

CHAPTER III

METHODS OF INVESTIGATION

A. Participant

There are 8 classes at MI Tarbiyatul Banin. It consists of class IA has 25 students, class IB has 22 students, class 2 has 35 students, class 3 has 25 students, class 4 has 34 students, class 5A has 18 students, class 5B has 19 students, and class 6 has 29 students. So, total number of the students in MI Tarbiyatul Banin there are 207 students.

There are two classes in fifth graders, they are class 5A and class 5B. The researcher use class 5B as sample in her research. So participant in this study are students on class 5B at MI Tarbiyatul Banin Pekalongan Winong Pati in academic year 2009/2010.

Tabel 1.

Students' Name on class 5.B at MI Tarbiyatul Banin Pekalongan Winong Pati
In The Academic Year 2009/2010¹

No	Nama	Sex
1	Aisyah Putri Tanjung	Female
2	Alfi Rizki Nadhiro	Female
3	Analia Luthfi Nafis	Female
4	Ani Maftuhatul H.	Female
5	Heru Saputra	Male
6	Irvandika Pratama	Male
7	Lutfiana Sari	Female
8	Muh. Iqbalun Najib	Male
9	Muntafi'ah	Female
10	Muttafi'ah	Female
11	Naela Ainun Nafisah	Female

¹ Documents from MI Tarbiyatul Banin Pekalongan Winong Pati In The Academic Year 2008/2009

12	Nanda Nur Amna	Male
13	Nurul Fajriyatul A.M	Female
14	Puji Lestari	Female
15	Sari Indriani	Female
16	Teti Yusnelawati	Female
17	Yenni Dwi A.	Female
18	Zidnal Mafaz	Male
19	Royan Royana illah	Male

B. Setting of the Study

The researcher conducted the classroom action research at MI Tarbiyatul Banin on fifth graders academic year 2009/2010. It is located on Jl. Desa Pekalongan-Winong Pati. Besides MI, there also RA, MTs, MA. This school is very easy to reached, because it is located at beside of DARUSSALAM mosque, it is one of mosque in this village.

C. Methods of Research

1. Design of Research

The design of research used by the researcher is classroom action research. Sukmadinata stated that is a process to give a trust to develop the strenght of reflective thinking, discussion, decision making, and to solve the problem that faced in the research.² 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.³ Arikunto state 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

² Nana Saodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosda Karya, 2005), p.142.

³ Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), P. 344.

system, method, process, substance, competence, and situation.⁴ Wiriaatmadja said classroom action research is a method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts.⁵ 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 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.⁶

From all definition above, the researcher concluded that classroom action research is an classroom action in a research, which can bedone by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking using fishbowl technique, this data was analyzed through some cycles in action.

2. Characteristics of A Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.⁷

⁴ Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

⁵ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), P. 13.

⁶ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

⁷ *Ibid*, p.17

3. Aim of An Action Research

According to Harmer in book “The Practice Of English Language Teaching” there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁸ In other words, can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. Hey have inner motivation to do this research because they aware of their advantages, their class situation needs a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

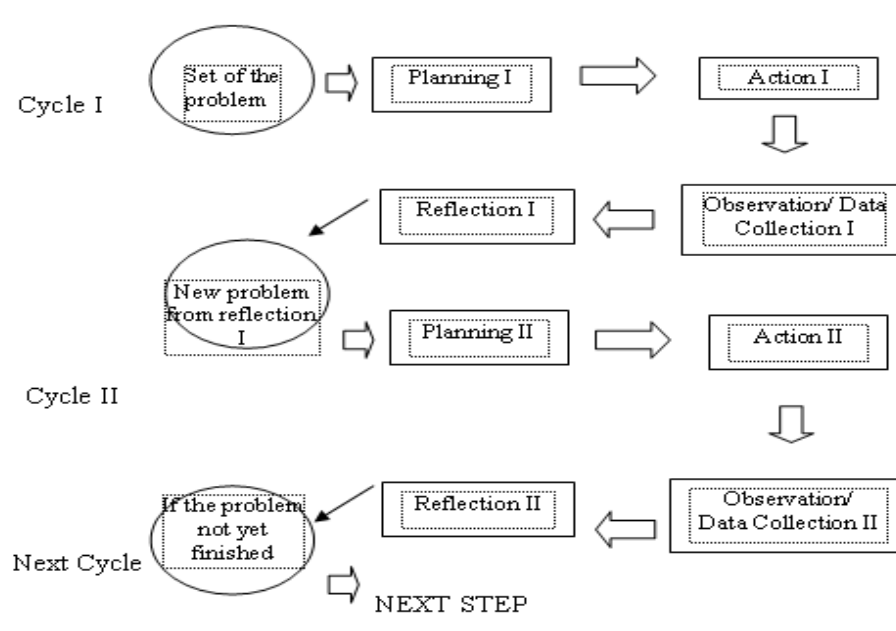
4. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. 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. In this study, the researcher using fishbowl technique to improve students’ speaking skill.

⁸ Jeremy Harmer, *Op.Cit*, P. 345.

The Steps of Action Research

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



Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

- 1) Data collected such as documentation includes the number of the students, students' list, and preliminary research.
- 2) The researcher interview an English teacher related to teaching learning process in English subject, and
- 3) Identify the problem.

Based on the interview with the English teacher, the researcher can identify the problem of teaching learning process at MI Tarbiyatul Banin. The problem of this research is students' lack of motivation in learning activity is not satisfied, lack of students' activity during teaching learning process, and speaking English.

b. Planning in action

In this research, the researcher plans to conduct three cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

2) Action

The planning strategy will be applied in teaching learning process.

3) Observation

Observation is the next step to monitoring and watch closely teaching learning process and collect the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for first graders) 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 phase, the researcher observes and takes notes during teaching learning process.

4) Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.⁹

D. Research Approach

Probably the most common way of classifying research studies is by categorizing them into either quantitative or qualitative approach. Quantitative is broadly used to describe what can be considered 'objective'.

⁹ Suharsimi Arikunto, et. al., *Op.Cit*, (Jakarta: PT Bumi Aksara, 2008), P. 75-80.

Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way, and therefore 'subjective'.¹⁰

In this research, the researcher uses descriptive qualitative approach, because the data are descriptive in the forms of written, spoken, and result of test.

E. Focus of the research

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or to respondents.¹¹ In this reaearch, the researcher focuses on teaching speaking using fishbowl technique to improve students' speaking skill for fifth graders at MI Tarbiyatul Banin Pekalongan Winong Pati in the academic year 2009/2010.

F. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in MI Tarbiyatul Banin for fifth graders, he is Mr. Sholikhul Fuad, Spd.

G. Source of the data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.¹²

The source of data in this research are from the head master who give further information about school and school curriculum, the teacher who give some further instructional information, teaching materials, learning

¹⁰ Michael J Wallace, *Action Research for Language Teachers*, USA : CambridgeUniversity Press, 1998.p.38

¹¹ M. Iqbal Hasan, *Pokok-Pokok Materi Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p.11.

¹² Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

assessments, and teaching methods applied in fifth graders of MI Tarbiyatul Banin, and from school documents (the data of teacher and students, lesson schedule, students' exercise book, and soon).

H. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, fields notes, interview, documentation, test, and et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. The technique and methods which are used by the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of social event of the language classroom are enacted.¹³

In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation is intended to see and to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behaviour, and response.

2. Test

Test is important part of every teaching and learning experience. Suharsini says that "test is comprehensive assessment of an individual or to an entire program evaluation effort".¹⁴ Both testing and teaching are closely interrelated that is virtually impossible to work in either field

¹³ David Nunan, *Op. Cit*, P. 93.

¹⁴ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta : PT.Bumi Aksara, 2006), 2nd p.220

without constantly concerned with the other. Test may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.

In speaking, test will be done use of oral assessment. Oral language assessment of English language learners in school aim to capture a students' ability to communicate for both basic communicative and academic purposes.¹⁵ In oral assessment there are some aspect to be assessment, such as pronunciation, vocabulary, grammar, fluency, accent, and comprehension.¹⁶ But in this case, the researcher only use the three aspect vocabulary, fluency, and comprehension. So in this thesis, the writer use oral test, such as conversation and dialog in groups or in pairs.

Tab 2.

Aspects of the Assessment in speaking as follow¹⁷:

Proficiency description	Level
Vocabulary	<ol style="list-style-type: none"> 1. Vocabulary limited to minimum courtesy requirements. 2. Vocabulary limited to basic personal areas and very familiar topics. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics. 4. Vocabulary adequate to discuss special interest and any no technical subject with some circumlocutions. 5. Vocabulary broad, precise, and adequate to cope with complex practical problems and

¹⁵ J.Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English language learners (Practical Approaches for teachers)* Longman : 1996, p.60

¹⁶ Jack c. Richards and Willy A.Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, Cambridge university press, p.222

¹⁷ Arthur Hughes, *Testing for Language Teaches*, (Cambridge: University press 2003) p.131-132

	varied topics of general interest.
Fluency	<ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually possible. 2. Speech is very slow and uneven, except for short or routine sentences. 3. Speech is frequently hesitant and jerky; sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. 5. Speech is effortless and smooth, but perceptibly nonnative is speed evenness.
Comprehension	<ol style="list-style-type: none"> 1. Understand too little to respond to conversation initiations or topic nominations. 2. Understand only slowly, very simple speech on topics of general interest. 3. Understand careful, somewhat simplified, speech directed to him or her, with considerable repetition or rephrasing. 4. Understand quite well normal educated-speech directed to him or her, but requires occasional repetition or rephrasing. 5. Understand everything in normal educated conversation, except for every colloquial or low frequency items.

I. Instrument of The Study

Research instrument is a device 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.¹⁸

An instrument could be inform of questionnaire, observation list, interview, test, et cetra. in thiss study, the researcher uses observation and test to gathering the data.

1. Observation Check list

In arranging check list observation, the researcher list some students' observable behaviour that indicates their improving speaking skill taught that teacher can see from their activities and response during teaching learning process.

In observation stage, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observer what is going on in the classroom and observes the effect of teaching to improve stdents' speaking skill. Observation is carried out four times; preliminary research, cycle I, cycle II, and cycle III. The observation checklist that is used in this study is as follow:

Table.3.

Form observation checklist:

N O	Klp.	A				B				C				D				E				F				Σ	%	cate gor y				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4							
	Name																															

¹⁸ Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136

Description:

- A. Students participate toward teachers' explanation.
- B. Students respond or answer to teachers' question.
- C. Students show curiosity by asking question.
- D. Students are enthusiastic in using fishbowl technique.
- E. Students ask questions to clarify understanding.
- F. Students are active during teaching and learning process.

Criterion :

- 1. If the students' condition is totally different from the criteria.
- 2. If the students' condition is far from the same as the criteria.
- 3. If the students' condition is close to the same as the criteria.
- 4. If the students' condition is exactly the same as the criteria.

2. Test

In this research, the researcher use of oral test to measure the improving students' speaking skill. In this test, there are three aspect to be assessment, they are vocabulary, fluency, and comprehension. The form of the test, the researcher use conversation and dialogue in groups or in pairs.

This research consits of three assessment test. They are three formative test in cycle I, cycle II, and cycle III. The reason to give assessment to the students was to measure the students progress in every cycle during the classroom action research.

J. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets data from observing the teaching learning process, and the students' test.

Processing of the data 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 fishbowl technique to teach speaking. The steps are :

1. Method of Analyzing Observation Checklist

Researcher uses observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II, and cycle III. Then the result of observation checklist would be analyzed by calculating the percentage as following:

The formula to measure the students' participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the explanation.

From the formula above, students participation can be categorized as follow:

a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall 100%.

b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. Good participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. Excellent

The aspect activity that was observed above reaches out for 100%.

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after treatment the researcher gives oral assessment as test to the students. There are three aspect in oral assessment, they are: vocabulary, comphehension, and fluency. The score of each aspect is 5. The result of the test would be analyzed by using scoring as following formula:

$$Score = \frac{\Sigma Score}{\Sigma aspect} x 2$$

b. Measuring the Mean of Test

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in speaking skill. The formula is as follow :¹⁹

$$M = \frac{\Sigma x}{N}$$

Explanation:

M : the average of students' score

Σx : the total of score.

N : the sum of students number.

From the result of those formula, the researcher analyzes the score of test and from observation checklist to find out the improvement of students' speaking skill using fishbowl technique. Then the researcher get from students' score from their English teacher, and the score will be compare with mean of score from one cycle. Mean of score from one cycle will be compared with mean of next cycle, and so

¹⁹ Karnadi Hasan, *Dasar-Dasar Statistika Terapan*, (Semarang : Fakultas Tarbiyah IAIN Walisongo, 2009), P.6 then

on until the last cycle. It is to know how far the progress of students in this research.

K. Procedure of Collecting Data

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching learning process and look the real effect of those efforts.²⁰

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into four cycles. They are preliminary research, cycle I, cycle 2, and cycle 3. The researcher will collaborate with the English teacher who teaches in class of fifth year. The activities that will be done in each cycle is as follows:

1. Preliminary Research

The preliminary research was conducted on March 4 2010. the research to get information about students' sbility in speaking English language. Based on the result of observation from Mr. Sholikul Fuad, S.pd as English teacher, he ask that students' speaking English language is less.

2. Cycle I

The teacher uses fishbowl technique to teach speaking. The topic is about time. The procedure as follow :

a. Planning.

1. Prepare the media related the material.
2. Prepare the teaching material.
3. Make lesson plan.
4. Prepare checklist observation.
5. Prepare the material for test.

²⁰ Rochiati Wiriadmadja, *Op. Cit*, p. 13.

b. Action

1. The teacher introduces the material.
2. Teacher introduces the fishbowl technique to teach speaking.
3. Teacher gives an example “how to use fishbowl technique”.
4. Play the fishbowl technique using picture as follow :
 - a. Teacher divides students into five groups.
 - b. Teacher arranges the classroom seats in concentric circle.
 - c. Teacher asks to five students in inner circles and the other in outer circles.
 - d. Teacher shows the picture and give questions to students in inner circles and students should be answer question from teacher related the picture.
 - e. If the students cannot answer the question, they should back in the outer circles and choose the students in outer circles.
 - f. The action stops in the fishbowl until the time is up.

c. Observation

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

1. The students’ activity using fishbowl technique.
2. The students’ response during teaching and learning process.
3. The students’ improvement speaking skill.

d. Reflecting

1. In the first cycle, the researcher gets the data from test and observation.
2. Evaluate the activities that have been done.
3. The teacher and the researcher discuss to make reflection what should they do repair the problems.
4. Analyze the data to repair in the next cycle.
5. Make a temporarily conclusion for classroom action research in cycle I.

3. Cycle II

The second cycle is done based on the result of reflection from the first cycle. The topic is about hobbies. The procedure as follow :

a. Planning

1. Identify the problem and make the solution for problem.
2. Prepare the teaching material.
3. Arrange the lesson plan based on the teaching material.
4. Prepare flash cards that related the material.
5. Prepare checklist observation.
6. Prepare students' attendance list.
7. Prepare formative test.

b. Action

1. The teacher asks some question that are discussed at the previous meeting.
2. Play the fishbowl technique using flash cards as follow :
 - a. Teachers asks five students in inner circles and the other students in outer circles.
 - b. Teachers ask students to choose the flash card one by one.
 - c. Teachers asks students to Guess the flash card and speak up.
 - d. If students can't guess the flash card, they must back in outer circles.
 - e. The action stops in the fishbowl until time is up.

c. Observation

The researcher observed the teaching learning process and compare with cycle I. The observation on the students in second cycle was to check :

1. The students' activity using fishbowl technique.
2. The students' respons during teaching learning process.
3. The students' improvement in speaking skill.

d. Reflection

1. Evaluate the activity that has been done.

2. Analyze the data from test and observation.
3. Analyze the activity, if still find the problem, what should the researcher do to repair the problem.
4. The teacher and the researcher discuss to make reflection what should they do to repair the problem.
5. Analyze the data to repair the next cycle.
6. Make a while conclusion in second cycle.

4. Cycle III

The third cycle is done based on the result of reflection from the second cycle. The topic is about transportation. The procedure as follow:

a. Planning

1. Identify the problem and make the solution.
2. Prepare the teaching material.
3. Prepare the lesson plan based on the teaching material.
4. Prepare checklist observation.
5. Prepare students' attendance list.
6. Prepare formative test.

b. Action

1. Teacher gives a question to the students that are discussed in previous meeting.
2. Play the fishbowl technique using throwing ball as follow :
 - a. Teacher asks five students to make inner circle and the other students in outer circles.
 - b. Teacher throwing the ball to each students and asks question.
 - c. If the students can't answer question, they must choose the outer circle by throwing the ball.
 - d. The action stops until the time is up.

c. Observation

The researcher observes the teaching learning process and compare with cycle 2. The observation on the students in third cycles is to know :

1. The students' activity using fishbowl technique
2. The students' response during teaching learning process.
3. The students' improvement in speaking skill.

d. Reflecting

1. Evaluate the activity that has been done.
2. Analyze the activity, they still find out the problem or not.
3. The collaborator teacher and the researcher discussed about to continue the next cycle or enough.