

CHAPTER III

METHODS OF INVESTIGATION

A. Setting of the Study

The researcher conducted the classroom action research in State Institute for Islamic Studies Walisongo Semarang. It is located in jln. Prof. Dr. Hamka Km. 2 Ngaliyan Semarang. This research was conducted for about one month and took place in K-7 building Tarbiyah Faculty at IAIN Walisongo Semarang.

B. The Subject of the Study

The subject of this study is first semester students of English language Teaching department at class TBI 1b at IAIN Walisongo Semarang in the academic year of 2010/2011. The participants are 31 students.

C. Methods of the Research

1. Design of Research

The design of research used by the researcher in this study is classroom action research. 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.¹ Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.² Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), P. 344.

² Syamsudin AR and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2006), p. 161.

purpose to repair and to increase the system, method, process, substance, competence, and situation.³ 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.⁴

From all the definitions 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 uses data observation toward teaching speaking through debate, this data was analyzed through two cycles in action.

2. Characteristics 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.⁵

³ Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

⁴ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

⁵ *Ibid*, P. 17.

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 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.⁶ 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 need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

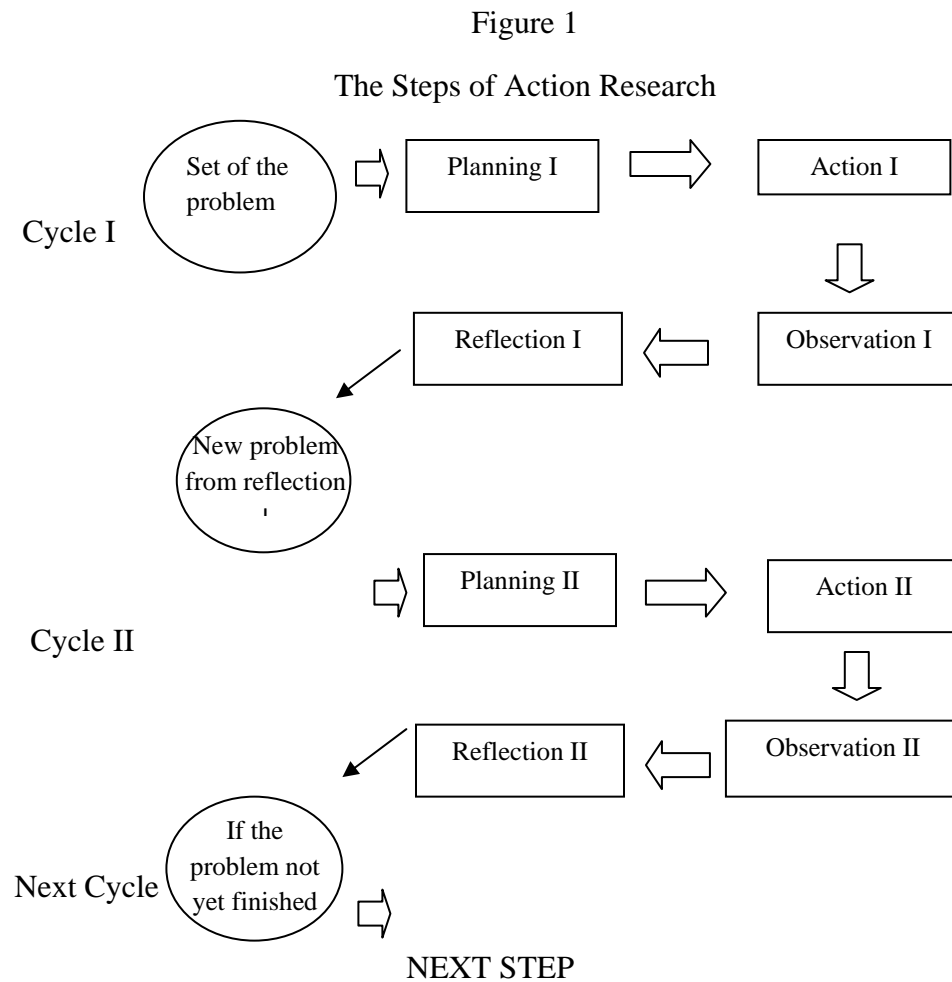
Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching speaking.

4. Procedures 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

⁶ Jeremy Harmer, Op.Cit, P. 345.

planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.⁷



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:

⁷ Suharsimi Arikunto, et. al, *Op. Cit*, p. 74.

- 1) Data collected such as documentation includes the number of the students, students' list, and the course plan.
- 2) observe the class.
- 3) Identify the problem.

Based on observation, the researcher can identify the problem of teaching learning process at first semester students of English Language Teaching Department at IAIN Walisongo Semarang. The problem of this research is students' speaking skill was still low. So researcher plans the action to improve it.

b. Planning in action

In this research, the researcher plans to conduct two 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 monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher and the collaborator (English speaking lecturer) 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.⁸

D. 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.⁹The researcher collected the source of the data related to this research from observation and test which is conducted in every cycle.

E. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English speaking lecturer who teaches speaking at first semester students of English department at IAIN Walisongo Semarang, he is Mr. Agus Prayogo, S. Pd. I.

F. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field 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 techniques and

⁸ Suharsimi Arikunto, et. al., *Op.cit*, (Jakarta: PT Bumi Aksara, 2008), P. 75-80.

⁹ Lexy J Moleoeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

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 how social event of the language classroom are enacted.¹⁰ 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 about the condition of class and students. Process of teaching and learning through debate 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, behavior, and response.

2. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.¹¹ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹²

The researcher used an achievement test to measure the student's progress in speaking. The forms of tests are spoken test in the form of debate. From those forms, the researcher can get score directly the specific learning.

¹⁰ David Nunan, *Op. cit.*, P. 93.

¹¹ J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

¹² Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd Ed, P. 401.

The scoring can be done quickly and easily. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. (See appendix 5)

G. 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.¹³

An instrument could be in form of questionnaire, observation list, test, etc. in this study the researcher used observation checklist, document, and test.

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Test

In this research, the researcher uses an achievement test to measure the student's speaking skill improvement. The researcher uses oral test in the form of debate. There are four elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency and comprehension. With this form, the scoring can be done quickly and easily.

H. 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 document, observing the teaching learning process, and the result of the students' test.

¹³ Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136.

In processing the data, the researcher 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 debate 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 debate 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 uses mean formula to know the average of students' score and to check students' improvement in speaking. The formula is as follow:

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

Explanation:

M : The average of students' score

Σx : Total score

N : The number of students

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

I. Procedure of the Study

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own

experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.¹⁴

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 two cycles. They are cycle one and cycle two. The researcher will collaborate with the speaking lecturer who teaches in class TBI 1b. The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in speaking class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in speaking.

2. Cycle 1

The teacher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure as follow:

a. planning

- 1) Arranging lesson plan (See appendix 3)
- 2) Preparing the media related to the material.
- 3) Preparing teaching material.
- 4) Preparing checklist observation.(see appendix 2)
- 5) Making the test material. (see appendix 10)

b. Action

- 1) Teacher explains the material.
- 2) Teacher introduces debate technique to the students.
- 3) Teacher asks students to make group and conduct debate based on the topic given.

¹⁴ Rochiati Wiriatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), p. 13.

c. Observation

The observation is done to check:

- 1) The students' activity in debate.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

- 1) Identify the problem and make the solution for the problem.
- 2) Arranging lesson plan.(see appendix 4)
- 3) Preparing the media related to the material.
- 4) Prepare teaching material.
- 5) Prepare checklist observation.(see appendix 2)
- 6) Make the test material. (see appendix 11)

b. Action

- 1) Teacher explains the material.
- 2) Teacher introduces debate technique to the students.
- 3) Teacher asks students to make group and conduct debate based on the topic given.

c. Observation

The observation is done to check:

- 1) The students' activity in debate.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation.

The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.