

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In accordance with the objective of the research, this study aims to improve the students' speaking ability through the use of talking chips strategy for the second grade students of MAS Manba'ul Hidayah Kisaran. This research is conducted as an action research. Koshy states on his book "*Action Research for Improving Practice: A practical Guide*," that action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.⁴³ Then, Koshy concludes that the purpose of action research is to learn through action leading to personal or professional development.⁴⁴

Nunan in McKay's book "*Researching Second Language Classroom*," points out that action research typically has three major characteristics; it is carried out by practitioners (i.e. classroom teachers), it is collaborative, and it is aimed at changing things. Further, Burns in McKay's book "*Researching Second Language Classroom*," expands those three characteristics into the following features:

- 1) Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.

⁴³ Valsa Koshy, (2005), *Action Research for Improving Practice: A practical Guide*, London: Paul Chapman Publishing, p. 9.

⁴⁴ Ibid., p. 3.

- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.⁴⁵

Based on those features of action research, there are some points to be highlighted. First, action research involves action in that it seeks to bring about change, specifically in local education contexts. It is also research because it entails the collection and analysis of data. Finally, it is participatory and collaborative in that teachers work together to examine their classrooms.

According to Kemmis and McTaggart in Burns' book "*Collaborative Action Research for English Language Teachers*," action research occurs through a dynamic and complementary process, which consist of four essential 'moments': plan, action, observation and reflection. These moments are fundamental steps in a spiraling process through which participants in an action research group undertake to:

- 1) develop a plan of critically informed action to improve what is already happening,
- 2) act to implement the plan,
- 3) observe the effects of the critically informed action in the context in which it occurs, and

⁴⁵ Sandra Lee McKay, (2006), *Researching Second Language Classroom*, London: Lawrence Erlbaum Associates, Publisher, p. 29-30.

- 5) reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.⁴⁶

This action research will be conducted using the spiral model of action research proposed by Kemmis and McTaggart, the research design could be illustrated as follows:

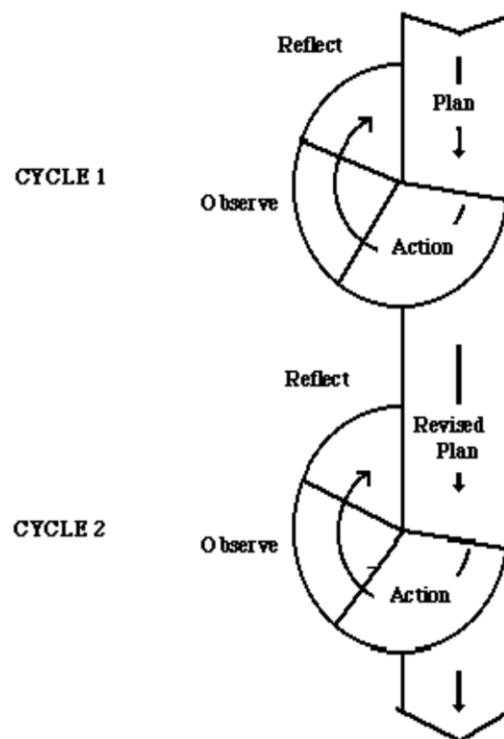


Figure 3.1 Cycle of Action Research Kemmis and McTaggart Model

The study is conducted to improve speaking ability of the second grade students of MAS Manba'ul Hidayah Kisaran by using research procedures proposed by Kemmis and McTaggart; plan, action, observation and reflection. There were two cycles that were carried out in the study. After the first cycle is conducted, the researcher did reflection and revision to prepare the next cycle to make better improvement in teaching speaking by applying talking chips strategy.

⁴⁶ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p. 32.

3.2 Research Subject

The subjects of this research are the students of the second grade IPS of MAS Manba'ul Hidayah Kisaran in the academic year of 2016/ 2017. There were 25 students in that class. They are chosen based on the researcher's observation in that school of the second grade class where the researcher found the problems explained in the background of study.

3.3 Research Setting

This research is conducted in MAS Manba'ul Hidayah Kisaran. It is located in Jl. Letjen S. Parman Km. 1 Bunut Barat Kisaran-Asahan. The school have some facilities such as a principal's room, a vice principals' room, a teacher's room, 7 classrooms, a meeting room, an administration room, a room for guidance and counseling, a school health unit, a mosque, a library, a laboratory, sport fields, an OSIS room, and other supporting facilities. For teaching and learning process, this school has 7 classrooms with 3 classes for grade X, 2 classes for grade XI, and 2 classes for grade XII. They are divided into 1 class for grade X-A, 1 class for grade X-B and 1 class for X-C, 1 class for grade XI science program, 1 class for grade XI social program, 1 class for grade XII science program, and 1 class for grade XII social program.

The focus of this study is to improve the speaking ability of the second grade students of social program by using talking chips strategy. This study is conducted in the second semester in the academic year of 2016/2017. The schedule of conducting the study is suited with the schedule of English subject to the target class. Each meeting is lasted 90 minutes for teaching material and conducting post-test.

3.4 Research Procedure

Action research is a method happened in the four moments of action research named plan, action, observation and reflection. This research moment exists interdependently and follows each other in a spiral or cycle. The four moments are explained as follows, adapted from Kemmis and McTaggart in Burns' book "*Doing Action Research in English Language Teaching: A Guide for Practitioners.*"⁴⁷

1) Plan Stage

In this step, the researcher is prepared everything needed in teaching and learning process. There are many activities that will be done in this step.

They are:

- a) The researcher has to do preliminary study or lesson plan by identifying the problem in the classroom.
- b) The researcher will formulate planning to conduct the research based on the problem found.
- c) The researcher prepares the teaching facilities.
- d) The result of the preliminary study will guide the researcher to determine the problem of the study, the objective of the study, the instruments, the data collection technique, the data analysis, and anything relates to the research preparation.

In specific definition, this step of planning will discuss about the planning before the researcher treat the class including the materials, the target of learning, the indicators of learning, the time allocation,

⁴⁷ Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 7-8.

media, the assessment is used in which usually it is stated in the form of lesson plans.

2) Action Stage

In this step, the researcher made some plans to be implemented in the action research. The researcher collaborates together with the collaborator. The aim of the actions is to improve the students' ability in speaking English by using talking chips strategy. The actions are implemented in two cycles. Each cycle is done in two meetings. The topics used are adapted from internet, English course book for second grade of MAS Manba'ul Hidayah Kisaran, and other sources which were relevant for the students' needs. The researcher and the collaborator will observe and record the students' reactions during the activities. After the teaching learning is given, the researcher will conduct post-test for each cycle.

3) Observation Stage

This action ideally should be done in pairs between the researcher and the observer or collaborator. This way is considered very ideal to reduce the subjectivity of the data collected. Clearly, the observation should be done by another person, not the researcher herself. In different word, if the one who conducts the research is the researcher herself, so the one who observes the class is the observer or collaborator, another person. In this study, the researcher was accompanied by researcher's friend, Siti maulida Kamaliyah who helped the researcher to note all the changes in the classroom.

4) Reflection Stage

This stage presents the findings of the study reflected from the implementation of the talking chips strategy in the cycle 1 and in the cycle 2. All the findings were formulated together in this step with the teacher partner as the result of the direct observation in the class.

3.5 Techniques for Data Collection

Instrument is a device to get the data. For doing this research, the researcher needs the instrument that is used to collect the data. The data included quantitative data and qualitative data. Koshy explained that quantitative data can be measured and represented by numbers. This kind of data could be presented in the form of tables and charts. Besides, qualitative data could be presented in the form of transcripts, descriptions, and document for analysis.⁴⁸ In addition, in quantitative data, the researcher is used oral test as instrument to measure their ability at speaking. In scoring the students' test, the writer is used speaking rubrics. Through speaking rubrics sheet, the researcher will give the students' score based on points given of the speaking rubrics prepared. The test will give after teaching learning activity is done. The test will conduct in pre-action as called pre-test and in action of both cycle I and cycle II as called post-test.

1) Pre-test

In pre-test, the researcher will conduct teaching learning activity as called pre-action. In this action, researcher as teacher will give material to the students without implementing the talking chips strategy. Researcher will

⁴⁸ Valsa Koshy, *Action Research for Improving Practice: A practical Guide, Op. Cit.*, p. 86.

use another method or strategy to teach the students. The other method is about discussion method. Besides the researcher will also give pre-test as preliminary test to know how well the student had mastered the speaking skill before taught by talking chips strategy.

2) Post-test

In post-test, the researcher will give the material for the students. The researcher will explain about English material based on material has been learned in that class. After conducting teaching learning activity, the researcher will give post-test to the students. The researcher conducted the test as data supporting that to know the students' ability in English after implementing talking chips strategy during learning process especially in discussion activity.

3) Speaking Rubrics

The speaking rubrics contain scores of students' speaking performances. The scores are gained through a pre-test and a post-test. At the end, the scores will accumulate and show the result whether the talking chips strategy improves students' speaking ability or not.

In addition, the technique for data collection is also qualitative data, they are:

1) Interview Sheet

Interview sheet consisted of some questions that will ask to the students, the English teacher and the headmaster before conducting research and after conducting research in the school. Through interview, the researcher will know the problem their weakness and problem in speaking. The writer also interviews the teacher to know her ways in teaching English

especially in speaking. The result of interview guidelines put on interview sheet that can be seen on appendix V.

2) Observation Checklist

The doer to conduct the observation checklist is collaborator/observer. The collaborator will observe the researcher's teaching and the using of talking chips strategy during learning process. The collaborator is also observing the students response during teaching learning activity. From observation checklist the researcher will know the problems occur during conducting the teaching learning in that class. The problems include teaching problems, implementing of talking chips strategy and students response. The problem will know from the collaborator's note in collaborator's note column of observation checklist. This observation checklist will be conducted in both cycle I and cycle II. Those observation checklists can be seen on appendix III and IV.

3) Diary Notes

The researcher noted the activities that have done in the class when learning teaching process in the class. How the researcher felt and how the students did. The researcher will know the improvement of the students' responses in learning activity that could be seen on appendix XII. Besides the diary notes is also contained in observation checklist. The notes will write by collaborator that used as reflection for researcher in the next action and it could be seen on appendix III.

4) Documentation

The researcher used picture to take documentation. It is used to take pictures when teaching learning activity, implementing of talking chips strategy in discussion activity, discussion between teacher English and researcher, and location of the school. It can be seen on appendix XIII.

3.6 Technique for Data Analysis

This study is applied two instruments for data analysis, qualitative and quantitative data. Qualitative data will be analyzed in diary note, interview sheet, and observation checklist. Quantitative data will be analyzed in score by speaking rubrics when the students do performance in front of the class. The researcher (as teacher) will evaluate each student speaking through speaking rubrics sheet prepared. English learning process by using talking chips strategy. Through quantitative data the researcher will also know there is improvement or not on the students' speaking ability through the implementation of talking chips strategy.

To find the mean score in each cycle, the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Class of mean score

$\sum X$ = Total score

N = Total number of students

The percentage of students who get success and unsuccess in speaking test for each cycle apply the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students who get success and unsuccess

R = Total of students who get success and unsuccess

T = Total number of students⁴⁹

⁴⁹ Anas Sudjono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Rajawali Pers, p. 81.