

## **CHAPTER III RESEARCH METHODS**

### **3.1 General Description of the Research**

This research would be done at the sixth A grade of SD Al Kautsar Rajabasa, Bandar Lampung. It was based on the teacher reflection and the observer's informal interview done by the teacher's friend that shows that the students of the class had low speaking ability.

In this classroom action research, the researcher would act as the teacher accompanied by a partner as a collaborator. The researcher would make lesson plans based on the procedures of the technique that would be implemented, and the students taught based on the lesson plan. While teaching, the teacher would also be an observer, i.e. teaching while focusing on observing the students' activity. Meanwhile, her partner would observe everything that may occur in the classroom during the teaching learning process.

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

While the teacher was applying role play technique in the classroom, the observer observed the students' activities. Beside, 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, asked the students to play the role with his partner, and asked the students to practice again for the test in front of the class. This test was scored by both the researcher and the collaborator.

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

### **3.1.1 Identification of the Problem**

In referring to the pre-research that had been conducted by the researcher, it was found that most of the students in the sixth A grade of SD Al Kautsar Rajabasa, Bandar Lampung, had difficulties in speaking, especially in comprehension, fluency, and pronunciation. The collaborator gave students a test of speaking by asking them to tell about themselves and their families. The result of the test was analyzed by using Harris Rating Scale.

Students' score were classified based on the students' ability in speaking. The researcher found that most of the students were unable to gain the passing grade of Harris Rating Scale; the passing grade used here is 70.

Another finding from the research activity was the anxiety of the students for having mistakes in speaking. They were nervous to produce sounds though they knew what to say.

The researcher concluded that the students' problem was their anxiety to produce sounds in speaking and this made their ability in speaking low. It could be caused by the technique used in the speaking class by the teacher was not relax and interesting.

### **3.1.2 Problem Solution**

Problem solution that would be conducted was by teaching speaking through role play. The teacher taught the students based on the lesson plan. Then, it would be noted the important thing related to the teaching learning process. This study uses observation sheet to analyze classroom activity and the effectiveness of the lesson plan. After that the researcher distributed the questionnaire to the students to know the students' felling in the speaking class by using this technique.

### **3.2 Research Procedures**

This research was done in two cycles. The first cycle was conducted in line with problem found in the pre-observation. The teacher thought students speaking though role play based on the lesson plan. The result of students' speaking interaction during the process was analyzed to see whether it had fulfilled the indicator of the research. The cycle would be focused on the weaknesses found in the first cycle. Each cycle of the research consisted of some stages, they are:

Planning, Action, Observation and interpretation, and Analysis and Reflection (Wiriadmadja, 2008: 66)

The following are further explanation about stages in this research.

### **1) Planning**

In this stage, the problem causes were identified so the focus of the problem could be formulated. Then, the appropriate technique was chosen. After deciding the technique, the planning was about the materials, teaching aids and type of the test in the form of lesson plan.

### **2) Action**

Action is the stage where the teacher does the treatment, by implementing role play technique in teaching speaking based on the lesson plan. The researcher also made the role cards and the situation with in. Here, the roles of everybody that should do, who and how were made. In the first cycle, a very structured role play would be conducted. Firstly, the example of the role play would be conducted by the teacher and the collaborator in front of the class. The material of the first cycle was asking and giving information. There were two role cards made. Those are asking about the location of library and hotel. The researcher played as a new student that asking about the library location and the collaborator played as another student in a school. The role play kit was a book. Secondly, the teacher would divide the students into pairs. Thirdly, the role cards that consist of the role of person, condition, and situation would be shared to the students. The students

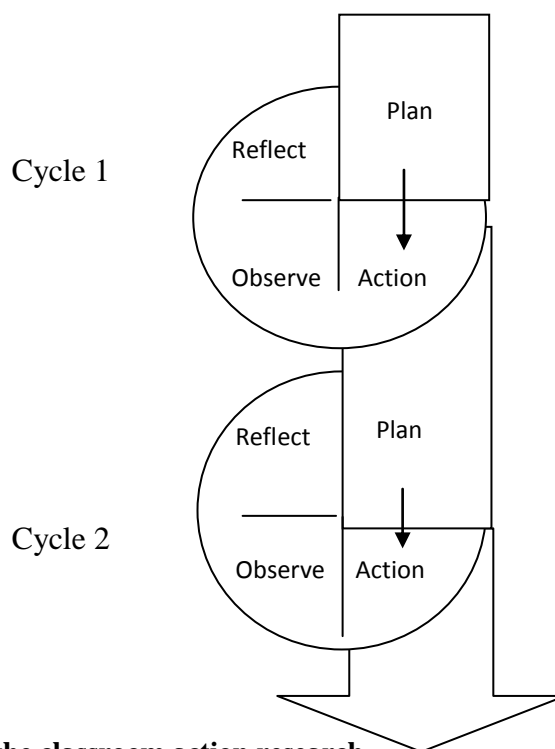
chose one of the role cards. Fourthly, the students would practice the role play with their partners. Every pair students would act as a new student and another student or as an office boy and a foreigner. They also had to use the role play kits. While the students would be doing the role play, the teacher would help the students due to the speaking class activities, while the observer would watch the students' learning activities. Finally, the teacher would ask the students to perform their role play in front of the class by using the role play kit and recorder which was used to record the students' voices while they were having practiced.

### **3) Observation and Interpretation**

The researcher observed the activities in the teaching learning process and writes the result of the observation in the observation sheet. Observation and interpretation toward the action in the class were done together in this stage. The researcher also took necessary notes to support the data.

### **4) Analysis and Reflection**

In this stage, the researcher and the teacher analyzed the result of speaking in activities of the students as the learning product. They analyzed everything happen during teaching learning process referring to the observation sheets. In analyzing, they made reflection to find out the strength and the weakness of implementing role play technique to decide the next step.



**Figure1. The cycle of the classroom action research**  
Adopted from Kemmis and Taggart (in Wiriaatmadja, 2008: 66)

### 3.3 Indicators of the Research

There are two indicators that would be used in this research. They were learning product and learning process. Learning product would inform the students speaking score while learning process was in the form of the observation report of the observer. Then the detailed indicators are explained as follows:

#### *a) Learning Product*

For learning product the indicator is based on increasing students' speaking ability. It means that after teaching learning process by using role play in the classroom, is hoped that students' speaking is better than previous. The target score of the learning product is 70 or more than it. It is the standard score stated by the school for English subject. So, if at least 80% of students' score can reach

70 or more for the speaking test, it means that the technique regarded as applicable to improve students' speaking ability achievement. Learning product will be focused on the production sound, students' speaking for the certain aspect that students mostly have difficulties. Here, the observer would record the students' voice when they were having role play in front of the class.

***b) Learning process***

In learning process, there was an aspect which becomes the focus of this research, it was students' activities.

The target will be determined by the researcher concerning the students' activities are 80% of students are active during the process. The researcher decides to 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 can be categorized as a good level. The students' activities will be measured by using written report of the collaborator and research in observing sheet. To set the target of success of this CAR, the researcher also would discuss it with the collaborator. While the researcher was teaching, the collaborator and the researcher would observe the teaching and learning process in the classroom and focus on the participation and involvement of the students' activity.

Besides observation sheet, the teacher also gained the students' perception by sharing questionnaire to the students. The questionnaire consisted of some multiple choice questions and the reasons. If the result of it consists 80% of students can reach better learning activities and enjoy the learning process, it

means that the role play is a suitable technique to improve students' speaking ability and activities.

### **3.4 Instrument of the Research**

To get the data the researcher would use two kinds instrument as the source of data. The instruments were speaking test and observation sheet. The instruments would be administered for five minutes for each pairs, and they would have role play and made dialogue about sentences. The instruments are as follows:

#### **1. Speaking Test**

To test the students' speaking achievements, the researcher would ask them in pair to perform their role play in front of the class. The topic of the dialogue would be the same as the role play they had been practiced before, for example, the students had practiced role play how to ask and give something, and on the speaking test, they would do the same role play.

Meanwhile, the students' utterances would be recorded since it helped the raters to evaluate their performance more precisely and objectively. Furthermore, the speaking test was measured based on two principles, reliability and validity, as explained below:

#### **1.1 Validity**

A test can be considered valid if the test measure the object to be measured and suitable with criteria (Hatch and Farhday, 192; 250). According to the Hatch and



Farhday (1982; 281) there are two basic types of validity; content validity and construct validity.

**a. Content Validity**

Content validity will examine whether the test represents the material that need to be tested or not. The test should be so construct that contain of the test is a representative sample of the course. To get the content validity, the test is adapted from the students' book. Then, the test is determined according to material that is taught to the students. In other word, the researcher wrote and made the test based on the material in current curriculum for Elementary School. The topics chosen are:

1. Asking/giving information
  - a. How to ask information politely, e.g. can you tell me where the library is?
  - b. How to give information politely, e.g. yes, of course. It is next to the office.
  
2. Asking/giving favor/something
  - a. How to ask favor/something politely, e.g. may I have my bill, please?
  - b. How to give favor/something politely, e.g. Sure. Here you are.
  - c. How to refuse to give favor/ something politely, e.g. I am sorry. I can not.

Those topics were the representative of speaking material of school based on current curriculum as a matter of tailoring the lesson to students' need.

## **b. Construct Validity**

Construct validity concerns with whether or not the test is actually in line with the theory of what it means to the language that is being measured. It would be examined whether or not the test actually reflects what it means to know a language (Shoamy, 195:74). The indicator of three speaking elements (pronunciation, fluency, and comprehension) was used in this research. It implied that the test measures those intended aspects based on the indicator, meaning that the construct validity had been fulfilled.

### **1.2 Reliability**

Reliability much deals with how far the consistence as well as the accuracy of the scores given by the raters to the students' speaking performance. The concept of reliability stems from idea that no measurement is perfect; even if one goes to the same scale there will always be differences in the weight which become the fact that measuring instrument is not perfect. Since this was a subjective test, inter-rater reliability was occupied to make sure and verify that both the scoring between raters and that the main rater herself was reliable and not.

The statistical formula for calculating inter-rater is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

r = Reliability

X= Rater 1

Y= Rater 2

After the coefficient between raters was found, the coefficient of reliability was analyzed based on the standard of reliability below:

- a. A very low reliability : ranges from 0.00 to 0.19
- b. A low reliability : ranges from 0.20 to 0.39
- c. An average reliability : ranges from 0.40 to 0.59
- d. A high reliability : ranges from 0.60 to 0.79
- e. A very high reliability : ranges from 0.80 to 0.100 Slameto (1998:147)

Statistical computation was used to measure the inter-rater reliability in this research.

The results gained were reported as follows:

- a. Inter-rater reliability of cycle 1.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{209091}{209274.28}$$

$$r_{xy} = 0,998647$$

The result of this calculation shows that both two raters have high inter-rater reliability (0,998)

- b. Inter-rater reliability of cycle 2.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{252002}{252075.25}$$

$$r_{xy} = 0,999709$$

This indicates that the two raters have high inter-rater reliability (0,999)

Those calculations between the first and the second rater depict that both raters have close divergence varying from 0.998 to 0.999. So points out that the first rater's scoring is reliable to be proceeded forward.

The researcher would use the oral ability's scale proposed by Heaton (1991:137). 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. The table of language testing by Heaton is as follows:

Range	Pronunciation	Fluency	Comprehensibility
86-100	Pronunciation only very slightly influenced by mother-tongue. Two or three minor grammatical and lexical errors	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only once or two unnatural pauses	Easy for listener to understand the speaker's intention and general meaning. Very few interruption or classification required.
70-85	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but 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
56-69	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but one or two major errors	Although she/he has made an effort and search for words, there are too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but	Most of speakers say is easy to follow. His intention is always clear but several interruptions are necessary to help

	causing confusion	succeeds in conveying the general meaning. For range of expression	him to convey the message or to see the clarification.
40-55	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited	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
0-39	Pronunciation is influenced by mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times. Limited range of expression	Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.

In testing speaking skills, emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences. Since speaking test is objective test, the students' speaking skill would be scored by two raters; the researcher herself and the collaborator. During the speaking test, the teacher would record the students' voice.

## 2. Observation Sheet

Observation would be conducted in every cycle during the teaching learning process. When teaching and learning process was occurring, the researcher observes the process happen in the classroom. The researcher used structured observation to know the students' activities and also shared questionnaire to know

the students' perception due to the process of teaching learning in the classroom. So there were two instruments used to observe the learning process in this research. The researcher also made some necessary notes in the observation sheet concerning the students' activities and students' perception.

**Table 1. Table of Specification of the Observation Sheet for students' Activities**

<b>No</b>	<b>Students' Activities</b>	<b>Objectives</b>
1	Pre Activities ➤ Interested in answering the teacher's question when the teacher begins the class ➤ Responding to the teacher's questions about the topic 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 explanation about the topic being discussed ➤ Following the teacher instruction to work in pairs ➤ Following the teacher's instruction how to play the role ➤ Able to use the expression in the right situation ➤ Improvising a conversation with the characters in the specified place, and build up situation ➤ Actively performing the character they have to perform ➤ Able to perform the dialogue in front of the class	➤ To built clarity about what is going to be learnt ➤ To make the students freer and enable fast learners ➤ To build students' understanding about the stage going to do in the lesson ➤ To develop spontaneity in students though a game-like activity ➤ To develop the student's cooperative learning ➤ To build the students' self confidence and ability in speaking
3	Post Activity ➤ Understanding and responding the teacher's evaluation.	➤ To build up clarity about what the students have learned

### **3.7 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 that data had been collected from every cycle. If the data from the first cycle had been collected, the researcher and the observer analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths of the first treatment. Therefore, the teacher and the researcher knew what should be improved for the next cycle.

#### **3.7.1 Learning Product**

There were some steps that would be used to obtain and analyze the data from the test:

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

After recording the students' voices, the researcher would transcribe the record into written form. This record was used to give scores to the students, and two rates 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 1<sup>st</sup> rater and 2<sup>nd</sup> rater

$$X1 = \frac{P+F+C}{3}$$

Note:

X1 = Score from 1<sup>st</sup> rater

X2 = Score from 2<sup>nd</sup> rater

P = Pronunciation F = Fluency

C = Comprehensibility

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

2) Calculating the total score

$$X = \frac{x1+x2}{2}$$

Note:

X1 = Score from 1<sup>st</sup> rater

X2 = Score from 2<sup>nd</sup> rater

X = Total Score

### d. Listing the students' scores in the table of frequency

This was done to know the students whose scores are 70 or more.

### e. Calculating the percentage of students who got 70 or more

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

Note: %S = Percentage of students who got 70 or more

S = Number of students who got 70 or more

N = Number students in the class



### 3.7.2 Learning Process

To get the data from the learning process, the researcher used observation sheet.

The result of the observation sheet was analyzed after every cycle conduct.

Since the observation was done for observing the students, activities the researcher analyzed the result of the observation separately.

#### a. Students' Learning Activities

After gathering the data from observing the students' learning activities, the researcher counted the number of activity done by the students in the step that was be going to be done in this activity.

##### a. Calculating the percentage of the students' activities

For calculating the percentage of the students' activities, the researcher would use the following formula:

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

Notes:  $\sum$ : 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 has been analyzed.

#### b. Students' learning Perception

In analyzing the data from questionnaire of the students' learning perception, the researcher would make the description for the data that had been analyzed. It is similar as the students' activities analyses, to analyze the

students' perception, the researcher made description from the collected data which could enrich and support the result of the data analysis.

### **3.8 Schedule of the Research**

The First Cycle would be done in one meeting. The meeting would hold on Friday, March 22<sup>nd</sup>, 2014; in this meeting the researcher would take speaking class. The meeting would be followed by 40 students. The processes in this step covered pre activities, while activities, and post activities.