

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Subject of the Study and Collaborator

##### 1. Subject

The subject of this study was the students in the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016. The number of subject in this study was 28 students consist of 13 males and 15 females because at MAN Kendal there was no separation between male and female.

##### 2. Collaborator

From Oxford Advanced Learner's Dictionary, collaborator is someone who helps in work.<sup>1</sup> In this classroom action research, collaborator is a person who helps the researcher collects the data. The collaborator in this research was an English teacher of eleventh grade of social program of MAN Kendal, He was Mr. Drs. Rakhmat Agus W.

#### B. Setting of the Study

The researcher conducted the classroom action research at MAN Kendal. This setting was located in Jl. Soekarno-Hatta

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<sup>1</sup> S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 2010) p. 277

komplek Islamic Center Bugain Kendal. The researcher chose this setting because the researcher knew the real condition of students in the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016. The researcher ever practiced teaching English in this school about 40 days and knew that the students come from different intelligence, social backgrounds, and characteristics. The students were often silent in the speaking activity and only a few students who were active in this class. Based on those reasons, the researcher tried to solve the problem through talking chip technique.

### **C. Source of Data**

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

### **D. Research Method**

#### **1. Research Design**

The research design used by the researcher was Classroom Action Research. Sukmadinata stated that it is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the problem that faced in the research.<sup>2</sup> According to Harmer,

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

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.<sup>3</sup> Arikunto stated 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>4</sup> Wiriaatmadja said Classroom action research is 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.<sup>5</sup> 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

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

<sup>4</sup> Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

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

essential impetus for carrying out action research is to change the system.<sup>6</sup>

From all the definition above, the researcher concluded that classroom action research is a classroom action in a research, which can be done 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 used data observation toward coping students' reticence through talking chip technique, then the data was analyzed through some cycles in action.

Kemmis and Mc. Taggart in Nunan's book suggest 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.<sup>7</sup>

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

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

<sup>7</sup> David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.17.

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.<sup>8</sup> In other words, it 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. They 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.

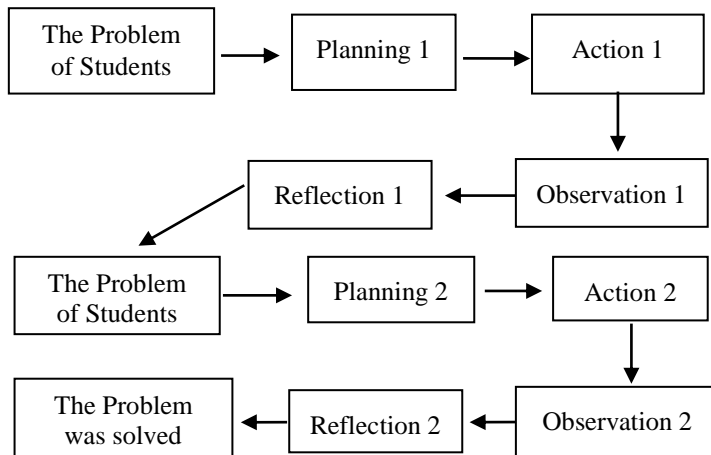
There are four components in one cycle for conducting classroom action research. It consists of planning, action,

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<sup>8</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), P. 345.

observation, and reflection. The four phases of the classroom action cycle are conducted integrated like spiral. Each phase are concluded based on the previous one and the next. It means that the activities in the classroom action research are based on planning, action, and observation, then, the researcher can make a reflection to determine the next cycle.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:<sup>9</sup>



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

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<sup>9</sup> Suhardjono and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), 6<sup>th</sup> Ed., p. 16

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 pre-test,
- 2) The researcher interviewed an English teacher related to teaching learning process in English subject, and
- 3) Identified the problem.

Based on the interview with the English teacher, the researcher could identify the problem of teaching learning process at MAN Kendal. The problem of this research was students' reticence in speaking activity.

b. Planning in action

In this research, the researcher planned to conduct three cycles in classroom action research. There were 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

In this step, the teaching technique was applied in teaching learning process. That was using Talking Chip technique in teaching speaking activity

### 3. Observation

Observation was the next step to monitoring and watched closely teaching learning process and collected the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for second graders) discussed 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 observed and took 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.<sup>10</sup>

## **E. Research Procedure**

In this Classroom Action Research, the researcher conducted three cycles. In this research, the teacher taught

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<sup>10</sup> Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 75-80.



Speaking using Talking Chip Technique. The activities were done in each cycle is as follows:

### **1. Pre – cycle**

The first step in making Classroom Action Research, the researcher began with an observation to know the condition of teaching learning in the classroom when the speaking activity was implemented. Through the observation the researcher tried to get the information about students' achievement and problems in speaking activity. In this activity the teacher taught the students with conventional method. After that, the teacher gave pre-test to check the students' speaking ability in comprehending the text. After the researcher got the data from observation and pre – test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next was designing a plan which was the reflection problem.

### **2. First Cycle**

#### **1. Planning**

- a) Arranging Lesson Plan
- b) Prepare the material
- c) Making checklist observation
- d) Making the test

#### **2. Action**

- a) Teacher explained the material

- b) Teacher introduced talking chip technique to the students
- c) Students were asked to perform talking chip technique
- d) Teacher divided students into 7 groups
- e) Teacher gave text to the students and gave time to read the text
- f) Students counted one until the rest of the member.
- g) Teacher gave one chip that contains question related to the text to each students.
- h) Student number one will be given chip number one and asked the other member according to the number in his/her chip, after that the student that given the chip should share her/his opinion about the answer.
- i) After finishing answered the question, student should place his/her chip in the middle of the table as the mark that he/she has participated the discussion.
- j) It continued until the rest of the member placed their chip in the middle of the table.

### 3. Observation

Observation did in order to know:

- a) The students' activity in implementing talking chip technique.
- b) The students' response during the teaching and learning process.
- c) The development of students' oral language.

#### 4. Reflection

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

#### c. **Second Cycle**

The second cycle was done based on the result of reflection from the first cycle. If the result from observation showed that the quality was still low, so it needed another action in order the next cycle made some improvement of the quality.

##### 1. Planning

- a) Researcher searched for the problem from the first cycle and identified to repair it.
- b) Arranging lesson plan.
- c) Preparing teaching material.
- d) Preparing observation checklist.
- e) Made the test material.

##### 2. Action

- a) Teacher explained the material.
- b) Teacher introduced talking chip technique to the students.
- c) Students were asked to perform talking chip technique:
  - 1) Teacher divided students into some groups.

- 2) Teacher gave text to the students and gave time to read the text.
- 3) Students counted one until the rest of the member.
- 4) Teacher gave one chip that contains question related to the text to each students.
- 5) Student number one would be given chip number one and asked the other member according to the number in his/her chip, after that the student that was given the chip should share her/his opinion about the answer.
- 6) After finishing answer the question, student should place his/her chip in the middle of the table as the mark that he/she has participated the discussion.
- 7) It continued until the rest of the member placed their chip in the middle of the table.

### 3. Observation

This observation did in order to check:

- a. Students' response to the teacher's question
- b. Students' activity in implementing talking chip technique.
- c. Students' responses during the teaching and learning process.
- d. The development of students' speaking skill.

#### 4. 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.

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

Data of the research is taken from a situation together with the entire element inside. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

#### 1. Documentation

Documentation is done to get context and information explicitly.<sup>11</sup> Document is a note of the past event. Document can be note, picture, or someone's monumental creation. In this research, documentation were collected by students' name list, students' attendance, students' English score, and documentation of teaching and learning process of classroom action research.

#### 2. Observation

Observation is an activity that focused towards the object by using all senses.<sup>12</sup> Observation is intended to see

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<sup>11</sup> Wijaya Kusumah, Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 65

<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 222

and to know about the condition of class and students, and the obstacles appeared during the teaching learning process especially in speaking activity. Observation in this research also used to monitor the student's reticence in speaking activity using Talking Chip Technique and to see their difficulties, their problem and their understanding about the material given.

The writer uses observation checklist to know students' reticence in speaking activity through Talking Chip technique. Observation checklist in this research would help the writer to know the enhancement of students' activeness in speaking activity through Talking Chip technique. Observation checklists also focus on observable students' performances.

### 3. Test

Besides the observation and documentation, test also used to get the data. Test is used to measure students' achievement. 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 was used was spoken test. Teacher gave a narrative text to the students and asked them to give their respond to a narrative text.

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<sup>13</sup> Wijaya Kusumah, Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 65

## 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 behavior in class.

**Table 1**  
**Observation checklist of the research**

No	Indicators	None 100%	Most 60%-80%	Half 50%	Many 20%-40%	Few <20%	All 0%
		5	4	3	2	1	0
1.	Students do not respond to the teacher's question						
2.	Students are not active in group discussion						
3.	Students do not accomplish their task						
4.	Students are apathetic toward the learning process						

5= None

(100%) 21-28 students

4= Most of students

(60%- 80%) 14-21 students

3= Half of students

(50%) 14 students

2= Many students

(20%-40%) 7- 12 students

1= Few students

(<20%) 3- 5 students

There are four aspects observed as follow:

- a. Students do not respond to the teacher's question. They are unwilling to give their opinion related to the teacher's question.
- b. Students are not active in group discussion. They are reticent in group discussion or remain silent.
- c. Students do not accomplish their task. Students do not want to do what is ordered by the teacher.
- d. Students are apathetic toward the learning process. It means they were not enthusiastic in learning process.

## 2. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people. Test is used to measure the person's competence and to achieve the objective.

Teaching speaking is not easy. It needs for hard work and long process. At least there are 5 aspects of speaking; vocabulary, pronunciation, grammar, fluency and comprehension.<sup>14</sup>Here is the scoring guidance for the entire test.

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<sup>14</sup> Douglas Brown, *Language Assessment (Principles and Classroom Practice)*, (England: Longman, 2004), p.141-142



**Table 2**  
**The Explanation of Criterion**

<b>No</b>	<b>Aspects of Assessment</b>	<b>Score</b>	<b>Description</b>
1	Vocabulary	16-20	Consistently use appropriate words during speaking.
		11-15	Minor lexical problems, but vocabulary generally appropriate.
		6-10	Limited vocabulary makes comprehension quite difficult.
		1-5	A very limited vocabulary so that interaction is not possible.
2	Pronunciation	16-20	Phonemically accurate pronunciation throughout.
		11-15	Occasional phonemic errors, but generally comprehensible.
		6-10	Many phonetic errors: very difficult to perceive meaning.
		1-5	Pronunciation problems make speech virtually un intelligible.
3	Grammar	16-20	Makes few noticeable errors of grammar or word order.
		11-15	Occasionally makes grammatical and word order errors which do not obscure meaning.
		6-10	Error of basic structure, but some phrase rendered correctly.
		1-5	Errors in grammar and word

			order make speech virtually.
4	Fluency	16-20	Speech as fluent and effortless resemble to native speaker.
		11-15	Speed of speech seems to be slightly affected by language problems.
		6-10	Usually hesitant, forced into silence by language limitations.
		1-5	Speech is very halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	16-20	Totally Comprehensible.
		11-15	Speech can be understood generally.
		6-10	Some definite stumbling. But manages rephrase and continue.
		1-5	Cannot be understood even simple conversation English
	Total score	1-100	

The score analytic scale as below:

Score	Grade
16-20	Excellent
11-15	Good
6-10	Poor
1-5	Very bad

## **H. Technique of Data Analysis**

The writer analyzed the data using quantitative data. Quantitative data could be found through conducting tests. The writer analyzed data by using statistical analysis to know whether students' reticence in speaking is decreasing or not.

### **1. Observation**

In collecting the data, observation was used. Observation was done in class while monitoring the students' activity and gave scores related to the checklist. In this observation, the researcher observed 4 aspects with criteria of scoring from the observation checklists such as below:

#### **a. Poor**

The aspect of activity that was observed above, reaches about 81% - 100%.

#### **b. Fair**

The aspect of activity that was observed above, reaches about 61% - 80% from overall percentage 100%.

#### **c. Average**

The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%.

#### **d. Good**

The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%.

#### **e. Excellent**

The aspect of activity that was observed above, reaches about 20% from overall percentage 100%.

The observation is analyzed by using the following formula:

$$\text{Score} = \frac{\text{Score got}}{\text{Maximum score}} \times 100^{15}$$

## 2. Test

After doing the observation and implementing the technique, students were tested to know the improvement of their speaking skill. Test was given to the students in every cycle until they achieve better score than before and gain the criteria of minimum score. 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:

$$M: \frac{\Sigma X}{N}$$

Explanation:

M : the average of the students' score

$\Sigma X$  : total score

N : the number of students

After getting the mean of each element in speaking skill, the result to get the total mean score as follow:

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<sup>15</sup> Louis Cohen, *Research Methods in Education*, (London: MPG Books Ltd, 2007), p. 411

$$M_{xt} = \frac{\sum xt}{S_{max}} \times 100\%$$

Where:

$M_{xt}$  : the mean of total score

$\sum xt$  : the number of total

$S_{max}$  : maximum score for speaking elements

From that formula, researcher analyzed the result from test to find out the score and students' improvement. The percentage score as follow:

0%-39%	Excellent
40%-59%	Good
60%-74%	Fair
75%-80%	Poor
81%-100%	Fail

### 3. Indicator of Achievement

This study was said to be successful if the research objectives' indicators were reached. In this research, the researcher formulate the research objectives' indicators as below:

- a. Students' reticence in speaking activities is decreasing after the students are taught by Talking chip technique.
- b. Students' speaking skill with the minimum standard of score (KKM), which is 75.