

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents descriptions of the research method in this study. It presents the research design, subject and setting of this study, and procedure of the study.

#### **A. Research Design**

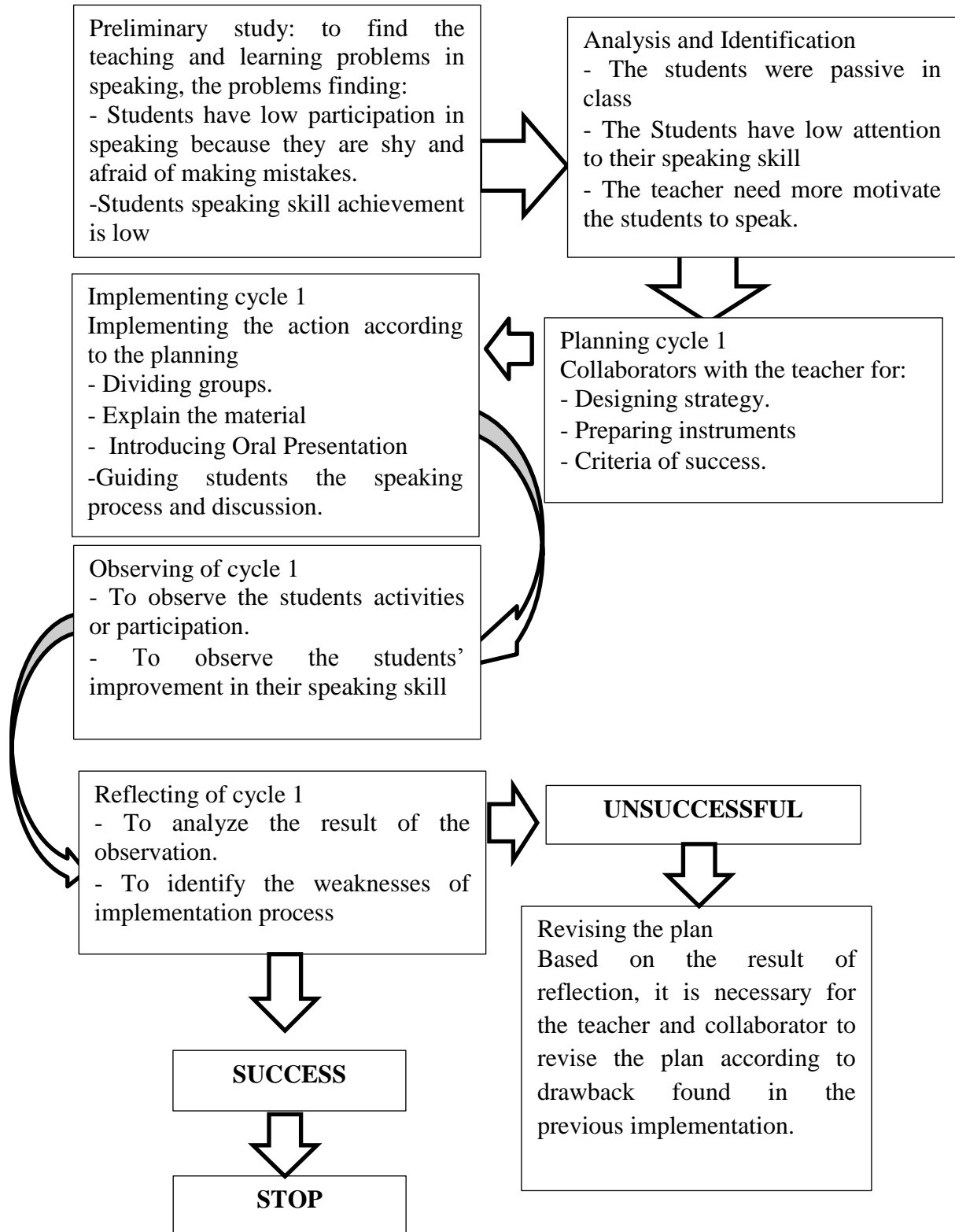
The research design of this study is Classroom Action Research (CAR). According to Cresswell (2011:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Classroom Action Research or CAR is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom (Shofiya et al, 2014:22). Furthermore, in the context of teaching english, CAR is aimed at developing innovative instructional strategy that can help enhance the success in students' learning English (Latief, 2011: 145).

In this study, CAR is conducted to help the students improve their public speaking skill. The technique offered is by using oral presentation. The researcher did collaborative CAR, because the

researcher directly works together with the English teacher of the first grade students at MAN Trenggalek. As a collaborator, the teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

According to Latief (2011: 145) Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. In this study, the researcher used the spiral model as suggested by Kemmis and Taggart (1988:7) in Arikunto . The model consists of four steps; Planning, Implementing/Acting, Observing, and Reflecting.

**Figure 3.1 The Model of Classroom Action Research**



The first step of Classroom Action Research (CAR) is Planning. This cycle involves the teaching preparations designed which are going to be applied. In planning the researcher prepared lesson plan, criteria of success, and also prepared observation sheets for collecting data during teaching-learning process.

The second is Implementing/Acting. In this step, the researcher implemented the prepared planning before. In this study, this step is deal with the application of Oral Presentation as the technique used in teaching-learning process to improve students' speaking skill. During the implementation, observation is also conducted to gather the data needed.

The last step is reflecting. Reflecting is deal with the process of analyzing the data collected. By doing this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not achieved yet.

## **B. Setting and Subject of The Study**

This study was conducted at MAN Trenggalek. The subject is the students of the first grade of Man Trenggalek academic year 2014/2015 exactly the students in class Matematika dan Ilmu Alam (MIA) -5. The class consist of 35 students, 9 males and 26 females. This research was done in this class because of this class have the problem in speaking. The problems are nothing to say, inhibition because lack of confidence,

limited vocabularies, and also affraid of making mistakes when speaking.

### **C. Procedure of the Study**

In the research procedure contained the procedures of taking the data used by the researcher in this study, they were: preliminary observation, planning, implementing, observing, and reflecting.

#### **a. Preliminary Observation (Reconnaissance)**

Preliminary observation or reconnaissance is very important to be done to know the real condition of the students and also find out the students' problem in speaking. The process was conducted in January 15<sup>th</sup> 2015. In the preliminary study or reconnaissance, the researcher distributed questionnaire to the 35 students of class MIA-5. To get deeper data, the researcher also interviewed the English teacher and some students of class MIA-5. From this step, the problems found was most of students were passive in speaking class which made their participation and speaking skill are low. The students need to be stimulated in practicing their speaking more, besides improve their motivation in speaking.

#### **b. Planning**

Planning is the first step in which the researcher planned the teaching technique that would be applied in the research. Planning is a significant procedure to do Classroom Action Research (CAR). The

researcher prepared everything needed in conducting the research. This step covers socializing the research program, providing suitable strategy, designing lesson plan, and preparing criteria of success.

### **1. Socializing the Research Program**

The researcher socialized the research program to the head-office and curriculum deputy head of MAN Trenggalek, about what would be done in this research. The researcher also met with the English teacher of first grade students, Mrs.Wulan. The researcher and her discussed the technique would be used in the research and the time allocation needed in this research. The researcher also explain the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

### **2. Providing a Suitable Strategy**

Based on the students' problem in speaking those are students' participation and their public speaking skill are low, the researcher gave solution by applying Oral Presentation as the technique in teaching-learning activity to overcome the students' speaking problem focus in solving their low participation which caused the students unwilling in practicing speaking and improving their public speaking skill. Oral presentation is a kind of speaking activity of sharing idea and or giving information in front of audiences. In the end of oral presentation, the speakers give their

audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work. In this study, before doing oral presentation, the students given certain topic to be discussed and presented in front of others.

### 3. Designing a Lesson Plan

After providing strategy, the English teacher asked the researcher to arrange the lesson plan about the teaching speaking material. The lesson plan was developed by considering course identity, instructional objective, procedures of teaching and learning, and the instructional materials. (see appendix 1)

The detail lesson plan for each meeting are explained as follows:

#### 3.2 The Lesson Plan of Meeting 1 in Cycle 1

<b>Name</b>	<b>Diyah Muthiatul L</b>	<b>School</b>	<b>MAN Trenggalek</b>
<b>Subject</b>	<b>English</b>	<b>Class</b>	<b>MIA-5</b>
<b>Material</b>	<b>Introducing Someone</b>	<b>Time table</b>	<b>2 x 45 minutes</b>
<b>Basic Competence:</b>			
<ol style="list-style-type: none"> <li>1. To understand generic structure of Descriptive text.</li> <li>2. To discuss about someone description</li> <li>3. To describe certain person using adjectives</li> </ol>			
<b>Instructional Objectives</b>			
<b>By the end of the lesson, learners should be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the generic structure of descriptive text</li> <li>2. Share his/her idea toward someone description to their group</li> </ol>			

Continued

Continuation			
Time/ Duration	Teaching Activities	Resources and their application	
5 minutes	<b>Pre-Activity</b> - Greeting, praying, and checking attendances.	Modified materials and activities	
75 minutes	<b>Main Activity</b> - Teacher prepared material (describing people). - Teacher asked the students to make a group. Each group consisted of 5 students. - Teacher gave a different famous name to every group. - The teacher gave the students material about oral presentation (how to open, giving material, and how to close). - The teacher gave an example of doing oral presentation about certain people (Jokowi) - The students listened and made note the way how to do presentation. - The teacher asked every group to discuss the famous name given. - The students discussed with their group. - The students made interaction with the teacher in discussion process.		
10 minutes	<b>Post Activity</b> - Teacher gave feedback toward their discussion activity. - Teacher explained the next activity in the next meeting.		

### 3.3 The Lesson Plan of Meeting 2 in Cycle 1

Name	Diyah Muthiatul L	School	MAN Trenggalek
Subject	English	Class	MIA-5
Material	Introducing Someone	Time table	2 x 45 minutes
<b>Basic Competence:</b>			
1. To present about famous people in front of the class			

Continued



Continuation

<b>Instructional Objectives</b> <b>By the end of the lesson, learners should be able to:</b>		
1. Do presentation about famous people in front of the class confidently		
<b>Time/ Duration</b>	<b>Teaching Activities</b>	<b>Resources and their application</b>
<b>5 minutes</b>	<b>Pre-Activity</b> - Greeting, praying, and checking attendances. - Teacher review the previous material	Modified materials and activities
<b>75 minutes</b>	<b>Main Activity</b> - Teacher prepared the famous people pictures. - Teacher asked the students of each group to take a picture based on their part. - Every group took lotteries of performance-turn - Every group presented their presentation by showing the picture - The other group paid attention toward the presentation - The teacher and students gave some question toward the group performance	
<b>10 minutes</b>	<b>Post Activity</b> - Teacher gave feedback toward their presentation performance. - Teacher explained the next activity in the next meeting (test of doing oral presentation)	

### 3.4 The Lesson Plan of Meeting 3 in Cycle 1

<b>Name</b>	<b>Diyah Muthiatul L</b>	<b>School</b>	<b>MAN Trenggalek</b>
<b>Subject</b>	<b>English</b>	<b>Class</b>	<b>MIA-5</b>
<b>Material</b>	<b>Speaking Test 1</b>	<b>Time table</b>	<b>2 x 45 minutes</b>
<b>Basic Competence:</b>			
1. To present about famous people in front of the class			

Continued

Continuation

<b>Instructional Objectives</b> By the end of the lesson, learners should be able to:		
1. Do presentation about famous people in front of the class confidently		
<b>Time/ Duration</b>	<b>Teaching Activities</b>	<b>Resources and their application</b>
<b>5 minutes</b>	<b>Pre-Activity</b> - Greeting, praying, and checking attendances.	Modified materials and activities
<b>75 minutes</b>	<b>Main Activity</b> - Teacher explain the rules of test - Teacher asked the students of each group to sit based on group - Every group took lotteries of performance-turn - Every group presented their presentation by showing the picture based on their chosen figure(s) - The other group paid attention toward the presentation - The teacher and students gave some question toward the group performance	
<b>10 minutes</b>	<b>Post Activity</b> - Teacher gave feedback (comments and suggestions) toward their presentation performance. - Teacher explained the next activity in the next meeting	

### 3.5 The Lesson Plan of Meeting 1 in Cycle 2

<b>Name</b>	<b>Diyah Muthiatul L</b>	<b>School</b>	<b>MAN Trenggalek</b>
<b>Subject</b>	<b>English</b>	<b>Class</b>	<b>MIA-5</b>
<b>Material</b>	<b>Promoting Place</b>	<b>Time table</b>	<b>2 x 45 minutes</b>
<b>Basic Competence:</b>			
1. To discuss about famous Place 2. To describe certain place using teaching media			

Continued

Continuation

<b>Instructional Objectives</b> <b>By the end of the lesson, learners should be able to:</b>		
1. Share their idea toward famous place in group discussion		
2. Present their discussion result in front of the class using teaching media		
<b>Time/ Duration</b>	<b>Teaching Activities</b>	<b>Resources and their application</b>
<b>5 minutes</b>	<b>Pre-Activity</b> - Greeting, praying, and checking students attendances.	Modified materials and activities
<b>75 minutes</b>	<b>Main Activity</b> - Teacher prepared material in form of printed-power point slides. - Teacher distribute the printed material to the students. - Teacher asked the students to sit based on their group. - Teacher explained material of promoting place - The students listened the explanation - Teacher shared a piece of place picture to each group - Teacher asked every group to discuss the picture - The students discussed with their group. - The students made interaction with the teacher in discussion process (asking help)	
<b>10 minutes</b>	<b>Post Activity</b> - Teacher gave feedback toward their discussion activity. - Teacher explained the next activity in the next meeting.	

### 3.6 The Lesson Plan of Meeting 2 in Cycle 2

<b>Name</b>	<b>Diyah Muthiatul L</b>	<b>School</b>	<b>MAN Trenggalek</b>
<b>Subject</b>	<b>English</b>	<b>Class</b>	<b>MIA-5</b>
<b>Material</b>	<b>Promoting Place</b>	<b>Time table</b>	<b>2 x 45 minutes</b>

Continued

Continuation

<b>Basic Competence:</b>		
1. To promote famous place in front of the class		
<b>Instructional Objectives</b> <b>By the end of the lesson, learners should be able to:</b>		
2. Do presentation about famous place in front of the class using media		
<b>Time/ Duration</b>	<b>Teaching Activities</b>	<b>Resources and their application</b>
<b>5 minutes</b>	<b>Pre-Activity</b> - Greeting, praying, and checking attendances.	Modified materials and activities
<b>75 minutes</b>	<b>Main Activity</b> - Teacher prepared the visual media in form of power point slides. - Teacher asked the students to sit based on their group - Teacher gave example of doing oral presentation using power point slide through projector - The students paid attention well - The students asked questions - Every group took lotteries of performance-turn - Teacher distribute group-assessment sheet to each group - Every group presented their presentation by showing the picture/without projector - The other group paid attention toward the presentation and made note toward their friends presentation - The teacher and students gave some question toward the group performance	
<b>10 minutes</b>	<b>Post Activity</b> - Teacher gave feedback toward their presentation performance. - Teacher explained the next activity in the next meeting (test of doing oral presentation by using power point slides)	

### 3.7 The Lesson Plan of Meeting 3 in Cycle 2

<b>Name</b>	<b>Diyah Muthiatul L</b>	<b>School</b>	<b>MAN Trenggalek</b>
<b>Subject</b>	<b>English</b>	<b>Class</b>	<b>MIA-5</b>
<b>Material</b>	<b>Speaking Test 2</b>	<b>Time table</b>	<b>2 x 45 minutes</b>
<b>Basic Competence:</b>			
1. To present about famous people in front of the class			
<b>Instructional Objectives</b> <b>By the end of the lesson, learners should be able to:</b>			
1. Do presentation about famous people in front of the class confidently using power point slides			
<b>Time/ Duration</b>	<b>Teaching Activities</b>		<b>Resources and their application</b>
<b>5 minutes</b>	<b>Pre-Activity</b> - Greeting, praying, and checking attendances.		Modified materials and activities
<b>75 minutes</b>	<b>Main Activity</b> - Teacher explain the rules of test - Teacher asked the students of each group to sit based on group - Every group took lotteries of performance-turn - Every group presented their presentation by showing the power point slides based on their chosen place(s) - The other group paid attention toward the presentation by making note toward the performance in group assessment sheet - The teacher and students gave some question toward the group performance		
<b>10 minutes</b>	<b>Post Activity</b> - Teacher gave feedback (comments and suggestions) toward their presentation performance. - Teacher read the groups notes toward each group performace - Teacher closed the class by greeting		

#### **4. Preparing the Criteria of Success**

The criteria of success are very important in CAR. Because it used for knowing the technique applied is success or not. If the criteria of success have not been achieved, the researcher cannot stop the research yet and the research can stop it when the criteria have been achieved.

In this study, the criteria of success are prepared for solving the students' problem in speaking class, those are the students participation in speaking class and their public speaking skill. Students' participation means that the researcher observes through the students participation in the classroom activity is increased up to 80%. Their improvement of public speaking skill could be seen from their oral presentation activities. In this study the research will succeed when there is 70% of students could pass the oral presentaaion assessment score  $\geq 75$  based on the minimal mastery level criterion- Kriteria Ketuntasan Minimal (KKM) of MAN Trenggalek.

#### **c. Implementing**

In this stage, the researcher played as the teacher and worked collaboratively with the collaborator (classroom English teacher). The collaborator played as the observer. When the researcher was applying the technique, Oral Presentation for teaching speaking, the collaborator observed the teaching and learning process using

observation sheet which has been prepared. The observer observed the teaching and learning process by focusing on the activities of the teacher in implementing the technique and the students as the subject. In the end of teaching learning process, the researcher and collaborator teacher discussed and analyze the teaching and learning process have done.

#### **d. Observing**

Observation is a step for collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In this study, the researcher is going to collect the data that is represent the achievement of the criteria of success. The data to be collected are indicators of the result of the implementation of the technique used.

In process of getting the data, the researcher used some instrument of collecting data, those are: observation sheet, and test.

*Observation sheet or checklist.* According to Burns (2010:62) observation sheets are used in what is sometimes called systematic or structured observation. This type of observation involves using a coding system or checklist prepared before the lesson begins. The researcher used observations because we want to know students activities in the speaking class. The researcher provided the students' observation sheet or check list as the instrument for collecting the data. The observation sheet or checklist was marked by the collaborator teacher. The observation sheet would provide information

of the students' speaking activities during the teaching and learning process.

### 3.8 The Observation Checklist of Students' Activity

Teaching Stage	Students Activity	Response				score
		A	B	C	D	
Pre-activity	- Students give response to the teacher greeting					
	- Students response to teacher instruction					
	- Students pay attention					
Pre-speaking	- Students pay attention to the teacher explanation					
	- Students active in answering question					
	- Students listen the teacher explanation					
	- Students active in asking question					
Whilst-speaking	- Students get their group					
	- Students ask help to the teacher					
	- Students cooperative in speaking class					
	- Students ask help to their friends					
	- Students doing presentation					
Post-speaking	- Students pay attention toward the teacher feedback					
	- Students response to the teacher greeting					
Result	Accumulation					../56

*Test.* In this research, the researcher uses an achievement test to measure the student's speaking skill improvement. The researcher uses oral test in the form of presentation. There are six elements of speaking that used to assess students' speaking ability, there are:



pronunciation, vocabulary, grammar, fluency, comprehension and added delivery of presentation. (see appendix 3). The speaking test would be conducted in the third meeting of every cycle or in the end of every cycle to measure the students' speaking skill improvement.

e. **Reflecting**

Reflection is an activity of analyzing the collected data through doing observation. Reflection is also an activity to put forward what have happened (Arikunto, 2010:140). It is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problems.

After all, the data were collected by using some instruments the next step was data analysis. The technique for analyzing data was as follow. Firstly, the data were classified according to the kinds of data source. The data was taken from observation would analyze descriptively. For the test, the data would be analyzed quantitatively.

To know the success students' percentage, the researcher used the formula:

$$P = \frac{F}{N} \times 100$$

P : the class percentage

F : total of success students

N : number of students

The analysis of the result of observation is done by comparing the data collected with the target or criteria of success. If the result of analysis had matched with the criteria, it's mean that the action was finished. However, if the result had not matched yet, there would be another action in another cycle by revising the plan. The result of reflection is also used to determine what part of strategy needs improvement (Latief, 2011: 152). By doing this step, the researcher would know the progress related the teaching and learning process, the strength which can be maintained, and the weaknesses to be minimalized even omitted to gain better result in the next cycle.