

CHAPTER III

METHODS OF THE RESEARCH

There are five points to be discussed in this chapter. They are research approach, subject of the research, time and setting, methods of data collection, method of data analysis and limitation of the research.

A. Research Approach

In this research, the researcher focused on improving students' speaking ability in procedure text. Research methodology plays an important role in the research. The researcher used a classroom action research, as we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Usually it is used by teachers because they find some problems in the teaching learning process. And the result of test in every cycle will be measured. The score shows students' speaking ability in procedure text. All of which makes this research quantitative in nature.

The researcher used a classroom action research as an attempt to improve speaking teaching learning process and to solve the problems that students have related to speaking ability.

B. Subject of The Research

The subject of the research were the students who got speaking class at that time, they were from 3E students of MTs. Mathalibul Huda Mlonggo Jepara. They consisted of 44 students.

C. Time and Setting

This research was conducted on the first semester in the academic year of 2010/2011 for about 1 month on August 2010. It was conducted in Mts. Mathalibul Huda Mlonggo, which was located on Jl. Jepara-Bangsri Jambu Mlonggo Jepara.

D. Methods of Data Collection

In this classroom action research, the researcher used two kinds of instruments in gathering data. Those are observation and test.

1. Observation

Observation is the process of observe toward the subject of observation by using all of sense.¹ An observation task is a focused activity to work on while observing a lesson in progress. It focusses on one or a small number of aspects of teaching learning and requires to observe to collect data or information from actual lesson.²

The researcher observed the events in classroom during teaching learning process from beginning until the end. To observe the students, the researcher used observation guide.(see appendix 4) before making observation guide, the researcher makes observation shceme. It is used to describe a range of teacher and learner behaviours.³

2. Test

Test is some questions which is used to measure competence, knowledge, intelligence, and ability of talent which is have by individual or group. ⁴In this study, the researcher gave speaking test to know student's ability. The researcher focused on 3 elements of speaking there are: fluency, pronunciation, grammar.(see appendix 3)

E. Method of Data Analysis

There are some data that are analyzed in this research:

1. The data from observation.

This research used observation guide to observe the classroom. In selecting an observation scheme, it is necessary to match the purpose of the

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 156.

² Ruth Wajnryb, *Classroom Observation Tasks*, (UK : Cambridge University Press, 1992), p.7.

³ Pasty M. Lightbown and Nina Spada, *How Language are Learned*, (New York: Oxford University, 1999), p.101.

⁴ Suharsimi Arikunto, *op.cit*, p. 150.

research.⁵ The researcher used the instrument of observation to know the students' participation.

2. The Data of Students' Test

The researcher was given speaking test about procedure text using realia. In giving scores, the researcher referred to the rating scale modeled by David P. Harris, but there is modification in this scoring guide.⁶

The formula that will be used to calculate the result of the test are:

a. Measuring the students individual ability

Score: 90: 9= 10

b. Calculating the mean of test. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:⁷

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = the mean of score

x = the total of score

N = the sum of students number

F. Procedure of The Research

According to Carr and Kemmis, classroom action research is a form of self-reflective enquiry undertaken by participants (teachers, students, principals, etc) in social (including education) situation in order to improve the rationally and justice of their own social or educational practices, their understanding of these practices, and the situation (and the institutions) in which the practices are carried out.⁸

According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioners (for our

⁵ David Nunan, *op.cit*, p.96.

⁶Harris D.P, *Testing English as a Second Language*, (New York: Mc Graw Hill Company, 1969),p.84 .

⁷ Igak Wardani dan Kuswaya Wihardit, *Penelitian Tindakan Kelas*,(Jakarta : Universitas Terbuka, 2008),p.5.19.

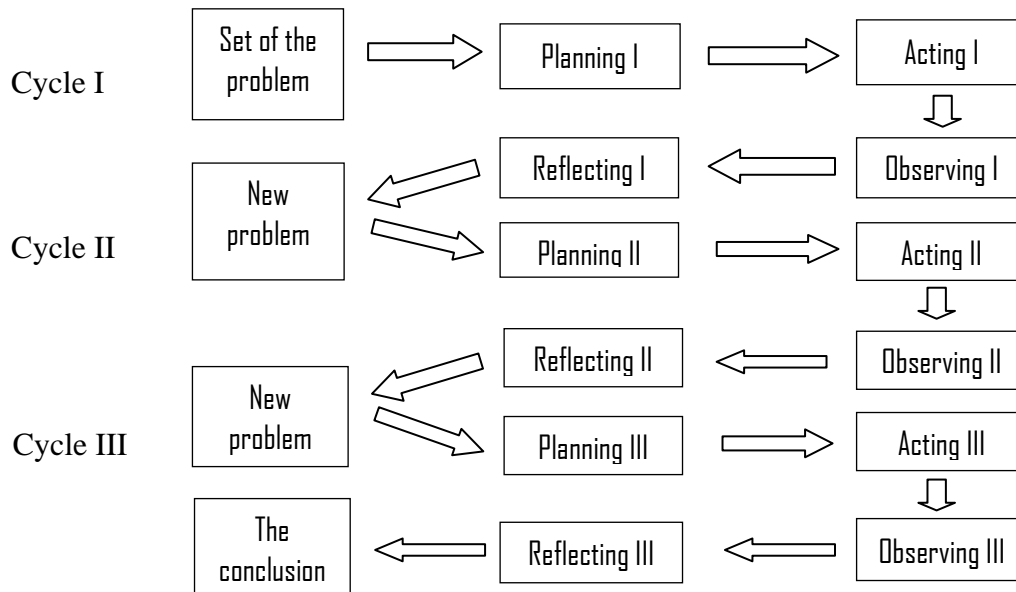
⁸ Ibid. p.1.4.

purpose classroom teachers) rather than out side researchers, secondly that it is collaborative, thirdly that it is aimed at changing things.⁹ In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

In classroom action research there are many components. In this research, the writer applied four components, like the following picture:

The Step of Classroom Action Research

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



⁹David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p. 17.

This is the procedure of research:

1. Cycle of Action Research

a. First cycle(1st meeting)

1) Planning

- a) The researcher prepared the material and media of the study that the researcher need.
- b) The researcher discussed about the implementation of realia in the classroom with the teacher.
- c) The researcher made a lesson plan for the first meeting.

2) Acting

In this step there were many activities that have done. The researcher gave students material about procedure how to light a candle. There are as follow:

- a) Teacher started by greeting students.
- b) Teacher elicited the materials which are used to light a candle from students.
- c) Teacher modeled the pronuniciaton of the materials.
- d) Students repeated after teacher mention the materials.
- e) Teacher elicited the procedure how to lighth a candle from students.
- f) Students expressed their idea about procedure how to light a candle.
- g) Students and teacher discussed together.
- h) Students practiced how to light a candle in a group.
- i) Students practiced how to light a candle individually.

3) Observing

Observe students' activities in teaching learning process and while they are doing the assignment. There are many aspects that were observed by the researcher and the teacher such as: students' attention, students' ability to mention realia, students' ability to use realia, students' activeness

in doing task individually or group. So that the researcher should make a note in every activities and changing in learning process.

4) Reflecting

After doing the first cycle the researcher analyzed the weakness and strengthens of implementation realia from learning and teaching. Make reflection and conclude the result of the first cycle.

b. Second cycle (2nd meeting)

1) Planning

- a) Evaluated the result of reflection and discuss to be better in the next meeting.
- b) Prepared the material and media of the study that teacher need.
- c) Made a lesson plan for the second meeting.

2) Acting

In the second cycle the researcher still using realia with new material that is procedure how to wash my hands. There were many activities here as follow:

- a) Teacher started by greeting students.
- b) Teacher gave new material how to wash my hands.
- c) Teacher showed the media which are used to wash my hands.
- d) Students mentioned the media.
- e) Teacher explained the steps by demonstrating how to wash my hands directly.
- f) Students repeated after the teacher.
- g) Student came forward and practiced how to wash my hands directly.
- h) Students explained the media and the steps together by demonstrating the procedure.
- i) Students practiced how to wash my hands in with their friends.
- j) Students practiced how to wash my hands individually.

3) Observing

Just like in the first cycle, in this cycle the researcher and the teacher also observed the students. For some aspects that need to observe same with first cycle. There were: students' attention, students' ability in mention realia, students' ability in using realia, students' activeness in doing task individually or group using realia.

4) Reflecting

Evaluate and conclude the result of the second cycle by calculating score of students test. From that score the researcher would know there is improvement or not in students speaking ability.

c. **Third cycle(3rd meeting)**

1) Planning

- a) Planned to review the previous lesson.
- b) Planned to make the lesson plan for next meeting.
- c) Prepared the material and media of the study that teacher need.

2) Acting

After doing two cycles, the researcher would do the last cycle by giving new material about procedure how to sharpen a pencil.

- a) Teacher started by greeting students.
- b) Teacher gave new material how to sharpen a pencil.
- c) Teacher elicited the media which are used to sharpen a pencil from students.
- d) Teacher modeled the pronunciation of the media.
- e) Students repeated after teacher mention the media.
- f) Teacher explained the steps by demonstrating how to sharpen a pencil directly.
- g) Students repeated after the teacher.
- h) One of student came forward and practiced how to sharpen a pencil directly.
- i) Students explained the media and the steps together by demonstrating the procedure.
- j) Students answered the questions from teacher

- k) Students practiced how to sharpen a pencil in a group.
- l) Students practiced how to sharpen a pencil individually.

3) Observing

Just like in the first cycle and second cycle, in this cycle the researcher also observed the students. For some aspects that need to observe similar with first cycle. There were: students' attention, students' ability in understanding realia, students' activeness in doing task individually or group using realia.

4) Reflecting

Evaluate and conclude the result of research. The researcher would submit all result from the first cycle until the last cycle. She would calculate the mean of students score. From that score she would know the implementation of realia to solve students speaking problem.

G. Limitation of The Research

The researcher realized that this research had not been done optimally. There were some obstacles faced during the research process.

1. Relative short of time made this research could not be done maximally.
2. The research was limited to IX E students of MTs. Mathalibul Huda Mlonggo Jepara, so that when the same research is conducted in other subject or school, it is possible that different result will be gained.