

## **Chapter III**

### **Research Method**

This chapter describes the procedures of the research in order to figure out the answer of the question previously stated in chapter one. The description consists of: (1) subject of the research, (2) setting of the research, (3) design of the research, (4) instruments of the research, (5) implementation of actions and observation, (6) the reason why the writer uses classroom action research, (7) source and data collection, and (8) data analysis.

#### **1.1 Research Subject**

The subject of this research was students class X-B of SMA Puragabaya Bandung in the academic year of 2007/2008. The number of students in the class was 38 students.

#### **1.2 Research Setting**

This research was conducted at SMA Puragabaya, located at Jalan H. Yasin No. 59 Terusan Pasteur Bandung. This school can be reached at [www.puragabaya.com](http://www.puragabaya.com) and [purgab@puragabaya.com](mailto:purgab@puragabaya.com) with phone number 022 – 2031798.

#### **1.3 Research Design**

This research was conducted using Classroom Action Research (CAR) which designed into three cycles and every cycle of which includes some steps as follows:

### 1.3.1 Planning

On this session the writer explained the set of planning action, involving: what, why, when, where, who, and how concerning the action that was carried out. The writer had set the planning action two weeks before implemented the action. The schedule of research activity as follows:

**Table 3.1 Research Schedule  
I**

No	Plan Activity	Week							
		2	3	4	5	6	7	8	9
1	<b>Preparation</b>								
	Arranging action plan	X							
	Arranging research instrument	X							
	Arranging schedule and task	X							
	Preparing for class and media	X							
2	<b>Implementation</b>								
	Implementing Action for Cycle I		X	X					
	Implementing Action for Cycle II				X	X			
	Implementing Action for Cycle III						X	X	
3	<b>Arrangement of Research Report</b>								
	Formulating research report							X	
	Arranging research report							X	X

In the classroom action research, teacher and observer are two different persons. That is why CAR considered collaborative research. It is intended for maintain the objectivity in measuring, valuing, and deciding actions in achieving the best result. There should be an agreement between the writer and the observer when planning the action research. The plan should be implemented together by the writer who is conducting the action and the observer who is observing the research process. It is aimed at avoiding observation subjectivity and assuring the

quality of the research. In implementing the action research, the writer performed as teacher while the English teacher performed as observer. On this planning session the writer decided which phenomenon needs special attention. After that the writer made the research instruments as tools of observation to record findings and evidence along the action research. Next, the findings and evidence of the research are called data. The activities of this session involve the followings:

- a. Identifying and analyzing problem. The writer has found that the lack of students' speaking skill in class X-B is a main problem in English learning.
- b. Determining reason. It described why the writer was conducting the action research. The research was conducted because the writer found many serious problems, that is, if the students cannot answer, respond, get or share information with the teacher or peers using speaking skill sufficiently the teaching and learning process will be obstructed.
- c. Arranging problem solving. The writer has chosen CTL approach as the solution to enhance the students' speaking skill in the classroom.
- d. Arranging tools on how to examine the action hypothesis. The writer used interview, discussion, and spoken test to examine the action hypothesis. The writer also used class discussion to measure the students' progress and questionnaire to collect information needed by the research.
- e. Making action plan

This main action plan was used to avoid a waste of time in implementing the actions of the research. The table of action plan as follows:

**Table 3.2 Action Plan**

<b>Cycle I</b>	<b>Planning</b>	<ul style="list-style-type: none"> <li>a. Conducting diagnostic test</li> <li>b. Making lesson plan using CTL approach</li> <li>c. Improving lesson plan</li> <li>d. Preparing instrument and media for instructional process, such as: questionnaire, observation forms, research instruments, spoken test, mp4, and active speaker,</li> <li>e. Preparing learning source,</li> <li>f. Developing evaluation form, and</li> <li>g. Developing observation form</li> </ul>
	<b>Action</b>	Implementing the action based on the lesson plan
	<b>Observation</b>	Conducting observation using observation form
	<b>Reflection</b>	<ul style="list-style-type: none"> <li>a. Evaluating the action cycle I involving teaching and learning quality, student behavior, the students' score, and time allocation in the instructional process using CTL approach</li> <li>b. Conducting meeting to discuss the evaluation result</li> <li>c. Correcting and fixing action based on evaluation result. The evaluation result of the cycle I is used the planning action in cycle II</li> <li>d. Evaluating Cycle I</li> </ul>
<b>Cycle II</b>	<b>Planning</b>	<ul style="list-style-type: none"> <li>a. Identifying, analyzing, and deciding alternative problem solutions</li> <li>b. Improving action cycle II</li> </ul>
	<b>Action</b>	Implementing action cycle II
	<b>Observation</b>	Collecting data of action cycle II
	<b>Reflection</b>	Evaluating action cycle II
The next cycles (if the cycle II has not yet shown a significant result)		
Conclusion, suggestion and recommendation		

### 1.3.2 Action

On this session, the CTL approach and the lesson plan for the instructional process was implemented. The procedure of the lesson plan includes the followings: (1) step by step procedure of the instructional process using CTL

approach (2) activities that would be taken by the teacher along the instructional process using CTL approach (3) activities that would be conducted by the students along instructional process using CTL approach (4) the details of the instructional media and procedure on how to use them in the instructional process using CTL approach (5) types of the instruments and observation forms that were used to collect information and data of the research.

### **1.3.3 Observation**

This session was conducted along with the implementation of the action research. On this session the observer conducted the observation and taken notes all of things needed for data analysis. Data collection was conducted by the observer using observation forms which were filled in along the instructional process. The data are involve the followings: (1) the progress of students' English speaking in the classroom using CTL approach, (2) the instructional process using CTL approach, (3) the result of students' learning (4) the students' learning behavior and response toward the instructional process using CTL approach

Data collection were both quantitative (score of the students' discussion and spoken test result) and qualitative (the students' activities, enthusiasm, and the comprehension of learning strategy taught by the writer to the students in instructional process using CTL approach).

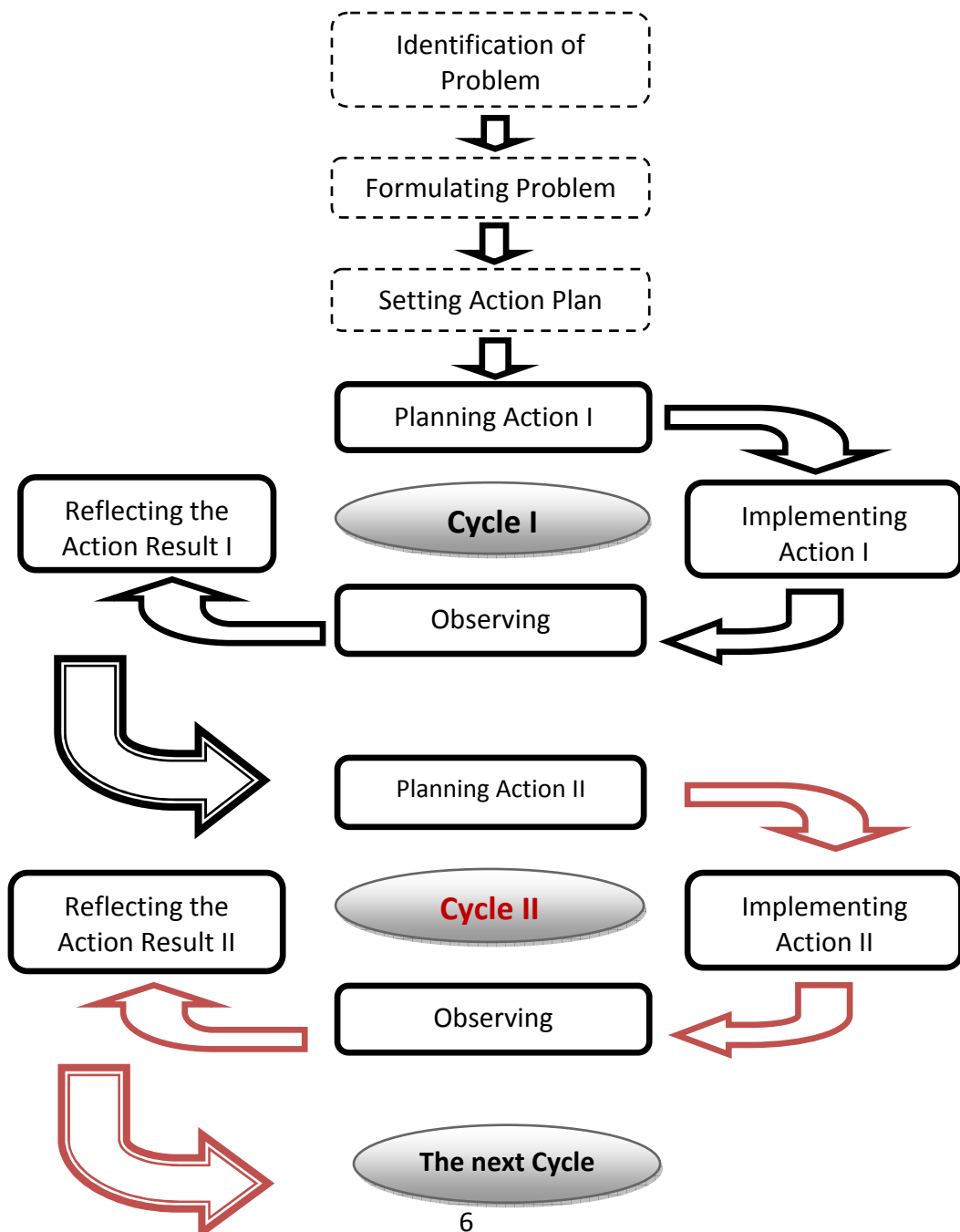
### **1.3.4 Reflection**

This session was conducted by the writer and the observer to comprehensively examine, investigate, and analyze the action results collected by

the observer. The reflection results or conclusions were used as the source for the next action cycle.

Below is the diagram cycle of CAR adapted from Arikunto (2006: 16) which has been modified by the writer.

**Figure 3.1 Spiral Classroom Action Research**



## 1.4 Research Instrument

Research instrument plays an important role in a research process. It was used to measure, record, and collect empirical data. It should be designed as well as possible to produce accurate data. The research instruments that used by the writer on this research are the followings:

### 1.4.1 Observation

Observation is a technique to investigate and value the research objects or a situation conducted either directly or indirectly by a researcher or an observer (Supardi, 2006). On this research, the teacher who performed as the observer monitored the students' learning activity in the classroom.

Below are the examples of observation forms:

**Table 3.3 Observation Form of Teacher' and Students' Activity in Instructional Process Using CTL Approach**

Direction: mark (√) into a column (Y = Yes and N = No)

Activity	Implementation	
	Y	N
Pre activity (opening) a. The teacher arranges and prepares class.		

<ul style="list-style-type: none"> <li>b. The teacher checks the students' attendance.</li> <li>c. The teacher conducts apperception.</li> <li>d. The teacher tries to attract students' attention and gives them motivation.</li> <li>e. The teacher gives lesson material reference.</li> </ul>		
<p>Main activity</p> <ul style="list-style-type: none"> <li>a. The students pay attention as the teacher explains the lesson that will be taught in the meeting.</li> <li>b. The students pay attention as the teacher explains the competencies that should be achieved by them.</li> <li>c. The students pay attention as the teacher explains the lesson.</li> <li>d. The students pay attention as the teacher explains strategies to achieve the competencies using CTL approach in enhancing the students' speaking skill.</li> <li>e. The students pay attention as the teacher explains the activities that should be done by them along the instructional process.</li> <li>f. The students work in groups of three.</li> <li>g. Each student brings an English article, book or</li> </ul>		



<p>movies synopsis, advertisement or newspaper.</p> <p>h. Each student is demanded to state and share his/her opinion or idea about his/her own article.</p> <p>i. The teacher comes checking every group, joining discussion, formulating critical questions and giving the students response.</p> <p>j. Each group has to decide the most interesting article that will be presented in front of the class.</p> <p>k. Each group takes turn presenting its main article in front of the class telling the content, purpose, main idea and conclusion which includes 5W+1H.</p> <p>l. Other groups pay attention and give response to the group conducting presentation (asking question or giving argument).</p> <p>m. The teacher leads the discussion as the facilitator and the mediator.</p> <p>n. The teacher gives the students score on a score board to motivate and give them rewards.</p>		
<p>Closing activity</p> <p>a. The teacher gives the students time to ask question about today's lesson both material and</p>		

<p>activity.</p> <p>b. The students and the teacher are reflecting today's instructional activity.</p> <p>c. The students, together with the teacher, are concluding today's lesson and instructional activity.</p> <p>d. The teacher gives the students a task or homework.</p> <p>e. The teacher gives the students the reference for the next meeting.</p>		
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**Table 3.4 Observation Form toward Teacher's and Students' Teaching and Learning Activity**

NO	Teacher's Activity	Observation Result	Details
1	Delivering instructional objectives		
2	Giving an explanation the material clearly		
3	Giving guidance and direction		
4	Giving strategy to enhance speaking skill		
5	Using appropriate tools or instructional media when giving explanation		
6	Giving individual and group assessment or test		
7	Giving relevant material along the instructional process		
9	Giving feedback and response		
10	Closing the instructional activity		
	Student's Activity	Observation Result	Details
11	Paying attention as the teacher gives explanation		
12	Performing group and individual task		

	(spoken test)		
13	asking questions to the teacher.		
14	answering the teacher's questions		

Observation notes: .....

### 1.4.2 Questionnaire

Questionnaire is a set of written questions that should be answered by respondents which used to collect information. On this research, this was aimed at investigating the students' responses along the instructional process toward the instructions using CTL approach to enhance the students' speaking skill. This form was given by the writer at the beginning and at the end of the research. The questionnaire used in the research is attached.

### 1.4.3 Learning Logs

The writer had made learning log every meeting in order to record the students' responses and their behavior toward subject material using CTL approach. The learning logs consisted of the students' English speaking lesson activities and its score as follows:

**Table 3.5 Observation Form toward English Speaking Lesson in Action Cycle I, II, III**

No of Std	Observation Feature					Details
	1	2	3	4	5	
1.						1. Interested in following instructional processes using CTL approach  2. Capable of asking and answering questions from teacher or peers.
2.						
3.						
4.						
5.						
6.						
7.						
8.						

9.						3. Comprehending the strategies to enhance speaking skill taught by the teacher.
10.						
11.						
12.						4. Capable of implementing the strategies to enhance speaking skill through expressing ideas and feeling considering accuracy, fluency, vocabulary, grammar, and interactive.
13.						
14.						
15.						
16.						
17.						
18.						5. Capable of conveying information based on what they have listened.
19.						
20.						
21.						Observation Score Feature: A = 3 B = 2 C = 1  A = Very good B = Good C = Fair
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
$\Sigma$ Score 3						
$\Sigma$ Score 2						
$\Sigma$ Score 1						

The scoring of the students' speaking performance test was made by the writer adapted from the English standard competence 2006 for speaking skill.

**Table 3.6 the Percentage of Students' English Speaking Lesson in Cycle I, II, & III**

<b>Observation Details</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A. Very Good					
B. Good					
C. Fair					

<b>Total Score</b>					
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#### **1.4.4 Spoken Test/ Interview**

Spoken test or interview was used by the writer to measure the students' progress and improvement in English speaking skill using CTL approach. The test that used was using individual and group performance in front of the class. It conducted in the whole research process, involving: (1) at the beginning of the research as the pre-test, (2) along the instructional process, to record students' speaking progress, (3) at the end of the instructional as the post tests.

#### **1.5 The Implementation of Actions and Observation**

On this session the writer actualized the action plan and the lesson plan that had been prepared before. The procedure that used in this research was in cycle form, or *cyclical* research investigation. The implementation of the actions is explained as follows:

##### **1.5.1 Research procedure of Action cycle I**

The activities are the followings:

- a. After the writer collected information about the classroom situation, the next action was conducting the action cycle I. Before that, the writer and the observer were required to recheck the action plan that would be implemented in the instructional process. The observer could also gave suggestions or ideas to the writer whether to add, eliminate or fix the action plan if it was needed in the instructional process.

- b. Along the instructional process, the observer conducted observation which aimed at recognizing, capturing, and recording the activities using CTL approach.
- c. The writer, together with the observer, conducted evaluation which was aimed at knowing the effectiveness, the success, and the obstructions in instructional process using CTL approach.
- d. The writer and the observer conducted reflection and problem solving based on data of observation result that have been collected before.
- e. The writer, together with the observer, discussed, analyzed, and reflected the implementation of action cycle I result.
- f. Based on the reflection result, the writer and the observer designed the action plan for cycle II.

### **1.5.2 Research Procedure of Action Cycle II**

The activities involve the following:

- a. After the writer finished concluding the reflection in action cycle I, the next action was conducting the action cycle II. Before that, the writer and the observer were required to recheck the action plan that will be implemented in the instructional process. The observer can also give suggestions or ideas to the writer whether to add, eliminate or fix the action plan if it was needed in the instructional process.
- b. Along the instructional process, the observer conducted observation which aimed at recognizing, capturing, and recording the activities using CTL approach.

- c. The writer, together with the observer, conducted evaluation which aimed at knowing the effectiveness, the success, and the obstructions in instructional process using CTL approach.
- d. The writer and the observer conducted reflection and problem solving based on data of observation result that have been collected before.
- e. The writer, together with the observer, discussed, analyzed, and reflected the implementation of action cycle II result.
- f. Based on the reflection result, the writer and the observer designed the action plan for cycle III.

### **1.5.3 Research Procedure of Action Cycle III**

The activities are the followings:

- a. After the writer finished concluding the reflection in action cycle II, the next action was conducting the action cycle III. Before that, the writer and the observer were required to recheck the action plan that will be implemented in the instructional process. The observer can also gave suggestions or ideas to the writer whether to add, eliminate or fix the action plan if it was needed in the instructional process.
- b. Along the instructional process, the observer conducted observation which aimed at recognizing, capturing, and recording the activities using CTL approach.

- c. The writer, together with the observer, conducted evaluation which aimed at knowing the effectiveness, the success, and the obstructions in instructional process using CTL approach.
- d. The writer and the observer conducted reflection and problem solving based on data of observation result that have been collected before.
- e. The writer, together with the observer, discussed, analyzed, and reflected the implementation of action cycle III result.
- f. Based on the reflection result, the writer and the observer designed the action plan for next cycle if it is needed.

### **1.6 The Reason Why The Writer Used Classroom Action Research**

The reason why the writer used CAR on this research was explained as follows:

- a. The CAR offers an appropriate method to solve certain problems found by the writer along the instructional process.
- b. The CAR is a research method in which practitioners, teachers or people interested on certain field are encouraged and supported to improve their professionalism.



- c. The CAR guides either teachers or practitioners to be more creative and critical in investigating problems as well as finding their solution.
- d. The CAR bridges a gap between theories and practice. Teachers can adopt and apply some theories into teaching and learning processes either as a solution to problems or as an instructional strategy.

### **1.7 Source and Method of Data Collection**

The source of this research was students class X-B of SMA Puragabaya, friends, the English teacher, and manager of school curriculum. While the technique of data collection method was using *direct operational* (all at once to be writer, researcher, and teacher), observation, structural task (spoken test), discussion, the students' test results in every action and questionnaire.

### **1.8 Data Analysis**

Data analysis plays an important role in every cycle because it can be the source of reflection and discussion for planning the next cycle. Data from spoken test and observation result was used to find out the students' learning improvement in speaking lesson. The result of the process was transformed into a conclusion. From the conclusion above, the writer could get a description about the success of the research in achieving instructional process.