

### **III. RESEARCH METHODS**

#### **3.1 Setting of the Research**

In this research, the researcher used a classroom action research (CAR) method. This research was conducted at SMAN 10 Bandar Lampung. It was done based on the teacher's information and also the observation done by the researcher at one class which showed that the students of that class have very low ability in speaking. For that reason, the researcher examined the cause of the problem and then found the solution for that problem. The cause of the problem was the inappropriateness of teaching method used by the teacher, and the solution for the problem was the implementation of CLT to teach speaking.

The subject of this research was XI IPS 4, the 11<sup>th</sup> grade students of SMAN 10 Bandar Lampung. There were 38 students in the class. Based on the writer's experience in teaching at SMAN 10 Bandar Lampung, it was identified that most of the students have low ability to communicate in English well. Some of the students found some difficulties in delivering their ideas in English. Also they were not so active when they were learning English. The students were only good at learning about language like mentioning the pattern of the tense but they were not good at using the language for oral communication. It can be seen from the result of their speaking test that 26 out of 38 students could not reach 74 as the minimum score (see appendix 1, p102).

Therefore, in this classroom action research, the researcher acted as a teacher, meanwhile the teacher of English at SMAN 10 Bandar Lampung acted as collaborator and observer. During the research, the English teacher of SMAN 10 Bandar Lampung observed everything occurred in the classroom when students were learning speaking. The focus of the observation was not only on the students' speaking ability but also on their learning activities. On the other hand, the researcher made the lesson plan based on the procedures of the technique implemented and taught the students based on the lesson plan.

### **3.2 Description of the Research**

In this research, the researcher found common problems in speaking faced by students in the class. Then, she examined the cause of the problems, and also tried to find the solution. The solution which was conducted is teaching speaking through Communicative Language Teaching. Researcher made lesson plan and taught the students based on the lesson plan. The collaborator observed students' activities in teaching and learning process. Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strengths and weaknesses which were done by the teacher and students using Communicative Language Teaching) and learning result (the speaking test).

In this research, the researcher acted as the teacher, who made the lesson plan, taught the students using the technique, observed the student's activity and conducted the evaluation. The teacher acted as the collaborator and the observer who observed the process of teaching and learning in the classroom including

students' activities to be the input for better process in the following cycle. While the researcher was applying the Communicative Language Teaching in the classroom, the collaborator observed the students' activities. Besides, the collaborator observed on the weaknesses of the first cycle in order to make improvement on the next cycle. During teaching and learning process, the researcher held a speaking test. The test, therefore, was scored by teacher and researcher. The result of the test and the observation data were discussed together to decide whether or not the next cycle needs to be done.

### **3.3 Research Procedures**

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 consists of planning, implementing, observing and reflecting (2006: 16). Therefore, this research is designed as follows:

#### **1. Planning**

The research was done until the minimum score of speaking test, which was 74, was reached by 75% of the students. The researcher prepared lesson plan in each cycle, selected materials from textbook, and prepared speaking test for the students and also observation sheet that was filled out by collaborator while the teacher was teaching. In order to get the data, the researcher taught the students, got the collaborator observe, and asked student do speaking task.

#### **2. Implementing**

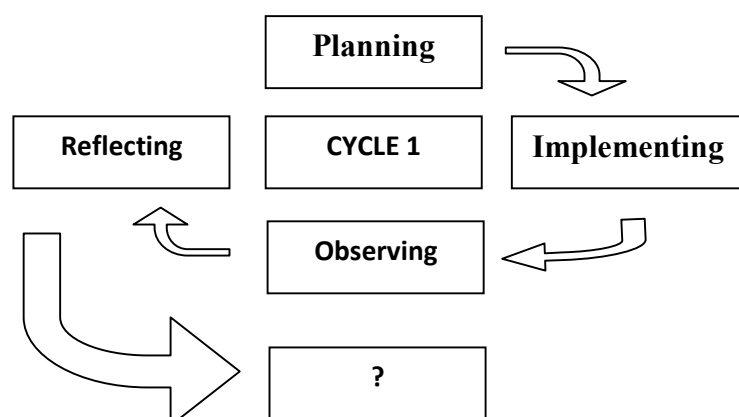
In this step, the researcher taught the material by using Communicative Language Teaching with the lesson plan and the materials prepared.

### 3. Observing

Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students' activities and the result of the observation were filled out in the observation sheet.

### 4. Reflecting

Here, the collaborator and the researcher 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.



**Figure 1. The Cycle of Classroom Action Research (Arikunto, 2006: 16).**

### 3.4 Indicators of the Research

There were two indicators used in this research: learning product and learning process. Learning product was in form of students' speaking test score while learning process was in form of the observation report of collaborator. Then, the details indicators are explained as follows:

1. Learning product

The Communicative Language Teaching is able to improve students' speaking ability if 75% of the students reach the target score of the speaking test, 74.

2. Learning process

The observation of the process of teaching was based on the lesson plane made by teacher and the real process in the classroom. It covered pre-activity, while activity, and post activity. The target is that 75% of students are active during the process. Students' activity will be measured through a form of observation sheet from the researcher and the collaborator (see appendix 8-11, p.109-112).

Researcher and collaborator observed the teaching and learning process in the classroom and focused on the participation and the involvement of students in the activity.

### **3.5 Instrument of the Research**

There were two instruments of the research going to be employed in this classroom action research. They are as follows:

1. Speaking test

Speaking test was done as the product of the teaching learning process. The test was about chained-pictures storytelling in form of narrative text (see appendix 13, p. 116 and appendix 16, p.133). The result of this test was considered as the data of students' speaking ability improvement. The researcher modified the oral ability scale proposed by Heaton (1991) as guidance for scoring the students' speaking ability (see table 1, p.12). In scoring the test, the researcher implemented analytical scoring which covered

pronunciation, fluency and comprehension. The researcher was not score those three aspects separately but integrated. The speaking test is also recorded by the researcher.

## 2. Observation sheet

The observation sheet was filled out by collaborator and researcher during the process of teaching and learning. The collaborator and researcher took a note on students' activities and the process of the teaching and learning in the classroom reflected on pre-activity, while-activity, and post-activity. The making of the observation sheet was based on the procedure in Communicative Language Teaching as written in lesson plan so that it fulfilled the requirement of content validity. The observation sheet was used to determine whether or not students were active in class and whether or not the next cycle is needed to be done.

**Table 2. Table of Specification of the Observation Sheet.**

No	Activities	Objective
1.	<b>Pre-Activities</b> <ul style="list-style-type: none"> <li>• Being interested in the opening of the class.</li> <li>• Responding to the teacher's questions about the topic enthusiastically.</li> </ul>	<ul style="list-style-type: none"> <li>• To make students interested in the lesson.</li> <li>• To build clarity of what is going to be learnt.</li> </ul>
2.	<b>While-Activities</b> <ul style="list-style-type: none"> <li>• Listening actively to monologue of a story by teacher.</li> <li>• Participating activity in discussion about the story and the concept of storytelling.</li> <li>• Doing oral practice by retelling the story using appropriate expression.</li> <li>• Taking a part in questions and answer based on the oral practice..</li> </ul>	<ul style="list-style-type: none"> <li>• To give an example of storytelling through a chained-story</li> <li>• To make students understand about the concept of storytelling activities</li> <li>• To give students the opportunity to tell a story</li> <li>• To build long term acquisition of the practice and to keep the ability that has been learnt to be used later.</li> </ul>
3.	<b>Post-Activity</b> <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• To check students' mastery in the lesson.</li> </ul>

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

### 3.6 Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern of the research. Data analysis is done to create understanding of the data and after following the certain procedure result of the study can be presented by researcher to the readers (Setiyadi, 2001).

In analyzing the data, the researcher classified the data into two categories that are the data of the learning product and the data of learning process. The data of the learning product was the result of the speaking test and the data of the learning process was the result of the observation. The researcher collected those two kinds of data in order to get the valid data. Meanwhile, in order to make the data reliable, the researcher used inter-rater reliability which meant that there were two persons who score the speaking test, that were, the teacher and the researcher. Total score was calculated from the scores of 1<sup>st</sup> rater added to the scores of 2<sup>nd</sup> rater and the score was divided by two.

The data analysis was done after the data were collected from the result of the observation in first cycle and second cycle. After getting the data, the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher found out the weaknesses and strengths from the first cycle. Besides, both researcher and teacher knew what should be improved on the next cycle.

Analysis that was done for the learning product and the learning process is as follows:

## 1. Learning product

There were some steps used to analyze the data got from the speaking test:

### a. Transcribing the students' voice

The teacher recorded the students' voices, and then the researcher transcribed the record into written form. This record was used to give scores to the students, and two raters are able to check back and make an assessment at leisure from the record.

### b. Scoring the students' speaking ability

Based on the transcription, the researcher and the teacher decided the scores for the students' speaking test. The researcher used the oral ability scale proposed by Heaton (1991), (see table 1, p.12). In scoring the students' speaking ability, the researcher and the teacher scored per component of speaking. It was done to know what component of speaking that must be improved in the next cycle.

### c. Calculating students' total score

There were two steps that must be done in calculating the total scores:

#### 1. Calculating the scores from 1<sup>st</sup> and 2<sup>nd</sup> rater

$$X_1 = \frac{P + F + C}{3}$$

$$X_2 = \frac{P + F + C}{3}$$

Note:

X : Total score

X<sub>1</sub> : Scores from 1<sup>st</sup> rater

X<sub>2</sub> : Scores from 2<sup>nd</sup> rater

P : Pronunciation

F : Fluency

C : Comprehension

Calculating the total score

$$X = \frac{X_1 + X_2}{2}$$



2. Calculating the percentage of students who got  $\geq 74$

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

Note:

$\%S$  : percentage of students who got  $\geq 74$

$S$  : number of students who got  $\geq 74$

$n$  : number of students in the class

## 2. Learning process

After getting the data from the learning process, the researcher used observation sheets. The result of the observation sheets was analyzed after every cycle had been conducted.

### a. Students' Learning Activities

In analyzing the data got from observing the students' learning activities, the following steps were done:

1. Counting the number of activities done by the students.
2. Calculating the percentage of the students' activities.

For calculating the percentage of the students' activities, the following formula is used:

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

Note:

$\%A$  : percentage of students' activities

$A$  : number of students' activities observed

$n$  : number of students in the class

3. Making a description from the data that have been analyzed.

After counting and calculating the total scores and percentages of students' activities, the researcher made a description from the collected data which can enrich and support the result of the analysis.