

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

#### **A. Setting of Research**

The research was conducted at SMA Negeri 1 Bandar. It is located at Jl. Sidayu Km. 3 Bandar Kabupaten Batang. The research was implemented from 6 November until 30 November 2014.

#### **B. The Subject of the Research**

The subject of this research was the eleventh grade students of SMA Negeri 1 Bandar in the academic year of 2014/2015. There are three science classes and three social science classes. The research was conducted in social class, XI<sup>th</sup> IPS 2. The total number of students is 35. The research was conducted in first semester.

#### **C. Collaborator**

Collaborator in classroom action research is a person who helps the researcher collect the data. The collaborator in this research is English teacher of eleventh grades of SMA Negeri 1 Bandar; she is Mrs. Ekasari Herbudiningsih, S.Pd.

#### **D. Research Design**

##### **1. Definition of Classroom Action Research**

The design of research that used by the researcher in this research is classroom action research. Classroom action

research is a research used by the teacher in his class inside and outside the room, by planning, acting, observing and reflecting action collaboratively and participative to improve his teaching and improving students' ability.<sup>1</sup> This research uses data observation toward teaching learning process in speaking skill.

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.<sup>2</sup>

Arikunto states 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.<sup>3</sup>

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<sup>1</sup> Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p.9

<sup>2</sup> David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

<sup>3</sup> Suharsimi Arikunto, *et.al*, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

## **2. Characteristic of 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.
- c. It is aimed at changing things.<sup>4</sup>

## **3. Aim of Classroom Action Research**

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 our students, how we will look ourselves if we are 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.<sup>5</sup>

Grundy and Kemmis (1984: 84) stated that the main purposes of classroom action research are improving the

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<sup>4</sup> David Nunan, *Research Method...*, p. 17.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003, p. 345.

practice, professional improvement, and improving the situation where the research takes place. Besides that, classroom action research has a purpose to set right teacher's work and find out a significant invention operationally, that can be used in teaching learning process.<sup>6</sup>

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.

#### **4. Procedure of Classroom Action Research**

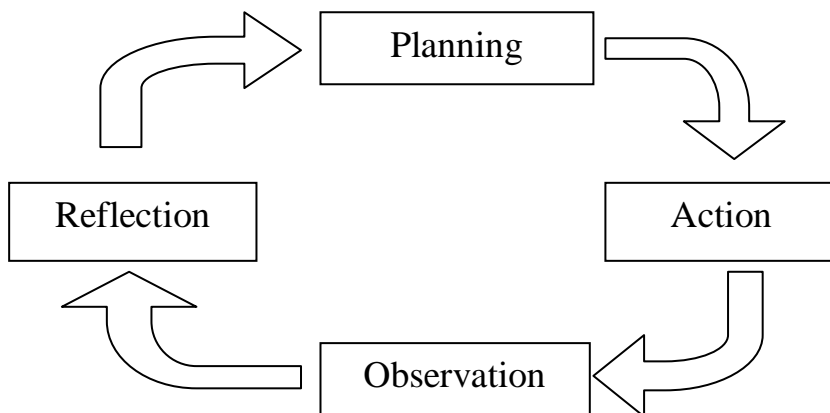
In conducting classroom action research, there are some detail steps which should be followed by researcher. Classroom action research has four steps in every cycle, they are: planning, action, observation and reflection. Here is the model of classroom action research.

The skeleton design of classroom action research (Kurt Lewin)<sup>7</sup>:

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<sup>6</sup> Rido Kurnianto and friends, *Penelitian Tindakan Kelas*, (Surabaya: Aprinta, 2009), p.7.

<sup>7</sup> Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p. 28.



That phase is done in every cycle until the problem is solved.

a. Planning

Planning can be divided into general planning and specific planning. General planning is intended to plan the whole aspect of the research. While, specific planning is intended to arrange the plan in every cycle.<sup>8</sup> Planning is arranged according to the reflective observation. In planning phase, researcher explains about what, why, when, where, who, and how to do the research.

In this research, the researcher prepared the requirement for the research. Researcher arranged the lesson plan, prepared the material for teaching, made the

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<sup>8</sup> Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p. 39

checklist observation, and made the instrument of the test.

b. Action

The planning strategy will be applied in teaching learning process. In this research, some steps would be done by the teacher. Firstly, teacher explained the material until the students understand, then introduced the technique to the students and asked them to perform *inside-outside circle technique*.

c. Observation

Observation is a process of collecting the data in a research, where the researcher or observatory sees or observes the research situation.<sup>9</sup> In observation, researcher identified the class based on the checklist. The researcher observed the students' activeness, students' responses during teaching and learning process and observed the students' improvement in speaking skill.

d. Reflection

Basically, reflection is an effort to think about the evaluation from the collaborator or participant related to the classroom action research. This reflection will be the basic remedial action (re-planning) of the next phase.<sup>10</sup>

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<sup>9</sup> Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p.66

<sup>10</sup> Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p. 40

In this step, researcher and teacher discussed about the teaching learning process, students' understanding, students' activities in class, students' difficulties in speaking, and how students implemented the technique. Researcher needed to look for the solution to solve the problem.

#### **E. Source of the Data**

The source of the data in this research is from what the researcher gets during the research. The researcher collected the data related to this research from observation and test which is conducted in every cycle.

#### **F. Data Collection Technique**

The techniques of collecting data in this study were:

##### **1. Observation**

Observation is an activity that focused towards the object by using all senses.<sup>11</sup> In classroom action research, 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.

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<sup>11</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 222

## 2. Documentation

Documentation is done to get context and information explicitly.<sup>12</sup> Document can be note, picture, or someone's monumental creation. In this research, documentation is collected by students' attendance, students' English score, and photos of teaching learning process using *inside outside circle technique*.

## 3. Test

Test is used to measure students' achievement. Test is a main measuring tape in a research. Test is a set of stimulation that is given to the students with the view of getting answer to decide numeral score.<sup>13</sup> In this research, test that used is spoken test.

## G. Instrument of the Research

For the instrument of research, researcher used two instruments:

### 1. Observation checklist

Observation checklist is a list of observation to give the score to the students and based on the students behaviour in class.

### 2. Test

Test is the instrument that is given to the students in the end of every cycle. This test is given by the teacher to measure

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<sup>12</sup>Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p. 65.

<sup>13</sup>Wijaya Kusumah, Dedi Dwitagama, *Mengenal...*, p. 78

the students speaking, and to know the improvement of students.

## H. Technique of Data Analysis

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

In processing the data, the researcher used 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 *inside outside circle technique* 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 *inside outside circle* technique is introduced. The result of observation is analyzed such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

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

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

Explanation:

M : The average of students' score

$\Sigma x$  : Total score

N : The number of students

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

## I. Procedure of the Research

No	Activities	Month/Week										
		October		November				December				
		4	5	1	2	3	4	1	2	3	4	5
1.	Preliminary visit		√									
2.	Asking permission to the headmaster and English teacher		√									
3.	Collecting document of participants			√								
4.	Doing preliminary research			√								
5.	Doing cycle 1				√							
6.	Doing cycle 2					√						
7.	Concluding the Research						√					

### 1. Preliminary Visit

The researcher visited the school at 27<sup>th</sup> October 2014 to get information about the students' subject as the participants. To gain the information, the researcher asked the

administration staff whether the school possibly became the setting of the research or not.

2. Asking Permission

The researcher did the second visit at 28<sup>th</sup> October 2014 to meet the headmaster of the school by asking permission letter.

3. Collecting Document of Participant

After got permission from the headmaster of the school, the researcher met the English teacher and asked for the data of students. What the class should become the participants.

4. Preliminary Research

In preliminary research, the researcher attended to observe the class, to know the class behaviour and condition. The researcher needed to know the students' difficulties in speaking.

5. Cycle 1

a. Planning

- 1) Arranged lesson plan
- 2) Prepared the material
- 3) Made checklist observation
- 4) Made the test

b. Action

- 1) Teacher explained the material.
- 2) Teacher introduced *inside-outside circle technique* to the students

3) Students were asked to perform *inside-outside circle* technique:

- a) Teacher divided the students into two big groups. One group forms an inside circle and the other group form another circle around the outside of the first. The inside circle turns and faces the outside circle forming pairs.
- b) The inside circle students give questions based on video of procedure text.
- c) The outside circle students have to answer the questions.
- d) After discussion with the partner, the outside circle students had been cued to rotate and face a new partner. Now turn on the outside circle students who gave the question and the inside circle students have to answer.

c. Observation

Observation did in order to know:

- 1) The students' activity in implementing *inside-outside circle technique*.
- 2) The students' response during the teaching and learning process.
- 3) The development of students' speaking skill.

d. Reflection

In this step, researcher and collaborator discussed about the learning process in first-cycle. Reflect the students' activity find out the students' difficulties about the material and how the students implemented the technique.

6. Cycle 2

In second cycle, the researcher needed to reflect the result of the first cycle. Looked for the solution for the shortage of the first cycle.

a. Planning

- 1) Researcher searched for the problem from the first cycle and identified to repair it.
- 2) Arranged lesson plan.
- 3) Prepared teaching material.
- 4) Prepared observation checklist.
- 5) Made the test material.

b. Action

- 1) Teacher explained the material.
- 2) Teacher introduce *inside-outside circle technique* to the students
- 3) Students were asked to perform *inside-outside circle technique*:
  - a) Teacher divided the students into two big groups.  
One group forms an inside circle and the other

group form another circle around the outside of the first. The inside circle turns and faces the outside circle forming pairs.

- b) The inside circle students give questions based on video of procedure text.
- c) The outside circle students have to answer the questions.
- d) After discussion with the partner, the outside circle students had been cued to rotate and face a new partner. Now turn on the outside circle students who gave the question and the inside circle students have to answer.

c. Observation

This observation did in order to check:

- 1) Students' understanding toward the material.
- 2) Students' activity in implementing *inside-outside circle technique*.
- 3) Students' responses and activeness during the teaching and learning process.
- 4) The development of students' speaking skill.

d. Reflection

In this step, researcher and collaborator discussed about the learning process in second cycle. Made evaluation and conclusion from learning process in second cycle.

## 7. Concluding the Research

After doing all cycles, the researcher took the result of the test and compared students' achievement in speaking to know their development.

## **J. Indicator**

The students' success and failure in the implementation of inside-outside circle technique to improve students' speaking skill of eleventh grade of SMA Negeri 1 Bandar Batang was assessed by referring to the criterion of KKM. The teaching and learning process is said to be doing well when the average of students' score could solve 75 of the whole problems.