



CHAPTER III

METHOD OF THE RESEARCH

A. Types of the Research

According to Creswell action research is the most applied practical design action researchers explore a practical problem with an aim toward developing a solution to a problem. It has an applied focus similar to mixed methods research; it uses data collection based on quantitative or qualitative methods or both³². According to Carr and Kemmis Action research is implying a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out³³.

According to Lin S. Norton Action research' is a broad umbrella term for what is actually a wide range of research paradigms and processes, each with its own philosophies and rationales³⁴. In other word action research is activities in the class that control by the teacher directly and make progress to the students.

Allwright and Balley³⁵ maintain that class room action research is a cover term for whole range of research studies on class room language learning and teaching. According to burns expand on the characteristics, maintaining that action research exemplifies the following features:

³² John W. Creswell. *Educational Research :Planning, Conducting, and Evaluating Quantitative and Qualitative research*. Thrd Ed (New Jarsey: Pearson Education .2008)p.596

³³ Lin S. Norton. *Action Research in Teaching and Learning A Practical Guide to Conducting Pedagogical Research in Universities*. (London and New York: Routledge Taylor & Francis e-Library, 2009.) p.52

³⁴ Lin S. Norton. *Ibid*. p.51

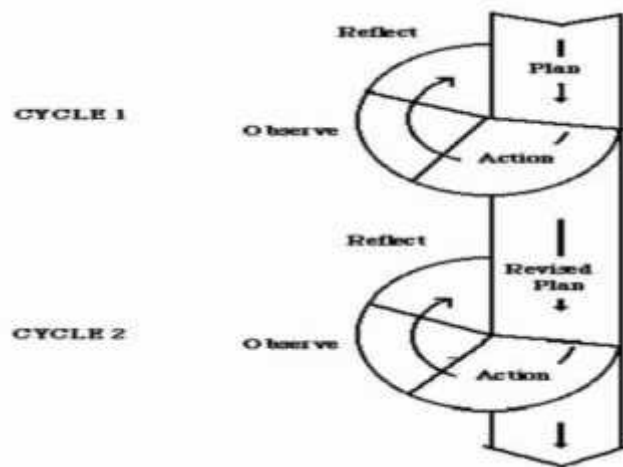
³⁵ Sandra, Lee Mckay. *Researching Second Language Class room*. (London: Lawrence Erlbaum Associates, r.2006)p. 3

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Action research is contextual, small scale, and localized. It identifies and investigates the problem within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by a team of colleagues, practitioners, and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change³⁶.

Below is the cycle of action research that the writer took from Kemmis and McTaggart (1988):

**Kemmis and McTaggart (1988)**

According to Kemmis there are four cycles of classroom action research, namely:

- a. Planning

³⁶ Sandra, Lee McKay. Ibid. p. 30

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Develop plan of critically informed action to improve what is already happening. Teacher makes a planning for teaching in the class. Every cycles has planning to make action is easy.

b. Acting

Act to implement the plan. Teacher action is very important to make a progress to the students. Teacher and students have balance acting. They are feed beck both of them.

c. Observing

Observe the effects of critically informed action in the context in which occurs. Teacher must know all of student's condition in learning process. Besides that, there is a collaborator as a observer. They have a note about student's condition for studying.

d. Reflecting

Reflect on these effects as the basis for further planning subsequent critically informed action and so through an action succession of stages³⁷.

e. Test

Test is able to measure students' skill about something in learning process. Teacher knows about the students' condition. Teacher is able to apply some strategy in learning.

³⁷ Sandra, Lee Mckay. *ibid* .p.30

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Participants of the Research

Participants of the research are students of SecondGrade at MTS.Muhammadiyah Gobahand the observer. They are consisting of 17 students. The observer of this research is Afriyan Effendi S.Pd as an English teacher.

C. Location of the Research

Location of the research is Palung Raya Street km.7 in Gobah, Tambang Distrit Kampar Regengy in Riau.

D. Instrumentation of the Research

1. Planning

Before doing the research, a plan was needed. The plan was needed in order to help the researcher in constructing the research. The plan included the information about all activities that would be done in the study.

- a. Making observation sheets for teacher and students
- b. Preparing the materials
- c. Preparing lesson plan
- d. Preparing test instruments (pre-test and post-test)

2. Action

The plan that was arranged by the researcher is used as guidance in doing the action. All of the activities that were done in the research are based on the plan or lesson plan that had been prepared. Here, the writer applied cooperative learning type Round Robin.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Observation

There are two kinds of observations; they are:

a. Observation for the students

The collaborator observed the students' activities both individual and group during the lesson in class with observation sheets for students.

b. Observation for the teacher

The observation was also done to teacher's activities in teaching speaking descriptive text by round robin technique during the teaching and learning process. The collaborator did the observation based on observation sheets.

4. Reflection

In the reflection, the writer analyzed and described conclusion of the action she had done. The result of reflection showed that it was not satisfied, so the researcher had to revise the planning and continued to the cycle 2.

1. Speaking Assessment

There are some categories which scoring in speaking. Brown³⁸ states that there are some oral responding scoring categories, they are:

1. Grammar

- a) Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language

³⁸ H. Douglas Brown. *Language Assessment Principles And Classroom Practice*. (California: longman, 2003),p. 172 - 173

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b) Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar
 - c) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.
 - d) Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite are.
 - e) Equivalent to that of an educated native speaker
2. Vocabulary
- a) Speaking vocabulary inadequate to express anything but the most elementary school.
 - b) Has speaking vocabulary sufficient to express him simply with some circumlocution.
 - c) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical,, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word
 - d) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
 - e) Speech on all level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Comprehension

- a) Within the scope of very limited language experience, can understand simple question and statement if delivered with slowed speech repetition or paraphrase.
- b) Can get the gist of most conversations of non- technical subjects
- c) Comprehension is quite complete at a normal rate of speech
- d) Can understand any conversation within the range of his experience
- e) Equivalent to that of an educated native speaker

2. Fluency

- a) No specific fluency description. Refers to other 4 language areas for implied level of fluency
- b) Can handle with confident but not with facility most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information
- c) Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word
- d) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluently
- e) Has completed fluently in the language such that his speech is fully accepted by educated native speakers

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Pronunciation

- a) Error in pronunciations are frequent but can be understood by a native speaker used to dealing with foreigner attempting to speak his language
- b) Accent is intelligible though often quite faulty
- c) An error never interferes with understanding and rarely disturbs the native speaker. Accent may be obviously foreign
- d) Error in pronunciations are quite rare
- e) Equivalent to and fully accepted by educated native speakers

E. The Technique Data Analysis

According to John W Cresswell³⁹, Class Room action research use technique data analysis are mixed method research, action research uses data collection by using qualitative or quantitative method or both.

a. Qualitative data

The qualitative data was gathered through the checklist of the observation sheets. There were two kinds of observation sheets. The first observation sheet was to observe the teacher's activity in teaching and learning process, the other one was used to observe the students' activity and field note was also used. Gay states the step to analyze the qualitative data as follows:

³⁹ John W Cresswell. *Op. Cit.* p.597

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Prepare the data

Here, the researcher must make an organization of grouping data. The researcher makes a format for the data from the observation sheets.

- b. Read the data

Here, researcher read and analyze the data from the observation sheets deeply.

- c. Describe the data

The researcher describes the data that she will get from teaching and learning process in order to complete the information about arrange, participant and activity.

- d. Classifying

Here, the researcher must put the data in categorizing it to the aspect of data.

- e. Interpreting

In interpreting the data, the researcher has to know about the aspects and connection of the data in order to make a summary.

The next step is writing a report of research in order to explain the research.

- b. Quantitative data

Quantitative data is collecting data by predetermined and a large number of respondents are involved. Quantitative data is getting by using oral presentation test that will be obtained by 2 raters.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

To score the students speaking ability, writer used Hughes scoring system as follow:

Table III. 1. The Scoring system of speaking

No	The aspect of writing to be evaluated	The score range
1	Grammar	6 : 5 : 4 : 3 : 2 : 1
2	Vocabulary	6 : 5 : 4 : 3 : 2 : 1
3	Accuracy	6 : 5 : 4 : 3 : 2 : 1
4	Pronunciation	6 : 5 : 4 : 3 : 2 : 1
5	Fluency	6 : 5 : 4 : 3 : 2 : 1

According to Hughes, This following formula is used to know the students' score in speaking:

$$\text{Score} = G + V + M + F1 + F2$$

Where: S = students' score

G = students' ability in grammar

V = students' ability in vocabulary

M = students' ability mechanics

F1 = students' ability in form or organization

F2 = students' ability in fluency

Hughes (1982)

To know the students' score individually, the data calculated by using this formula:

$$M = \frac{X}{n} \times 100$$

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Notes:

M: Individual score

X: total item score

n: maximum score

To know the mean score of the students' ability, the writer calculates by using formula based on Anas Sudijono:⁴⁰

$$M_x = \frac{\sum fx}{N}$$

Notes:

M_x : The average score

$\sum fx$: The sum of the score

N : Number of students

To know the level of students' speaking ability through round robin, the following classification is used.

Table III. 2: Level of Ability

Score	Level of Ability
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

⁴⁰Anas Sudijono. Pengantar statistik pendidikan. (Jakarta: PT. Raja Grafindo Persada, 2010)