CHAPTER III
RESEARCH METHOD

In this chapter the researcher describe key sub-heading such as research design, subject of the study, instrument, technique of the collecting data, data analysis.

A. Research design

This research present conducted to find the answer of the research problem. The research problem include (1) how is the Three-step interview strategy implemented to improve students' speaking ability (2) is the students' recount speaking ability improved after the implementation of Three-step interview strategy (3) How are the students' responses toward the implementation of Three-step interview strategy.

The study entitled "The Use of Three-step interview Strategy to Improve Telling Recount Text among Eight Grade Students of MTsN KRIAN". This research use classroom action research (CAR) design by Mc niff which purpose to enhance the students' speaking specially on recount text through Three-step interview as the spacing strategy.[27]

Nunan in richacd and Nunan define action research as tools of experimental research that come from problem oriented approach. It means that

[27] Mc Niff, Action reseach: principle&practice (champan and hall Inc: New york,1992)p27

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action research is kind of research to solve problem that occurs from the real approach problem in the classroom. Furthermore, Elliot in Mc Niff, Lomax, and Whitehead said action research is about improving practice rather than producing knowledge....[28] Moreover, Kemmis in Indarti (2008 explain the definition of action research as follows:

> Action research is a form of self reflection inquiry undertaken by participant in a social situation (including educational) in order to improve the awareness of (a) their own social or educational practices, (b) their understanding of their practice, and (c) the situations in which practice are carried out[29]

Additionally, Mc Niff said that action research is an approach to improve the students' performance thorough changing the method of teaching; by encourage teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change it[30]. It means that action research is an approach that can reflect on someone's teaching so that he is aware for his practice and willing to make the improvements for his future practice.

Based on those definitions can conclude that the purpose of classroom action research includes: (a) fix and enhance the quality, input, process and the result of the study; (b) improves the educators' willing to

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[28] Ibid p10

[29] Titik indarti S.pd M.pd , *penelitian tindak kelas dan penulisan ilmiah* (UNESA Press:Surabaya,2008)p4

[30] Mc NiffJean, *Action research principle and practice* (Champan and Hall inc:New york,1992)p24

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be more pro active to find solution for the problem that arises in the learning process.

In this study, the researcher act as the teacher who teaches the students using Three-step interview strategy. And her collaborative teacher (the English teacher in this school) acts as the observer who observes the teacher and the students' activities when teaching and learning process.

This study does for four meetings. In each meeting will use Three-step interview strategy the design of classroom action research consist four steps, which are: planning, implementing, observing, and reflecting.[31]

For clear understanding, the cycle model scheme of action research proposed by Mc Niff can be seen in figure 3.1

[31] Ibid p 34

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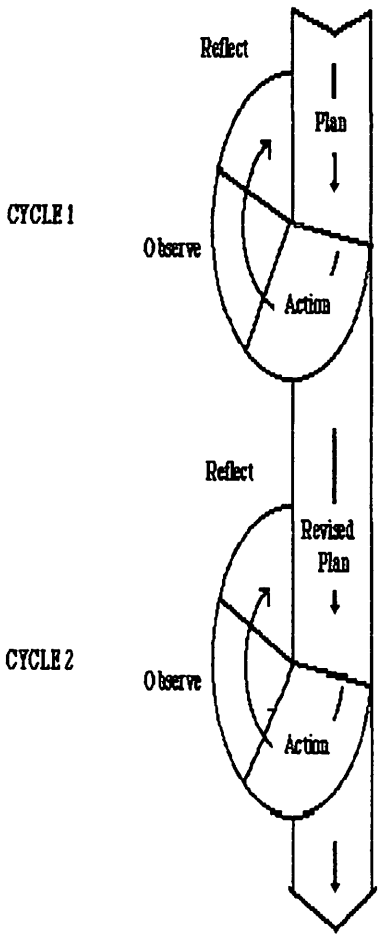
Figure 3.1



1.Planning Stage.

This stage the researcher plans the scenario of teaching learning process (lesson plan), teaching material and observation checklist. The genre of the text and the strategy that will be apply

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2. Action Stage.

The researcher will implement all of things she will plan in action stage. In this stage the researcher give brainstorming to the students before going to the main activity. Then, she manages the class and explains what the student has to do.

3. Observation stage.

While the students are doing the teacher's order, The observer will sit back row to observation what is going on the teaching learning process of speaking Recount text by using Three-step interview strategy.

4.Reflection Stage.

In this stage, the researcher evaluate and analysis the result of observation checklist. It is do in order to know what to do for the next cycle. If there are weaknesses in the first cycle, then it will be continued to the second cycle and so on until the expected results are obtained.

B. Subject of the study

1. Population

The subjects of this study are the students of MTsN Krian. In this school there are three grades, they are: seven grades, eight grades, and nine grades. Every grade consists of nine classes. Seven grades from VII A until VII I.

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VII I. eight grades from VIII A until VIII I, and nine grades from IX A until IX I

2. Sample

In this study the researcher choose eight grade class because this grades is suitable than other grades. Seven grades which are beginning class and nine grades will prepare final examination. The researcher choose eight grades class especially VIII A because the students has good base knowledge especially speaking ability than other class and this class study about Recount text so that it easy to the researcher to doing this research. In VIII A consist of 45 students 30 female and 15 male.

C. Research Instruments

An instrument of this study is needed to collect the data. In this study the researcher use some instruments as follows:

1. Observation checklist

The researcher use observation checklist to know how is the implement of Three-step interview strategy to improve the students' speaking recount ability to the eight grades students. According to Burns, in Basrowi& Suwandi Observation is important part of action research. Use observations can reflection on systematic manner and document

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toward the interaction and the activity in the classroom.[32]

2. Speaking student's assessments task

This instrument uses to know progress the students' speaking recount text after using three-step interview strategy. The assignment is the composition speaking by the students with using Three-step interview strategy in each cycle. In addition, the writer use oral proficiency scoring categories adapted from (Oller jhon W Jr 1979) to analyze the student's speaking

3. Questionnaire

The researcher uses questionnaire in this study to know how are the students' responses toward the application of Three-step interview in speaking recount text. Questionnaire is data collection technique to develop theory that is used by the researcher [33]

D. **Data Collection Technique**.

In collecting the data during the research, the researcher use observation checklist, speaking student's assessments task. and questionnaire. The observation checklist use to find out how is the

[32] Basrowi&Suwandi,(Prosedur penelitian tindak kelas,Bogor :Ghalia indonesia,2008)p127

[33] Ibid p127

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implemented of three step-interviews to improve speaking Recount text to the eight grades the contents of the observation checklist use to observe three aspects they are: the material the technique, the teaching learning process which is include of the teacher's activities and the student's activities meanwhile the questionnaire use to know how are the students' responses toward the implementation of Three-step interview to improve speaking recount text. In this study the researcher gives ten questions that are connecting with the strategy and the researcher gives ten minutes time toward the students to answer the questionnaire. And speaking student's assessments task to know progress the students' speaking recount text after using Three-step interview strategy, to collecting this data the researcher wills record the compositions speaking by the students with using Three-step interview strategy in each cycle.

E. Data analysis

After the data were collect, the researcher analyzes the data. In this study there were three kinds of data analysis observation checklist. Test speaking student's assignment and questionnaire. The analysis of observation Checklist in the form of "yes" and "no" answer. The indicators listed in the observation checklist. This data analyze in description manner.

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Meanwhile the result of the questionnaire was analyzed using percentage technique. The number of the students multiplied by 100% divides the sum of the student's responses of one question.

Speaking student's assessment task analyze in use speaking score from Oller's FSI rating procedure. Firstly, the score level from each component; accent, grammar, comprehension, pronunciation, and fluency, then measure by FSI Weighting table. Secondly, the total scores level each component measure by FSI Converting table. Finally, the total score were also presented in words in order to make clear the progress of the students' speaking ability.

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