

III. RESEARCH METHOD

This chapter of research consists of research settings, method of collecting data, consistency of the data, research procedure, the procedure of the study, research indicators, instrument of the study, and data analysis.

3.1. Research Settings

Since the research was focused on the problems that occur in the speaking class through drill technique, in which the problems that occurred are analyzed and revised by the observer. The researcher used more than one cycle of teaching to solve the problems occurred, where the next cycle is reflecting the implementation from the previous cycle.

In this research the researcher used an action research. It is different from the classroom action research where usually conducted by a teacher, in this research the research conducted by the researcher (university student) as it is stated by Burns in Setiyadi (2014) that action research for university student is an approach which was done by the students to answer their research problems.

In implementing the research design, the writer needed a partner acts as the observer. She prepared the lesson plan for the class that used as the object of the research. The

lesson plan has three main stages of learning; pre-activity, while activity and post-activity.

The research was conducted in the second year of SMP N 4 Bandar Lampung. The population in the class consisted of 22 students. She used one class to gather the data needed, that are; students' transcribing while repeating the utterances spoken by the teacher, problems occurred during the teaching learning process by using the drill technique, and how is the implementation of the technique.

3.2. Method of Collecting Data

Several procedures used in order to get the empirical data required. The research would be conducted in two ways as follows:

1. Observation

The researcher first entered the class that being used to be the object in this research and see how the ability of students in speaking English and then the next meeting the researcher began to apply the technique to the students and observed and analyzed the teaching-learning process in the speaking class through drill and repetition technique. The researcher always took note to write the students' problems in learning the language. As it is according to Setiyadi (2006:239) that the purpose of observation is to explain the situation being investigated, the activities, person or individuals who are involved in the activity and the relationship among them.

2. Interview

The researcher interviewed the teacher and view students of the objected class to find the relation of the causative-result of the research. The researcher used one of the way

interview introduced by Patton (1998) in Setiyadi (2006) that in Informal Model of interview to gather a valid data from the object. The object didn't realize that they were being interview by the researcher.

3. Recording

The researcher also used voice recording to record students' utterances that occurred during the teaching-learning process using the technique in order to get the authentic data so that made it easier in gathering the data. Then the researcher transcribed the data to be written form and find out what are the problems (common problems) that occur during the teaching-learning process.

3.3. Consistency of the Data

In order to make the data consistent, the researcher applied observation (observer as participant) and interview. Observation is a way of collecting data by becoming the part of the object, as the researcher became the teacher in the objected class and could not be covered her aim to have a research in the class, the writer acted as the teacher or instructor in the classroom at once became the researcher of the research. In conducting interview, informal interview used by the writer to get the more valid or consistent data from the object of the research. Oral grammatical test also used to measure the students' pronunciation through the oral grammatical test. Even in this way the students' grammar is being focused, here the researcher not only focused on the grammatical correctness but also focused on the acceptable pronunciation.

3.4. Research Procedure

In this action research, the researcher implemented three cycles. The cycles were used to identify the problems occurred in the learning process carried out by the technique which was going to be applied. The main steps of each cycles were:

1. Planning

The researcher planed to make a qestionaire for interviewing the object of the research then prepared the lesson plan and the selected material. The material was about dialogue that matched with their syllabus level that is taken from their book or the other acceptable source. And the research also prepared the oral test to measure the improvements.

2. Implementing

In this step, the researcher implemented the material and the drill technique while the teaching-learning process. The researcher attracted their participation to make them more 'active' than before.

3. Observing

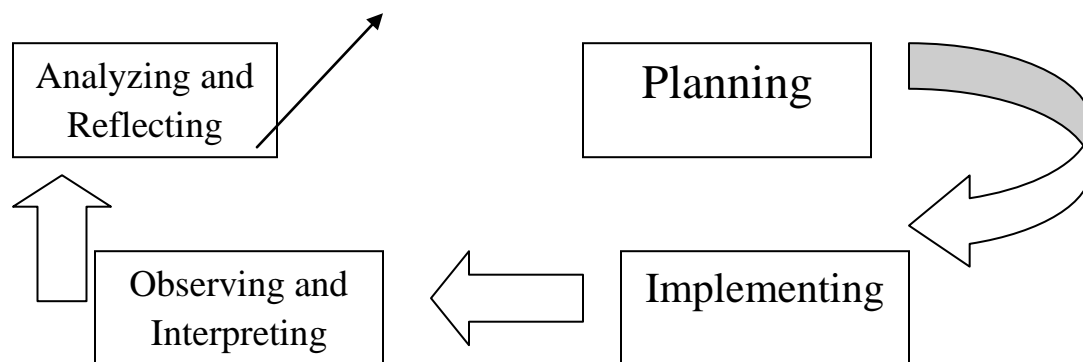
The researcher observed the activities happened in the classroom in every cycle and took note for the result of the observation in the observation sheets. The researcher also interpreted the result of the observation. This step began when teaching learning process occurred.

4. Reflecting

In this step, the researcher and the observer analyzed the result of the oral test of the students are learning product. The researcher also analyzed everything that occurred during the teaching learning process. The researcher did the reflection to discover the

problems of the implementation in teaching speaking through drill technique in the next cycle. On the other hand, if the target were already achieved the researcher did not need to hold the next cycle.

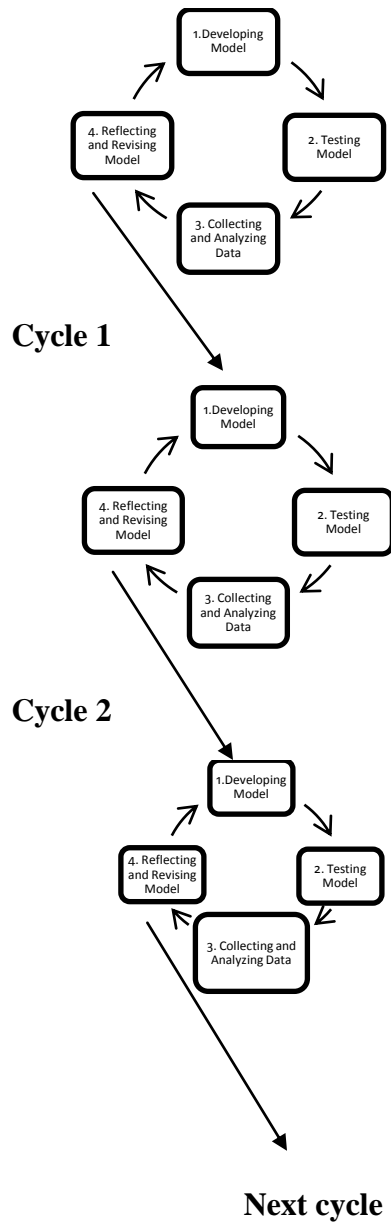
As it is introduced by Arikunto (2006:16) that the cycle of Classroom Action Research is in the following concept.



The Cycle of Classroom Action Research (Arikunto, 2006:16)

Since it was focused on how is the implementation of the drill technique in teaching speaking in terms of improving the students' pronunciation, the cycles in the action research which was done by the researcher had a role to complete the model in the real context (class), so that the technique is tested for its effectiveness in the classroom. So, the action research done through cycles is a scientific approach which consisted of identification of the problems from the implementation of the drill technique, improving the cycle through reflection, testing the students, collecting data through observation and back to the identification (Setiyadi, 2014:61).

Pre-experiment



The first cycle of teaching improved in the next cycle of teaching. The problems occurred in the first cycle is revised in the next cycle of teaching to improve the model which is developed in this study.

3.5. Research Indicators

To find out the success of this action research, the researcher determined the indicators, that deal to the learning product and learning process.

1. Learning Product

The target of the learning product was based on the improvement of students speaking skill. It means after applying the Drill Technique in the teaching learning process, it was hoped that the students' speaking skill is better from the previous. The improvement were some aspects that was observed by Harris (1974:), they are Pronunciation and Grammar. But if the students showed no improvement or the target of the teaching program did not achieved yet, the researcher tried to find out the reason and revise the model for the next cycle.

2. Learning Process

In the learning process, the aspect that became the focus of the researcher is the problems occured during the teaching learning process. The problems are revised in the next cycle of teaching.

3.6. Instrument of the Study

To gain the data, the researcher applied an instrument of Harris (1974:68-69) in order to gather the data, it was needed and to classify the students' improvement. The improvement was seen by their performance in the class. The teacher tested them hiddenly. The teacher wrote down the result in an evaluation paper by giving the categories of the achievement as the judgement how far they are acquiring the

materials. This kind of evaluation also help the observer to find out what kind of problem that occurred in the teaching learning process.

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Have a few traces of foreign language, the speech is effortless as that native speaker
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not obscure meaning
		3	Make frequent errors of grammar and word orders, which occasionally obscure meaning
		2	Grammar and word orders errors make comprehension difficult, must often rephrases sentences
		1	Errors in grammar and word orders, so severe as to make speech virtually unintelligible

Table of Harris' Scale (1974:68-69)

The instrument used was categorized into two types of assessment aspects. The first one was about the pronunciation and the second one was about the grammatical correctness suitable to the expected valid data that the researcher chose to use oral grammatical test.

3.7. Data Analysis

Setiyadi (2006:255) states that data analysis is a process of organizing data in order to gain the pattern or form in a research. To analyze the data in this research, the writer used Descriptive Analysis. Descriptive analysis tried to describe the implementation and the result of the research based on the collected data suitable to the objective of the research, or can be the description of problems occurred from the collected data.

That is all the discussion of this chapter of research. At the first of the subtitle this chapter introduces research settings, method of collecting data, consistency of the data, research procedure, the procedure of the study, research indicators, instrument of the study, and data analysis.