CHAPTER III
RESEARCH METHODS

3.1 General Description of the Research

This research was done at first grade of SMP N 1 Rajabasa, Lampung Selatan. It based on the teacher's information and also pre observation did by the researcher which showed that the students of that class had very low in speaking ability.

In this classroom action research, the writer acted as the collaborator accompanied by a partner as a teacher. The researcher made a lesson plan based on the procedures of the technique that would be implemented, and the students taught that based on the lesson plan. While teaching, the teacher was also be an observer, i.e. teaching while focusing on observing student's learning activity. Meanwhile, her partner observed everything that might occur in the classroom during the teaching learning process.

The research conducted based on the problems faced by the students and English teacher. The cause of problems would be identified to find the best solution, i.e. through teaching speaking by audio lingual method. Every important occurrence recorded to build a deeper understanding about the problem and its solution.

While the teacher applied audio lingual method in the classroom, the observer observed the students' activities. Besides, the researcher also observed the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching learning process, the teacher gave explanation about the material discussed and gave questions related to the explanation, and asking the student to do the test. This test scored by both researchers as a teacher.

After that, the researcher analyzed the result of speaking test, and also the result of the observation. The teacher and observer also made reflection after knowing the result of the analysis. Based on the analysis and reflection, it decided whether the second cycle must be held or not, and the second cycle focused on eradicating the weaknesses in the first cycle.

3.1.1 Identification of the Problem

In referring to pre-research that has been conduct by researcher, it was found that most students in first grade of SMP N 1 Rajabasa, Lampung Selatan, Had difficulties in speaking, especially in grammar, vocabulary, fluency and pronunciation. Researcher gave students test of speaking by asking them to tell about them selves and their describe personality. The result of the test was analyzed by using Harris Rating Scale.

Students are classified score based on student's ability in speaking. Researcher found that most of students were unable to gain the passing grade of Harris rating scale the passing grade used here is 60.

Another finding from the research activity was the way teacher delivered the material is still unable to attract students with the subject. When researcher did classroom observation, she found that the students didn't pay attention to the teacher's explanation.

Researcher concluded that students' problem in pronunciation may be because in ability of teacher to attract students to study this subject. It could be because inappropriate technique and media which would be applied in this class.

3.1.2   Problem Solution

Problem solution that would be conducted was by teaching speaking through audio lingual method. The teacher taught the students based on the lesson plan. Then, it was noted the important thing related to the teaching learning process. This study used observation sheet to analyze classroom activity and the effectiveness of the lesson plan. After that the researcher distributed the questionnaire to the students to find out whether the students felt in this technique.

3. 2 Research Procedures

In this classroom action research, the researcher took two cycles because the objectives and the indicators of the research fulfilled only in two cycles, for that reason, the third cycle did not need conducting. The first cycle did base on the problem of the research, and then the second cycle conducted after the analysis and reflection from the first cycle. The main steps of each cycle are as follows:

(1) planning, (2) implementing, (3) observing, and (4) reflecting. The stages are illustrated as follows:

(1) Planning

Planning is the stage where the problem causes are identified. By knowing the causes, the focus of the problem can be formulated in the importance of the implementation that will be given. After deciding what the problem and the causes are, the appropriate technique is selected. And based on the problem and the teaching technique, the materials and teaching aids and the type of test are planned. To get a complete series of data, a rater is involved to observe the teaching-learning process.

(2) Implementing /Action

Action is the part of the cycle where the researcher as a teacher does the treatment, i.e. teaching procedure text through picture-sequence technique. In this stage, the lesson plan which has been made before will be used and dialogue technique implemented for teaching speaking.

(3) Observing and Interpreting

The researcher will be helped by his partner as an observer who will take a note or do the observation on the teaching-learning activity. All the important things during the teaching learning-process will be recorded. Observation and interpretation toward the action in the class will be done together with the action.

(4) Reflecting

In this step, the result of the writing test as the learning product will be analyzed, together with everything that have occurred in the teaching-learning process based

on the observation sheets. It is done to find out the improvement after dialogue technique has been implemented in teaching speaking of. In analyzing, the researcher together with the partner will do reflection to discover the weakness and strength(s) of the implementation of dialogue technique, and also to identify the problem faced by both teacher and students during the teaching-learning process. By doing so, what improvements should be made for the next cycle can be determined. If the indicators of the research have not been met in the first and in the second cycles, next steps would be planned to make betterment in the next, the third cycle. On the other hand, if the indicators are already achieved, there's no need to conduct the third cycle.

In order to be clear, the writer would like to present a model of action research stated by Kemmis cited in Hopkins (1985)
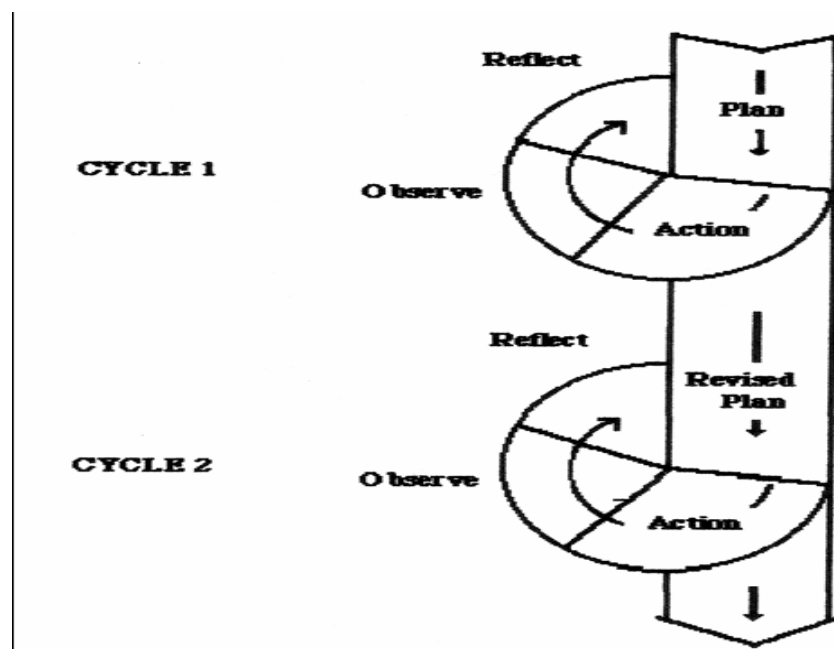
Action Research Design Protocol after Kemmis (cited in Hopkins, 1985.)

3. 3 Indicators of the Research

In order to see whether dialogue technique could develop the students' speaking ability, some indicators concerning the learning product were identified.

The target determined by the researcher concerning the students' activities was 80%. So, if 80% of students did 80% of activities in the learning process when picture sequence technique implemented, it meant that the students' learning activities were good.

The target score of the learning product was 60 or more than it. It 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 60 or more for the speaking test, it meant that the dialogue technique regarded as applicable to improve students' speaking ability achievement.

3.4 Instruments of the Research

The researcher used two instruments to gain data. The instruments were the speaking test, observation sheets (students' learning activities).

a.   Speaking Test

Speaking test will be done as the product of the teaching learning process. The test is about practicing oral communication by using some expressions uses in short conversation in English, such as, making accepting, and refusing an invitation. The result of the test is considered as the data of the improvement of the students' speaking ability.

The researcher used the oral ability scale proposed by Heaton (1991). Based on the sheet, there are three aspects to be testing: pronunciation, fluency, and comprehensibility. The aspect of the grammar is not included in order to encourage the students to speak up, free of the burden of making grammatical mistakes as long it does not hinder any communication. In testing speaking skills, emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences. During the speaking test the teacher recording the students' voice in the tape recorder.

b. Observation

Observation is conducted during the teaching learning process. The researcher observed the process happen in the classroom relating to English speaking. There are two kinds of observation sheet that is filling out by the researcher. Those are the observation sheet for the students' activities that are observes cover their activities in teaching learning process.

3.5 Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern from the research. The term interpretation can be defined as a procedure of giving meaning on the result of the analytic process. Data analysis was done to create understanding of the data after following the certain procedure in which the result can be presented to the readers. In this research, the data often obtained from the test and observation, analyzed based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step to do was making abstraction of all the elected data. Then, the data relevant to the research question were selecting. The data were interpreting and drawn into conclusion. Based on the analysis and reflection, the weaknesses and strength could be identifying from the first cycle, and improvements can be determined for the next cycle.

3.5.1 Learning Product

To know the improvement on the learning product, the researcher used a writing test to collect the data. There were some steps that used to obtain and analyze the data from the test:

a. Transcribing the students' voice

The teacher recording the students' voices, and then the researcher transcribed the record into the written form. This record was using to give scores to the students, and two raters were able to check back and made an assessment at leisure from the record.

b. Scoring the students' speaking ability.

Based on the result of speaking test, the researcher and observer decided the scores for the students' speaking test. The researcher used scoring criteria of speaking adopted from Heaton (1991:137) in scoring the students' speaking ability, the researcher and collaborator scored per component of speaking. It would be 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 1st rater and 2nd rater

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

Note:

X1	= Score from 1st rater
X2	= Score from 2nd rater

$$X2 = \frac{P + F + C}{3}$$

P	= Pronunciation
F	= Fluency
C	= Comprehensibility

  2) Calculating the total score

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

Note: X1   = Score from 1st rater

X2   = Score from 2nd rater
X   = Total Score

d. Listing the students' scores in the table of frequency
   This was doing to know the students whose scored were 60 or more.

e. Calculating the percentage of students who got 60 or more

Note: %S = percentage of students who got 60 or more
   S = number of students who got 60 or more
   n = number students in the class

$$\%S = \frac{S}{n} x100\%$$

3.5.2 Schedule of the Research

The first cycle was done in one meeting. The meeting took place on Tuesday, January 29th, 2012; in this meeting the researcher took speaking class. The meetings were followed by 30 students. The processes in this step covered pre activities, while activities, and post- activities.

The results of first cycle there were many problems in learning product. During the process of speaking in the class, she could see there were 13 students who were active trying to express themselves by speaking. So there were many of them looked passive and just kept silent or did not understand about the question. So, the results of the analysis and reflection in cycle 1 were recommended for the cycle 2.

The second cycle was done in one meeting. The meeting was done on Monday in February 6th, 2012, in this meeting the researcher conducted speaking class which that was followed by 30 students. The processes proved to be effective in implementation of speaking through drill technique this step like: cover pre-activities, while activities, and post-activities.