

### **III. RESEARCH METHOD**

#### **3.1 Research Design**

This research was intended to find out the result of applying self-directed dialogue technique as media to increase on the problem faced by the students when they were in speaking class. Researcher found that students in second grade of SMP Kartikatama Metro had difficulties in speaking class. This problem was found when researcher gave students oral test of speaking.

The subject of the research was students in second grade of SMP Kartikatama Metro. There were six classes for the second grade in this school. The researcher used one class from those class, which is class VIII A, which consists of 30 students. The reason why the researcher chooses class VIII A for her subject because this class got the lowest score for speaking test than others classes. Based on the researcher's observation, researcher found that students have low ability in speaking, especially in grammar, fluency, vocabulary and pronunciation. It can be seen from the result of oral test, when teacher ask students to describe someone's personality, many of them made error grammatical in speaking.

There were only about 20 % of students who have passed the passing grade of the test.

In this Classroom Action Research, the researcher act as the observer who was accompanied by a partner as a teacher. The researcher made a lesson plan which applies self-directed dialogue as the media of teaching speaking. The aspects of speaking that focused on this research were grammar, pronunciation, vocabulary and pronunciation aspect.

### **3.2 General Description of the Research**

Classroom Action Research was characterized by problems in class and actions done to solve problems. Based on the problem identified by the researcher, she found that she needs to examine the problem causes and try to find the problem solution.

#### **3.2.1 Identification of the Problem**

Based on pre-research that had been conducted by researcher, she found that most students in second grade of SMP Kartikatama Metro have difficulty in speaking, especially in grammar, vocabulary, fluency and pronunciation. Researcher gave students test of speaking, by asking them to describe someone's personality. The result of the test had been analyzed by using Harris Rating Scale. Researcher classified student's score based on student's ability in speaking. Researcher found

that most of the students are unable to gain the passing grade of Harris rating scale. The passing grade used here is 60 (twenty).

Another finding from the pre-research activity was researcher found that the way teacher delivered the material was 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 conclude that students' problem in pronunciation may be because inability of teacher to attract students to study this subject. It can be because inappropriate technique and media which were applied in this class.

### **3.2.2 Problem Solution**

Problem solution that was conducted by the researcher was by teaching speaking through self directed dialogue. The teacher taught the students based on the lesson plan. Then, the researcher noted the important thing related to the teaching learning process. The researcher also 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 interested in this technique.

### **3.3 Research Procedures**

Classroom action Research consists of one or two cycles. Every cycle has four stages: planning an action, implementation of action, observing, and analysis and reflection (Arikunto, 2006:16).

The procedures involve in this study were: planning the action, implementing the action, observing, and analysis and reflection.

#### **1. Planning the Action**

As stated previously, this study was conducted in two cycles: the planning stage is explained by separating the two cycles.

In cycle 1, the researcher did three things, they were: determining audience/purpose-related pronunciation ability, designing lesson plan, and making indicator of success.

Determining audience/purpose related to speaking, the researcher gave the action in the form of a speaking test. In this cycle, the researcher asked all students to speak, which the material was provided by the researcher. The result of the sounds production was recorded and the researcher analyzed it.

Designing lesson plan, the researcher used the school syllabus as the basis of the lesson plan. The lesson plan was aimed to teach speaking skill. It contained the

standard competence and the basic competence to achieve. It also contained the procedure of presenting the lesson, activities, and assignments in each meeting. The material will about describing someone personality. The researcher prepared observation sheet. It was aimed to analyze the process of teaching learning.

The researcher made the indicator of success which its aim was to assess the students' ability in speaking correctly. The indicator of success was made to determine whether the actions throughout the first cycle had been successful or not.

## **2. Implementing the Action**

The second step of Classroom Action Research was implementing the action.

Researcher gave certain treatment. The learning process must be run naturally. In this step, the teacher taught the students based on the lesson plan that has been made. Prop (text) was being chosen to teach speaking to the students. Vocabulary and grammar were also become the focus of the teaching learning process. In teaching, the teacher involved the students' participation, so that the students got accustomed to the way to identifying the text. It also was done in order to make the students familiar with the new words. Teacher also read the text in front of the students with correct pronunciation. And then, teacher treated students make dialogue by using the text. Next, the teacher let the students to practice their speaking. In doing the speaking test, the teacher used a tape recorder to record the students' voice. Meanwhile the observer observed the situation in the class and made some necessary notes.

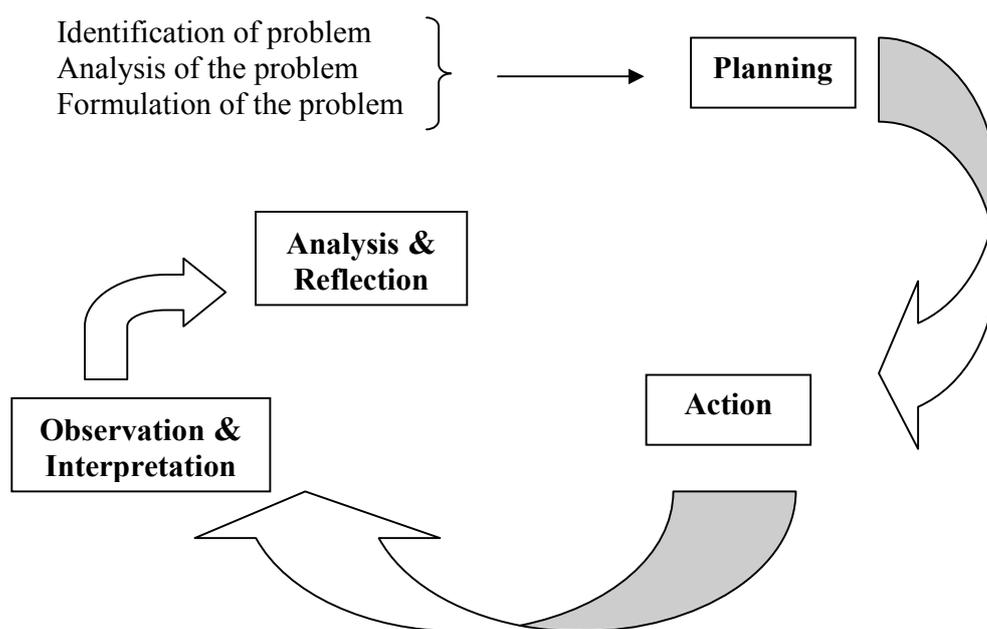
### **3. Observing the Action**

The researcher was helped by her partner as a teacher. While the teacher was implementing the technique, the researcher was monitoring the learning process and the student's activity. The observer also observed the teacher's performance in teaching speaking through self directed dialogue technique. The important thing was noted. In addition, the test was given also to the students in order to get the data accurately.

### **4. Reflection**

In this step, the researcher and the teacher 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. It was done to find out the improvement after the teacher treats the students by using the self directed dialogue as media to teach speaking, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the teacher knew what should be improved for the next cycle. If the indicators of the research hadn't been fulfilled in the first cycle, the researcher together with the teacher planned the next step to make betterment in the next cycle. On the other hand, if the indicators are already achieved the researcher and the teacher did not need to hold the next cycle.

After analyzing the learning process and learning product, the researcher together with the teacher did reflection to discover the weaknesses and strength of implementing Self Directed Dialogue technique and to find out the problems faced by both teacher and students during teaching learning process. By doing so, the researcher and the teacher knew what should be improved for the next cycle. Since the indicators could not be fulfilled in the second cycle, third cycle was held to make betterment. Those steps in action research form a cycle. And the cycle is followed by other cycles like spiral.



The Cycle of Classroom Action Research (Suyanto in Wiliyanti, 2007:33)

### **3.4 Indicator of the Research**

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

#### **1. Learning Process**

In learning process, the student's activities become the focus of this research. The target of the learning process is 80 % of the students actively involved in the learning during the implementation of the teaching speaking through self directed dialogue technique. It was based on the result of discussion with another English teacher as researcher's partner in conducting this research. The target of the learning product determined by the researcher and the teacher is 15 (for each aspect by using the scale of Harris for speaking) or more. Scale of 15 will multiple 4(because there are four aspects that will tested) so it will be same with 60. It is done because 60 is the standard score of KKM (Kriteria Ketuntasan Murid) stated by the school for English subject. So, if at least 80 % of students' scores can reach 60 or more for the speaking test., it means that the self directed dialogue technique can improve the students' speaking ability.

#### **2. Learning Product**

In learning product, the student's activities also became the focus of this research.

The target determined by the researcher concerning the students' activities is 80 %. So, if 80 % of students are actively involved in teaching and learning activities when self directed dialogue is being implemented, it means that self directed dialogue as media to teach speaking can make the students active in teaching learning activities. 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. To set the target of the success of this CAR, the researcher also did a discussion with the English teacher of that school.

Learning product was focused on the production of sound/students' speaking for certain aspect that students mostly have difficulty in speaking. Here, the teacher recorded the students when they were speaking a dialogue, in pair.

There were some aspects that will be observed in the scoring system, promoted by Harris (1974:81). The aspects were as follow:

### **Pronunciation**

- 25 Has few traces of foreign accent.
- 20 Always intelligible though one is conscious of s definite accent.
- 15 Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.

- 10 Very hard to understand because of pronunciation problem must frequently be asked to repeat.
- 5 Pronunciation problems too severe as to make speech virtually unintelligible.

### **Grammar**

- 25 Make few (if any) noticeable errors of grammar or word order.
- 20 Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
- 15 Make frequent errors of grammar and word order, which obscure meaning.
- 10 Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns.
- 5 Errors in grammar and word order too severe as to make speech virtually unintelligible.

### **Fluency**

- 25 Speech is fluent and effortless as that of native speaker problems.
- 20 Speed of speech seems to be slightly affected by language problems.
- 15 Speed and fluency are rather strongly affected by language problems.
- 10 Usually hesitant, often forced into silence by language problems.

- 5 Speech is as halting and fragmentary as to make conversation virtually impossible.

### **Vocabulary**

- 25 Use of vocabulary and idiom is virtually that of native speaker
- 20 Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
- 15 Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
- 10 Misuses of words and very limited vocabulary make comprehension quite difficult
- 5 Vocabulary limitation to extreme as to make virtually impossible

The researcher would evaluate the aspects of speaking ability based on the table below. The lowest score was 5 and the highest score was 25. The total of the score was multiple 4.

**Table of Rating Sheet Score**

Student's name	Pronunciation (5-25)	Fluency (5-25)	Grammar (5-25)	Vocabulary (5-25)	Total (5-25)
1.					
2.					
.....					

The score of speaking ability based in four elements can be shown in percentage as follows:

Pronunciation.....	25 %
Grammar.....	25 %
Fluency.....	25 %
Vocabulary.....	25 %
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<b>Total percentage</b>	<b>100 %</b>

For example :

	Grammar	Fluency	Pronun	Voc	Total
Scorer 1	20	15	10	20	65
Scorer 2	15	20	20	25	80
					145 : 2=72,5

So, the student's score is 72,5

The score of a student was taken by the two teachers, they were researcher and observer, and the score was totaled and divided by the number of the teacher to get the final score. The calculation as follows :

$$\text{Final score} : \frac{\text{Score teacher 1} + \text{Score teacher 2}}{\text{Number of teacher}}$$

The standard of the score will be at level 15 (for each aspect) Harris's rating scale. It refers to the ability of students in producing English speaking, in better way, hearable, understandable although with some different native speaker's speaking.

### **3.5 Instrument of the Research**

To collect the data, the researcher needed three kinds of instrument; 1) observation sheets, 2 ) speaking test and 3) questionnaire. Each kind of instrument was explained as follows:

#### **1. Observation sheet**

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process occurred, the researcher helped by her partner to observe the process happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom. So there were two kinds an observation sheets that was filled out by the observer, that were, the observation sheet for the students' activities and for teacher's performance. Besides, the researcher will also make some necessary notes in the observation sheet concerning the students' activities.

## **2. Speaking Test**

The test was conducted by asking students to speak about one topic (describing someone) and it was recorded, and the two observers (researcher and observer) analyzed the result based on Harris rating scale. The test was administered at the end of every cycle in the learning process. The speaking test was done in front of the class, the students with his pair was called in turn, while they were practicing their dialogue, the observer recorded it and after that analyzed their speaking based on rating Harris scale.

## **3. Questionnaire**

After the researcher applied the technique, the researcher distributed the questionnaire to the students. It was done in order to find out the student's perception about the self directed dialogue technique. The researcher wanted to know whether the students feel interested in self directed dialogue technique or not, and the researcher also wanted to know whether the students felt their ability in speaking increased or not after they used the self directed dialogue technique in their speaking class.

### 3.6 Data Analysis

In analyzing the data, the researcher classified the data into two categories; they were 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 ( 1<sup>st</sup>, 2<sup>nd</sup>, ....) If the data from the first cycle had been collected, the researcher as an observer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths from the first cycle. Besides, both teacher and observer knew what should be improved for the next cycle.

#### 1. Learning Product

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

There were some aspects that will be used to analyze the data from the test.

- a. Giving the speaking test to the students, by using speaking about one topic.
- b. Giving the scores of the result of the test
- c. Calculating the number and the percentage of the students who get score that is 15 (for each aspect) or more.

To know the percentage of the students who get  $\geq 15$ , the following formula is being used:

$$\frac{\text{Number of students who get } \geq 15}{\text{Total number of students}} \times 100 \%$$

## 2. Learning Process

To get the data form the learning process, the researcher used observation sheets. The result of observation sheets were analyzed after every cycle had been conducted.

### 2.1 Students' Learning Activities

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

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

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

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

$\% A$  : percentage of students' activities  
 $A$  : number of students' activities observed  
 $N$  : number of students in the class

#### 2.1.2 Making description for the data that have been analyzed.

## 2.2 Teacher's Teaching Performance

Meanwhile, in analyzing the data from observation of the teacher's performance, the researcher made the description for the data that had 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 could enrich and support the result of the analysis.