CHAPTER III
RESEARCH INVESTIGATION

A. RESEARCH APPROACH

There was two cycle applied in this study. There are four components in one cycle for doing classroom action research. It consists of (1) planning (2) acting (3) observing (4) reflecting.

The four phases of the classroom action cycle were conducted integrated. Each phase was conducted based on the previous one and the next phase. It meant that the activities in the action research were based on the planning the observation was done to collect data from the three phases. Then, the writer did a reflection to determine the next cycle planning the lesson. In this study, the writer improves the students' speaking ability used information gap.

The action research consists of four phases are as follow:

1. Planning

   Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems the writer and the collaborator could find a good solution to solve the problem arose.

2. Action

   After recognizing the possible cause of problems faced by the students of MA Nurul Islam Kriyan Kalinyamatan Jepara, the action was decided in advance. The aim of this action was to solve the problems.

3. Observation

   Observation was the activity of collecting data to supervise to what extent the result of acting reach the objective. The data being taken were quantitative data. It was taken from field notes.

4. Reflection

Reflection was the activity of evaluating critically about the progress or change of the students, class and teacher. In this step, the writer or collaborator can observe whether the acting activity had resulted the progress, what progress happened, and about the positive and negative and so on.

B. SUBJECT OF THE RESEARCH

In this study, the subjects of the research were the students who got speaking class at that time; the subject of the study was tenth second grade students of MA Nurul Islam Kriyan Kalinyamatan Jepara in the academic 2009/2010. They were two classes on the average each class has 26 students.

C. TIME AND SETTING

This research was conducted on the second semester in the academic year of 2009/2010 for about a month on April 2010. It was conducted in MA Nurul Islam which was located Kriyan Kalinyamatan Jepara.

D. METHODS OF DATA COLLECTION AND ANALYSIS

1. Source of Data

The data of this research were gathered from the observations of students' activeness in engaging themselves in speaking activity.

2. Achievement Indicators

The achievement indicators of this research are as follow:

a. Students are showing the improvement in engaging themselves in that technique through their improvement of their activeness in speaking.

b. The improvement of students' motivation to speak by engaging themselves.

3. Techniques of Data Collection

The techniques of collecting data in this study were:

a. Observation

In the psychological definition, observation involved an activity that focused towards the object by using all senses.[1] Observation was used in every cycle to make a conclusion of the teaching learning process of that cycle which would be reflected in the next cycle. In this study, check list observation was used in order to know the activities of the students and the teacher in the classroom. There were two kinds of check list that was used in this study, check list to observe the students' activity, and check list to know the teachers way/performance in teaching speaking. In other word, this method was used to observe the teaching learning process and the students' activities.

b. Interview

Interview is the interaction process between the interviewer and the man who gives the information (interviewee). Interview was used to get information from the students in order to know the students' activeness during the treatment in the classroom, and to know whether the use of information gap can improve students' motivation in speaking or not. Here, the interviewee was the students of the X2 after cycle 2 or in the last activity.

c. Test

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.[2] This research uses test to get the

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[1] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (*Edisi Revisi*), (Jakarta: Bumi Aksara, 2002), 3rd Ed., p. 162.

[2] Douglas Brown, *op.cit.*, p. 401.

students' achievement that used as supporting data in measuring the improvement of students' speaking ability.

Test is done to know students' achievement, so that the researcher knows the students' improvement and students' mastery learning can be achieved by students. Test is done orally, students must discuss about the material after the lesson finished.

4. Instruments 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.[3]

An instrument could be in form of field notes and test items

a. Field notes

It was used to note finding and improvement during action step in each cycle. The guideline of the field notes encompassed:

1) Observation toward to the students.

   - Observed students' activities.

   - Observed students' cooperation in their group.

2) Observation toward to the teachers' way of teaching.

b. Test items

This study was carried out through four activities. The two activities were teaching learning process. In the first activities, the writer gave a pre test. The purpose was to know how far the students speak English fluently by performing the simple conversation relating to the given material. The researcher give pre-test to the student after the teacher teach asking and giving opinion without information gap or still use conventional method In the second activity, the writer applied

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[3] Suharsimi Arikunto, *Op. Cit,* p. 136.

information gap in teaching learning process by using description of some teachers as the material. A member of group was given five minutes time to memorize the information from one teacher information sheet. The members return to their groups and tell the information to the other members of their group and after give the treatments, the researcher give assessment by performing little conversation. In the third activity, the writer still used Information gap in the teaching learning activity. The activity was just the same as the previous activities. In the last activity, the students do the post test and interview. The writer used the same material in the first activities to the last with the purpose giving such kind of illustration about the material that had been taught to the students. In this study, the writer used the oral test as the instruments for collecting data. Achievement test can be designed to measure a variety of learning outcomes, such as knowledge of particular fact; the ability to apply facts and principles; and various thinking skill. The first aim in constructing an achievement test is to identify the learning outcomes that are measured. It was on speaking mastery of the students after conducting teaching learning process by using information gap. The students' voices were recorded on tape recorder when the students perform the story.
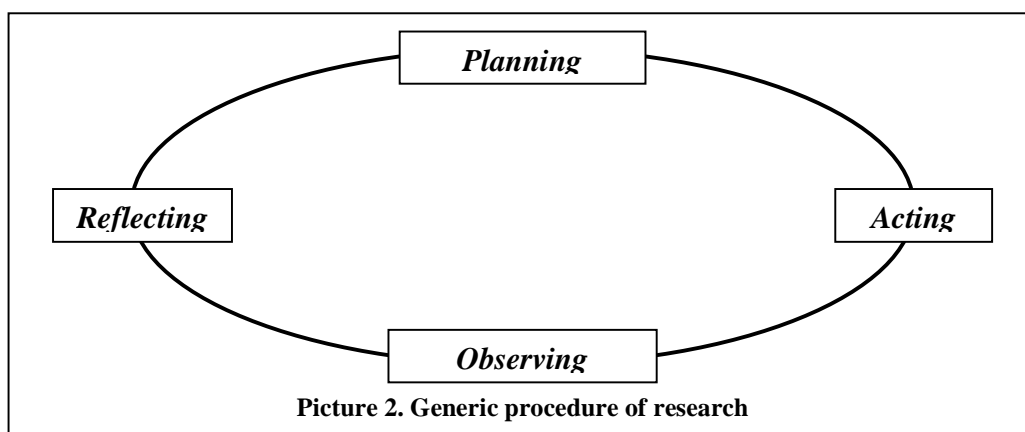
E. RESEARCH PROCEDURE

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I, and cycle 2. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycles and it was implemented to improve students' spirit to solve their problems. The four components consisted of planning, acting, observing, and reflecting.

Procedure of classroom action research[4]
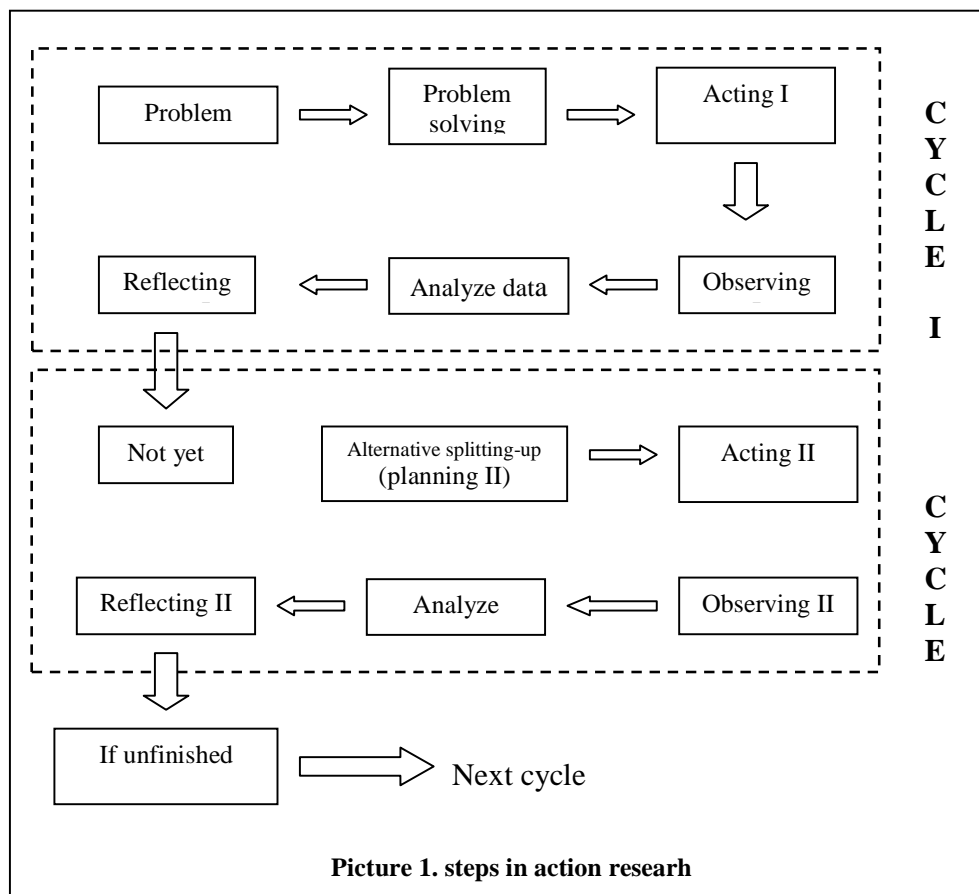
Picture 1. steps in action researh

Picture 2. Generic procedure of research

[4]Tim MEDP, *Materi Pelatihan Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Tulis Ilmiah bagi Guru Madrasah, Madrasah Education Development Project (MEDP),* (Semarang: Direktorat Pendidikan Madrasah Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2008), p. 28

The procedures of the action research were as follow:

1. **Pre Cycle**

Pre cycle as the first activity before the teacher did the teaching learning activities. The students would perform the little conversation. In this activity, the teacher taught students with conventional method. The teacher explained asking and giving opinion and the usage. Then, the teacher gave the example of using asking and giving opinion. After that, the teacher asked to the students to answer the question in hand book and teacher asks the students to practice in each table. After the researcher get the data from the pre-test, the researcher decided to analyze the result to determine the use of information gap in teaching asking and giving opinion. The teacher recorded their voices. Because it was the first meeting, the writer introduced herself to the students.

2. **Cycle 1**

In teaching learning activity, the researcher presented Information gap to develop students' speaking ability. In order to make the teaching learning process effective, it was necessary for each member of the class to participate. The following procedures are as follow:

a. Planning

  1) Choosing the teaching learning material l(description of teacher)

  2) Arranging the lesson plan based on the teaching material.

  3) Preparing the test instrument

  4) Preparing teaching facilities.

  5) Preparing students' attendance list.

b. Acting

  1) Teacher divided students into the four groups

  2) Teacher distributed the work sheet.

  3) Put the information sheets face down at the front of the class.

4) A member of each group was given five minutes to memorize the information from one teacher information sheet.

5) The member returned to their group and tells the information to the other members of their group.

6) Teacher explains the material. In this activity the teacher explains the use of asking and giving opinion.

7) Teacher gives an example of asking and giving opinion usage.

8) Teacher asks students to practice it.

9) Teacher asks students to make conversation using asking and giving opinion.

c. Observing.

1) Observing the students' activities.

2) Observing the students' activities cooperation in the group.

3) Observing the teaching learning process.

d. Reflecting

In this step, the writer evaluated the steps in pre cycle and discussed the result of the observation for the improvement of students' achievement in next cycle

3. **Cycle 2**

Basically, the students did the same activities as the first cycle. The researcher still used Information Gap during the teaching learning process the following procedures were as follow:

a. Planning

1) Choosing the teaching learning material (description of teacher)

2) Arranging the lesson plan based on the teaching material.

3) Preparing the test instrument

4) Preparing teaching facilities.

5) Preparing students' attendance list.

b. Acting

    1) Teacher divided students into the four groups

    2) Teacher distributed the work sheet.

    3) Put the information sheets face down at the front of the class.

    4) A member of each group was given five minutes to memorize the information from one teacher information sheet.

    5) The member returned to their group and tells the information to the other members of their group.

    6) Teacher explains the material. In this activity the teacher explains the use of asking and giving opinion.

    7) Teacher gives an example of asking and giving opinion usage.

    8) Teacher asks students to practice it.

    9) Teacher asks students to make conversation using asking and giving opinion.

c. Observing.

    1) Observing the students' activities.

    2) Observing the students' activities cooperation in the group.

    3) Observing the teaching learning process.

d. Reflecting

Evaluate the steps in teaching learning process, discussed the result of observation, and assessed the result of students' understanding for the improvement of students' achievement in learning modal auxiliary.

F. SCORING TECHNIQUE

In this study, the writer gave oral tests and analyzed the scores to measure the improvement and only gave scores on pronunciation, grammar,

vocabulary, fluency and comprehension. There are some aspects that were be scored are as follows:[5]

No	Categories	Scores	Description
1	Pronunciation	5	Has view traces as foreign action
		4	Always intelligible, through one is conscious of a definite action
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems. So severe as to make speech virtually unintelligible
2	Grammar	5	Makes view (if any) noticeable error of grammar or word order
		4	Occasionally makes grammatical and or word order error which do not, however, obscure meaning.
		3	Makes frequent error of grammar and word order occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. often rephrase sentence and or restrict him self to basic patterns.
		1	

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[5]David P. Harris, *Testing English as a second language,* (George; Georgetown university 1969), P.84.

			Error in grammar and word order so severe as to makes speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaking.
		4	Sometimes uses in appropriate terms and or must rephrase ideas because of inadequacies.
		3	Frequently uses the wrong words; conversation somewhat limited because inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speed of speech seems to be slightly effected by language problems.
		3	Speed and fluency are rather strongly effective by language problems.
		2	Usually hesitant, often forced in to silence by language limitation.
		1	Speech is as halting and fragmentary as to make conversation virtually impossible.

5	Comprehension	5	Appears tto understand everything without difficulty.
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is saidat slower than normal speed with repetition.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation English.

Based on the table above, score 5 as the highest mark for the indicator of successful achievement. To find the score of the test, the writer counted up all scores from the five indicators of the students. The maximum score: 25 x 4 items = 100 and the minimum score: 5 x 4 items = 20

The mean score of the class will be searched by using this following formula:[6]

$$M = \frac{\sum X}{n}$$

Where: M : The average of student score

$\sum x$: Total score

n : The number of students

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[6] Suharsimi Arikunto, *Op. Cit*, p. 264