**CHAPTER III**

**RESEARCH METHOD**

This chapter discusses the research design, research setting and subject of the study, research procedure, preliminary study, data and sources of data, data collection method and instrument.

1. **Research Design**

The design of this research was a classroom action research with cycle model since this research was planned to improve the fifth grade students’ speaking mastery through *fun magazine*.Dealing with the action research, Elliot (1991:69) defines it as the study of a social situation with a view to improving the quality of action within it. Kemmis and McTaggart (1988:42) state that an action research is a form of self-reflective enquiry undertaken by participants in social, including educational situation, in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. To sum up, a classroom action research is intended to solve a specific problem in the classroom, for example problems encountered by the students.

In this research, the researcher used classroom action research because she wanted to make increasing English. The researcher also wanted to try her method to make new atmospher in English classroom. She could not work by herself to determine the method that suitable with the students. She worked together with the English teacher in finding and defining the research problem, planning the action, carrying out the action, collecting the data and doing the reflection.

This action research was conducted by using the cycle model. It was done in two cycles, in which each cycle consisted of four stages of activities, namely: the planning of the action, the implementation of the action, class observation and evaluation, and the reflection of the action. The actions in the second cycle were done if the results of speaking test in the first cycle had not achieved the target mean score in this research. The design of the classroom action research was illustrated in the following cycle.

The spirals of action research proposed by Kemmis were shown in figure 3.1 as follow:

The activities of the research used the following procedures:

1. Planning the actions
2. Implementing the first cycle by teaching speaking through speak up (storytelling, game etc) by *fun magazine* to the subjects.
3. Monitoring the action
4. Giving speaking test
5. Analyzing the results of speaking test quantitatively.
6. Reflecting the results of the observation of the first cycle.
7. If the result of the speaking test in the first cycle has not fulfilled the standards mean score requirement, the lesson plans of the first cycle will be revised.
8. Implementing the action in the second cycle.
9. Giving speaking test.
10. Analyzing the results of speaking test in the second cycle quantitatively, and qualitatively.
11. Reflecting the results of the observation and speaking achievement test of the second cycle.
12. Drawing a conclusion to answer the research problem.

Figure 3.1 Action Research Procedure (adapted from Maclsaac, 1995 (in O’Brien, 1998)

**B. Research Setting and Subject of the Study**

This study was conducted at the fifth grade students of SDI Miftahul Huda Tulungagung in academic year 2011/2012. There were 19 students in this class. The researcher chose this class because she had some considerations as follows: 1.) this class had the lowest score in English based on the students’ score, 2.) the students had less motivation in teaching and learning speaking process. It is proved by the poor result of the study, 3.) The teaching and learning process tend to use the conventional method only. It means that the material is given without involving students actively.

1. **Research procedure.**
2. **Preliminary observation.**

Preliminary observation was done to find and define the real problems in mastering speaking. It had been done before the researcher started the action research and during the teacher’s teaching to see what the problems really existed during teaching and learning speaking process and whether they prevented the students from learning speaking. It had been done during four meeting for about 2 weeks.

By observing the students’ behavior and speaking achivement, the researcher found the attitudes of the students toward the learning of English, especially in speaking. The result of the preliminary study showed that, their mastery of English speaking was not as the researcher expected. They were still noisy and look like bored when their teacher gave them a lesson. Just few of them looked pay attention when their teacher taught. The teacher also gave them a game to make interested in studying but it did not work well because they needed a various games. Not only a game that they needed but also a various methods to make them interested in English and think that English is fun and English is attractive. As such, storytelling, song that they need to make new atmospher in studying English.

It also could be seen from interviewed with the teacher of fifth grade, she said that “ most ofher students are not interested in the learning – teaching speaking process”. As the reseacher know, It’s because of the teacher always give them a monotoun technique such as, just ask them to foreword to make conversation with their follows patrner and read a dialogue that they have just made

As stated previously in research design that the action will be implemented in the form of cycles in which each cycle covers four stages of activities. They are planning, action, observation and reflection.

**2. Planning**

**a) Socializing the research program**

 What is mean by preparation here is all of the steps that should be done by the researcher in implementing the action of the research in order to get the best result. According to Sukidin, Basrowi and Suronto (2007:77), there are five steps to make planning for action research. They are : (1) designing the model of action research based on the problems, (2) arranging the schedule of the action, (3) arranging action design based on model of action research and the schedule, (4) making preparation to do the action, for instance condition, situation, material, teaching aids, instrument that will be used, (5) arranging the action procedures.

 Beside those steps, the researcher and the English teacher designed the lesson plan before doing the action in each cycles. It can be seen in the appendix 4. The researcher prepared instruments that were needed such as picture of animals, human activities and story. The subject chosen were the students of fifth grade in SDI Miftahul Huda Tulungagung which consist of 19 students.

**b) Providing the strategy**

 The strategies and their procedures in this research are the procedures of describing strategy and conversation strategy were same teacher gave example to describe pictures and read conversation through *fun magazine*, students listened, repeated and they practiced. For game strategy the students had to describe pictures through *fun magazine* in group and other group would guess it. In storytelling strategy the teacher gave story through *fun* *magazine* and repeated it and after the students had understood it, they had to retell it.

**c) Designing The Lesson Plan**

A lesson plan is developed by the teacher to guide the instruction. In this research, the researcher made lesson plan to manage the classroom situation while the action was implemented.

It consists of:

a. Identity of school

It consists of name of school, subject, level, time allocated, and state curriculum standards.

b. Indicators

It describes the standards that each student should master to function effectively in their future that is characterized by great change and information growth.

c. Instructional Objectives

Instructional objectives are the learning outcomes for the lesson.

d. Instructional material

It describes the materials that will be given for the students suitable with curriculum standard.

e. Instructional Methods

Instructional methods are the teaching strategies will be used in this lesson.

f. Instructional Procedure

In instructional procedure, there are a number of items to consider in the procedure section of the plan. It consists of introduction, technique and activities, and closure.

g. Material Resource

It mentions what materials, resources, and technology will be needed for the lesson.

h. Evaluation or assessment

This section contains a description of the assessment process to measure the students’ success.

**d) Preparing The Criteria Of Success**

The criteria of success were emphasized on student involvement and the score of the student. According to the English teacher of SDI Miftahul Huda, the standart student’s active participation was 75%, it’s taken from the indicators of student’s active participation in the class. The score of the student was taken from the criteria of success or standard value ( KKM) were 70. The students who got 70 or more was classified into passed and less than 70 was classified into failed. The researcher compared the test score with criteria of success. If the students who passed the test less than 70, she made reflection from the previous cycle to decide and plan the next cycle. She tried to prepare the second cycle to reach the criteria of success.

 The result of the data computation would be analyzed based on the

categorization of the score level. The following was the table of the score

level.

**Table 1. Classification of the Score Level**

|  |  |
| --- | --- |
| Score | Categorize |
| 85 -10075 - 8074 - 7069 -59>50 | ExcellentGoodFairPoorFailed |

 (Adapted from Depdikbud, 1999:85)

**3. Action**

 It is implementation of the planning. It will be done during the school hours. The action given is teaching speaking through *fun magazine*. The action should be in line with the planning that had been made before. The implementation of this step, the teacher gave some describing, games and storytelling to students. Students could speak up in front and made conversation with their follows patrner through *fun magazine.* They could develop their speaking with games and storytelling by *fun magazine.*

 This section consists of two meetings. The first meeting was held on May 14, 2012. The researcher explained the idea of teaching speaking through describing picture by *fun magazine*. In this step, the researcher gave picture. And she asked them to come forword to describe it by their own word according to the picture.

 The second meeting was held on May 16, 2012. In this case the researcher focused to get score by evaluation. In the beginning of this meeting, the teacher tought conversation according to *fun magazine*. She gave them time about 30 minutes. Then asked them to make conversation with their patrner. She gave opportunity to the students to ask about vocabulary that they did not know. Then, she evaluated their duties. Before finishing the lesson, the researcher discussed the problem of the students in learning speaking through *fun magazine.*

**4. Observation**

 Observation is very important to do. It is used to monitor whether or not the teaching learning process of speaking through *fun magazine* is effective to improve and develop students’ speaking. In this stage, the observer observed the teaching and learning process focusing on the activities during the implementation of the strategy was evaluated using the instrument that had been developed previously. In this research, checklist paper will be used to record the students’ activities in the teaching learning speaking process. In the end of meeting, researcher did speaking test, to know whether the students’ speaking had improved through the use of this technique or not. The result of the test was compared with the students’ value list of speaking.

 The observation was done during the action. In this stage, the observer observed the teaching and learning process. The assessment was focused on the activities done by the researcher as a teacher and the students. She observed and wrote down the process happened during the action. And in the end of this step, the researcher gave speaking test to know whether the students’ speaking had improved through making conversation and describing in *fun magazine*. The result of the test on cycle 1 was compared to the criteria of success. The results of the students’ speaking test in cycle one is presented in the following Table 3 in appendix 7.

**a. Data and Source of Data**

**1. Data**

Kinds of the data collected in this study were both qualitative and

quantitative. In this study, qualitative data was the result of the observation

concerning the researcher’ planning, the assessment process which include

the activities of both teacher and student, and evaluation. It also deals with

result of the students’ interview. Quantitative data were related to the result

of students’ speaking test.

**2. Source of Data**

In this research, the sources of data are teacher and students. She found two kinds of data based on how to get the data, namely primary data and secondary data. Primary data were the result of questionnaire, the result of test and the result of interview. Secondary data was documentation.(Sukidin, Basrowi and Suronto, 2007:105)

**5. Reflection**

After analyzing the actions, the researcher and the collaborator will do the reflection activity. The researcher and collaborator will draw the conclusion based on the reflection and the result of the analysis whether the actions in the first cycle have achieved the objective of the teaching learning process or not. Then, the information is used as a guide to revise the lesson plan of the first cycle to produce the lesson plans for the next cycle. The actions of the next cycle will be arranged by reconsidering the teaching technique, the procedure of actions or the time allocation. In other words, what has been well obtained in the first cycle will be implemented in the next cycle.

**E. Data Collecting Method and Instruments**

**1. Data Collecting Method**

Data collecting method is a written document describing the specific procedures to be used to gather the evaluation information or data (Johnson Center, 2008). The document described who collected the information, when and where it was collected, and how it was obtained. To get data complete and valid as possible; the researcher used some instruments to help her. Instrument is a device for recording, measuring, or controlling, especially such a device functioning as part of control system (American Heritage, 2003). In this research, the researcher used test to measure the students’ ability, observation sheet to observe the process happened during the action, questionnaire form to know the students’ opinion about the strategy.

1. Observation

 Observation involves recording the behavioral pattern of people, objects, and events in a systematic manner (Thames Valley University, 2008). The researcher used observation sheet in this research. Observation sheet was printed to record students’ participation during the teaching and learning process. It showed the students’ names and kinds of participation performed. Beside that it was intended to know whether the action was in line with the planning that had been before. The collaborator was needed to give certain marks in the participation column to record students’ participation.

1. Questionnaire

Questionnaire was supposed to give some information dealing with the students’ personal learning experience before and after the implementation of technique. The researcher used questionnaire in order to know the students’ opinion related to the speaking learning through *fun magazine*.

3. Speaking Test

 Speaking Test is a set of exercise or other instrument. It can be concluded that the test is a series of question or other instrument to reinforce learning to raise students’ performance in language (Arikunto 2006:150). Speaking test was intended to know how well the students had mastered the speaking before taught by *fun magazine.* While speaking test in cycle one was aimed at knowing the students’ ability on speaking after taught by *fun magazine.* The result of test was compared with criteria of success to know whether the students had got improvement in speaking.

4. Interview

 Interview guide was used to interview both teacher and students. The researcher used interview to know some information related with the research. She interviewed the teacher to get information about the school. She also interviewed some of the students to know their response in learning speaking through *fun magazine.*

**2. Instruments**

To get data as complete and valid as possible, the researchers uses some instruments to help her. Instrument is a devise for recording, measuring, or controlling, especially such as a devise functioning as part of control system, (The American Heritage, 2003:1).The instruments used in this research are observation sheet, list of students’name, questionnaire sheet, and test.

In this paper, the researcher used scoring guide adapted from Depdikbud, 1999:85.Below is the scoring guide:

Table 2. Scoring guide(Adapted from Depdikbud, 1999:85)

|  |  |
| --- | --- |
| Rating | Description |
| 85 -100 | * Communicates competently in social and classroom setting
* Speaks fluency
* Master a variety of vocabularies
 |
| 75 – 80 | * Speaks with near native fluency, any hesitations do not interfere with communication
* Used varied vocabulary
* Understand simple sentences in sustained conversation, requires repetition
 |
| 70 – 74 | * Initiates and sustains a conversation with descriptor and details, exhibit self-confidence in social situation, begin to communicate in classroom setting
* Speaks with occasional hesitation
* Uses adequate vocabulary , some words usage irregularities
 |
| 69 – 59 | * Speaks hesitantly because rephrasing and searching for word
* Use limited vocabulary
* Understands simple sentences in sustained conversation with repetition, rephrasing and clarification
 |
| >50 | * Speaks in single word utterance
* Uses functional vocabulary
* Understands words and phrases, requires repetition
 |