

CHAPTER III

RESEARCH METHODS

3.1 Setting of The Research

In this research, the writer used a classroom action research. This research was done at the eighth grade students of class VIII A SMPN 1 Negerikaton Pesawaran. It was done based on the problem faced by the students and the teacher when they were in class. The writer then examined the cause of the problem and found the solution for that problem. The subject of this classroom action research was the students of the eighth grade of SMPN 1 Negerikaton Pesawaran class VIII A which consist of 36 students. The students of this class were not so active when they were learning English before this CAR was conducted. The students were only good at multiple choice test but they were not good at using language for both oral and written communication. According to the writer's pre-observation toward those students, the writer concluded that most of the students had low speaking achievement.

In this classroom action research, the writer acted as the observer, meanwhile the English teacher of SMPN 1 Negerikaton Pesawaran taught his own students by using *supply the word technique*. The writer made the lesson plan and told the teacher what he would perform in the class based on the lesson plan. So, during

the research, the writer observed everything occurred in the classroom when they were learning by using *supply the word technique*.

While the teacher was applying *supply the word technique* in the classroom, the writer observed the teaching learning process and made some necessary points from that process. In that process, the teacher also made some notes about student' activities and teacher' performment After that, the teacher and the writer analyzed the result of the observation, and also the speaking test. The teacher and the writer 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 eradicating the weakness in the previous cycle.

3.2 Research Procedures

In this classroom action research, the writer implemented two cycles because the result of the analysis and reflection in the cycle two the indicators of the research did it fulfill in this cycle. The main steps of each cycle were as follows :

3.2.1 Planning

Based on the problem of the research, the writer prepared the lesson plan and selected the material from the textbook. The material was short transactional teks, which was taken from the students' text book. Additionally, the writer prepared observation sheet, and also the speaking test for the students

3.2.2 Action

In this step, the teacher implemented the material by using *supply the word technique* while he was teaching speaking. The teacher taught the material about how to respond certainty and uncertainty. In teaching, the teacher involved the students' participation, so that the students would become more active in teaching learning process. It was in order to make the students familiar with what they would do. Next, the teacher let the students to practice doing it in-pairs. The writer observed the situation in the class and made some necessary notes.

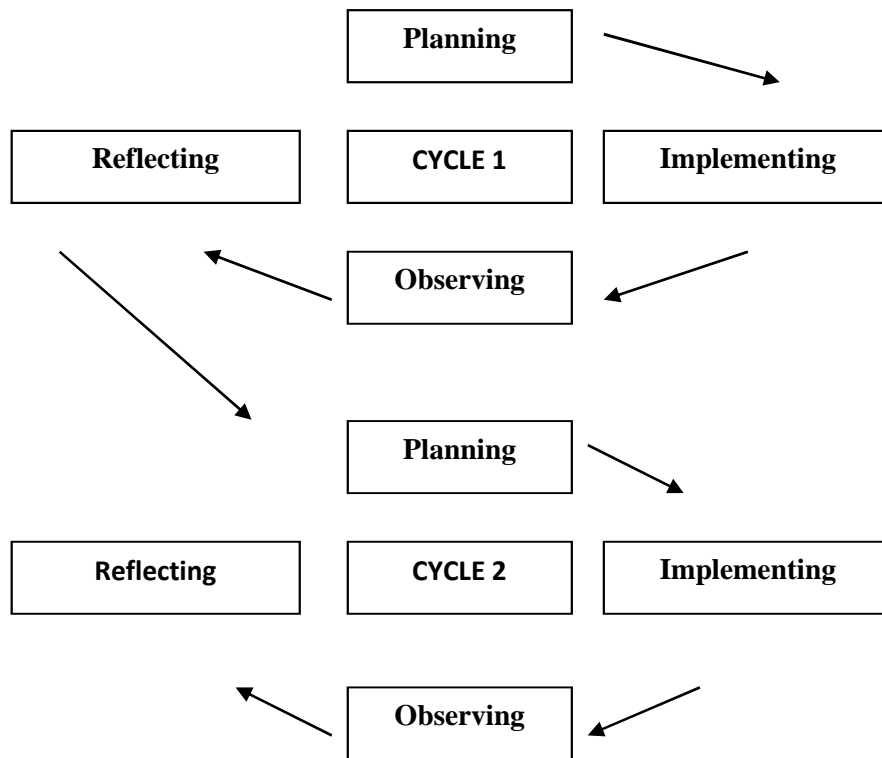
3.2.3 Observation and Interpretation

The writer observed the activities happened in the classroom in every cycle and wrote the result of the observation in the observation sheets. The writer also interpreted the result of the observation (see appendix 3.2 and 3.3) This step was started when teaching learning process was occurring.

3.2.4 Analysis and Reflection

In this step, the writer and the teacher analysed the result of the speaking test of the students as the learning product. The writer also analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the improvement after the teacher implemented *supply the word technique*, in the classroom. In analyzing, the writer together with the teacher did reflection to discover the weakness and strenght of the implementation of *supply the word technique*, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the writer and the teacher know what should be improved for the next cycle. If the indicators of the research haven't been fulfilled in the first cycle, the writer together with the

teacher would plan the next step to make betterment in the second cycle. On the other hand, if the indicators were already achieved the writer and the teacher did not need to hold the next cycle.



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

3.3 Determining Indicators of The Research

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

3.3.1 Learning product

The target of the learning product determined by the writer and the teacher was 60 or more. It was done because 60 was the standard score or KKM (Kriteria Ketuntasan Minimum) stated by the school for English subject. So, if at least 80% of students' score could reach 60 or more for speaking test, it meant that *supply the word technique* could improve the students' speaking achievement.

3.3.2 Learning process

In learning process, there were two aspects which became the focus of this research, that were the students' activities and the teacher's performance.

1. Students' Activity

The target determined by the writer concerned the students' activities was 80%. So, if 80% of students were actively involved in teaching and learning activities when *supply the word technique* was being implemented, it meant that *supply the word technique* could make the students active in teaching and learning activities. The writer decided to set 80% as the target of the indicator. The writer also did a discussion with the English teacher of that class.

2. Teacher's Performance

Besides observing the students' activities, the writer 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 *supply the word technique*. So, if the teacher could reach that target, it meant that the teacher's teaching performance had been fulfilled of the indicator. For the teaching performance, there were some aspects scored, that was, the teacher's activities in pre-activity, while-activity, and post-activity.

3.4 Instruments of the Research

To gain the data, the writer applied three kinds of instruments. The instruments were the speaking test, observation of students' activity and observation of teacher's performance.

1. Speaking Test

The writer conducted speaking test, which lasted 70 minutes. In conducting the tests the writer provided a short transactional text. Each pair has to make a dialogue based on the topic. The test was done orally and direct, the teacher called the pairs one by one in front of the class to perform their dialogue. The writer asked the students to speak clearly since the students' voice was being recorded during the test. The material for test was taken from their handbook. The form of the test was subjective test there was no exact answer. The teacher gave the score of the students speaking ability based on the oral rating sheet provided. The teacher assessed the students concerned on five aspects namely pronunciation, vocabulary, fluency, comprehension, and grammar. In the test the writer used inter rater.

In evaluating the students' speaking scores, the writer and another rater, which was the class teacher, listened to the students' record and used the oral English. The writer recorded the students' utterances.

Scoring System

Rating sheet modified from Haris (1974:84). Based on the oral rating sheet, there were five aspects to be tested namely, pronunciation, vocabulary, fluency, comprehension and, grammar. Here were the rating scales.

Table 3.1 Table of Speaking Score

Aspect of Speaking	Score Maximal
1. Pronunciation	20
2. Vocabulary	20
3. Fluency	20
4. Comprehension	20
5. Grammar	20
Total	100

1. Observation Sheet of Students' Activity

In order to see whether there was improve of students' activity, the writer used observation sheet, when teaching and learning process occurred, the writer observed the process happened in classroom. The writer used the following table :

Table 3.2 Table of the Observation Sheet for Students' Activities

NO	Students' Activity	Students' Code				
		1	2	3	4	5
		AG	AA	AS	AK	BA
1.	Pre Activities - Responding to the topic enthusiastically					
2.	While Activities - Paying attention to the teacher's explanation - Responding to the teacher's questions - Following the teacher's instruction					
3.	Post Activities - Able to respond the teacher's questions and answer the task (vocabulary test)					
Percentage of students' activities						

Source : Dep. Pendidikan Nasional, 2006

3. Observation Sheet of Teacher's Performance

In order to see whether there was improved of teacher's performance, the writer used observation sheet, when teaching and learning process occurred, the writer observed the process happened in classroom. The writer used the following table :

Table 3.3 Table of the Observation Sheet for Teacher's Performance

Teaching Material :

Date :

NO	Teacher's Performance	Score (by giving a tick)			
		1	2	3	4
1.	Pre Activities <ul style="list-style-type: none"> - Doing an apperception. - Informing the competence that will be achieved to the students. 				
2.	While Activities <p>A. The Mastery of Learning Material</p> <ul style="list-style-type: none"> - Correlating the material with other relevant knowledge. - Correlating material with the real life. - Using logical structure. - Using language components. 				
	<p>B. The Learning Strategy</p> <ul style="list-style-type: none"> - Doing a teaching and learning process which in suitable with the competence. - Doing a coordinated teaching learning process. - Doing a teaching learning proces which can build the students' imagination. - Doing a teaching and learning process which in suitable whit the time allocation. - Emphasizing on using English in the teaching and learning process. - Emphasizing on teaching the language skills integratedly. 				

	<p>C. The Use of Learning Media</p> <ul style="list-style-type: none"> - Showing the skill in using the learning media. - Producing an interesting message from the media. - Involving the students in making and using the media. 				
	<p>D. The students' Involvement</p> <ul style="list-style-type: none"> - Building the active participation of the students in the teaching and learning process. - Giving positive responds to the students' opinion. - Facilitating the interaction between teacher-student and student-student. - Growing the student's enthusiasm in learning. 				
	<p>E. Evaluation</p> <ul style="list-style-type: none"> - Monitoring the students' improvement after the teacher explains the lesson. - Doing a final evaluation which is relevant to the competence. 				
3.	<p>Post Activities</p> <ul style="list-style-type: none"> - Doing a reflection/making summary of the lesson by involving the students' participation. - Doing a follow-up by giving derection or tasks as a remedy. 				
Total Score					
Description of score					

Source : Dep. Pendidikan Nasional, 2006

Note :

- 1 = Poor
- 2 = Enough
- 3 = Good
- 4 = Very Good

Description of Score :

- 1. 40 – 59 = Poor
- 2. 60 – 69 = Enough
- 3. 70 – 79 = Good
- 4. 80 – 100 = Very Good

3.5 Data Analysis

In analyzing the data, the writer classified the data into two categories that was, the data of the learning process and the learning product. The data analysis was done during and after the data had been collected from every cycle (1st, 2nd, ...). The data from the first cycle had been collected, then the writer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the writer knew the weakness and strengths from the first cycle. Besides, both writer and teacher knew what should be improved for the next cycle.

3.5.1 Learning Product

To know the learning product, the writer used speaking test to collect the data.

There were some steps used to analyze the data got from the test :

1. Giving the speaking scores to the students

After giving the test, the writer checked the result of students' test to give the score. Besides that, the writer analyzed the result to know the errors mostly made by the students. This was very useful for betterment in the next cycle.

2. Calculating the number and the percentage of the students who get > 60,

the following formula was used:

$$\frac{\text{Number of students who get } > 60}{\text{Total Number of students}} \times 100\% \dots\dots\dots (3.1)$$

3.5.2 Learning Process

To get the data from the learning process, the writer used observation sheets. The result of the observation sheet was analyzed after every cycle was conducted. Since the observation was done for observing the students' activities and also the teacher's performance, the writer analyzed the result of the observation separately

1. Students Learning Activities

In analyzing the data got from observing the students' learning activities, the following steps were done :

a. Counting the number of activities done by the students

b. Calculating the percentage of the students' activities

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

$$\% A = \frac{A}{n} \times 100\% \dots\dots\dots (3.2)$$

Note:

$\% A$: percentage of students' activities

A : number of students' activities observed

n : number of students in the class

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

2. Teacher's Teaching Performance

Meanwhile, in analyzing the data got from observing the teacher's performance, the writer did the following steps :

a. Counting the Total Score

In this step, the writer counted the sum of scores from all aspects. The aspects that were scored cover the teacher's activities in pre-activity, while-activity, and post-activity.

b. Making a Description from the Data that have been Analyzed

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