## CHAPTER III

# **RESEARCH METHOD**

### A .Research Design

The Design of this research is *Classroom Action Research*. This research is expected to improve the student's speaking ability before and after using songs to teach speaking and the process of the teaching using songs as well as possible.

Action research is a kind of research that always becomes significant research in language education research. Elliot (1991) has opinion about it. He states "I'm anticipating that action research will become highly recommended as a strategy for helping teachers to maximize pupils' achievements of national curriculum targets". <sup>32</sup>

By the definition of action research above, it can be concluded that action research is a series of procedures, a group of activity and a piece of descriptive research carried out by a teacher in the classroom in order to improve aspects of the teaching or to evaluate the success and /or appropriate of certain activities and procedures, without changing the phenomenon under investigation.

Elliot (1991) adds the central characteristic of action research is the join reflection about the relationship in particular circumstances between processes and products. Each kind of research must have goal in order to solve the problem which is being researched. All wright and Bailey state that "the goals of action

 <sup>&</sup>lt;sup>32</sup>J. Elliott, Action Research for Educational Change (Buckingham: Open University Press, 1991), 50

research are achieving local understanding and developing viable solutions to problems". <sup>33</sup>

The step in action research means the way to conduct and action research. According to Dick All wright and K.M Bailley stated that the procedures on conducting an action research are: <sup>34</sup>

- 1) Collecting the data
- 2) Planning an action
- 3) Carrying out the plan
- 4) Observing implementation
- 5) Reflecting
- 6) Revising the plan

### **B.** Population

Population is the whole subject of research.<sup>35</sup> In the research, population of this research is sixth grade of MI faqih Hasyim Buduran Sidoarjo in academic year 2015-2016. The sixth grade of MI Faqih Hasyim Buduran Sidoarjo.There are only 27 students in one class.

 <sup>&</sup>lt;sup>33</sup>J. Elliott, Action Research for Educational Change(Buckingham: Open University Press, 1991), 50

<sup>&</sup>lt;sup>34</sup> Dick Allwright - K.M. Bailey. Focus on the Language Classroom (Cambridge : Cambridge University Press. 1991), 10

<sup>&</sup>lt;sup>35</sup> Suharsimi Arikunto, Procedur Penelitian:Suatu Pendekatan Praktik(Jakarta:PT Rineka Cipta, 2010), 130.

## **C**.Research Instrument

To collect the data, the researcher should check the *lesson plan*. Because it contains tools and teaching media and then the next they are able to be used as the instruments of research process. Based on KTSP 2006 lesson plan ( RPP) to teach pronounciation with it's acheivement indicator, so there are some instruments that will be used in this research are: <sup>36</sup>

1. Song MP3

Song MP3 is the song that has lyrics in english and it had been formatted in MP3 and played in CD player.

2. CD player

CD player is one of music equipment to play the CD's music contents.

3. Song text

Song text is the lyrics of the song that contains words, phrase and sentences in english. The song text are Someone Like You by Adelle, Thousands Years by Christina Perry and All of Me by Jhon Legend. The writer chooses those song because they are the populair song and almost of the students have been familiar with them.

4. Field note

Field note is the important notes that writer recorded during research to support other datas.

5. Pre-test score

<sup>&</sup>lt;sup>36</sup> Ida Kusuma, et.al., "MODEL Silabus dan RPP". Titik Sumiyati (Ed). *Active English* 6(Solo: PT.Tiga Serangkai Mandiri, 2007), 71.

Pre-test score is the score that gotten from the test before the writer's strategy has been implemented.

6. Oral-Test score

Oral-Test score is the score that gotten from the test after the writer has been implemented his strategy.

7. Post-test score

Post-test score the score that gotten from the test after the writer has been implemented his strategy. This is the last tes when research will be ended.

8. List of test result score sheet

List of test result score sheet is the sheet that contains all of test score. They are pre-test, oral-test and post-test score,

# D .Data Collection Technique

In this research, the writer use tests which are pre-test and post-test to find out the students ability before and after the using of songs in teaching and observation to find out the process of the teaching and learning activity using songs. The techniques are :

- 1. Making the field note, the writer should write down the important notes about some matters during research to support other datas.
- 2. Making the test, kinds of test are:
  - a. Pre-test

Pre-test is the test before the writer's strategy has been implemented. Students should read/speak up 5 sentences that some words are same with in the song text/lyrics.

b. Oral-test

Oral-test is the test that has been held after the writer has implemented his strategy. Students should read/speak up 5 sentences that some words are same with in the song text/lyrics and the pre-test's questions too.

c. Post-test

Post-test is the last test that ends all of test during the research. Students should read/speak up 5 sentences that some words are same with in the song text/lyrics, the pre-test's questions and oral-test1 and oral-test 2.

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# **E**.Research Procedure

# 1. Planning

The writer prepare schedule of research before doing in action. And the schedule is adjusted with english subject schedule that has exsisted. Here is the schedule :

No	Date	Activity			
1	January, 6th, 2016	Pre-test			
2	January, 13rd, 2016	Oral—test 1 (1st cycle)			
3	January, 20th, 2016	Oral-test 2 (2nd cycle)			
4	January, 27th, 2016	Post-test			

Tabel 3.1 List of research time

#### 2. Implementing

Implementing is the performing of planned action. Based on the model above, the researcher can change the plans when it is necessary. Therefore, in this research the writer conducts basic cycle and then if the target has been not achieved, the writer conducts the second cycle after revise the plans (amended plan). To make the steps in this research more clearly, the writer makes the elaboration of the activities in this action research as follows:

# a. Pre-test

The pre-test is going to be done to check how far the student's ability in mastering English speaking skill. Have the students beencorrect or not in pronouncing the words? The writer gives an oral test, by asking the students one by one *to read* 5 sentences loudly *to check each student's pronunciation*. And

then the writer elaluates them with the pronounciation rubrics to determine their score.

#### b. The First Cycle

The procedures of teaching learning process in the first cycle are as follows:

Activity 1

- Giving material speaking that focussed on pronounciation and teaching based on lesson plan (RPP).
- 2) The teacher (writer) plays English song in a CD.
- 3) The teacher (writer) asks the students to listen to an English song carefully while the students look the words in the song's lyrics how to pronounce them.

Activity 2

- The teacher (writer) gives example in pronouncing words in these song lyrics and then asks all of students try to follow him loudly.
- 2) The teacher (writer) leads the students to sing that song together.
  - Then the teacher (writer) let the students try it by their selves by singing that song enjoyfully.

Activity 3

- The teacher (writer) gives an oral reading test again. The test is reading the lyrics of the song that the words is related with lyrics of the song played.
- 2) The writer compares the result of score with the pre-test score. If the score is going to increase, the writer still has to keep checking

the minimal acheivement score. The scores should be above the minimal acheivement score. But whatever the results the writer should go on second cycles to get the satisfied result.

# c. The Second cycle

In this cycle, the procedures of teaching learning process arestill same with the first cycle. This is meant to get the maximum results. The process is as follows:

Activity 1

The teacher plays the different song with different words in lyrics. While the students listen to the song carefully without any activities, just concentrate to pronunciation of the words in the lyrics only not the melody.

Activity 2

The writer gives the students little time to try pronouncing words in lyric by their selves before post-test will be held.

## d. Post-test

In this post-test activity, the teacher asks to the students to read the 5 sentences that different with some tests before. The students should read in correct pronounciation.

## F. Data Analysis Technique

After doing pre-test, doing action in 2 cycles and ending with the post-test, the writer analyzes results of all test by comparing data before and after action research done. And then reflecting all of them to standard of competency speaking skill in KTSP 2006 especially on acheivement indicator that means students able to speak up clearly the frase or simple sentences with *the correct pronounciation*<sup>37</sup>.

The score can be gotten from the value of each pronounciation rubric criterion multiplied by the number of the questions and then devided by the maximal score <sup>38</sup>. To evaluate student's pronounciation should be measured by the rubric of pronounciation and then it could be counted with each of rubric creterion value/score. Then writer uses the formula to determine the student's test result score. The score formula is :

the value of each pronounciation rubric criterion X the number of the questions							
	The maximal score	× 100%					
The class average score is :	∑ all student's score Total of student's						

The class average score should be above 65 as KTSP on minimal acheivement score<sup>39</sup>.

<sup>&</sup>lt;sup>37</sup> Ida Kusuma, et.al., "MODEL Silabus dan RPP". Titik Sumiyati (Ed). *Active English 6*(Solo: PT. Tiga Serangkai Mandiri, 2007), 1.

<sup>&</sup>lt;sup>38</sup> -----,74.

<sup>&</sup>lt;sup>39</sup> Karsidi, MODEL KTSP 2006 SD dan MI (Solo: PT. Tiga Serangkai Mandiri, 2007), 16

No	Critarian / decorintian	Value	Saara	Catagony
INO	Criterion / description	value	Score	Category
1	Comprehensible and Having Native like Accent	5	85-100	Excellent
2	Comprehensible with non- Native Accent	4	70-84	Good
3	Some Existing Mispronunciation that Affect Comprehension	3	55-69	Fair
4	Frequent Mispronunciation that Affect Comprehension	2	40-54	Poor
5	Not Comprehensible	1	0-39	Very Poor

Tabel 3.2 Rubric of pronounciation

