III. RESEARCH METHODS

A. Setting of the Research

This classroom action research was done at SMPN 4 Pringsewu in class VII 5. It was done based on the problem faced by the students and the teacher when they were learning in the class. In line with the problem found by the research, examining the cause of the problem and finding the solution for that problem. The student's major problem is they can not express their idea well because they have very little chance to speak up.

The subject of this research became the students in first grade of SMPN 4 Pringsewu. Students teaching learning at classroom became the focus in this research. The researcher taught the students speaking through CTL technique. The students was taught with CTL and using daily activity material. Based on the researcher's experience during pre research, most of the students have low ability in speaking grammatical in speaking.

In this classroom action research, the researcher made the lesson plan based on the technique that was implanted and taught the students based on the lesson plan.

B. Design of the Research

Classroom Action Research is developed by problems in the class and the actions was done to solve problems. Based on the problem identified, the researcher examined the problem causes and try to find the problem solution. The CTL method was conducted in teaching speaking in the class. The writer made lesson plan and taught the students. Thus, the teacher observed the students' activities in teaching learning process.

The researcher and the teacher also done reflection after knowing the result of the analysis. Based on the analysis and reflection, it was decided whether the next cycle was held or not, and the next cycle was focused on improving the weaknesses in the previous cycle.

C. 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 (Arikunto, 2006 : 16). Therefore, this research is designed as follows:

1. Planning

The researcher prepared the lesson plan and select the material. In designing lesson plan, the researcher used the school syllabus as the basic of the lesson plan. The lesson plan was aimed to teach speaking skill. It contains the standard competence and the basic competence to achieve. It also contains the procedure of

presenting lesson, activities, and assignment in each meeting. The material was correlated with daily needs. The researcher prepared observation sheet. It purposed to analyze the process of teaching learning.

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

2. Implementing

The second step of classroom action research was implementing the action. In this stage, the researcher taught speaking by using CTL method .
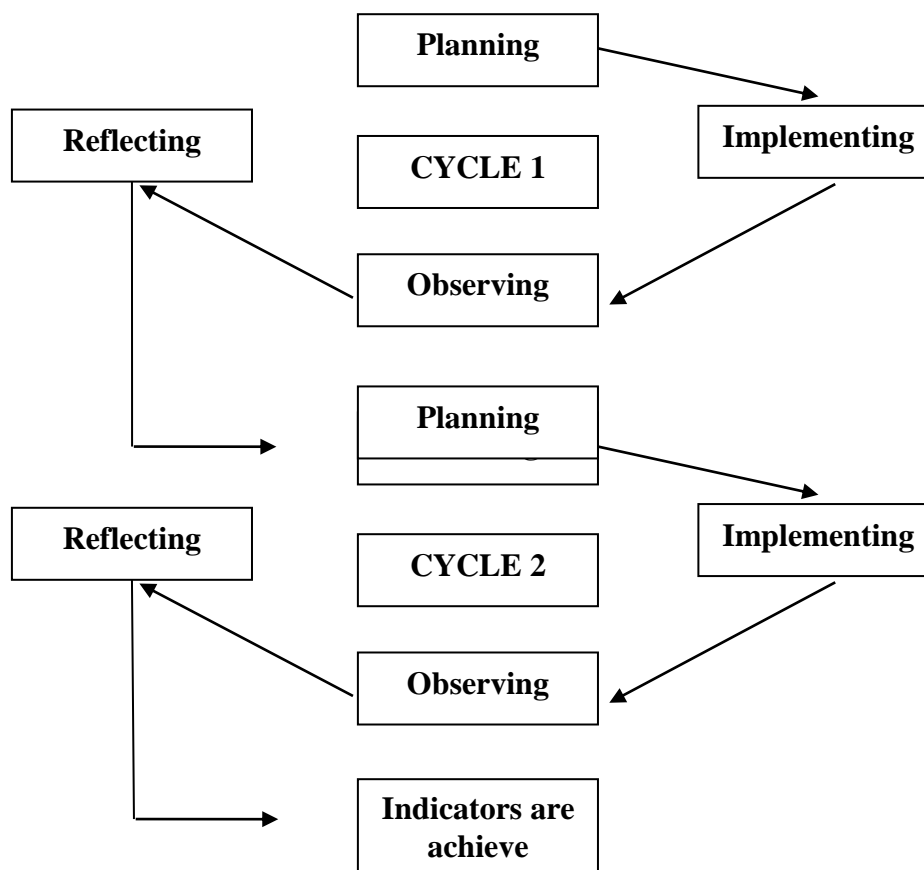
3. Observing

Observation was done by the researcher on student activities. They observed the activities that possible occur in the classroom in every cycle and write the result of the observation sheets. When the teaching learning process occurs, the researcher and the teaching interpreted the result of the observation.

4. Reflecting

Reflecting is a stage where the researcher together with the teacher 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 weaknesses and the strength in the cycle 1 was discussed by the researcher and the teacher. It purposes to determined what to do in the next

cycle and to determine whether or the result of the cycle is satisfied or not. The Whole Procedure of This CAR is represented below.

Design of the Procedure of the CAR

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                    ┌──────────────┐
                    │   Planning   │
                    └──────────────┘
                                      ╲
┌──────────────┐    ┌──────────────┐   ┌──────────────┐
│  Reflecting  │    │   CYCLE 1    │   │ Implementing │
└──────────────┘    └──────────────┘   └──────────────┘
                    ┌──────────────┐
                    │  Observing   │
                    └──────────────┘

                    ┌──────────────┐
                    │   Planning   │
                    └──────────────┘
                                      ╲
┌──────────────┐    ┌──────────────┐   ┌──────────────┐
│  Reflecting  │    │   CYCLE 2    │   │ Implementing │
└──────────────┘    └──────────────┘   └──────────────┘
                    ┌──────────────┐
                    │  Observing   │
                    └──────────────┘
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                    │ Indicators are │
                    │   achieve    │
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The cycle of Classroom Action Research (Arikunto, 2006:16)

D. Indicator of the Research

To see whether the CTL method can improve speaking skill of the students, the researcher used two indicators. They were learning product and learning process. The learning product was formed in students' speaking test score, while learning

process was in form of the observation report of the teacher. Then, the detail of indicators is explained as follows:

1. **Learning Process**

    While the teaching learning process occurs, the researcher observed the teacher's teaching performance and the students' learning activities based on the observation sheet. The indicator considered successful if 80% students or more participate during the teaching learning process. If 80% students are interested and actively involved in teaching learning process, it means that CTL improves students' participation in teaching learning and increase their speaking ability.

    Besides observing students activities, the researcher also observed the teacher's teaching performance during teaching and learning process. It is expected that the teacher can get score 70 in this teaching performance after implementing CTL. So, if the teacher can reach the target, it means that the teacher's teaching performance is good.

2. **Learning Product**

    In learning product the indicator was based on Standard Goal for Minimum Achievement Standard (KKM) stated that for speaking the standard goal is 65. CTL Method technique is able to improve students' speaking achievement if 80% students get the target score of speaking test, 65 (DIKNAS 2006)

Learning product focuses on the production of sound, Pronunciation, Grammar, Fluency, Vocabulary, Comprehension for certain aspect which students mostly has difficulty in speaking. Here, the teacher recorded the students when they are making a conversation, in pair.

There are some aspects that will be observe in the scoring system, promoted by Harris (1979:68–69).

E. Instrument of the Research

The researcher used two kinds of instruments as the source of data. The instruments are speaking test and observation sheet. The instrument is described as follow :

1. Speaking Test

The test was conducted by asking the students and it was recorded. The two observers, they are the researcher and the teacher, analyzed the result based on Harris' rating scale / the test was administered at the end of every cycle in the learning process. The students performed it in front of the class as a speaking test. The students with his fair was called in turn, while they were practicing their dialogue, the observer recorded it and analyzed their speaking based on Harris' rating scale after the process. To decide whether the test are good instrument, finding the validity and reliability shall be done. It is a good reflection of what had taught and of the knowledge which the teacher wanted

the students to know. If the test represents the material the write wants to test, it will be considered to be a valid test.

2. Observation Sheet

In this part, observation was conducted in every cycle during the teaching learning process. When teaching and learning process is occurring, the researcher observed the process happen in classroom. The researcher used structured observation to know the student's activities and also the teacher's performance in the classroom. So there were two kinds of observation sheets that are filled out by the researcher, they are the observation sheet for the students' activities and the observation sheet for the teacher's performance.

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories:

They are the data of learning product and the data of learning process. The data analysis was done during and after the data had collected from every cycle. The data from the first cycle was analyzed by the researcher as an observer together with the teacher analyzed and done the 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 know what should be improved for the next cycle.

1. **Learning Product**

   For speaking ability improvement is analyzed by comparing the mean of score from each cycle and the percentage of high score. If 80% of student has achieved 65 or more then it can be assumed that CTL can be used to improve students speaking ability. To see percentage of student who gets ≥ 65 the formula is:

$$\frac{Number\ of\ students\ who\ get \geq 65}{Total\ number\ of\ students} \ x\ 100\ \%$$

Scoring sheet of speaking Test

Student' name	Pronunciation (0-20)	Grammar (0-20)	Fluency (0-20)	Vocabulary (0-20)	Comprehension (0-20)	Total score (0-100)
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%

Pronunciation

16 – 20 Speech is fluent and effortless as that of native speaker.

12 – 16 Always intelligible thought one is conscious of s definite accent

8 – 12 Pronunciation problem necessitate concentrated listening and

occasionally lead to misunderstanding.

4 – 8   Very hard to understand because of pronunciation must frequently

be asked to repeat.

0 – 4   Pronunciation problems too severe as to make speech virtually

unintelligible

Grammar

16 – 20   Make few (if any) noticeable errors of grammar or word order

12 – 16   Occasionally makes grammatical and/ or word order errors which

do not, however, obscure meaning

8 – 12   make frequent errors of grammar and word order, which obscure

meaning

4 – 8   grammar and word orders make comprehension difficult must

often rephrase sentences and/or restrict him to basic patterns.

0 – 4   errors in grammar and word order to severe as to make speech

virtually unintelligible

Fluency

16 – 20   Speech is fluent and effortless as that of native speaker problems.

12 – 16   Speed of speech seems to be slightly affected by language

problems.

8 -12   Speed and fluency are rather strongly affected by language

problems.

4 – 8   Usually hesitant, often forced into silence by language problems.

0 – 4   Speech is as halting and fragmentary as to make conversation

virtually impossible.

Vocabulary

16 – 20   Use of vocabulary y and idiom is virtually that of native speaker.

12 – 16   Sometimes uses inappropriate terms and/or must rephrase ideas

because of lexical inadequacies

8 – 12   Frequently uses the wrong words, conversation somewhat limited

because of inadequate vocabulary

4 – 8   Misuses of words and very limited vocabulary make

comprehension quite difficult.

0 – 4   Vocabulary limitation to extreme as to extreme as to make virtually

impossible.

Comprehension

16 – 20   Appear to understand everything without difficulty.

12 – 16   Understand nearly everything at normal speed

8 – 12   Understand what is said at slower than normal speed.

4 – 8   Has great difficult following what is said.

0 – 4   Can not be said to understand even simple conversation in English.

The lowest score is 4 and the highest score is 20. The total of the score is multiple 5.

The researcher and observer taken the score of a student, and the score totaled and divided by the number of the teacher and the researcher to get the final score. The calculation as follows :

$$\boxed{\text{Final score} : \frac{SR + ST}{2}}$$

Notes :

SR   : Score from Researcher

ST   : Score from Teacher

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, hear able, understandable although with some different native speaker's speaking

2. Learning Process

In learning process, the researcher uses observation sheets. The result of the observation sheet is analyzed after every cycle is conducted. The observation that was done is to observe the students' activities and also teacher's performance (in Appendix 4,5,6,7,8,9). The researcher analyzed the result of the observation separately. In analyzing the data got from observing the students' activities, the steps were as follows :

a. Counting the number of activities done by the students

b. 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

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

In analyzing the data got from observing the teacher's performance, the researcher did these following steps **:**

  1) Counting the total score

    In this step, the researcher counted the sum of scores from all aspect. The aspects which were scored cover the teacher's activities in pre-activity, while-activity and post-activity.

  2) Making a description from the data that been analyzed

    It was similar to analyze the students activities, to analyze the teacher's performance the researcher also made a description from the collected data which can enrich and support the result of the analysis.