

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which is applied in the research. It discusses the research design, subject of the study, and data of the study.

3.1 Research Design

Based on the research question and the objective of the study in the previous chapter, the researcher decided that this study of classroom action research as the research design. Action research has various meanings according to different experts. For example, Brown and Rubinson suggest that any action undertaken by the teachers to collect data and evaluate their own teaching can be termed action research.

Definition of action research is as follows; according to Eileen Ferrance (2000) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. After showing children how to work together to solve their problems, the next step is for the teacher to adopt the methods they have been teaching their children and learn to solve their own problems cooperatively.

In simple word, action research is learning by doing. It is conducted by the teacher as classroom participant. As teacher, he or she needs to know what is actually happening in the classroom, collecting the data, and evaluating her or his

teaching, doing something to solve it and see how successful her or his effort and if it is not satisfied, try again until the increasing of changing is appeared.

3.2 Subject of the Study

To conduct the research, the researcher selected the seventh graders students at SMP Muhammadiyah 8 Benjeng to be researched. The researcher selected the seventh graders as the subject of the study with the consideration that the combination talking stick and darts game were suitable to play with the students at this level, those were the students whose age between thirteen and fifteen.

This research took the seventh graders students with two considerations. First, most of the students had problem or difficulties in speaking activities especially a lack of understanding in descriptive text. Second, the students were not facing the exam.

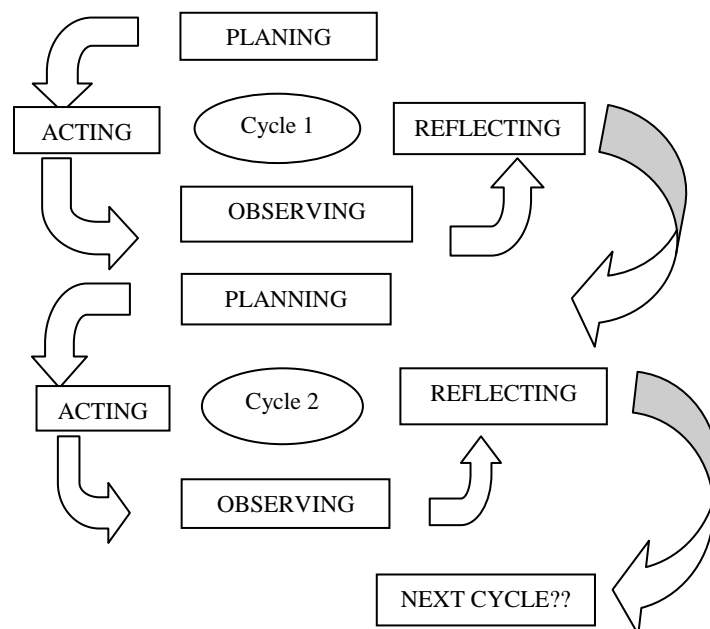
It concerned with one class which consisted of 27 students. They were collected from those whose English were good, average and poor.

3.3 Step- Step in Classroom Action Research

Stephen Kemmis has developed a simple model of cycle model of cyclical of the typical action research. The process each cycle has four steps; they are, planning, acting, observing, and reflecting.

- a. Planning is step to prepare the material that we will be taught, making lesson plan, syllabus and make evaluation that will examine.
- b. Acting is step to teach the students based on our plan, the material and the method we are going to teach and give the evaluation as the result.
- c. Observing is step to observe the result of the acting is it satisfied or not.
- d. Reflecting is step to analyze the data, synthesize, interpret and explain the information obtained from implementation activity

In this study, the researcher plans to do cycle. Cycles consist of four basic components of an action research. They are some stages, planning stage, acting stage, observing stage, and reflecting stage (Arikunto 2006: 95). Here are the steps to conduct classroom action research according to Suharsini Arikunto, dkk 2009: 16)



Suharsini Arikunto, dkk (2009:6)

Based on the steps of action research above, it can be conclude that the teacher as researcher has to prepare teaching process as good as possible. Every step has to be followed continuously and integrated.

3.3.1 Identification Problem

Before doing planning, it was needed to do pre observation. This pre observation included observation about the teacher and students activity when teaching learning was conducted by the seventh graders students. So, that was found the problem which would be researched.

Here the researcher did a classroom action research at SMP Muhammadiyah 8 Benjeng. This research was focused on seventh graders. As it was explained at previous chapter, action research that was done from teacher's problem that was the students had difficulties in speaking descriptive because of some reason (1) The students' interest in speaking was still low, because they were afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. (2) The lack of books related to speaking descriptive ability. (3) The students were less to communicate their thought effectively. (4) The lack of students' vocabulary and grammar mastery in English. The researcher found an appropriate strategy for students. The using of the combination of talking stick and darts game as was be solution to solve problem that was faced by English teacher of the 7th graders at SMP Muhammadiyah 8 Benjeng.

3.3.2 Planning stages

Before implementing the real action research, the researcher made a plan. This stage consisted of three steps, namely designing lesson plans, preparing materials and media, and preparing the criteria of success.

In the planning stages the researcher determined in 6 meetings. First, the researcher distributed a pre test. Second, the researcher explained the materials about descriptive text and socialized the combination of talking stick and darts game. Third the researcher applied the strategy until five times and the last giving the students' post test. Applying the strategy was not enough if it was only one meeting, so the researcher chosen three meetings to apply the strategy. One meeting for giving the students chance to apply in a group then the teacher gave correction, another meeting students applied individually and the teacher still gave correction and the last meeting for giving chance to the students to apply individually and gave correction by themselves. (see appendix 1 page 75)

3.3.2.1 Designing the Lesson Plan

The lesson plan in this action research was proposed based on its purpose namely to improve the students' speaking ability on descriptive text. The activity in the lesson plan was stressed on speaking, especially "descriptive text" which used the combination of talking stick and darts game. It was based on the standard competence and basic competence of descriptive text,

“Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure”

The researcher conducted in 6 meetings because that topic couldn't be reached if it was only in one meeting (see appendix 2 page 76)

3.3.2.2 Preparing Instructional Materials

All materials were prepared by the researcher herself. The material was descriptive text about describing people. It consisted of some exercises related to the topic which had been given. By applying this material, it was hoped that the students' speaking ability would increased.

3.3.2.3 Preparing the Criteria of Success

This study dealt with improving students' speaking ability by using the combination of talking stick and darts game. Based on the previous theory and the condition of the students, the criteria of success of the study were determined as follows:

- The students' average score of English is 65.
- The students should master speaking skill about 70%.
- The students are motivated to join activities in the classroom.

It could be seen in the students' activity or participation and classroom atmosphere. The number of students who participated in the classroom increased significantly (70 %).

3.3.3 Acting Stages

In this step, the researcher used the combination of talking stick and darts game in teaching English in order to improve students' speaking ability. The teacher taught English based on the lesson plan that had been made in planning stage. Each of cycle consisted of six meetings. The procedures of teaching English using the combination of talking stick and darts game were shown in the table below.

Table 3.1 Schedule of Action Research

Meeting	Topic	Activity
First	My Friend	<ul style="list-style-type: none"> ▪ Teacher gave pre test.
Second	Descriptive text (generic structure and example)	<ul style="list-style-type: none"> ▪ The teacher explained and gave the example of descriptive text (generic structure, and language feature) and Socialized the combination of talking stick and darts game
Third	My Favorite Artist	<ul style="list-style-type: none"> ▪ The teacher prepared the media (talking stick and darts game) that would be used in teaching (picture, phrase or word about favorite artist), divided the students in small group to make a circle and gave a stick in every group. ▪ The teacher played a song and students started to move the stick. ▪ The teacher stopped the song and students who held the stick should come forward and said something (teacher chose which group that should come forward). ▪ That students had to shoot the darts board ▪ Where the stick adhered (on the picture, phrase or word), the student should describe it by her or his group's help.
Fourth	My Favorite Artist	<ul style="list-style-type: none"> ▪ The teacher prepared the media (talking stick and darts game) that would be used in teaching (picture, phrase or word about favorite artist) and gave stick to the students who sat in the front and right side. ▪ The teacher played a song and students started to move the stick. ▪ The teacher stopped the song and students who held the

		<p>stick should come forward and said something.</p> <ul style="list-style-type: none"> ▪ That students had to shoot the darts board ▪ Where the stick adhered (on the picture, phrase or word) the student should describe it.
Fifth	My Family	<ul style="list-style-type: none"> ▪ The teacher prepared the media (talking stick and darts game that would be used in teaching (picture, phrase or word about family), divided the students in small group to make a circle and gave a stick in every group. ▪ The teacher played a song and students start to move the stick. ▪ The teacher stopped the song and students who held the stick should come forward and said something (teacher chose which group that should come forward). ▪ That students had to shoot the darts board ▪ Where the stick adhered (on the picture, phrase or word) the student should describe it by her or his group's help.
Sixth	My Favorite Artist, My Family and My friend	<ul style="list-style-type: none"> ▪ Teacher gave post test. ▪ Teacher distributed the questionnaire to the students.

3.3.4 Observing Stages

The third step was observing. In this step, all of data that were related to the implementation of action were collected in order to be analyzed. So, the researcher needed instrument to collect the data. Some instruments that were used in this research were observation, test and questionnaire.

The first instrument was test. According to Brown (2001:401), a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified of criteria. The test was on speaking ability. This test instrument was used by the researcher to measure the students' speaking. The data was in the form of scores. She gave pre test and post test. The test was in the form of subjective test. It consisted of one item which asked the students to describe someone. The researcher

chose subjective tests because the key answer of speaking skill could not be determined. In pre test the researcher only gave one certain topic because the students had not understood about descriptive text before, but in the post test the researcher gave choices about the topic they like because the students had applied strategy with various topics. (see appendix 14 page 109)

Second instrument was Observation. Observation is a technique of collecting the data by closely watching and noticing classroom. There are two instruments in observation; observation checklist and field note. To get the valid data, the researcher accompanied the English teacher to record all the activities that happened during the process of teaching learning in the classroom. The researcher observed the students and classroom situation by using diary journal and the teacher partner observed the students and classroom situation by using field notes and observation checklist after the classroom activity in every meeting.

Observation checklist was used to collect the data about teacher and students' activities in implementation of the actions. The observation checklist was used to show the teaching learning process of speaking descriptive by using the combination of talking stick and darts game (see appendix 3 page 84). Field note was used to note the facts dealing with implementation of the actions that could not be put in observation checklist (see appendix 10 page 100). The observation was done in pairs between the researcher and the teacher partner to get valid data and to reduce the subjectivity of the data.

The last instrument was questionnaire. According to Arikunto (2006:140) questionnaire is several written question that used to get information from respondents. This questionnaire was used to know validity and reliability of the instrument about the students' response toward the implementation of the combination of talking stick and darts game. It was conducted with four alternatives. The questionnaire was given at the end of teaching learning process. The researcher set a close- question type. If the result of questionnaire could not show that strategy which was used could not give easy way for the students, so it is needed to conduct repeat observation to find the best solution. (see appendix 5 page 87)

After determining some instruments in the research, the researcher arranged the procedure to collect the data. The researcher looked for some information dealing with the research problem. The researcher observed, described and recorded everything dealing with the activities in the classroom. The procedures to collect the data would be explained as follow:

- a) The researcher gave pre test to the students.
- b) The researcher did observation when the combination of talking stick and darts game was implemented. In this case, the researcher played the roles as the teacher and observer. The researcher observed the process of teaching and learning in the class including some changing that the researcher found. The researcher recorded everything by using her diary journal. To get the valid data and get objective observation,

the English teacher as teacher partner also noticed the progress of the class in her checklist and field note.

- c) The researcher gave post test to the students.
- d) The researcher gave the questionnaires for the students to know their responses about the implementation of this strategy. After all of those procedures, the researcher discussed the result of observation with the teacher partner. Then, the researcher formulated the conclusion.

3.3.5 Reflecting Stages

It was mostly implemented after finishing the process of teaching and learning. Here the researcher analyzed the data. In this step, the researcher did triangulation to analyze the data from the observation checklist, field note, questionnaire and the result of test to check trustworthiness of data analysis.

All the data was interpreted in descriptive manner. These were steps in analyzing the data:

1. The data from observation checklist and field note were analyzed by describing the activities during the use of the combination of talking stick and darts game by the observer in the class in the process of teaching speaking descriptive. The number of observation checklist depended on how many cycles which was used in observation until the researcher found the progress in teaching speaking.

2. The result of questionnaire was evaluated by using several questions in order to know the students' responses in speaking activities by using that strategy.
3. The score of test were analyzed to know their progress in speaking activity

Finally, the researcher analyzed and reflected all information concerning to the study then discussed all information concerning to the study to get research findings. After the researcher got the result; from observation, questionnaire, and students' scores; she triangulated them with the criteria of success whether the researcher was continued to the second cycle or not. The criteria of success of the study were determined as follows:

- The students' average score was 65 (the passing grade for English lesson at school).
- The students were motivated to join activities on the strategy (70%).
- The students should master speaking skill about 70%

If the result of the process of teaching had not covered the criteria that were expected, the researcher let the teacher know. If it was known where the successful and obstacles from the action had been done on the first cycle, the researcher planned to the second cycle. The researcher could repeat the successful or made sure that the result of it, or revised the lesson plan on the first cycle. In conclusion, it was used to make better planning for the second cycle. If the second cycle had done and the researcher had not been satisfied yet, she could continue to the third cycle with the same steps as previous cycle.

If there was second cycle and the result of it was different from the first cycle, the researcher had to be done the third cycle and the next cycle until it was obtained the best conclusion and appropriate with indicators.

After the study had completed, the researcher concluded her research findings as the answer for the research questions.