CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology that covers kind of the research, research design, research subject,research area,procedures of theresearch,criteria of success, and research instrument

3.1 Kind of the Research

Classroom action research (CAR) will be conducted in the research. According to Maxwell (in Lingam 2012: 48), action research as a strategy of improving and assisting practitioners (such as teachers, pupils and educational administrators) to improve the rationality and justice of their practice. Meanwhile, Arikunto (2010:130) states that Classroom Action Research is accuracy against the activity that is carried out intentionally and it takes place in the class.

 Based on definition above, Classroom action research is an action research which is conducted by the teachers in the class to improve their teaching learning process.

3.2 Design of the Research

The design of the research is Classroom Action Research. According to Arikunto (2010:137) classroom action research has cyclical model which consist of four activities. They are as follow: (1) the planning of the action, (2) the

implementing of the action, (3) observing and, (4) reflecting of action. The design of this action research is illustrated in diagram 3.1
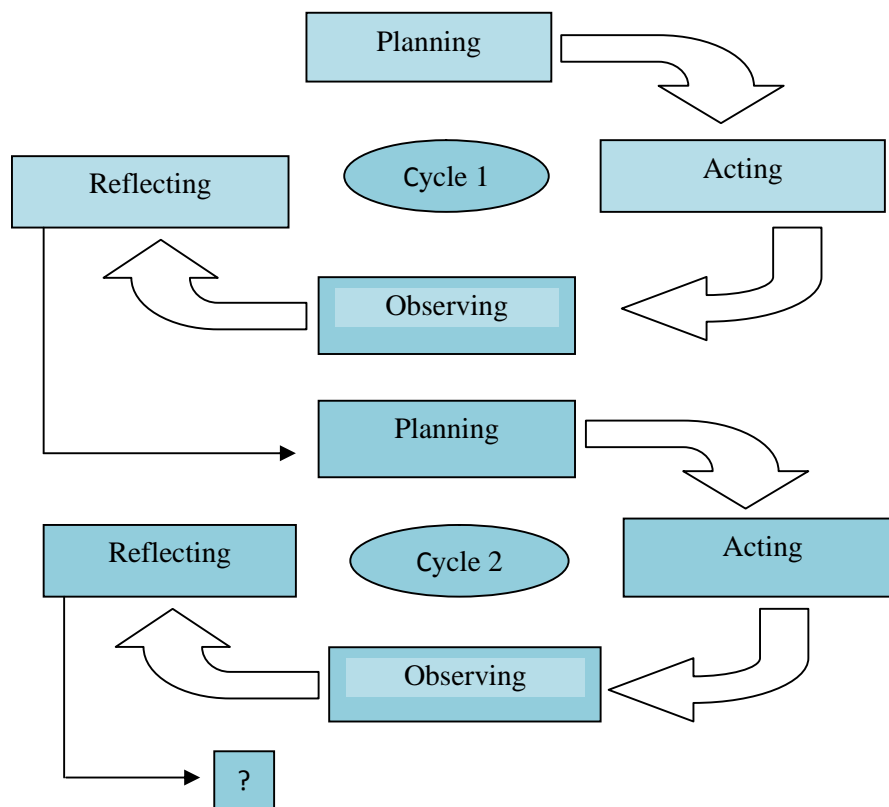
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              ┌──────────┐
              │ Planning │────╮
              └──────────┘    ▼
 ┌────────────┐  ╭────────╮  ┌──────────┐
 │ Reflecting │  │ Cycle 1│  │  Acting  │
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        ▲    ┌──────────┐         │
        ╰────│ Observing│◀────────╯
             └──────────┘

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        ╭────▶│ Planning │────╮
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 │ Reflecting │  │ Cycle 2│  │  Acting  │
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        ╰────│ Observing│◀────────╯
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Diagram 3.1 The Model of Classroom Action Research

(Adapted from Kemmis and Mc Taggart in Arikunto 2010:137)

3.3 . Subject of the Research

The subject of this Classroom Action Research is the eighth grade students at MTS Bustanul Ulum Bulugading in the 2015 / 2016 academic year. In the eighth grade of that school there are five classes A to E. In this case researcher chooses the eighth (VIII B) class consists of 26 students. The researcher chooses the class because of some reasons. First, the researcher found that the Eighth grade students had difficulty in speaking. For instance, they are low in vocabulary, pronunciation, grammar and fluency. Second, the English teacher had never

applied cooperative learning. Third, the headmaster and the English teacher of eighth grade students at MTS Bustanul Ulum Bulugading gave permission to conduct the research.

3.4 Area of the Research

The area of this research is the Eighth grade students at MTS bustanul Ulum Bulugading. This school was determined because it is accessible. It is easier for the researcher to conduct this research.

3.5 Procedure of the Research

Based on the research design, the action of this research is implemented in four stages; they are Planning, Implementing, Observing and the Reflecting.

3.5.1   Preliminary Study

This research began with a preliminary study on March 24th to 25th 2016. On Thursday, March 24th 2016 the researcher observed the class and interviewed with the English teacher to investigate whether the students had problem in speaking ability. Friday, March 25th 2016 the researcher gave speaking test (pre-test) to the students about the unforgettable experience.

According to the Englishh teacher the minimum standard score of the students' speaking ability is 70. From the result of speaking test there were only 6 students (23%) who got score ≥ 70 and 20 students (77%) of the students that did not achieved a minimum score (70). Based on this data, showed that students' speaking ability still need to be improved.

3.5. 2 Planning

The first step is planning the action, before implementing the action in the class, the researcher has prepared some activities. They are as follows:

1. Choosing the material of speaking based on the curriculum for the eighth grade students

2. Constructing the lessons plans of the cycle.

3. Developing the picture series to be used as the teaching media in the teaching speaking.

4. Teaching the students by using Cooperative Learning

5. Constructing the speaking test materials

3.5.3 Acting

The implementation of this research is planned to be done during the classroom hours. The actions are given in teaching speaking ability by using cooperative learning and picture series as media. The implementation of the action in Cycle 1 is based on lesson plan 1. It has two meetings and each meeting is provided 80 minutes. If Cycle 1 is not successful, the lesson plans for Cycle 2 will be revised based on the evaluation in the previous cycle.

3.5.4 Observing

Observing is the way to collect in collecting the data. In this research there were two instrumenting used. First is speaking test to collect the data of speaking skill and field notes as to record the student's activities during the teaching learning process

3.5.5 Reflecting

In this part, the researcher evaluated the result of action in order to know whether the actions given are successful or not. The cycle is stopped if the target of the research has been achieved. Both if the target has not been achieved, the researcher should revise teaching technique of the first cycle, in order to get target. To measure the student percentage of their speaking ability, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E   : the percentage of the students' speaking skill test.
n   : the number of the students reaches 70.
N   : the total number of students

Ali (1999: 39)

If the first cycle has not been satisfactory yet, the action will be continued to the next cycle until the successful research criteria achieved.

3.6 Criteria of Success

The criteria of success are used to find out whether the goal of the action is achieved. The target score of speaking ability is 70. The actions are regarded successful if more than 75% of students achieve the minimum standard score requirement that is 70. However, if the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2.

3.7 Instrument of the Research

Research instrument is a thing that used when a research is done in a particular method (Arikunto, 2010:192). They are needed in order to get the data for the research. Here are the intruments that is used in this research:

3.7.1 Speaking Test

In this research, the speaking test was conducted to measure the students speaking ability through cooperative learning and picture series as media. According to Arikunto, (2010:193) test is a set of questions of exercises or instrument that is used to measure the skills, knowledge and intelligence owned by individual or group. Hughes (2003:9) states that a test used for obtaining information. Thus, the speaking test was conducted to measure the students speaking ability covering fluency, accuracy on pronunciation, grammar, and vocabulary.

The students' speaking ability will be scored based on the Hughes' rating of speaking test see appendix 8.

3.7.2 Field Note

Field note is an authentic proof form of principal notes, or notes about the process of unraveling what happened in field, in accordance with the focus of the study, written in descriptive and reflective. This field notes made by the researcher or research partners who do observation or observation of the subject or the object of classroom action research. Various observations about aspects of learning in the classroom, classroom atmosphere, classroom management, teacher and student interaction, student interaction with students and some aspects may be

recorded as a record field and will be used CAR as a data source the observer uses guideline as an instrument's observation of getting the data.The observation will be focused on students' activities during teaching and learning process in the classroom

The number items of field notes are as follow:

1. The students' pay attention to the teacher's explanation

2. The students give comments or question about the teacher's explanation

3. The students' in their group discuss the topic given

4. The students' in their group share the topic given

5. The students' are active during cooperative learning

3.8 Developing of the Research Instrument

3.8.1Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments (Ary, 2010: 225). A valid instrument has a high validity. On the contrary, the instrument is less valid means having a low validity (Arikunto, 2010: 211).

In this case, the researcher used content validity, because the test items based on the curriculum. Content validity test will be valid if the material about speaking that will be taken and the items of the test are based on the curriculum.

Table1. Competency Based Curriculum

Standard Competences	Basic Competence
Expressing meaning in oral texts functional and simple short monologue form of a recount, and narrative to interact with their surroundings	Eexpressing meaning in simple short functional oral texts by using a variety of oral language accurately, fluently and thankful to interact with their surroundings

3.8.2 Reliability of the Test

Arikunto (2006:178) states that reliability is determined by the carefulness of evaluation instrument and the importance of reliability consistence of how fall of the test instrument can believe. Reliable means consistency and accuracy. The test is called reliable if it is believable, consistent, stable and productive.

To know whether the test item is reliable or not, the researcher uses Alpha Formula

The formula as follow:

$$r11 = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\sum \dagger b^2}{\dagger^2 t}\right)$$

(Arikunto, 2010:239)

In which:

$r11$	: Reliability of the instrument
k	: Number of Questionnaire item
$\sum \sigma b^2$	: Variant item
$\sigma^2 t$	: Total variant

The criteria of coefficient correlation

0.00-0.20 : Very low
0.21-0.40 : Low
0.41-0.60 : Fair
0.61-0.80 : High
0.81-1.00 : Very high

(Arikunto, 2010: 319)

After counting the reliability of the try out test given to the student, the researcher can find the result of the reliability of the try out test and calculation, the reliability of the test is 0.759 It means that the test is high. See appendix 7.

3.8.3 Credibility of Non Test

According to Guba (1991, in Mills, 2003) credibility of study is covering the extent of the researchers were able to considering all the complexities involved in the study and how researchers solve research problems that cannot be described easily. In qualitative research findings or data considered valid if there is no difference between the researchers who reported what actually happened on the object under study (Sugiyono, 2008: 269). Checks the validity of the data in this study is done by testing the credibility which includes triangulation.

Triangulation in testing the credibility interpreted as checking data from various sources in various ways and at various times (Sugiyono, 2012:125). To know whether the field notes item is credible or not, the researcher uses triangulation experiencing data by Mills (2003), Triangulation incorporate two source of information covers field notes and test score. Field notes credible if they support or appropriate with the result of speaking test.