

### **III. RESEARCH METHODS**

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

In this research, the researcher used classroom action research. This research was done at the second year students of SMPN 3 Pringsewu. It was done based on the problem faced by the students and the teacher when they are in class. Based on the problem found by the researcher, the researcher examined the caused of the problem and then found the solution for that problem. Researcher found that the students in second year of SMPN 3 Pringsewu had difficulties in speaking class. The students' problem was they could not express their idea well this is because they have little chance to speak up.

The subject of this research was the students in second year of SMPN 3 Pringsewu. This research focused on students teaching learning at class room. The students were taught speaking though Simon Says game which is suitable for students at junior high school. The students were taught about how to do interpersonal speaking, with daily activity material. This class was chosen because their ability in English subject, especially in speaking skill is so low. Based on the researcher's observation, researcher found that students have low ability in speaking especially in grammar, vocabulary and pronunciation. It can be seen

from the result of oral test, when the teacher asks the students, many of them made error grammatical in speaking.

In this classroom action research, the researcher acted as the observer and observed both students' activity during the teaching learning process and also the teachers' teaching performance. The researcher made the lesson plan and asked the teacher to perform in the class based on the lesson plan. So, during the teaching learning process, the researcher and the teacher would observe everything occurred in the classroom when they were learning speaking

### **B. General Description of the Research**

Classroom Action Research was characterized by problems in class and actions done to solve problems. Based on the problem identified by the researcher, she found that she needs to examine the problem causes and try to find out the problem solution.

In doing the research, the researcher did collaboration with the English teacher to improve the students' speaking achievement through Simon Says game. While the teacher was applying the technique in the classroom, the researcher observed the teaching learning process and made some necessary points from that process.

After that, the researcher and the collaborator analyzed the result of the observation, and also the speaking test. The researcher and the collaborator also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it was decided whether the next cycle would be held or not, and the next cycle would be focused on eradicating the weaknesses in the previous cycle.

### **C. Research Procedure**

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto. According to him, the research procedure in a classroom action research consist of planning, implementing, observing and reflecting (2006). Therefore, this research is designed as follows:

### 1. Planning

Based on the problem of the research, the researcher prepared the lesson plan and selected the material. In designed lesson plan, the researcher used the school syllabus as the basis of the lesson plan. The lesson plan was aimed to teach speaking skill. It contains the standard competence and the basic competence to be achieve. It also contains the procedure of presenting lesson, activities, and assignment in each meeting. The material was about expressing accepting or refusing the invitation and expressing like and dislike. The researcher prepared observation sheet. It was aimed to analyze the process of teaching learning.

The researcher made the indicator of success which was aimed to access the students' ability in speaking correctly. The indicator of success was made to determine whether the action throughout the first cycle has been successful or not.

### 2. Implementing

The second step of classroom action research was implementing the action. The researcher asked the teacher to implemented the material through Simon Says game while she teaches speaking. The learning process must be run naturally. In this step, the teacher taught the students based on the lesson plan that has been made. In teaching, the researcher involved the students'

participation, so that the students would become more active in teaching learning process. Text was being chosen to teach speaking to the students. Vocabulary and grammar were also become the focus of the teaching learning process. In teaching, the teacher involved the students' participation, so that the students got accustomed to the way to identifying the text. It was also done to make the students familiar with the new words. The teacher also read the text as a model for the students with correct pronunciation. Then, the teacher treated the students to create the dialogue based on the situation in the text. Next, the teacher let the students to practice their speaking. In doing speaking test, the teacher used a tape recorder to record the students' voice. Meanwhile the observer observed the situation in the class and made some necessary notes.

### 3. Observing

The researcher and collaborator observed the activities happened in the classroom in every cycle and wrote the result of the observation in the observation sheets. The researcher and the collaborator also interpreted the result of the observation. This step was started when teaching learning process was occurring.

### 4. Reflecting

Here, the researcher together with the collaborator analyzed the result of the speaking of the students as the learning product. The researcher also analyzed everything occurred in the teaching learning process based on the observation

sheets. The researcher and the collaborator discussed about the strength and the weaknesses of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.

#### **D. Indicator of the Research**

They are two indicators would be used in this research. They were learning product and learning process. Learning product will be in the form of students' speaking test score while learning process was in the form of the observation report of the observer. Then, the detail indicators are explained as follows:

##### 1. Learning Product

For learning product the indicator was based on Standard Goal for Student (KKM) stated that for speaking the standard goal is 60. The Simon Says game was able to improve students' speaking ability if 80% students get the target score of speaking test, 60 (Diknas 2009).

Learning product focused on the production of sounds, students speaking for certain aspect that students mostly have difficulty in speaking. Here, the observer recorded the students when they are speaking in dialogue with their friends.

There are some aspects that would be observed in the scoring system, promoted by Harris (1979). The aspects as follows:

#### **Pronunciation**

20 Speech is fluent and effortless as that of native speaker

16 Always intelligible through one is conscious of definite accent

- 12 Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
- 8 Very hard to understand because of pronunciation problem must frequently be asked to repeat.
- 4 Pronunciation problems too severe as to make speech unintelligible

### **Grammar**

- 20 Make few (if any) noticeable errors of grammar or word order
- 16 Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
- 12 Make frequent errors of grammar and word order, which obscure meaning.
- 8 Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns.
- 4 Errors in grammar and word order too severe as to make speech virtually unintelligible.

### **Fluency**

- 20 Speech is fluent and effortless as that of native speaker problems
- 16 Speed of speech seems to be slightly affected by language problems
- 12 Speed and fluency are rather strongly affected by language problems
- 8 Usually hesitant, often forced into silence by language problems.
- 4 Speech is as halting and fragmentary as to make conversation virtually impossible.

### **Vocabulary**

- 20 Use of vocabulary and idiom is virtually that of native speaker.
- 16 Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
- 12 Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
- 8 Misuses of words and very limited vocabulary make comprehension quite difficult.
- 4 Vocabulary limitation to extreme as to make virtually impossible.

### Comprehension

- 20 Appear to understand everything without difficulty
- 16 Understand nearly everything at normal speed
- 12 Understand what is said at slower than normal speed
- 8 Has great difficult following what is said
- 4 Can not be said to understand even simple conversation in English.

The researcher evaluated the aspects of speaking ability based on the table bellow.

The lowest score is 4 and the highest score is 20. The total of the score is multiple

5.

### Scoring Sheet of Speaking Test

<b>Students* name</b>	<b>Pronunciation (4-20)</b>	<b>Grammar (4-20)</b>	<b>Fluency (4-20)</b>	<b>Vocabulary (4-20)</b>	<b>Comprehension (4-20)</b>	<b>Total (0-100)</b>
1.						
2.						
.....						

The score of speaking ability based on five elements can be shown in percentage as follows:

- 1) Pronunciation : 20%
- 2) Grammar : 20%
- 3) Fluency : 20%
- 4) Vocabulary : 20%
- 5) Comprehension: 20%

The score of a student would be taken by two observers, they are researcher and teacher, and the score would be totaled and divided by the number of the teacher and the researcher to get the final score. The calculating as follows:

**Final score: Research's score +Teacher's score :2**

The standard of the score would be at level 12 (for each aspect) Harris's rating scale. It refers to the ability of students in producing English speaking, in better way, hearable, understandable although with some different native speakers' speaking.

## **2. Learning Process**

For the learning process, there are two aspects which become the focus of this research. they are. the students' learning activities and the teachers' teaching performance. The observation was done to know the students' activity during learning process based on the problem faced by the teacher, and it was divided into three activities: pre-activity, while activity and post activity. The target determined by the researcher concerning the students' activities was 80% of students are



active during the process. So, if 80% students are active involve in teaching learning activities during the process, it means that the use of video of song is applicable to improve students' vocabulary achievement.

The researcher decides to set up 80% as the target since according to Arikunto (1993:210), if more than 75% students are actively involved in teaching learning activities, it can be categorized as a good level.

Besides observing the students' activities, the observer also observed the teachers' performance during the teaching learning process. It was expected that the teacher can get score 80 in her teaching learning process. So, if the teacher can reach the target, it means that the teachers' performance is good.

## **E. Instrument of the Research**

To gather the data researcher would use two kinds of instruments as the source of data. The instrument are speaking test and observation sheet. The instrument will be described as follow:

### **1. Speaking Test**

The test was conducted by asking students to speak about one topic and it was recorded. The two observers, they were researcher and the teacher analyzed the result based on Harris's rating scale/the test was determined at the end of every cycle in the learning process.

## 2. Observation Sheet

In this research, observation was conducted during the teaching learning process. The observer observed the process happened in the classroom. Since the observation was done for observing the students' activities and also the teacher's teaching performance, the researcher analyzed the result of the observation separately. So, there were two kinds of observation sheets; they were observation sheet for the students' activities and for the teachers' performance. The observation was done to find out the students' activities in following the class, students' attention to teaching explanation, their focus on the aspects of speaking achievement and the teacher's activity in implementing the teaching speaking through Simon Say game. Similar to students' activities, the aspects of the teachers' performance covered pre activity, while activity, post activity. To score the teachers' performance, the researcher used the guidelines from National Department of Education 2006.

**Table of Specification of the Observation Sheet for Students' Activities**

NO	Students' Activities	Objectives
1	Pre-Activities <ul style="list-style-type: none"> <li>• Interested in the opening of the class</li> <li>• Responding to the topic enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>• To make students interested in the lesson</li> <li>• To build clarity about what is going to be learnt</li> </ul>
2	While-Activities <ul style="list-style-type: none"> <li>• Following the teacher's instruction (work in group)</li> <li>• Paying attention to the teacher's explanation</li> <li>• Responding to the teacher's questions</li> <li>• Following teacher's modeling</li> </ul>	<ul style="list-style-type: none"> <li>• To make students work freer and enable fast learner help slow learners</li> <li>• To built students understanding about the stages going to do in the lesson</li> <li>• To check students understanding</li> </ul>

	enthusiastically <ul style="list-style-type: none"> <li>Actively involved in the discussion of the task in group</li> </ul>	about the material <ul style="list-style-type: none"> <li>To give clarity of the pronunciation</li> <li>To build students understanding about the material</li> </ul>
3	Post-Activity <ul style="list-style-type: none"> <li>Able to respond to the teacher's question</li> </ul>	<ul style="list-style-type: none"> <li>To built clarity of what have been learnt</li> </ul>

Adapted from Haggard (1982) and Ruddel, M.R., & Shearer, B.A. (2002)

### Table of Specification for Teacher's Performance to be observed

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
1	<b>Pre-activities</b> <ul style="list-style-type: none"> <li>Doing an apperception.</li> <li>Informing the competence that will be achieved to the students.</li> </ul>				
2	<b>While-activities</b> <p>A. The Mastery of Learning Material</p> <ul style="list-style-type: none"> <li>Correlating the material with other relevant knowledge.</li> <li>Correlating material with the real life.</li> <li>Achieving communicative competence.</li> <li>Using logical structure</li> <li>Using language components.</li> </ul>				

	<p>B. The Teaching Learning Strategy</p> <ul style="list-style-type: none"> <li>• Doing a teaching &amp; learning process which is suitable with the competence.</li> <li>• Doing a coordinated teaching learning process.</li> <li>• Doing a teaching learning process which can build the students' imagination.</li> <li>• Doing a teaching &amp; learning process which is suitable with the time allocation.</li> <li>• Emphasizing on using English in the teaching &amp; learning process.</li> <li>• Emphasizing on teaching the language skills integratedly.</li> </ul>				
	<p>C. The Use of Learning Media</p> <ul style="list-style-type: none"> <li>• Showing the skill in using the learning media.</li> <li>• Producing an interesting message from the media.</li> <li>• Involving the students in making and using the media.</li> </ul> <p>D. The Students' Involvement</p> <ul style="list-style-type: none"> <li>• Building the active participation of the students in the teaching &amp; learning process.</li> <li>• Giving positive responds to the students' opinion.</li> <li>• Facilitating the interaction between teacher-student and student-student.</li> <li>• Showing a conducive interpersonal relationship.</li> <li>• Growing the students' enthusiasm in learning.</li> </ul>				
	<p>E. Evaluation</p> <ul style="list-style-type: none"> <li>• Monitoring the students' improvement after the teacher explains the lesson.</li> <li>• Doing a final evaluation which is relevant to the competence.</li> </ul>				

<b>3</b>	<b>Post-activities</b> <ul style="list-style-type: none"> <li>• Doing a reflection/making summary of the lesson by involving the students' participation.</li> <li>• Doing a follow-up by giving direction or tasks as a remedy.</li> </ul>				
<b>Total Score</b>					
<b>Description of score</b>					

(Source: Dep. Pendidikan Nasional, 2006)

**Note:**

- 1 = Poor
- 2 = Enough
- 3 = Good
- 4 = Very Good

Description of Scores:

- 1. 40 – 59 : Poor
- 2. 60 – 69 : Enough
- 3. 70 – 79 : Good
- 4. 80 – 100 : Very Good

## **F. Data Analysis**

In analysing the data, the researcher classified the data into two categories: they were the data of learning process and the data of learning product. The data analysis was done during and after the data has been collected from every cycle. If the data from the first cycle had been collected, the researcher as an observer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths of the first cycle. Therefore, the teacher and the researcher knew what should be improved for the next cycle.

## 1. Learning Process

In this learning process, observation was done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets.

The observation was done to know the students' activity and the teachers' activity during the teaching learning process based on the problems faced by the teacher. The result of the observation sheet will be analyzed after every cycle is conducted. If the observation has been done for observing the students' activities, the researcher analyzes the result of the observation separately.

## 2. Learning Product

To know the learning product, the researcher used vocabulary test in form of matching word and multiple choice items to collect the data. To know the percentage of students' who get  $\geq 60$ , the following formula was used :

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

### 2.1. Student's Learning Activities

After gathering data from observing the student's learning activities, counting the number of activities done by the students was the step that was done in this activity.

A. Calculating the percentage in this activities

For calculating the percentage of the student's activities, the following formula was used:

$$\% A = \frac{A}{n} \times 100\%$$

Note:

% A : Percentage of student's activities

A : Number of student's activities observed

n : Number of students in the class

B. Making a description from the data that had been analyzed

## **2.2. Teacher's teaching Performance**

In analyzing the data from observation of the teacher's performance, the researcher made the description for the data that has been analyzed. It was similar to analyze the student's activities. to analyze the teacher's performance, the research made description from the collected data which can enrich and support the result of the analysis.