CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design in this study is to seek and to answer the question of the study, "How does Story game improve students' speaking ability in the seventh grade at junior school" .

In doing so, the researcher intends to use Classroom Action Research to complete this study. The researcher conducts classroom action research in the teaching learning process. Mills (2007:5) defines action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. According to McNiff (1992) in Supardi, the purpose of action research is for improvement. Furthermore, Mills (2007:5) stated the goals of action research are gaining insight, developing reflective practice, effective positive changes in the school environment, and improving students' outcomes. It means that the goals of action research are to solve the problem which has occurred in the class room and to improve students' outcomes.

So, related to the problem of the students in MTs Tarbiyatul Aulad Wedani in which most the students get dificulties when their teacher teach speaking, the student becomes not active in the class and the students are hard to understand what the teacher said because almost the students have limited vocabulary. Besides that, almost in

teaching speaking process students just were silent when teacher asks them and just few of the students try to find in dictionary what the teacher means. So the researcher conducts classroom action research to overcome the obove problem.

3.2 The Subject of the Study

The subject of the study is the seventh grade of MTs Tarbiyatul Aulad Wedani. The total numbers of the students are 30 students; 15 males and 15 females. They study English once in a week. The duration of each meeting is 80 minutes. They get difficulty in speaking because of less practice in speakin.

3.3 The Steps of Action Research

In doing class room action research, there is the important part that should be noticed by the researcher to get valid results, that is the steps of action research in which this part will need some steps.

In this case, the researcher will do some steps; they are planning, acting, observing, and reflecting. The time to conduct one cycle depended on the material that was taught and the researchers plans to do four meetings in one cycle because the material which is going to teach only one topic.

Arikunto (2009:16) stated that there are four steps in action research. They are planning, acting, observing, and reflecting. The time to conduct one cycle depends on the material that is going to teach (Arikunto, 2009:21). Furthermore, Latief (2009:8) stated that the criteria of success are developed from the problem which need to be solved or the goal which needs to be achieved. Furthermore, he states that the indicator of criteria of success can be in quantitative data or qualitative data. In quantitative data,

it can be seen from the score of the students and the students' participation in teaching

learning process. While in qualitative data, it can be seen from the situation in the

classroom and the feeling of the students and teacher. In this research, the problem

which needs to be solved is the students' ability in speaking. The indicator of the

improvement can be seen from the students' scores and the students' participation in the

class. If the students get scores more than 6,5 (the passing grade for English lesson in

the school) and can participate actively in the class, the research can be stopped and the
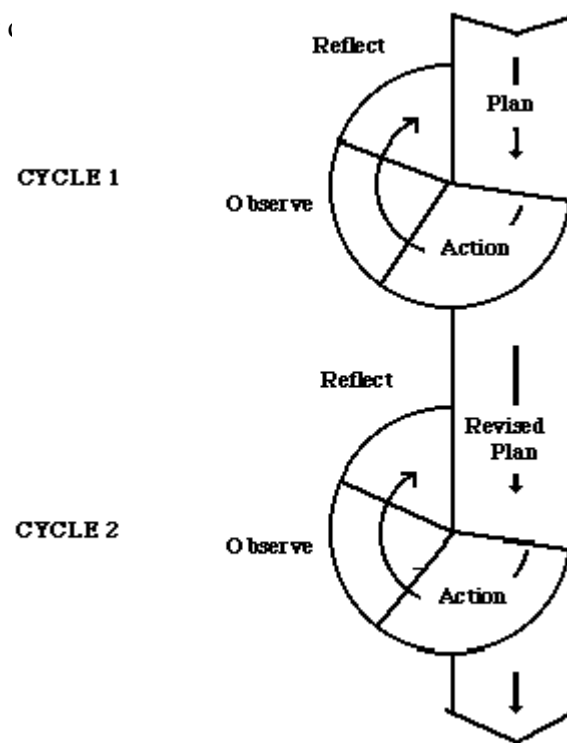
researcher

Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985) taken

from http://physicsed.buffalostate.edu/danowner/actionrsch.html

3.3.1 The Planning

Before implementing the action research, the researcher make plan. This stage

consists of four steps, namely identfying the problem, designing lesson plan, preparing

material and media, preparing the criteria of success, and giving socialization of story

game. The researcher prepares the lesson plans for the teaching learning process. The material discussed in the first cycle is about how to apply the story game strategy in the speaking lesson.

In this cycle, the researcher conducts five meetings. First, socialized the story game to the students and do the pre-test. Second, introduce the story game and did the worksheet. Third, applied story game and do the worksheet. Fourth, applied story game and did the worksheet and the last is give the post-test for the students. In implementing this strategy, the researcher accompanied by the teacher partner, each meeting is allocated 80 minutes including pre activity, whilst activity, and post activity.

3.3.1.1 Designing the lesson Plan

The lesson plan proposed in this action research. It purposes to improve the students speaking ability. After making lesson plan the researcher prepare the material that is used in teaching and learning process.

3.3.1.2 Preparing Instructional Materials

All materials is prepared by the researcher. The material is about family, bacause all the students have the background of family. It is consists of some exercises related to the topic given. By applying this material, it hoped that the students' speaking mastery will be increased.

3.3.1.3 Preparing the Criteria of Success

In this case, the researchers has to know about the creteria of success and also This study deals with improving students speaking using story game. Based on the previous theory and the condition of the students, the criteria of success of the study was determined as follow:

- The students' of the passing grade (SKM) score of english test was 65

- The students' motivated to join activities in the classroom. It can be seen in the students' activity/participation and classroom atmosphere. The number of students participate in the classroom increased significantly (70%)

3.3.1.4 Preparing the Socialization of story game

A strategy of teaching can be effective to be applied in the class when the students become familiar with the strategy. Based on that consideration, the researcher conducts the socialization before the strategy is applied.

At this stage, the researcher asks the students to tell their problem on their previous reading lesson and she finds some problems. The first is about, students though that speaking is very difficult. The second is students' interest to learn English is low, the students did not have good response to the speaking lesson. Therefore, there is possibility that they are not interested to the lesson.

After knowing the problem, at the time, the researcher explaine that the most important things in speaking are the text understanding through mastering vocabulary. It is hoped that this strategy can improve students' speaking.

3.3.2 The Acting

This step compraises the implementation of the research in teaching and learning process in order to solve the research problem. Here, the researcher apply story game strategy of teaching to improve the students' speaking. In this step, the rearcher has two different roles, as a teacher and a researcher as well. When the researcher conducted the research, the researcher should prepared everything related to the

teaching activity and observe the students' activities during the teaching and lerning process by applying story game to improve the students' speaking.

3.3.2.1 The observation

As the English teacher, the researcher played two roles as the teacher and the observer. The researcher used collect data about the activities of students in the learning process and the implementation of learning speaking using story game. While teaching, the researcher observes the students and the classroom then writes everything, which is dealt with teaching learning process in diary journal. In order to get a valid data, the teacher partner accompanies the researcher. She helped the researcher to observe the situations in the classroom by using observation and field notes.

The teacher teaches based on the lesson plan that have been made in planning stage. Each of cycle consists of five meetings. The procedures of teaching English using story game in the table below.

No.	Meeting	Explanation
1.	First meeting	Socialization for applying story game strategy and use pre test
2.	Second meeting	Teaching speaking related to the topic using story game.
3.	Third meeting	Teaching speaking related to the topic using story game.

| 4. | Fourth meeting | Teaching speaking related to the topic using story game. |
| 5. | Fifth meeting | Teaching speaking related to the topic using story game and use post test |

This step used to implement the planning stage. In this stage, the researcher implemented story game as a strategy to teach speaking in the classroom. There are five meetings in this research. The first socialized the story game to the students and do the pre-test. Second, third and fourth, applied story game and do practising. The fifth, applied story game and do the post-test.

In implementing story game, the researcher use lesson plans. There are three parts of the lesson plans. They are pre teaching, whilst teaching, and post teaching. The steps of story game is in whilst activity steps, the students study English is twice in a week and the time allotment to study iss 80 minutes. In the first cycle, there are five meetings to apply the strategy.

3.3.3 The Observing.

In this step, the observation is done together with the implementation of story game in the classroom. Here, the researcher collects the data by having certain instrument to support the analysis. The researcher must observe. Note all activities happened in the classroom. In order to get data real data in this researcher and the researcher know it from observation process by coming into the class. In a research, an instrument is one of the important ways to collect the data. The researcher is the instrument and use the following tools:

3.3.3.1 Test

      The students use an instrument to know the achievement that make after aplying story game. Here, the researcher gives pre test and post test to the students. Pre test give before story game strategy applied, and post test given after story game strategy applied in the teaching and learning process in the classroom.

3.3.4   The Reflexting.

      The last step aimed to reflect the result of the observing phase. In this step, the researcher does some evaluations about the changes the situation class and evaluates some aspects during learning process. If the result of the study shows the target of criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study could not reach the criteria of success, so the researcher needs to modify the strategy and implement the modified strategy in the next cycle or second cycle.

3.3.5 Data Collection

      Collecting data is one step used in an action research since the data is absolutely needed to answer the research problem. In this research, the researcher observes and records all the things that happen in the class room. There are four steps of collecting data as followed: Data collection consists of the source data and the data collection technique in which the researcher explained below. Collecting the data is very important, in order to get data of the research, the researcher spend a considerable time in the classroom. The researcher looks for some information dealing with the research problem, the researcher observed, described and everything dealing with

activities in the activities in the classroom. Therefore, the researcher has chosen and decided the right procedure to collect data become valid and reliable. In this study, the researcher uses several procedures to collect the data:

   1. The researcher gave pre test to the students.

  2. The researcher applied story game game to improve students' speaking. The researcher conducted three meetings in each cycle. In doing this, the researcher observed and noted all the things in the classroom by using observation checklist and field notes. A teacher partner in applying the strategy in the classroom accompanies the researcher.

   2.   The researcher gave the post test to the students

   4. The researcher did observation. The observation was the following collecting technique that the researcher used. After all, the researcher discussed the result of observation with the teacher partner. This was done in order to to find out the problem during the activities and also to find out the effectivenesss of this strategy in practicing the activities applied by the researcher and improvement, which made by the students.

3.3.6 Data Analysis

    After collecting data by test, observing class, the researcher needs to analyze some findings that will be helpful for teaching and learning to improve students'speaking.

    Firstly, the researcher needs to analyze the students' speaking in pre test and post test. The passing grade (SKM) for English is 65. It means that the students' minimum score is 65.

Secondly, the researcher and the teacher partner describe the information what is going on in the class room during the implementation of story game to improve students' speaking by using observation checklist. Related to the criteria of success about the students' motivation, the researcher determined the criteria of success for good category. If the students still achieved the qualification of under good category, the researcher revised again some part of the lesson procedures.

Finally, the researcher analyzes and reflects all information concerning the study then discusses all information concerning the study to get research findings. After the researcher gets the result, the researcher decides whether continue to the second cycle or not based on the criteria of success. The researcher uses triangulation to avoid biases and the researcher's opinions. The basic principle underlying the idea of triangulation is that of collecting observations/accounts of a situation (or some aspects of it) from a variety of angles or perspectives, and then comparing and contrasting them (Elliot, J., 1991:82). The triangulation in this research is in the form of (1) cross-checking with other teachers and (2) cross-checking with the advisors. The researcher also analyzes the result of observation and students' scores with the criteria of success.

After the study has completed, the researcher concludes her research findings as the answer to the research question.