

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Design**

The design of this research project was an Action Research, a qualitative action research. Action research applied research done to answer a specific practical problem, which results in action. In comparison to traditional research which aims to generalize its findings, action research was primarily concerned with relevance to the specific site in which it occurs (Hitchcock & Hughes, 1995). Action researchers typically triangulate data, using both quantitative and qualitative data sources. Results are shared with those directly affected, so that they may take action based on the findings. Action research was a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

Action research is process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It based on the following assumptions.

Teachers and principals work best on problems they have identified for themselves. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working different. Teacher and principals helps each other by working collaboratively. Working with colleagues helps teachers and principals in their professional development (Watts, 1985, p. 118).

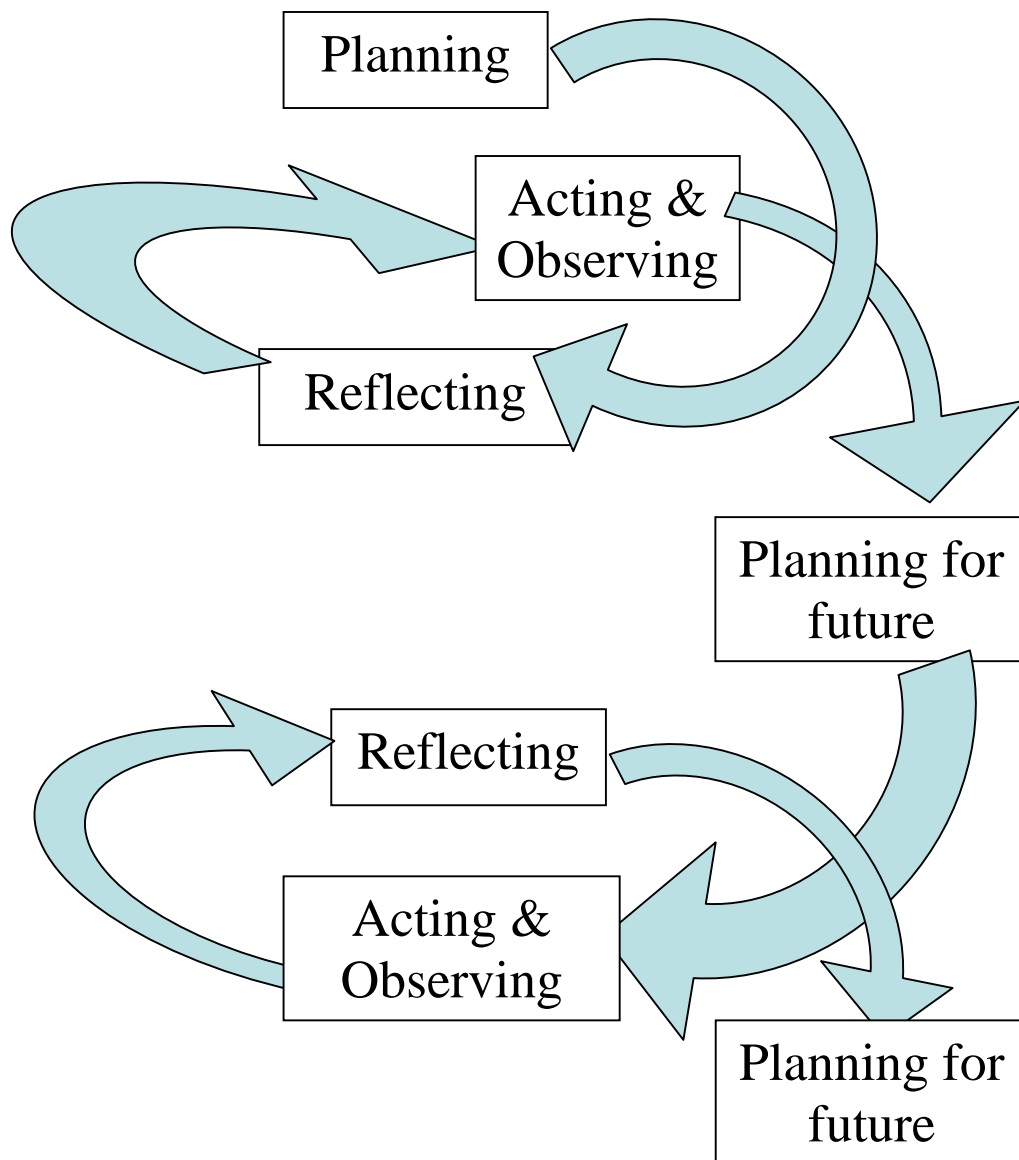
Qualitative Action Research is defined as one type of action research design dealing with effort to improve one specific point in teacher's technique in particular classroom using empirical measurement (Richard, Platt. 1992). It may also be defined an action research as teacher initiated classroom and learning, and to bring about improvements in classroom practices.

### **3.1.1. Three Characteristics of Action Research**

There were three characteristics of action research; first, the problem which was being researched is the real problem. Second, this kind of research conducted to investigate the local problem occurs in the local setting. Third, it has purpose to improve one specific point in a teacher's technique to improve the teaching learning process.

### **3.1.2. Cyclical-step in conducting Action Research**

There are step claim by Kemmis & Taggart that are in conducting an action research these are; planning, action, observation and reflection (Dasana; 2007, Kunandar;2007). And it can be described below;



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To begin the action research process, first of all, the researcher needs to identify the focus (problem), determine the area of teaching and learning that intended to explore. The focus should be on an area of which the researcher has some control and want to change or improve. The researcher should identify the question that needs to be answered. In this research project, for the example, the

Researcher was trying to improve student's vocabulary. The researcher identifies that the major factor causing poor students in vocabulary, difficult to memorize and they don't enjoy in technique that use in teaching and learning process.

Step 1 was planning for action. In step, the researcher should draw of determine what strategy that will be applied to answer question. In the case, the researcher applies teaching using simulation.

Step 2 was acting. This step describe to apply the planning was formulated. The researcher assumes that by applying nursery rhyme and song media the students will not able to say word, phrases or sentences but also understanding about their meaning and enjoyable in the process of teaching and learning.

Step 3 was observasing. This step describe about what, when, where, why and how the researcher collect the data to support the analysis. The data must be real. In this research project, the researcher used.

Step 4 us reflecting the data. After observasing, the next step was analyzing them whether they were the real and valid ones, whether the strategy applied has worked or given such as progress to answer the question or problem. It also important to explain about what kind of pattern used to analyze the data.

Step 5 was planning for the future action. The next step was planning action which was considered necessary to applied based on the findings.

Those are five steps applied as many as they needed until there is significant changes occur because of limited time, cost and also facility belong to the school where this researches is conducted, the researcher only applies those five step twice to minimize the difficulty level when conducting this research.

### **3.2. Subject of the study**

The subject of the study is the fourth grade students of SDN Pandu Cerme Gresik. Here, fourth class whose consists of 27 students was chosen as subject of the study because of two considerations. The first consideration was that their English speaking ability is poor. It was because they were ashamed if the teacher asks them to talk in simple English. On the other hand, they have a potential that they liked to talk active in their mother tongue. So that, this condition needs techniques to motivate students in speaking English and to improve the students' speaking ability. Simulation as one of techniques in English speaking activities has never been given to them as the second consideration. By conducting this study, the students are expected to speak English confidently in front of the whole class so that their speaking ability will improve.

### **3.3. Instrument**

The instruments used by the researcher in this research project to collect some data which are necessary to support the research are interview, diary journal and teacher partner or assistant (Gaies, 1981). It is also suggested that Action Research or class centered Research should be conducted by the principle method of direct classroom observation as well as the introspective methods. Which interviews, questionnaires and diary studier or assistant.

### **3.4. Data collection**

The mine goal of this research project was to observe how opportunities in gaining communication ability are enhanced or reduce inside an EFL classroom through the categorization of activity types and the analysis of pattern of interaction.

In this study, the observation checklist used to collect the data. Here, the teaching teaming processes, the teaching materials and the application of simulation are observed by marking check sign. The technique is conducted until the result is reached.

### **3.5. Data Analysis**

In this study, the result of measurements of the students' speaking skill was presenting to analyze the data. Then, the students' scores from the first meeting to the last one were analyzed. These data are used to conclude whether simulation technique can or can not improve the students' speaking ability by comparing the result of students' scores at the first meeting with the next one. From the observation checklist, the teaching learning processes, the teaching materials, and the application of simulation are observed by putting mark.