

### **III. RESEACH METHODS**

#### **A Setting**

This is a classroom action research. This research was done at first year of SMA Negeri 8. Most of students at the first grade of SMAN 8 Bandar Lampung have very low ability in speaking. It was known by the pre observation that researcher did and also from the English teacher's information. The researcher observed the problem and tried to find the solution for that problem. One of the causes of the problem is the inappropriateness of teaching technique by the teacher and the solution is the implementation of role-play to teach speaking.

#### **B. Subject**

There were six classes of first grade in SMA Negeri 8 Bandar Lampung. The subject of this classroom action research was the students of Class X.2 Bandar Lampung consisted of 32 students. From the pre observation and the teacher's explanation this class was chosen because most of the students in that class have the lowest ability in speaking comparing with other classes. Based on the pre observation, the researcher found some problems during teaching learning process related to the students' low speaking ability. The students were not involved actively in learning process. Besides, they were not able to

pronounce the English sounds clearly enough, put words together in correct word order, used vocabulary appropriately and used the language fluently.

In doing the research, the researcher made lesson plan and told the teacher what must be performed in the class based on the lesson plan. During the research, the researcher observed everything happened in the classroom when they were learning speaking. The focus of the observation was not only the students' speaking ability but also the students' activities and teacher's performance.

### **C. Research Procedure**

This classroom action research was conducted based on the problem faced both by students and teacher. During the teaching and learning process, the teacher held a speaking test by asking students to practice in a conversation based on the situation and topic provided. This test was scored by both teacher and the researcher. In doing the research, the researcher did it in collaboration with the English teacher to improve the students' speaking ability through role play.

While the English teacher was applying role play technique in the classroom, the researcher observed the students' activities and also the teacher's teaching performance (see appendix 5 and appendix 7). In addition, the teacher also observed the weaknesses of the first cycle in order to make improvement on the next cycle.

In this classroom action research, the researcher implemented two cycles. Since the indicators of this research has been achieved in second cycle, so third cycle was not needed. The first cycle was based on the problems faced by the students and teacher. Then second cycle was done based on the result of the analysis and reflection of the first cycle. Based on the first analysis and reflection in first cycle, it was decided to conduct second cycle, and the next cycle would be focused on the weaknesses in cycle one.

The main steps of the cycle are as follows:

1. Planning

Based on the problem faced of the research, the writer prepared the lesson plan and selected material from the textbook. The students were asked to study and they practiced in a small group consists of three or four students. The teacher also prepared the speaking test for the students and also prepared two kinds of observation sheets, students' observation and teacher's teaching observation.

2. Action

Action is part of the cycle where a teacher does the treatment. The researcher implemented the material by using role play as the technique of teaching English speaking. The researcher taught the material based on the lesson plan throughout the teaching learning process. It was about making, accepting and refusing invitation and demonstrated the dialogue. In teaching, the teacher gave the example or demonstrates about what the students must do for the speaking test. Then, the teacher asked the students practice doing it in small group consist of three or four students. In doing

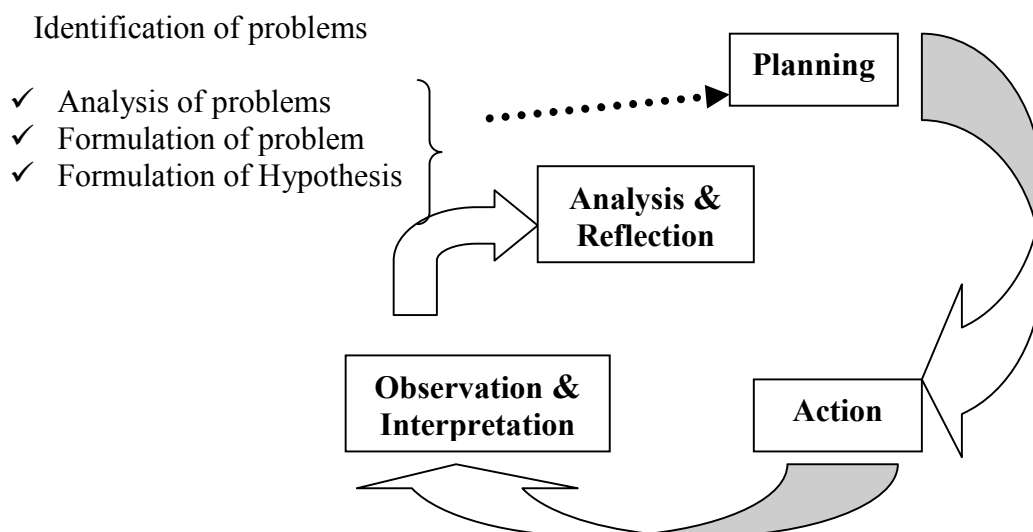
the speaking test, the teacher used tape recorder to record students' voice. And the score was done after the teaching learning process was over. Both teacher and a rater listened to the record of the students' voices and then determined the score of the students based on the oral ability scale. During the teaching learning process, the students' activities were observed. Observation was done by the researcher during teaching and learning process. The researcher observed the students' activities and also the teacher's teaching performance. Then, the result of the observation was filled out in the observation sheets. Besides observing, the researcher also interpreted the result of the observation. This step started while teaching learning process occurred.

### 3. Observation and Interpretation

Reflection means that the researcher analyzed and reflected the teaching learning process based on the observation result, students' activities, and teacher's teaching performance. And the speaking test held was to find out the improvement of students' achievement in speaking. In this step, the researcher and the teacher analyzed and interpreted the result of the speaking test of the students as the learning product. The researcher also analyzed and interpreted the students' activities, teacher's performance and also everything occurred in the teaching and learning process. It was done to find out the improvement after the researcher had implemented the role play technique in the classroom.

#### 4. Analysis and Reflection

After analyzing the data, the researcher together with the teacher did reflection to discover the weaknesses and the strengths after implementing role play technique and also to know the problems faced during teaching learning process. By doing so the researcher knew what should be improved on the next cycle. Since the indicators of the research could not be fulfilled in the first cycle, the researcher together with the teacher decided to hold the second cycle to make improvement.



The cycle of Classroom Action Research (Suyanto: 2003)

#### D. Indicators

To find out the success of this action research, the researcher determined the indicators dealing with the learning process and the learning product.

#### a. Learning process

While the teaching learning process occurs, the researcher observed the teacher's teaching performance and the students' learning activities based on the observation sheet (see appendix 5 and appendix 7). The indicator considered successful if 75% students or more participate during the teaching learning process. If 75 % of students are interested and actively involved in teaching learning process, it means that role play improves students' participation in teaching learning process. The researcher decides to set 75% as the target since according to Arikunto in Thaib ( 2004:7), if more than 75% of students are actively involved in the teaching learning activities, it can be said as a good level. Besides, to set the target the researcher also did a discussion with the English teacher of that school.

Besides observing students' activities, the researcher also observed the teacher's teaching performance during teaching and learning process. It is expected that the teacher can get score 70 in his teaching performance after implementing role play. So, if the teacher can reach the target, it means that the teacher's teaching performance is good. And the aspects scored cover the teacher's activity in pre-activity, while – activity, and post- activity (appendix 7).

#### b. Learning product

According to the teacher, the standard indicator of school (standard score/ KKM) of successful learning process is 65. So, if at least 80% students' score

can reach 65 or more for the speaking test, it means that Role-Play technique improves the students' speaking ability.

### **E. Instruments of the Research**

The researcher used three instruments to gain data. The instruments were the speaking test, observation sheets (students' learning activities and teacher's teaching performance).

#### **a. Speaking Test**

Speaking test was done as the product of the teaching learning process. The test was about practicing oral communication by using some expressions used in a short conversation in English, such as, making, accepting, and refusing an invitation. The result of this test was considered as the data of the improvement of the students' speaking ability.

The researcher used the oral ability scale proposed by Heaton (1991) as the scoring standard for the students' speaking ability. The table of oral ability scale proposed by Heaton (1991) can be seen in appendix 1.

Based on the sheet, there were three aspects to be tested: pronunciation, fluency and comprehensibility. The aspect of grammar was not included in order to encourage the students to speak up, free of the burden of making grammatical mistakes as long it doesn't hinder any communication. In testing speaking skills, emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences. During the speaking test the teacher recorded the students' voice in the tape recorder (see appendix 14 and 15).

#### b. Observation

Observation was conducted during the teaching learning process. The researcher observed the process happen in the classroom related to English speaking. There are two kinds of observation sheet that were filled out by the researcher. Those were the observation sheet for the students' activities and for teacher's performance. The aspects of the students' activities that were observed cover their activities in teaching learning process. (See Appendix 5). The aspects of the teacher's performance cover the teacher's activities in the teaching learning process in pre-activity, while-activity, and post- activity. ( See Appendix 7 )

### **F. Data Analysis**

Data analysis is the process of organizing the data in order to gain regularity of the pattern of the research. Data analysis is done to create understanding of the data after following certain procedure final result of the students can be presented by the researcher to the readers (Setiyadi, 2001).

In this research, the researcher classified the data into two categories that are the data of the learning process and the learning product. The data of the learning product is the result of the speaking test (appendix 2) and the data of the learning process (appendix 4) is the result of the observation in the teaching learning process. To make the data reliable, the researcher used inter-rater reliability that means there were two persons that were the teacher and



the researcher, who scored the speaking test. Total score was calculated from the scores of 1st rater added to the scores of 2<sup>nd</sup> rater and the score was divided to two. The data analysis was done after the data were collected from the result of the observation in first cycle and second cycle. After getting the data, the researcher together with the teacher analyzed the data and did reflection based on the result of the observation. From the analysis and reflection, the researcher knew the weaknesses and strengths from the first cycle. Besides, both researcher and teacher knew what should be improved on the next cycle.

The data analysis that was done for the learning product and the learning process is as follows:

### **1. Learning product**

To know the improvement on the learning product, the researcher used a speaking test to collect the data. There are several steps used to analyze the data got from the test:

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

The teacher recorded the students' voices, and then the researcher transcribed the record into the written form. This record was used to give scores to the students, and two raters are able to check back and make an assessment at leisure from the record.

b. Scoring the students' speaking ability

Based on the transcription, the researcher and the teacher decided the scores for the students' speaking test. The researcher used the oral ability scale proposed by Heaton (1991). (See appendix 1). In scoring the students' speaking ability, the researcher and the teacher scored per component of speaking. It was 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:

- Calculating the scores from 1<sup>st</sup> and 2<sup>nd</sup> rater

$$X_1 = \frac{P+F+C}{3}$$

$$X_2 = \frac{P+F+C}{3}$$

Note:

X : Total score

X<sub>1</sub> : Scores from 1<sup>st</sup> rater

X<sub>2</sub> : Scores from 2<sup>nd</sup> rater

P : Pronunciation

F : Fluency

C : Comprehensibility

- Calculating the total score

$$X = \frac{X_1 + X_2}{2}$$

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

This was done to know the frequency to the students whose scores are 65 or more.

e. Calculating the percentage of students who got 65 or more

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

Note :

%S : percentage of students who got 65 or more

S : number of students who got 65 or more

n : number of students in the class

## 2. Learning process

In getting the data from the learning process, the researcher used observation sheets. The observation that was done is to observe the students' activities and also teacher's performance (appendix 5 and 7). The researcher analyzed the result of the observation separately. And the result of the observation sheets were analyzed after every cycle was conducted.

In analyzing the data got from observing the students' activities, the steps were as follows :

- a. Counting the number of activities done by the students
- b. Calculating the percentage of the students' activities, the following formula is used :

$\%A = \frac{A}{n} \times 100\%$
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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 have been analyzed

And in analyzing the data got from observing the teacher's performance, the researcher did these following steps :

- a. Counting the total score

In this step, the researcher counted the sum of scores from all aspects.

The aspects which 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 analyze the teacher's performance the researcher also made a description from the collected data which can enrich and support the result of the analysis.