III. RESEARCH METHOD

A. Setting of the Research

This classroom action research was done at the first year students of SMA N 2 Metro. It was done based on the problem faced by the students and the teacher when they are learning in the class. In line with the problem found by the researcher, examining the cause of the problem and finding the solution for that problem. The major students' problem was they could not express their idea well this is because they have very little chance to speak up.

The subject of this research was the students in first grade of SMA N 2 Metro that consist of 32 students. Students' teaching learning at classroom was the focus in this research. The teacher (researcher) taught the students speaking through simulation technique. The students were taught with simulated environment and using daily activity material. Based on the researcher's experience during pre research, most of the students had low ability in speaking especially in grammar, fluency, vocabulary and pronunciation. It could be seen from the result of oral test, when the teacher asked the students, many of them made error grammatical in speaking.

In this classroom action research, the researcher acted as a teacher and also as an observer, meanwhile the teacher of English at SMA N 2 Metro acted as collaborator. The researcher made the lesson plan based on the technique that was implemented and taught the students based on the lesson plan.

B. General Description of the Research

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

The observation result during teaching learning process such as (weaknesses and strength which has been done by the students using simulation technique) and speaking test was analyzed and discussed by the researcher and the collaborator.

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

1. Planning

The researcher prepared the lesson plan and selected 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 activity. The researcher prepared observation sheet. It was purposed to analyze the process of teaching learning.

The researcher made the indicator of success which was aimed to assess 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. In this stage, the researcher taught speaking by using simulation technique with the material and lesson plan prepared.
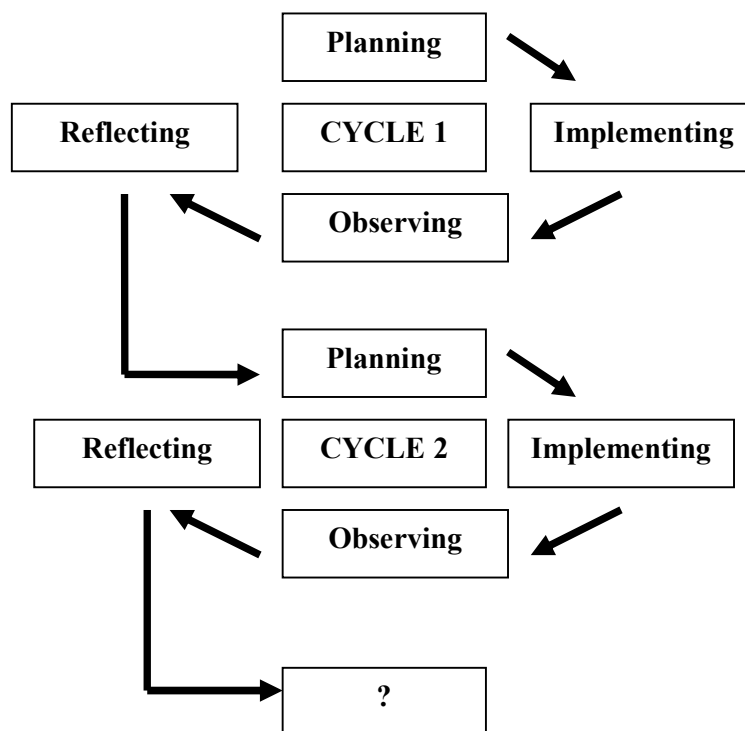
3. Observing

Observation was done by the researcher and the collaborator. They observed the activities occured in the classroom in every cycle and write the result of the

observation in the observation sheets. When the teaching learning process

occurred, the researcher and the collaborator interpreted the result of the

observation.

4. Reflecting

Reflecting was a stage where 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 weaknesses and the strength of the cycle

were discussed by the researcher and the collaborator. It purposed to determine

what to do in the next cycle and to determine whether or the result of the cycle

is satisfied or not.

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                      ┌──────────┐
                      │ Planning │ ↘
                      └──────────┘
   ┌────────────┐    ┌──────────┐    ┌──────────────┐
   │ Reflecting │    │ CYCLE 1  │    │ Implementing │
   └────────────┘    └──────────┘    └──────────────┘
          ↖          ┌──────────┐  ↙
          │          │ Observing│
          │          └──────────┘
          │
          │          ┌──────────┐
          └───────→  │ Planning │  ↘
                     └──────────┘
   ┌────────────┐    ┌──────────┐    ┌──────────────┐
   │ Reflecting │    │ CYCLE 2  │    │ Implementing │
   └────────────┘    └──────────┘    └──────────────┘
          ↖          ┌──────────┐  ↙
          │          │ Observing│
          │          └──────────┘
          │
          │          ┌──────────┐
          └───────→  │    ?     │
                     └──────────┘
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The cycle of Classroom Action Research (Arikunto, 2006: 16)

D. Indicator of the Research

To see whether the simulation technique 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 collaborator.

1. Learning Product

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

Learning product focused on the production of sound, students' speaking for certain aspect which students mostly has difficulty in speaking. Here, the teacher recorded the students when they are making a conversation, in group.

There are some aspects that would be observed in the scoring system, promoted by Harris (1979: 68-69). The aspects as follows:

Pronunciation

20	Speech is fluent and effortless as that of native speaker.
16	Always intelligible though one is conscious of s 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 virtually

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 to 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

Student' name	Pronun- ciation (4-20)	Grammar (4-20)	Fluency (4-20)	Vocabulary (4-20)	Compre- hension (4-20)	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%

The researcher and observer took the score of a student, and the score would be totalled and divided by the number of the teacher and the researcher to get the final score. The calculation as follows:

> ***Final score: <u>Score researcher + score teacher</u>***
> ***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, hear able, understandable although with some different native speaker's speaking.

2. Learning Process

In learning process, there was one aspect which becomes the focus of this research that is the students' activities. The observation of the process of teaching would be based on the lesson plan which was made by the researcher and the real process in the classroom. It would cover pre activity, while activity, post activity. The target determined by the researcher concerning the students' activities is 80% of students are active during the process. The researcher set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it could be categorized as a good level. Students' activity would be measured through

written report of the collaborator and researcher in observation sheet. While the researcher is teaching, collaborator and the researcher himself observed the teaching learning process in the classroom and focused on the participation and the involvement of students in the activity.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching and learning process. It was expected that the teacher could get score 80 in his teaching performance after implementing Simulation technique. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good. The scoring system for teaching performance was based on the standard teacher's teaching performance proposed by Departement Pendidikan Nasional (2006). For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

E. Instrument of the Research

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

1. Speaking Test

The test was conducted by asking students to play a simulation that they have been created (for example playing as soccer player) and it was recorded. The two observers, they were 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 in his group 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.

2. Observation Sheet

In this part, observation was conducted in every cycle during the teaching

learning process. When teaching and learning process was occurring, the

researcher observed the process happened in the classroom. The researcher

used structured observation to know the students' activities in the classroom.

So there was one kind observation sheets that is filled out by the researcher,

it was the observation sheet for the students' activities.

Table 3.1. Table of the Observation Sheet for Students' Activities

NO	Students' Activities	Objectives
1	Pre-Activities • Enthusiastic in the beginning of the class • Responding to the topic and the class enthusiastically	• To make students interested in the lesson • To build clarity about what is going to be learnt
2	While-Activities • Following the teacher's instruction (work in group) • Paying attention to the teacher's explanation • Responding to the teacher's questions • Following teacher's modelling enthusiastically • Actively involved in the discussion of the task in group	• To make students work freer and enable fast learner help slow learners • To built students understanding about the stages going to do in the lesson • To check students understanding about the material • To give clarity of the pronunciation • To build students understanding about the material
3	Post-Activity • Able to respond to the teacher's question	• To built clarity of what have been learnt

Adapted from Haggard (1982) and Ruddel, M.R., & Shearer, B.A. (2002) in
Ela (2010)

Table 3.2. Table of Specification for Teacher's Performance

No	Aspects Obeserved	Score (by giving a tick)			
		1	2	3	4
1	**Pre-activities** • Doing an apperception. • Informing the competence that will be achieved to the students.				
2	**While-activities** A. The Mastery of Learning Material • Correlating the material with other relevant knowledge. • Correlating material with the real life. • Achieving communicative competence. • Using logical structure • Using language components.				
	B. The Learning Strategy • Doing a teaching & learning process which is suitable with the competence. • Doing a coordinated teaching learning process. • Doing a teaching learning process which can build the students' imagination. • Doing a teaching & learning process which is suitable with the time allocation. • Emphasizing on using English in the teaching & learning process. • Emphasizing on teaching the language skills integratedly.				
	C. The Use of Learning Media • Showing the skill in using the learning media. • Producing an interesting message from the media. • Involving the students in making and using the media				
	D. The Students' Involvement • Building the active participation of the students in the teaching & learning process. • Giving positive responds to the students' opinion. • Facilitating the interaction between teacher-student and student-student. • Showing a conducive interpersonal relationship. • Growing the students' enthusiasm in learning				
	E. Evaluation • Monitoring the students' improvement after the teacher explains the lesson. • Doing a final evaluation which is relevant to the competence.				
3	**Post-activities** • Doing a reflection/making summary of the lesson by				

	involving the students' participation. • Doing a follow-up by giving direction or tasks as a remedy.				
	Total Score				
	Description of score				

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 analyzing the data, the researcher classified the data into two categories: they were the data of learning product and the data of learning process. The data analysis was done during and after the data has been collected form every cycle. The data from the first cycle was analyzed by the researcher as an observer together with the teacher analyzed and did 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 was 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 simulation can be used to

improve students speaking ability. To see the percentage of student who gets $\geq$ 65 the formula is:

$$\frac{\textit{Number of students who get } \text{score} \geq 65}{\textit{Total number of students}} \times 100\%$$

2. Learning Process

In learning process, the researcher used observation sheets. The result of the observation sheet was analyzed after every cycle was conducted. The observation was done for observing the students' activities.

2.1 Students' Learning Activities

After gathering data from observing the students' learning activities, the next step is counting the number of activities done by the students.

A. Calculating the percentage of students' activities

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

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

Note:

$\% A$: percentage of students' activities

A : number of students' activities observed

n : number of students in the class

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

When the data have been gathered, the researcher described the data. For example, if the percentage of students' activity is more than 80% means that the technique is good and increasing students' participation.

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 students' activities, to analyze the teacher's

performance, the researcher made description from the collected data

which can enrich and support the result of the analysis.