III. RESEARCH METHOD

3.1 Setting of the Research

In this research, the researcher used classroom action research method. This research done at the second year of SMKN 3 Bandar Lampung, Tourism Guide Class at the first semester. The research done based on the teacher's information and researcher's pre-observation when the students were at the first year, at second semester which showed that most of the students in that class still got some difficulties in learning English speaking, especially when they try to share their ideas or delivering their speech. Hence, the researcher examined the cause of the problem and then look for the best solution of the problem. The problem caused by the student's difficulty to construct their minds in order to make some spoken languages. It also caused by inappropriate technique of the teacher's teaching performance. The teacher lacked in giving stimulation to the students in which it makes the students could not sharing their ideas to others well. And for the solution of these problems the researcher used chart to solve the problem in order to help the students to construct their minds and make spoken language based on the information given and also to dig the teacher's creativity.

3.2 General Description

Based on the information that the researcher got from the researcher's interview with SMKN 3 Bandar Lampung English teacher, the class that become the subject of the research is the second year of Tourism Guide Class of SMKN 3 Bandar Lampung at the first semester. However, the students who have followed this research until in the second cycle was about 23

students. It occured because the rest of the students were sick and some of them did not come to school without reason at that time.

The students at that class is very attractive but they are not too active when they learning English, especially in learning English speaking because they are just quite good in learning some of grammar and vocabulary.

According to the researcher's pre-observation towards the students in that class, the researcher found two difficulties that faced by the students, firstly, the students still could not share their ideas to others, and they also could not comprehend each other. Secondly, the researcher also saw that the teacher's teaching is not good enough especially when the teacher taught speaking to the students.

In this class action research, the researcher acted as an observer. Meanwhile, the English teacher of SMKN 3 Bandar Lampung will teach her own students by using chart. The researcher also asked another English teacher as the second rater in order to help the writer in scoring the students dealing with the students' speaking ability and also the students' learning activities. In making the lesson plan, the teacher is helped by the researcher in order to make the lesson plan in which suitable with the students' need and the teacher will teach the class based on the lesson plan that has made. The researcher observed everything that occurred during the research, which in this case, the focus of the observation not only on the students' speaking ability, but also on their activities.

3.3 Research Procedures

In this classroom research, the researcher held the research in two cycles because the objectives and the indicators of the research was fulfilled only in two cycles. The first cycle is

based on the problem of the research. So the second cycle depended on the result of the analysis and reflection in the first cycle. The main steps of each cycle are as follow:

1. Planning

   The research done by two of English teachers in that school. Based on the problem of the research, the researcher as an observer helped the teacher to prepare the lesson plan, select the material from the textbook, prepare the speaking test of course by using chart which related to the material from the textbook and also fill out the observation sheet that will observe the students' learning activities.

2. Action

   In this step, the teacher taught the material by using chart in teaching speaking. The teacher taught the lesson based on the textbook. In teaching, the teacher must involve the students' participation, so that the students would get accustomed to use English spoken, especially when they wanted to deliver their words, in this case, describing the chart. Then, the teacher let the students to practice doing the task given, so that each student could comprehend what they and others talk about reflectively. After that, the researcher also helped the teacher to hold the speaking test by asking them to present their task in front of the class per group. In doing the speaking test, the researcher used tape recorder to record the students' voice. Scoring the students' speaking ability done after the teaching learning process over. In doing this, the researcher listened to the record of the students' voices and determine the scores of each students.

3. Observation and interpretation

   Observation done by the researcher during the teaching learning process. The researcher also helped the teachers to observe the students' activities, and then the result of the observation was filled out in the observation sheets. Besides observing, the researcher also helped the teachers to interpret the result of the observation.

4. Analysis and Reflection

In this last step, the researcher helped the teacher to analyze the result of the speaking test of the students as the learning product. The research also helped to analyze the students' activities and everything that was occurred in the teaching learning process. It was done to find out the improvement of the students after the using of chart in the classroom. After analyzing, the researcher helped the teachers to do the reflection based on the result of the observation to discover the weaknesses and strengths from the using of the chart in teaching learning process. By doing so, the researcher and teachers knew what should be improved for the next cycle. Because of the indicators of the research could not be fulfilled in the first cycle, the researcher and teacher decided to hold the second cycle to make the teaching learning is better than in the first cycle.

The form of the classroom action research according to Suyanto in Wiliyanti (2007: 3) is described below:
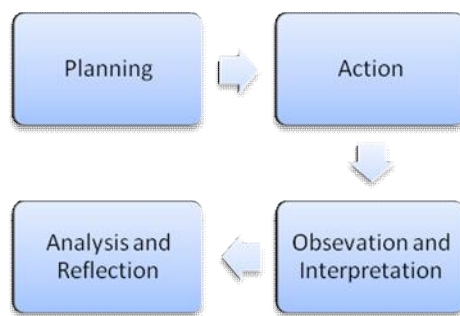
3.4 Gaining Indicators of the Research

In gaining the indicators for this research, the researcher and teachers determined the indicators which deal with the learning product and learning process.

1. Learning product

    According to standard score or Kriteria Ketuntasan Minimum (KKM) which stated by the school for English subject, the target of learning product in this teaching learning process is 70 or more. So, if at least 80% students' score can reach 65 or more for the speaking test, it means that chart can be used to improve the students' speaking ability.

2. Learning process

    In this learning process, the researcher focused on the students' learning activities. The target that was determined by the researcher concerning the students' learning activities is 80 %. Because according to Arikunto in Thaib (2004:7) which states "if more than 75% of students are actively involved in teaching learning process, it can be categorized as a good level". So that, the researcher and teachers decided to set 80% as the target of language that the students should be achieved. By using the chart, the students are expected to fulfil this target better. To set the target of the learning product in this teaching learning process, the researcher discussed it with the teacher.

3.5 Instruments of the Research

To get the data, the researcher applied two kinds of instrument. The instruments are speaking test and observation sheets.

1. Speaking test

    Speaking test was conducted to know how the process of teaching English speaking will be run. In this research, the researcher not only used chart as the media but also as a technique. The test was about how to read or describe the chart orally. The teacher asked the students one by one to describe what the information hidden from the chart in each cycle.

The researcher also used the oral ability scale which proposed by Heaton (1991) as guidance for scoring the students' speaking ability. In scoring the test, the researcher implemented an analytical scoring which covers three terms namely pronunciation, fluency, and comprehensibility. The researcher also scored those three aspects integratedly, because it is impossible to score it separately since those three aspects became a unity in teaching English speaking.

The following table is the oral ability scale proposed by Heaton (1991) that will be used by the researcher to score the students' speaking ability.

Range	Pronunciation	Fluency	Comprehensibility
80-89	Pronunciation only very slightly influenced by mother tongue.	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for other to understand the speakers' intention in general meaning.
70-79	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	Has to make an effort at time to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speakers' intention in general meaning is fairly clear. A few interruptions by other for the sake of clarification are necessary.
60-69	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	Although she or he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speakers' say is easy to be followed. His intention is always are clear but several interruption are necessary to help him to convey the message or to see the clarification.

50-59	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The other can understand a lot of what is said, but they must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
40-49	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while the speaker searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone use to listen the speaker.
30-39	Serious pronunciation errors. No evidence of having mastered any of the language skills and areas practiced in course	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort.	Hardly anything of what is said can be understood. Even when the others make a great effort or interrupt, the speaker is unable to clarify anything that have to say.

2. Observation

The observation conducted in two cycles. The researcher helped the teacher to observe the process of teaching learning for each cycle and describe it as clear as possible. In this observation, the researcher and teachers also used the observation sheet for knowing the students' learning activities. The aspects that observed from students' learning activities covers their activities in pre-activity, while-activity, and post-activity.

3.6 Data Analysis

Ur (1996) notices that one of the characteristics of a succesful speaking activity that learners talk a lot. This suggests that the success of teaching speaking may depend on the number of spoken language that produced by the students.

In analyzing the data, the researcher classified the data into two categories, the data of learning product and the data of learning process. In this research, the data of learning process was contained of observation result and the data of learning product was contained of speaking test result. The researcher and teachers collected those two kinds of data in order to get the valid data. Moreover, Ratcliff (1995) in Setiyadi (2002:28) proposes two steps to maintain the validity and reliability aspect which come to: 1) checking the collecting data as many times as needed, 2) transcripting the data and rechecking them. Meanwhile, to get the reliability data, the researcher will use inter-rater reliability which means that there will be two people to score the speaking test, that is, the two English teachers in that school.

The data analysis done after the data is collected from the each cycle. After getting the data, the researcher helped the teachers to analyze the data and do some reflection based on it. From analysis and reflection, the researcher and teachers found out the weaknesses and the strength from the using of chart in the first cycle. Then the researcher helped the teacher to find out what should be improved in the next cycle.

The data analysis that formulated for the learning product and the learning process are as follow:

1.   Learning product

To know the students' improvement on the learning product, the researcher conducted speaking test to collect the data. There are some steps that will be used to analyze the data from the test:

a. Transcribing the students' voice.

   After recording the voice of the students, the researcher transcribed the record into the written form. This is very useful in order to give scores to the students and also to know the errors mostly made by the students during speaking.

b. Scoring the students' speaking ability.

   Based on the transcription, the researcher and the teachers scored the students' speaking test. The researcher and teachers used the oral ability scare proposed by Heaton (1991). In scoring the students' speaking ability, the researcher and the teachers scored it per component. It done to compare the result from the each cycle.

c. Calculating students' total score.

   There are two steps that should be done in calculating the total score:

   Calculating the scores from 1st rater and 2nd rater

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

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

   Notes:

   X: total score

   X_1: scores from 1st rater

   X_2: scores from 2nd rater

   P: pronunciation

   F: fluency

   C: comprehensibility

Calculating the total score of the students

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

d. Calculating the percentage of students with passing grade ≥ 65.

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

Notes:

%S: percentage of students who get passing grade

S: number of students who get passing grade

n: sum of the students in the class

2. Learning process

To get the data from the learning process, the researcher used the observation sheets which divided the students' learning activities in three activities, such pre-activity, while-activity, and post-activity.

In analyzing the students' learning activities, the following steps may be done:

a. Determining the number of activities that will be done by the students.

b. Calculating the percentage of the students' activities.

For calculating the percentage of the students' activities, the researcher and teachers used the following formula:

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

Notes:

%A: percentage of students' activities

A: number of students' activities observed

n: sum of the students in the class

c. Making description from the data that will be analyzed.