

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is regarded as classroom action research, a kind of research to find out what works best in your own classroom so that you can improve students' learning.

The design of classroom action research consists of four steps, which are:

(1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting.¹

Picture 3.1

Below is the cycle of classroom action research (CAR).²



¹Suharsimi arikunto, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2008), 16

²Adityasetyawan.wordpress.com (accessed on June 30, 2012)

Through the step I, step II, step III, and the next step if necessary in accordance with the targets that would like to accomplish.

1) Preliminary Study

A preliminary study was done to get information about the model of teaching and learning at MTs al-Hidayah Betyokauman Gresik especially in teaching and learning speaking. In addition, the researcher attempted to get much information about the students' problem in learning speaking. The preliminary study was conducting in december 1, 2012.

The researcher met the principal of MTs al-Hidayah Betyokauman “ Khairul Amanullah S.P,d” and talked about planning to do research in the school. He permitted the researcher and said that the researcher could meet the teacher. Based on the teacher said that some students were still confused to produce text orally. She also helped to show some data related to the students' high, medium and low ability based on their score. It could help the researcher to get much information.

This research was a Classroom Action Research which include planning, action, observation, and reflection. Here the explanation action research as follows:

Step 1:

1. Planning, it was the preparation for the implementation of classroom action research. This strategy that becomes the focus of the study, to be prepared, to be tried out, to be revised, to be tried again until it proves effective to solve the problems.

- a. Researcher analyzes the curriculum to know the basic competence that will teach to students.
 - b. Create a lesson plan
 - c. Describe alternative problem solving
 - d. Create a student worksheets
 - e. Make instruments of learning for each cycle
 - f. Develop learning evaluation
2. Action. Namely the description of actions to undertaken in accordance with the procedures for action to implemented, the researcher has mastered the instructional scenario before starting the implementation in class.
 3. Observations. Data recording procedures regarding the process and product implementation of planned actions.
 4. Reflection. A description of the procedures and impacts analysis of the process improvement actions are implements.

First cycle on the second of December 2012

Planning step

Based on the data from preliminary study, the researcher and the English teacher planned to give a new air in the speaking class. They planned to implement Inside-Outside Circle through famous person picture. They made lesson plan and planned to give various activities students to participate in speaking activity. In this activity, the researcher would do an action to solve the problem that has been identified. The teacher would plan an action that has been identified. Then, they planned to give picture of famous person, some questions related to the material and ask them to discuss about the picture. Moreover, the researcher and the teacher planned to explain about Inside-Outside

Circle before they started to implement it. And for speaking activity they planned to give a sheet of famous person picture and ask them to report it to their friends.

Acting step

In this stage, the teacher did what they had planned in the planning step. The teacher gave brainstorming and asked some questions related to the topic that day. She also explained about the IOC technique. The following activity was speaking activity. In this activity, the teacher told the students that they were going to implement the technique. They were asked to form two concentric circle based on their birth month. They are from January to June is even numbers would be in the inner circle. Students who is born in July to December is odd number, they would be the outer circle. They had form those two circles in front of class and face each other so that each of them had a partner. The teacher conducted the speaking assessment for the students. The form of the assessment was information gap. All they had to do was report the instruction to explain who is person in the picture to their partners. In the next step, the teacher asked the students to move and change their partner. So, they can continue the information that the previous partner had given them.

Observing step

The researcher here was an observer. She observed what was going on in the classroom during the Inside-Outside Circle was implemented. She noted, filled up the observation checklist and watched what was going during the lesson.

Reflecting Step

The result of observation checklist during the observation step is evaluated and analyzed for the next planning, and acting. She analyzes the weaknesses of the first

cycle. When the first cycle is still unable to reach the expected result that is the ability to follow direction or complete the task, she will continue to the next cycle and hope that the next cycle showed better result than the previous one.

Step 2

1. Planning. Researcher creates lesson plans based on a reflection on the first cycle.
2. Action. Researchers conducting lessons based on learning plans reflect the results of the first cycle.
3. Observation .Researchers and collaborators examine the learning activities.
4. Reflections. Researchers to reflect on the implementation of the second cycle and prepare planning for the second cycle.

Second Cycle on the fourth of December 2012

Planing Step

According to the reflecting result from the previous cycle, the researcher and the English teacher had to change their plan for the second cycle so that the students could do the action better, pronounce the word better and the objective of teaching and learning could be reached for the cycle, they made lesson plan. They planned to give some activities. They prepared two different person picture. They are Cherybell and Bambang Pamungkas. Moreover, the speaking activity would be divided into two different topics in each group.

Acting Step

After greeting the students, the teacher then reviewed the material in the previous meeting. She asked the students some questions related to the topic that day, let them

understand about the picture for the demonstration. Last, she assigned the speaking assessment for the second cycle. The form of the assessment was the same as the first cycle, information gap. So, the duty of inner cycle and outer cycle was different picture. The inner cycle must tell the explanation to the outer cycle and the outer cycle must tell the explanation to the inner cycle.

Observing Step

As in previous cycle, the observer observed what was going on in the class. He filled up the observation checklist and write some important notes.

Reflecting Step

Here, the reseacher and the teacher talked about the acting step and the result of observation. The observer gave comments toward the acting step, the reseacher noted that this cycle was better than the previous one. But, she could continue the next cycle because the students had not reached the target score, 70.

Step 3 (see the previous page)

The Third Cycle on the ninth of December 2012

Planning Step

In this cycle, the reseacher's plans was not almost the same with two previous cycles. They would concentrate to encourage the students to participate more actively in the speaking activity. They planned the students to be more active in speaking class with interviewed their friends hobby.

Acting Step

As the previous cycle, the teacher started the lesson by greeting the students and then gave some question related to the topic that day. After that, the teacher reviewed what they have learn in the previous meeting. The teacher explain ed that the technique same with the previous meeting.

The teacher asked the students to form of four concentric circle same as before. All they had to do was the report of what they had in the interview with their friends. In the next step, the teacher ask to one of student from each group to come forward and explain the report. And the others could sat and learned the report.

Observing Step

The teacher noted that this cycle was more quiet than before, because the students devided in small circle. That maked them more focus and enjoy the activity.

Reflecting Step

From the result of the observation above, it could be seen that the students had showed a good progress. The result of the rhird cycle was better than the previous cycles. Here, the researcher decided to stop the research because the students had reached the target score,70.

B. Subject of the study

The subject of the study are the students of the seventh grade at Mts al- Hidayah Betojokauman Gresik. There are 32 students in the class. They have different level of intelligence and ability of English. Each of them will participate in the discussion in each cycle. The score will be given based on their speaking performance. It is done to find out that they achieve the significant improvement for their speaking ability. They are unable to speak up in English class because they have no idea of what they will speak.

C. Setting of The Study

The setting of the study is Mts al-Hidayah Betojokauman Gresik. It is located in Jl. KH. Zakariya, Betojo, Gresik.

A. Data

There are three kinds of data in this research to answer the first question. The data are students and teacher's interview and also data result of the observation that are obtained through observation checklist. And to answer the second question, the data is taken from the students' score that are obtained through the speaking assessment given at the end of cycle. The data that used in this research is the result of observation checklist, students' score, and students' speaking records.

B. Research Instruments

A research instrument is a means to get or collect the data for the research. There are three research instruments that are used in this study. They are observation checklist, data interview, students speaking assessment task, and field notes.

1) Observation Checklist

Observation checklist is the most important method in research apart from interview. Systematic and organized observation is intended to gain the valid and reliable

data. Observation itself includes more than 'seeing'. It involves our five senses (sight, hearing, smell, touch, and taste) therefore in this qualitative research we sometimes argue the data authenticity since it is assumed too subjective.

It is used to know the implementation of IOC as a technique in teaching produce text to the seventh grade. The form of observation checklist is "yes" and "no" answer. Observation checklist is divided into three major aspects. Materials, technique, and teaching learning process which is the teacher and students include in the class activities.

2) Interview

To get the data accurately and to support the observation conducted before, the researcher will do an interview.

The interview was addressed to the teacher and students to get deeper information about the topic addressed to the interviewees. The objectives of the interview was to find out students' interest, like and dislike, and also opinion and attitude toward the speaking class in their English class.

3) Students' Speaking Assessment

The researcher selected the information gap as assessment to get the students' speaking score. In each cycle, the teacher will give speaking assessment. This assessment is done in the acting stage when the students in the class are divided into two concentric circles group. Then they are asked to make different shape.

Each of them has to explain or report about the instruction. They must help each other by giving information that they know to finish the task. During the discussion, the

researcher listened to the speaking activity and from the students' discussion, she can get the score.

4) Field Notes

Field notes was used to know the students' behavior and teacher's performance in the teaching learning process. The use of field notes, hopefully, would help the writer to observe the class situation. It also showed some notes taken in each action.

C. Data Collection Techniques

The techniques used to collect data is observation in circles. So, if the observation checklist is filling by respondent, the researcher need to adding some important notes means it is done.

1) Observation checklist

This instrument is going to be used by the researcher to interact with the students of the seventh grade at MTs al-Hidayah, because they are going to support her. It is done by the researcher by filling the observation checklist and adding some important notes while the IOC technique is done.

2) Students' and teacher interview

The questions of interview are about the students' ability in English class, especially in speaking. The next question about how the teaching strategies of speaking applied in the class, how the students' response of the teaching strategies during the class was. Whether they feel interested, enjoyable or even bored and so on.

3) Student speaking assessment task (test)

After finding data from the observation questionnaire, the researcher gave a speaking assessment that fulfilled by students. The speaking assessment is done in every

cycle to get the students' score in order to know their achievement in speaking through the implementation of IOC technique. The students' score then analyzed by counting the students' average score. The technique was formulated as follows:

$$\text{Mean} = \frac{\sum FX}{N} \text{ or } = \frac{\text{Total of students' score}}{\text{The Number of Students}}$$

Note:

Mean = Students' Average Score

$\sum FX$ = Total of Students' Score

N = Number of Students

To see the average percentage of students' score development, the researcher used the following formula.

$$\text{The average percentage} = \frac{\text{the total of percentage}}{\text{the number of students}}$$

4) Field notes

Field notes not only used to know the students' behavior and teacher's performance in the teaching learning process. The use of field notes, hopefully, would help the writer to observe the class situation and know the school situation. Because in the teaching learning process the situation of class or school place were gave the influence of the students' result.

G. Data Analysis

There are three kinds of data in this research, the result of observation checklist, data interview, students' speaking score, and field note.

The main data is observation checklist. It is form of words " yes" and " no " answer. The situation that observed were about the implementation of IOC technique in teaching speaking and how the students' improvement during the implementation of IOC technique. The activity must be followed by giving tick (√) to the observation checklist and making note to the object which was observed. It means that in this research the researcher must make form of observation checklist then give checklist to every item.

The second data is students' and teacher's interview. The third data are collected from the result of measurement of the students' speaking score. The aspect include accent, fluency, grammar, vocabulary, and comprehension. Then, the total scores are presented in words in order to make clear the progress of the students' speaking skill. The result of the students' speaking scores are also used by the researcher as a basic reflection in continuing the next cycle if the expected results in learning objectives are not obtained.

The last data is field note. Field note was used in order to consider whether or not the the cycle must be repeated based on the class situation, the participation of the students, and the comprehension of the students

A. Criteria of Success

The criteria of success was set up in order to judge whether the implementation of action were effective or not. Therefore, the criteria of success was used to see whether the implementation of Inside-Outside Circle technique to improve students' speaking skill was success or not.

Criteria that would become basic to give conclusion the criteria consisted of some percentages. They were:

- 1) 81% - 100% : Very Good
- 2) 61% - 80% : Good
- 3) 41% - 60% : Enough
- 4) 21% - 40% : Lack
- 5) 0% - 20% : Very Lack³

Based on the criteria above, there is criteria used in the research to measure the success of the action, it is:

The measurement of success in this research was 65% of the material achieved by the students.

³Dr. Suharsimi Arikunto, *Management Penelitian* (Jakarta: Rineka Cipta, 1995), p. 57

