

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **A. RESEARCH METHOD**

This study applies classroom action research. According to David Nunan, action research is simply a form self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practice and the situation in which the practices are carried out. He also defined that action research as a systematic, iterative process of identifying an issue, problem, or puzzle that will be investigated in certain context; thinking and planning appropriate action to address that concern; carrying out the action; observing the apparent outcomes of the action; reflecting on the outcome and on other possibilities; repeating these steps again.<sup>1</sup>

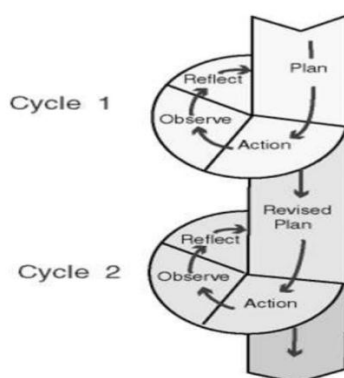
Researcher uses Kemmis & McTaggart model which has four activities, namely planning, action, observation and reflection<sup>2</sup>. For the first step is

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<sup>1</sup> David Nunan, *Exploring Second Language Classroom Research*, (Boston: Heinle Cengage Learning, 2009) 226-227.

<sup>2</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), 32.

reflection step. It is reflection of these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages. The second step is planning step. It is a step which is researcher develops a plan of critically informed action to improve what is already happening. The third step is action. It is the implementation of the planning step. And the last is the observation step. It is to observe the effects of the critically informed action in the context in which it occurs. These activities are the fundamental steps that look as a cycle or spiral. Based on reflection and then compiled a plan (improvement), action and observation and reflection, and so on.



**Picture 3.1. The Cycle of Action Research.<sup>3</sup>**

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<sup>3</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, 33.

## **B. PLACE AND TIME OF RESEARCH**

The research conducts at the VII-A grade in MTs Al-Khairiyah Pontang. It is located in Jl. Ciptayasa KM. 13 Pontang, Serang-Banten. This research done from March 23<sup>rd</sup> until April 6<sup>th</sup> 2019. The researcher chooses this location because some reasons, namely: (1) The researcher is one of English teacher there. (2) The English teacher in this school still uses the old method in teaching learning process in the classroom. (3) There is no researcher that conducts study in this school with the same title before.

## **C. THE SUBJECT OF RESEARCH**

The subject of this research is the students of seventh grade of MTs Al-Khairiyah Pontang academic year 2018-2019. This study takes VII-A as participant that amount 31 students.

## **D. TECHNIQUE OF DATA COLLECTION.**

The technique of data collection in this research uses observation, interview, and test. Beside, researcher collects qualitative data and quantitative data. The qualitative data were in the forms of the description of process during the action written in field notes (documentation) and

observation sheets. The quantitative data in this research were the students' scores in their speaking performance. Their score take from pre-cycle and cycle.

The procedures of the data collection technique are:

1. Observation

The researcher observed the students response and improvement by using observation sheet for teacher and students activity. It is given based on reality in the classroom.

2. Test

Speaking tests were also done to obtain the information about the students' speaking skills before and after the implementation of the snakes and ladders game in teaching learning process. There are two tests used in this research, they are pre-cycle and cycle. The researcher use speaking rubric to get the scores of students' speaking performances.

### 3. Documentation

In this research, researcher also used the field note and photo to get more complete data. The documentation is used to record the activity of teaching and learning process. The field note used in every step in each cycle and the photos used in every action step in each cycle.

### **E. TECHNIQUE OF DATA ANALYSIS**

In this research, researcher used the qualitative data and quantitative data. The qualitative data was used to describe the situation during on the teaching process while the quantitative data was used to analyze the score of students speaking performances. The methods of analyzing the data are:

#### 1. Scoring the Student's Speaking Performances

This step was based on the six speaking components. They were grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>4</sup>

Researcher gave the score using the scoring categories in the following table:

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<sup>4</sup> H Douglas Brown, *Language Assessment Principle and Classroom Practice*, 172-173.

**Table 3.1 The Scoring Categories<sup>5</sup>**

<b>NO</b>	<b>CATEGORIES</b>	<b>ASPECTS</b>	<b>SCORE</b>
1	Grammar		
	a. Very Poor	Errors in grammar are frequent	1
	b. Poor	Can usually handle elementary constructions quite accurately	2
	c. Fair	Control of grammar is good	3
	d. Good	Errors in grammar are quite rare.	4
	e. Very Good	Equivalent to that of an educated native speaker.	5
2	Vocabulary		
	a. Very Poor	Speaking vocabulary inadequate to express anything	1
	b. Poor	Has speaking vocabulary sufficient to express	2
	c. Fair	Vocabulary is broad enough that he rarely has to grope for a word	3
	d. Good	Can understand and participate in any conversation with a high degree of precision of vocabulary	4
	e. Very Good	Speech on all levels is fully accepted by educated native speakers.	5

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<sup>5</sup> H Douglas Brown, *Language Assessment Principle and Classroom Practice*, 172-173.

3	Comprehension		
	a. Very Poor	Can understand simple questions and statements if delivered with slow speech, repetition, and paraphrase.	1
	b. Poor	Can get the gist of most conversation of non-technical subjects.	2
	c. Fair	Comprehension of quite complete at a normal rate of speech.	3
	d. Good	Can understand any conversation within the range of his experience.	4
	e. Very Good	Equivalent to that of an educated native speaker.	5
4.	Fluency		
	a. Very Poor	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1
	b. Poor	Some definite stumbling, but manage to rephrase and continue	2
	c. Fair	Speech is generally natural	3
	d. Good	Understandable	4
	e. Very Good	Equivalent to that of an educated native speaker.	5

5.	Pronunciation		
	a. Very Poor	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1
	b. Poor	Error of basic pronunciation	2
	c. Fair	Few noticeable errors	3
	d. Good	Understandable	4
	e. Very Good	Equivalent to that of an educated native speaker.	5
<b>Total Score (Total Score x 4)</b>			<b>100</b>

A = 80-100 = Very Good

B = 71-80 = Good

C = 61-70 = Enough

D = 50-60 = Poor

E = <50 = Very Poor

If the implementation of the first cycle of students does not achieve exhaustiveness 50%, it means the first cycle is fail. And the research will be continued to second cycle with the same material to reach the exhaustiveness of learning by using the same formula.



## 2. Measuring students speaking performance

There are two points that will be used in this research to measure the success of this research. They are:

### a. Individually

At least 60% or more of the class should reach the Minimum Completeness Criteria (KKM) in speaking skill (based on the school KKM rules).

### b. Classically

Researcher searched the mean of the pre-cycle and cycle during the study. She applied the following formula:

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

Where:

X = the mean of students score

$\sum x$  = the total score

N = the member of the students