

CHAPTER III

RESEARCH PROCEDURES

A. Method of the Research

This research is conducted by using an action research method.

According to Best, John W. (1981:22),

Action research is focused on the immediate application, not on the development of theory, nor upon general application. It has placed its emphasis on a problem, here and now, in a local setting. Its findings are to be evaluated in terms of local applicability, not in terms of universal validity. Its purpose is to improve school practices and, at the same time, to improve those who try to improve the practices: to combine the research function with teacher growth in such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously with others, and professional spirit.

It means, action research is a research focusing on problem solving by using a real action done in a specific local setting. This action research is used to know the improvement of the students' speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya* by using role play technique.

B. Data and Sources of the Data

1. Data

The data of this research are the results of test and observation. The data of test are obtained from the result of the students' speaking test at every cycle. Moreover, the data of observation are obtained from the result of observing the process of teaching speaking using role play technique done by the writer and the students' attitudes during the teaching learning process. This observation is done by peer observer (an English teacher of

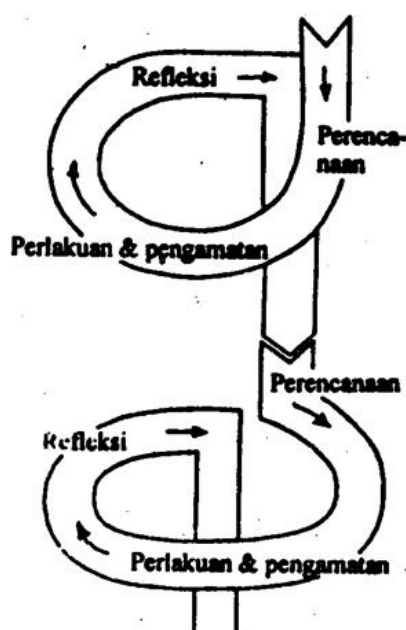
SMK Manangga Pratama Tasikmalaya) by completing the observation sheet provided by the writer.

2. Sources of the Data

The sources of the data in this research are a peer observer, that is an English teacher at *SMK Manangga Pratama Tasikmalaya*, and 30 students at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya*.

C. Research Design

To describe this research, the writer uses an action research design according to Kemmis and Mc Taggart as quoted by Arikunto, Suharsimi (2010:132),



Picture 3.1
Model of Action Research

Based on the model of action research above, the writer carries out this research with the following steps:

1. Planning

In this step, the writer does the following things: making lesson plan (*RPP*), preparing role play technique, making test, making observation sheet, and discussing with the peer observer about the process of conducting the teaching learning process using role play technique.

2. Action

The writer teaches speaking to the students by using role play technique based on the lesson plan which has been made in the planning stage. At the end of the teaching learning process, he gives them a test to know their speaking ability after the teaching learning process using role play technique.

3. Observation

In this research, the peer observer observes the process of teaching speaking using role play technique done by the writer and the students' attitudes during the teaching learning process by completing the observation sheet provided by the writer.

4. Reflection

In this stage, the writer analyses the result of the students' test and examines the action hypothesis to decide whether the research should be continued to the cycle II or not. Then, he analyses the result of observation to find out the strengths and weaknesses of the teaching learning process using role play technique at the cycle I.

D. Steps of the Research

A research needs the systematic research steps. Therefore, in this research the writer does the following steps:

1. Doing pre-observation.
2. Formulating the problem and aim of the research.
3. Formulating the action hypothesis.
4. Doing cycles

- a. Cycle I

- 1) Planning

In this stage, the writer does the following things:

- a) Making lesson plan (*RPP*).
 - b) Preparing role play technique.
 - c) Making test.
 - d) Making observation sheet.
 - e) Discussing with the peer observer about the process of conducting the teaching learning process using role play technique.

- 2) Action

In this part, the writer teaches speaking by using role play technique, and then he gives a test to the students at the end of the teaching learning process.

3) Observation

The peer observer observes the process of teaching speaking using role play technique done by the writer and the students' attitudes during the teaching learning process by completing the observation sheet provided by the writer.

4) Reflection

In this stage, the writer does the following things:

- a) Analysing the students' test result.
- b) Examining the action hypothesis.
- c) Analysing the observation result.

b. Cycle II

- 1) Re-planning the action for the cycle II by revising the lesson plan based on the reflection result at the cycle I.
- 2) Implementing the action at the cycle II with some improvements as the reflection result at the cycle I and giving a test to the students after the teaching learning process.
- 3) Observing the process of teaching speaking using role play technique done by the writer and the students' attitudes during the teaching learning process. This process is done by the peer observer by completing the observation sheet provided by the writer.
- 4) Doing reflection on the result of the cycle II, which involves:
 - a) Analysing the students' test result.

- b) Examining the action hypothesis.
 - c) Analysing the observation result.
5. Making conclusion.

E. Techniques of Collecting the Data

The techniques of collecting the data used in this research are observation and test.

1. Observation

Observation is the act of watching an object carefully for a specific period of time. According to Clough and Nutbrown as quoted by Lowe, Michelle (2007:59), "Observation is a way of seeing familiar and routine events in a new way." The observation is done at every meeting of the teaching learning process to get the data about the process of teaching speaking using role play technique done by the writer and the students' attitudes during the teaching learning process. It is done by a peer observer, that is an English teacher at *SMK Manangga Pratama Tasikmalaya*. The peer observer observes all activities done by the writer and the students during the process of teaching and learning speaking using role play technique. The process of teaching and learning is recorded by using a video recorder.

2. Test

Test is an examination of students' knowledge or ability by asking some questions to them. According to Brown, H. Douglas (2004:3), "Test is a method of measuring a person's ability, knowledge, or performance in

a given domain.” The test used in this research is a performance test in the form of spoken test. The students are asked to describe a direction to a specific place based on the writer’s instruction.

To get the valid and reliable test, a logical validity is used. It is done by making sub-variables and indicators from the variable used and then making the questions based on the indicators. According to Arikunto, Suharsimi (2010:212),

Dengan mengikuti langkah-langkah penyusunan instrumen, yakni memecah variabel menjadi sub-variabel dan indikator baru memuaskan butir-butir pertanyaannya, peneliti sudah bertindak hati-hati. Apabila cara dan isi tindakan ini sudah betul dapat dikatakan bahwa peneliti sudah boleh berharap memperoleh instrumen yang memiliki validitas logis. Dikatakan validitas logis karena validitas ini diperoleh dengan suatu usaha hati-hati melalui cara-cara yang benar sehingga menurut logika akan dicapai suatu tingkat validitas yang dikehendaki.

It means, by following the steps of arranging an instrument, that is, by breaking a variable into sub-variables and indicators and then making the questions, a researcher is already careful in making the instrument. If the manner and content of this action is correct, a researcher may expect to get the instrument which has a logical validity because it is obtained by a careful effort through the right manners, so that it will logically achieve a desired validity level. The validity of the test items can be seen in the enclosure.

F. Techniques of Analysing the Data

The data obtained from every cycle consist of quantitative and qualitative data.

1. Quantitative Data

The quantitative data are obtained from the result of the students' speaking test at every cycle. The speaking test is assessed based on 5 aspects. Those are pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, David P., 1969:84). Each aspect is scored by the range of 1 – 5, so that the maximal score is 25. Next, that score is divided by 25 and multiplied by 100. The more detailed scoring can be seen in the enclosure.

The students' test scores at each cycle will be presented in a frequency distribution table. Then, it is converted to a histogram to make it clearer visually. It is in line with Butler, Christopher (1985:24), "The first stage in a statistical examination of data is to prepare a frequency distribution table, which can be then be converted to a visual representation in the form of a histogram or frequency polygon."

Furthermore, to know the percentage of the students achieving MAC (70), the total numbers of the students achieving MAC are calculated by using the following formula:

$$\text{Proportion} = \frac{\text{number of X}}{\text{total}}$$

$$\text{Percentage} = 100 \times \text{proportion}$$

(Adopted from Hatch, Evelyn and Anne Lazaraton, 1991:136)

In relation to this research, 'number of X' is modified into the number of the students who achieve MAC, and 'total' is the total number of the students.

The action hypothesis of this research, “Role play technique can improve the students’ speaking ability at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya*” is accepted if all students achieve the score which is equal or higher than MAC (70).

2. Qualitative Data

The qualitative data are obtained from the result of observation about the process of teaching and learning speaking using role play technique. The observation result is analysed by using display technique. According to Alwasilah, A. Chaedar (2003:164), “*Pajangan visual atau display termasuk strategi analitis dalam mengolah dan menginterpretasi data kualitatif. Display mencakup antara lain matriks atau tabel, jejaring (networks) atau peta konsep, flowchart, diagram, dan berbagai bentuk representasi visual lainnya.*” It means, display includes to the analytical strategy in analysing and interpreting the qualitative data. It covers, among others, matrix or table, network or concept map, flowchart, diagram, and other visual representations. Based on this theory, the result of observation will be analysed by presenting it in a table, interpreting it, and concluding it. This analysis result is used to find out the strengths and weaknesses of teaching and learning speaking using role play technique.

There are some functions of using display technique in analysing the data. According to Alwasilah, A. Chaedar (2003:164), “*Dalam analisis data, display memiliki tiga fungsi, yaitu: mereduksi data dari yang kompleks menjadi nampak sederhana, menyimpulkan interpretasi peneliti*

terhadap data, dan menyajikan data sehingga tampil secara menyeluruh.”

It means, in analysing the data, display has three functions: to reduce the data from the complex to the simple one, to conclude the researcher's interpretation about the data, and to present the data thoroughly.

The observation data will be classified based on the theory of Brown, H. Douglas (2000:432), as follows:

Table 3.1
Aspects of Observing the Teaching Learning Process

No.	Categorization	Description of Categorization
1.	Preparation	<ul style="list-style-type: none"> • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives were apparent.
2.	Presentation	<ul style="list-style-type: none"> • The class material was explained in an understandable way. • The lesson was smooth, sequenced, and logical. • The teacher answered questions carefully and satisfactorily. • The teacher knew when the students were having trouble understanding.
3.	Student Interaction	<ul style="list-style-type: none"> • Teacher encouraged and assured full student participation in class. • The class felt free to ask questions, to

No.	Categorization	Description of Categorization
		<p>disagree, or to express their own ideas.</p> <ul style="list-style-type: none"> • The students were attentive and involved.

G. Place and Time of the Research

This research was conducted at the Tenth Grade of *SMK Manangga Pratama Tasikmalaya* in May 2014.