

### **III. RESEARCH METHODS**

This chapter discusses about setting of the research, general description of the research, research procedure, gaining indicator of the research, instrument of the research, and data analysis clarified like the following :

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

In this research, the researcher who was the teacher of class 7 E used a classroom action research method. This research was done in class 1 E of SMP N 11 Bandar Lampung. It was done based on her experience in teaching speaking when the students were at the first semester which showed that the students of that class had 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 imagination activity to teach speaking.

The subject of this classroom action research was the students of class 1 E of SMP N 11 Bandar Lampung which consisted of 32 students. The students of this class at the school 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. According to the teacher's experience during teaching speaking, she found that most of the students had low ability in speaking.

In this classroom action research, the researcher was helped by an English teacher of SMP N 11 Bandar Lampung as an observer in doing the research. The researcher taught her own students by implementing imagination activity. The researcher made the lesson plan and performed it in the class based on the lesson plan. So, during the research, the researcher did not only teach but also observed everything occurred in the classroom when they are learning speaking, meanwhile the other English teacher as observer also observed the teacher's performance and the students' activities. The focus of the observation was not only on the students' speaking ability but also on their activities and the teacher's performance.

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

The research was a classroom action research which was conducted based on the problem faced by the students and the English teacher. In doing the research, the researcher did it in collaboration with the other English teacher to improve the students' speaking ability through imagination activity.

While the researcher was applying imagination activity in the classroom, the other English teacher as the observer observed the students' activities and also the teacher's performance. Besides, the researcher and the observer were observed the

weakness of the first cycle in order to make improvement in the next cycle. During the teaching and learning process, the researcher held a speaking test by asking the students to practice a short simple dialogue. This test scored by both researcher and the observer.

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

### **C. Research Procedures**

This classroom action research was held in three cycles but since the objectives and the indicators of the research could be fulfilled only in two cycles, the third cycle did not need conducting. The main steps of each cycle are as follows:

#### **1. Planning**

Based on the problem of the research, the researcher prepared the lesson plan, selected the material from the textbook, prepared the speaking test for the students and also observation sheets that were filled out when the researcher was teaching speaking.

#### **2. Action**

In this step, the researcher implemented the material by using imagination activity while she was teaching speaking. The researcher taught the material

about introducing people. In teaching, the researcher involved the students' participation, so that the students got accustomed to using English for oral communication, she also gave example about what the students did for the speaking test. Next, the researcher let the students to practice doing it in pairs so that each student tried to comprehend what his or her partner talked about. Then the researcher held the speaking test by asking them to practice a short simple dialogue. In doing the speaking test, the researcher made use the students' cell phone to record the students' voice. When the speaking test was being conducted, both researcher and observer scored the speaking ability of each student.

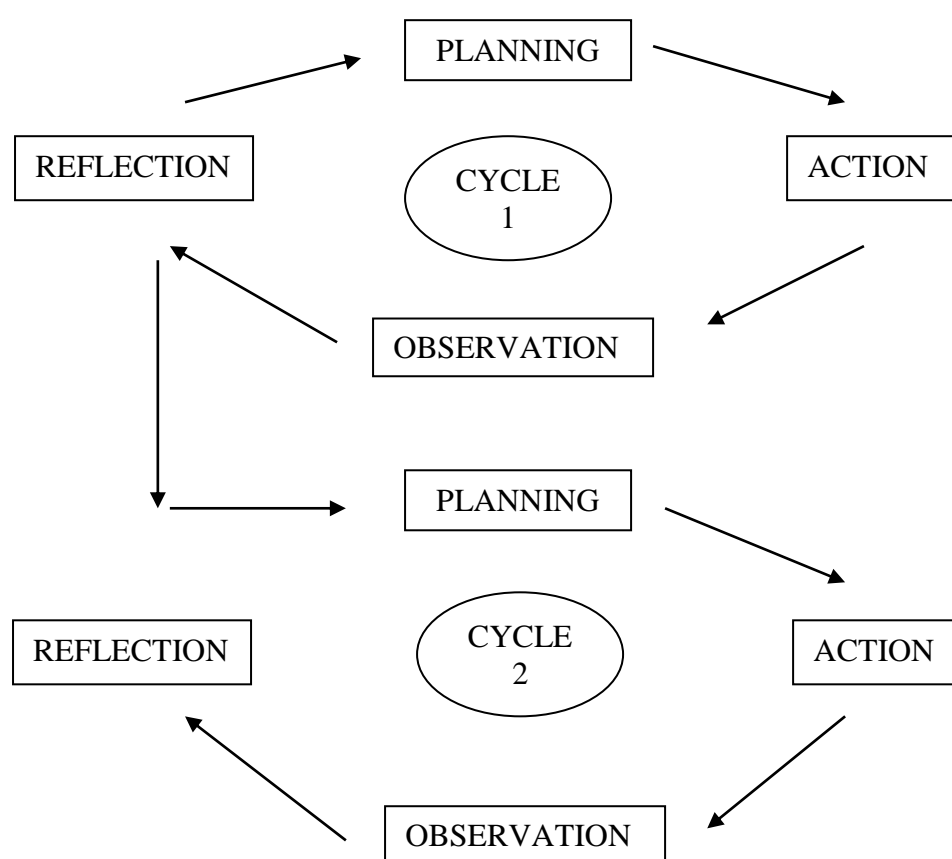
### 3. Observation and Interpretation

Observation was done by the researcher and the observer during the teaching and learning process. The researcher observed the students' activities, while the observer also observed the students activities and the teacher's performance, then the result of the observation was filled out on the observation sheets. Besides observing, the researcher and the observer also interpreted the result of the observation.

### 4. Analysis and Reflection

In this step, the researcher and the observer analyzed the result of the speaking test of the students as the learning product. The researcher also analyzed the students' activities, the researcher's performance and also everything occurred in the teaching learning process. It was done to find out the improvement after the researcher implements imagination activity in the classroom. After

analyzing, the researcher together with the observer did reflection to discover the weakness and strength of the implementation of imagination activity, and also to know the problems faced by both researcher and students during teaching and learning process. By doing so, the researcher and the observer knew what should be improved for the next cycle. If the indicators of the research could not be fulfilled in the first cycle, the researcher together with the observer decided to hold the next cycle to make betterment.



The cycle of classroom action research (Suyanto in Wiliyanti,2007:33)

#### **D. Determining Indicators of the Research**

To find out the success of this Classroom Action Research, the researcher determined the indicators which dealt with the learning product and process.

### 1. Learning product

The target of the learning product determined by the researcher and the observer was 65 or more. It was done because 65 was the standard score or *KKM (Kriteria Ketuntasan Minimal)* stated by the school for English subject. So, if at least 80% of students' scores could reach 65 or more for the speaking test, it means that the Imagination Activity could improve the students' speaking ability.

### 2. Learning process

In the learning process, there are two aspects which became the focus of this research that was, the students' activities and the researcher's performance. The target determined by the researcher concerning the students' activities was 80%. So, if 80% of students were actively involved in teaching and learning activities when imagination activity was being implemented, it meant that imagination activity could make the students active in teaching and learning activities. The researcher decided to set 80% as the target since according to Arikunto in Thaib (2004:7), if more than 75% of students were actively involved in teaching and learning activities, it could be categorized as a good level which meant that they were quite active. To set the target of the success of this CAR, the researcher also did a discussion with the observer.

Besides the students' activities, the teacher's performance was also observed, the teacher's performance was observed by the other English teacher. It was expected that the researcher could get score 70 in her teaching performance. So, if the researcher could reach that target, it meant she could teach the

students well. There were some aspects that were scored for the researcher's performance which covered the researcher's activities in pre-activity, while-activity, and post-activity.

## **E. Instruments of the Research**

To gain the data, the researcher applied two kinds of instruments. The instruments were the speaking test and observation.

### **1. Speaking Test**

Speaking test was done as the product of the teaching learning process. The test was about practicing a dialogue, and the material was about introducing people. The result of this test was considered as the data of students' speaking ability improvement.

The researcher used the oral ability scale proposed by Heaton (1991) as guidance for scoring the students' speaking ability. In scoring the test, the researcher implemented holistic scoring which covered accuracy, fluency and comprehensibility. So the researcher did not score those three aspects separately but integratively. During the speaking test the researcher recorded the students' voice in the tape recorder.

The following table is the oral ability scale proposed by Heaton (1991) that was used as the scoring standard for the students' speaking ability.

<b>Range</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Comprehensibility</b>
Very Good (83-91)	Pronunciation only very slightly influenced by mother-tongue.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for listener to understand the speaker's intention and general meaning.
Good (74-82)	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.
Enough (65-73)	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	Although she/he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speakers say is easy to follow. His intention is always are clear but several interruptions are necessary to help him to convey the message or to see the clarification.
Poor (56-64)	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Very Poor (47-55)	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.



## 2. Observation

Observation was conducted in every cycle during the teaching learning process. When the process occurred, the researcher and the observer observed the process happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom. So there were two kinds of observation sheets that were filled out by the researcher, that was, the observation sheet for the students' activities and the observation sheet for the researcher's performance. The aspects of the students' activities that were observed covered their activities in pre-activity, while-activity, and post-activity. Similar to the students' activities, the aspects of the researcher's performance covered the researcher's activities in pre-activity, while-activity, and post-activity. To score the researcher's performance, the researcher used the guidelines from National Department of Education 2006.

## **F. Data Analysis**

In analyzing the data, the researcher classified the data into two categories that was, the data of the learning process and the learning product. The data of the learning product was the result of the speaking test and the data of the learning process is 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 scored the speaking test that was, the researcher and the observer.

The data analysis was done after the data were collected from every cycle (1<sup>st</sup>, 2<sup>nd</sup>,...). If the data from the first cycle had been collected, the researcher together with the observer analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weakness and strengths from the first cycle. Besides, both researcher and observer knew what should be improved on the next cycle.

The data analysis that was done for the learning product and the learning process are as follows:

#### 1. Learning product

To know the improvement on the learning product, the researcher used speaking test to collect the data. There were some steps used to analyze the data got from the test:

##### a. Transcribing the students' voice

After the researcher recorded the voice of the students, the researcher transcribed the record into the written form. This was very useful in order to give scores to the students and also to know the errors mostly made by the students during speaking.

##### 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)

- c. Calculating the percentage of the students who got scores  $\geq 65$

To know the percentage of students who got  $\geq 65$ , the following formula was used:

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

Note:

$\% X$  : percentage of students who got score  $\geq 60$

$X$  : number of students who got score  $\geq 60$

$n$  : number of students in the class

## 2. Learning process

To get the data from the learning process, the researcher used observation sheets. The result of the observation sheets was analyzed after every cycle was conducted.

Since the observation was done for observing the students' activities and also the researcher's performance, the researcher analyzed the result of the observation separately.

In analyzing the data got from observing the students' activities, the following steps would be done:

- a. Counting the number of students who were actively involved in the teaching and learning activities.
- b. Calculating the percentage of the students who were actively involved in the teaching learning activities. For calculating the percentage of the students, the following formula would be used:

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

Note:

$\% A$  : percentage of active students

$A$  : number of active students

$n$  : number of students in the class

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

Meanwhile, in analyzing the data got from observing the researcher's performance, the researcher would do the following steps:

- a. Counting the total score

In this step, the researcher counted the sum of scores from all aspects.

The aspects that were scored cover the researcher's performance in pre-activity, while-activity, and post-activity.

- b. Making a description from the data that had been analyzed.

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