

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”.³²

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 joint 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. Allwright and Bailey state that "the goals of action

³²J. Elliott, *Action Research for Educational Change* (Buckingham: Open University Press, 1991), 50

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 :

then the writer evaluates them with the pronunciation rubrics to determine their score.

b. The First Cycle

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

Activity 1

- 1) Giving material speaking that focussed on pronunciation 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

- 1) 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.
- 3) Then the teacher (writer) let the students try it by their selves by singing that song enjoyfully.

Activity 3

- 1) 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

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

- 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.

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

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 pronunciation.

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 achievement indicator that means students able to speak up clearly the frase or simple sentences with *the correct pronunciation*³⁷.

The score can be gotten from the value of each pronunciation rubric criterion multiplied by the number of the questions and then divided by the maximal score³⁸. To evaluate student's pronunciation should be measured by the rubric of pronunciation and then it could be counted with each of rubric criterion value/score. Then writer uses the formula to determine the student's test result score. The score formula is :

$$\frac{\text{the value of each pronunciation rubric criterion} \times \text{the number of the questions}}{\text{The maximal score}} \times 100\%$$

The class average score is : $\frac{\Sigma \text{ all student's score}}{\text{Total of student/s}}$

The class average score should be above 65 as KTSP on minimal achievement score³⁹.

³⁷ Ida Kusuma, et.al., “MODEL Silabus dan RPP”. Titik Sumiyati (Ed). *Active English 6*(Solo: PT. Tiga Serangkai Mandiri, 2007), 1.

38 -----, 74.

³⁹ Karsidi, *MODEL KTSP 2006 SD dan MI* (Solo: PT. Tiga Serangkai Mandiri, 2007), 16

Tabel 3.2
Rubric of pronunciation

No	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