains and gives examples of conversation and also teach how to pronounce the expression
    - 4) Teacher asks the students pronounce together
    - 5) Teacher asked the students work in pairs
    - 6) Teacher gives a picture to each pairs and asks them to make dialogue based on the picture
    - 7) Teacher asks each pairs practice in front of class
  - c. Observation

The observation on the students in first cycle was to check:

    - 1) The students' activity in learning conversation
    - 2) The students' response during teaching and learning process
    - 3) The students' performance in practice conversation
  - d. Reflection
    - 1) Analyzing the data from the observation.
    - 2) The teacher and the researcher will discuss the results of the observation.
    - 3) Make a conclusion from cycle III

## F. Technique of Data Collection

To collect the data the writer used three instruments: Observation, Documentation, Questionnaire.

### 1. Observation

Classroom observation is an observation that is focused on the understanding of how, social event of the language classroom are enacted.<sup>5</sup> In this classroom action observation, the object of observation are student activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, combining list of the observation students' activities, students' improvement of their confidence in speaking. Observation is intended to see and to know about the condition of class and student, and to obstacle appearing during the teaching learning process. It can also be used to look the students' weakness, to see their difficulties, their problem, and their understanding about the material given.

### 2. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain documents which is related with this research. This method used to know the list of students' name, and documentation of teaching learning process in English subject.

### 3. Questionnaire

A questionnaire is a research instrument consisting of a series of question and other prompt for the purpose of gathering information from respondent. So, questionnaire can be useful for collecting data. They have advantage of being easier and quicker to administer and the responses of more inform can be gathered.<sup>6</sup>

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<sup>5</sup> David Nunan, *op.cit.*, p. 93.

<sup>6</sup> [http:// en. Wikipedia.org/ wiki / questionnaire](http://en.Wikipedia.org/wiki/questionnaire), retrieved on April 10, 2010.

In this study, the writer used closed questionnaire which consists of ten question and respondent only chose one of the answer with give cross sign A, B, C, the questionnaire was given after the third cycle. This method was used in order to find out students' responds toward speaking section and to find out the improvement of students' self confidence in speaking after the treatment.

### G. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from questionnaire, document, observing the teaching learning process, and the result of the students' performance in speaking.

The data from questionnaire, document, and observation are described as detail as the researcher gets. Data from observation are grouped based on the students' performance that can be taken as clue or indicator from students' self confidence in speaking.

The score of students' self confidence will be analyzed per aspect. It can be calculated by using this following formula:

$$\text{Score of self confidence (per aspect)} = \frac{\text{Number of students}}{\text{Total number of students}} \times 100\%$$

To get the result of questionnaire, the writer calculated answer of each item and then the writer concludes of the result.

The formula is used for computing result of questionnaire is as below:

$$\text{The average of the students result} = \frac{\text{The total of the percentage}}{\text{The number of students}}$$

In this research, the researcher also uses mean formula to know average students' score in speaking.<sup>7</sup>

$$\text{The average of the student's score} = \frac{\text{Total score}}{\text{The number of students}}$$