

CHAPTER III

RESEARCH METHOD

This chapter explains the methodological activities in the study. It comprises the research design, research subject, and research procedure. The research procedure includes the steps of action research namely: (1) planning, (2) acting, (3) observing, and (4) reflecting.

3.1 Research Design

Research design in this study is to answer the question of study “How does Round Robin Brainstorming Strategy improve speaking skill for the eleventh grade students at MA Darut Taqwa Suci?”

In doing so, the researcher drives at using Classroom Action Research to achieve the goal of the study. The researcher establishes action research in the learning and teaching process. Mill (2007) states that action research as systematic way established by teacher- researchers, principals, school counselors, or other stakeholders in learning and teaching process to gather information about how their particular school operates, how they teach, how well their students learn. The aim of action research is getting improvement (McNiff: 1992). Mill (2007) adds that the goal of action research is obtaining insight, developing teaching/ learning practice, having positive changes in the school environment and improving students’ outcomes. It means that the goal of action research is to solve the problem happened in the classroom and to increase students’ outcomes.

Considering students' poor of speaking skill, so the writer plans to apply the effective way to improve students' speaking ability in sharing ideas. The classroom action research here is purposed to improve students' speaking using Round Robin Brainstorming strategy.

In implementing this classroom action research, the researcher has two roles; as researcher and also as a real teacher. This research also focuses on a single classroom.

3.2 The Subject of the Study

The subject in this study is XI-A grade of MA Darut Taqwa Suci. The number of students is 14 female students. They study English twice in a week. Each meeting is allocated around 80 minutes. They get difficulty in speaking because of less practice in speaking.

3.3 Action Research Procedure

This research is implemented using action research design. This research starts with preliminary observation of fact and finding analysis to find the problem faced by the teacher and students, and then the activity is followed by planning, implementing, observing, and reflecting. These activities can be continued to the next cycles if the previous cycle fails. This research applied a cycle for the whole process. The action research procedure is presented in Figure 3.3.

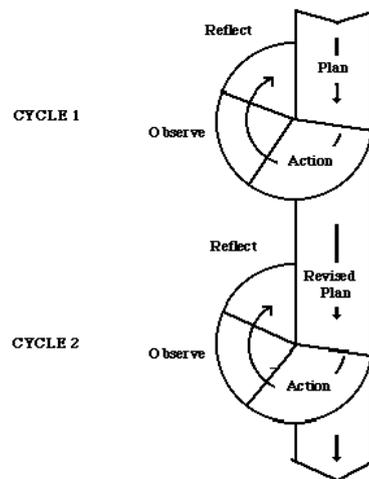


Figure 3.3 Adopted from Kemmis and Taggart, 1992.

3.3.1 Fact Finding and Analysis

During the fact-finding and analysis phase, the real situations including students' problems in learning English are described. In this phase, the students' speaking achievement is measured using individual presentation test in front of the class. The classroom teaching learning process, including students' and teachers' activities, lesson plan, and classroom atmosphere are identified and analyzed as well.

From the fact-finding and analysis phase related to their speaking, some problems were discovered. More than 75% of students in the class got speaking score under average (the minimum score of English skill is 70). Besides, when students learn speaking, they are not active in the class and looked unconfident to speak. Afraid to make mistake is one reason that hampers them to speak. Besides, interrupting and evaluating are often shared by their friend while speaker speaks.

It makes them shy to speak again in the next time. So, they prefer being silent in the class than speaking. These cases make students untrained to speak because they never try to speak in the English class.

3.3.2 The Planning

Before implementing the action research, the researcher makes a plan for maximizing the speaking course using Round Robin Brainstorming strategy to improve the students' speaking skill. This phase includes some sub phases namely designing lesson plan, preparing material and learning media, preparing the criteria of success.

3.3.2.1 Designing Lesson Plan

The lesson plan designed in this study is aimed to improve students' speaking skill in which using Round Robin Brainstorming strategy. The activity in the lesson plans is stresses on how the students speak / present their ideas about today's issues and it will be implemented in whilst- teaching. The researcher will guide since she the researcher is also the teacher of the class. During the activities, the teacher- researcher monitors students' speaking.

The researcher prepares lesson plans for second until fourth meeting for implementing the strategy in the classroom. This study needs 4 meetings in a cycle. (Schedule planning which is flattened in the form of table can be seen in the appendix 1. Meanwhile lesson plans designed are attached in the appendix 3.)

3.3.2.2 Preparing instructional Material

The teacher prepares the materials exactly. It contains the exercises that provide practice in speaking skill for Senior High School students of English as a Second Language (ESL). The goal is that students can develop their speaking ability in speaking especially in sharing their opinion based on today's issues. By applying this material it is hoped that the students' speaking skill will be improved.

3.3.2.3 Preparing the Criteria of Success

This study deals with improving students' speaking skill by applying Round Robin Brainstorming strategy. The criteria of success should be in this concern to know students' speaking improvement after implementing of the action research. Based on the condition of the students, the criteria of success of the study are determined as follows:

- The students' average score of the speaking test is 70.
- The students are motivated to join the activities on the strategy.

3.3.3 The Acting

The acting is the implementation of the action research. The activity done in this phase is as arranged in the lesson plan. It is done in the planned cycle. The researcher implements this research in a cycle which consisting 4 meetings. In every meeting, the researcher focuses on Round Robin Brainstorming strategy for

the sake of improving students' speaking skill. The action procedure of teaching speaking by applying Round Robin Brainstorming strategy is described as follows:

A Pre-teaching

1. Opening the class.
2. Giving motivation to the students.
3. Asking some oral questions related to the topic in order the students are ready for the topic

B Whilst-teaching

1. Distributing worksheet.
2. Explaining the way of using Round Robin Brainstorming.
3. Asking the students to do the strategy (sharing ideas and discussion).
4. Asking the students to present the result of the discussion.
5. Discussing students' answer.

C Post-teaching

1. Giving feedback and comments on students' activity in the class.
2. Closing the class

3.3.4 The Observing

During the stage, the teacher- researcher monitors the implementation of the action as planned. Data collecting is conducted in this phase. The data collecting is done at the same time as teaching learning process. The data are collected through observation, the data obtained are qualitative. After that the researcher

must interpret the data so that she is able to understand the condition including the difficulties faced during the implementation of the action.

3.3.4.1 Research Instrument

As the characteristic of qualitative research, the main instrument of the study is the researcher herself. Besides, this study is supported by other instruments to gather the data. Those instruments are in the forms of observation checklist, field note, and test.

3.3.4.1.1 Observation Checklist

Observation Checklist is used to collect the data about students' activities in implementing the procedures. The researcher collects the data herself.

3.3.4.1.2 Field Note

Field Note is used to note the facts dealing with the implementation of the actions that cannot be put in observation checklist. This note is focused on the interaction between teacher and students, and student with student. The interaction related to teacher is the one suitable with the steps described on the planning. The note related to students is the appropriateness between students' behavior with the behavior stated in the criteria of students' successes stated before that is the students' score is 70. From the result, the researcher draws a reflection on the

framework and opinion that can be used as a basis of forming the following planning.

3.3.4.1.3 Test

A test is conducted to find out the product of teaching learning process. The test is on speaking skill. In this study, the researcher conducts pretest and posttest to check students' speaking ability. The result of pretest shows the starting point of students' speaking skill before implementing the teaching learning process using Round Robin Brainstorming strategy, while the result of posttest represents students' speaking skill after implementing the teaching learning process using Round Robin Brainstorming strategy. The writer chooses the test in the form of presentation individually to the class.

The speaking competences of speaking for pretest and posttest are based on the syllabus. After checking the competences in the syllabus, then the researcher discuss it with the teacher partner. Finally they decide what competence used, what indicators will be reached, what leaning material used, and also what questions constructed for pre and posttest. Speaking competence for pretest as described below:

Standard Competence	Basic Competence	Indicators	Learning Material	Item/ Question
3. Expressing the meaning of transactional and interpersonal conversational sustained	3.1 Expressing the meaning of transactional ((to get things done)	- The students are able to use the expressions of giving opinion)	Using the expressions of asking and giving opinion. 1. Student comes late to the class 2. Student brings HP 3. Throwing rubbish everywhere	(example of question: What do you think about this case?

in daily life context.	and interpersonal by using a variety of oral language accurately, fluently, and acceptable in daily life context in the form of : asking and giving opinion , satisfactory and unsatisfactory.		<ul style="list-style-type: none"> 4. Given homework everyday 5. Speaking English during English lesson 6. Given English course 7. Today free lesson 8. Do not stay in the class during resting time 9. Prohibition buying snack outside of school 10. Best friend is sad 11. Cheating in exam 12. The laptop is broken 13. Sleeping during lesson 14. Tomorrow, idol concert 	
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While the speaking competence for posttest as described below:

Standard Competence	Basic Competence	Indicators	Learning Material	Item/ Question
4. Expressing the meaning of short functional text and monologue in the form of analytical exposition in daily life context.	4.1 Expressing the meaning of monologues text by using a variety of oral language accurately, fluently, and acceptable in	- The students are able to do monologue in the form of analytical exposition.	Performing a monologue .analytical exposition text. Cases: <ul style="list-style-type: none"> 1. Gasoline price improved 2. Groceries price always improve toward Idul Fitri 3. National exam must be banned 4. Student must learn English now 5. Students are permitted to bring 	Do you agree with the issue? Share your argument!

	daily life context in the form of: report, narrative , and analytical exposition.		HP 6. Laptop as students' friend 7. Children play game using tablet 8. Indonesia today was polluted 9. Limitation car for individual belonging 10. Traffic jam in Indonesia was terrible 11. Women must have high education 12. Green house influence global warming 13. Smoking must be banned 14. Electronic devices ease everything	
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Those items of pre and posttest will be valued from some categories of speaking. For further information of speaking test assessment, the researcher provides speaking assessment rubric with the description of speaking components (see appendix 5 p. 93). The formula for assessing the test is:

$$\frac{\text{Score P+GA+V+F+IC}}{25} \times 100 \longrightarrow \text{(for further information see page 94)}$$

25

3.3.5 The Reflecting

Reflecting is the activity of analyzing, interpreting and explaining the information obtained from implementation the activity. In this phase, the researcher must make a valid conclusion on the data obtained. The most important aspects the researcher has to concern are: (1) the match between the implementing

and the planning arranged before, (2) The obstacles that possibly happen during the teaching learning process, and (3) The improvement achieved by the students.

To analyze the data, the researcher utilizes triangulation to avoid biases and researcher's opinions. So, the researcher does some step to come up the triangulation, there are:

Firstly, researcher needs to analyze the students' speaking tests both pre-test and post- test. The researcher will look at the mean of speaking improvement from pre- test and post- test.

Secondly, the researcher and her partner analyze observation checklist to produce the finding of observation. It describes the information what is going on in the classroom during the implementation of Round Robin Brainstorming strategy.

After getting the result from students' score of those tests and finding of observation checklist, the researcher triangulates them based on the criteria of success, whether continues to the second cycle or not. If the students' average score of test is 75 and the students show their motivation in learning speaking using Round Robin Brainstorming strategy, it means that the criteria of success is reached.

Finally, the researcher analyzes and reflects all information concerning the study then discusses that information to get research findings. After the study completed, the researcher concludes her research findings as the answer of the research question.