# CHAPTER III

RESEARCH METHOD

In this chapter, the writer would like to present some subchapters. They are Research Design, Subject of the study, Research Instruments, Data Collection, Standard of Measurements, and Research Procedures.

3.1 Research Design

Based on the objectives of this research, the aim of this study is to improve the ability of speaking skill through the use of think-pair-share technique for the eighth grade of SMPK Santa Familia Kupang. This study was conducted as a classroom action research. According to Suharsimi (2002: 82), action research is a solving problem strategy which is used the real action in form of innovative development process in detecting and solving problem.

Nunan (1992) states in McKay (2008) that action research typically has three major characteristics. They are; carried out by practitioners, collaborative study, and aimed at changing things. This idea is also supported by Burns (1999) in McKay (2008), that there are four characteristics of action research. First of all, action research is contextual, small scale, and localized. Secondly, it is evaluative and reflective. Thirdly, action research is participatory which means this research providing the opportunity for people to be involved in deciding how something is done. Fourthly, action research has changed in practices which are based on the collection of information or data which provides the impetus of change or make the activity to be more energetic and effective.

Action research in this context uses the model developed by Kemmis and Mc Taggart in Burns (2010: 7-9). According to the model, the implementation of the action research includes four steps.
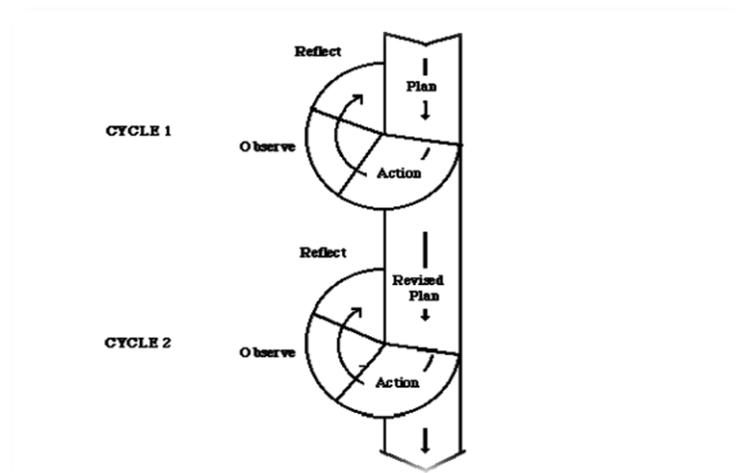
Figure 1: Action research cycles by Kemmis and Mc Taggart (Burn, 2010: 9)

According to Figure 1, the writer would like to elaborate the steps as follows:

1. Planning

    Planning is the beginning of the process of research to conduct treatments or after making sure about the problem of the research. A researcher needs to make a preparation before doing an action research. Researcher prepares some materials that used in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process.

2. Acting

    In this phase, the researcher tries to take how much students' abilities in speaking. During this phase, the researcher implemented the TPS technique in the teaching and learning process.

3. Observing

In this step, the researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation about something, doing task, and seek to their difficulties in learning process.

4. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals or aims of the research.

3.2 Subject of the Study

This research was conducted in SMPK Santa Familia Kupang. It is located at Jl. Oebolifo III, Sikumana, Kupang City. It has been established since July, 15th 2002. The school's view is very eye-catching because it is full of trees. In order to support the teaching and learning process, the school has some facilities such as a principal's room, a teacher's room, an administration room, nine classrooms, guiding and counseling room, an OSIS room, UKS room, a library, two laboratories and other supporting facilities.

This study is emphasized on the eighth grade students of SMPK Santa Familia Kupang in the academic year of 2017/2018. SMPK Santa Familia Kupang has 9 classes. For each grade, they were distributing in 3 classes which start from A till C. Class VIIIA consists of 21 students, class VIIIB consists of 22 students, and class VIIIC consists of 22 students. Thus, the totals of students of the eighth grade in SMPK Santa Familia Kupang are 65 students. The participants were the

students from class VIIIA because they are better than the other classes. This means they helped the research run well successfully. The numbers of male in VIIIA are 8 students while the female are 13 students.

3.3 Research Instruments

This research needs things to fulfill with. The researcher needs camera and video recorder to take photos and to record the process of doing research and collect the data. Not only for collecting the data, through video recording, the researcher can play the videos more than one time in order to know the lack of teaching and learning process. The data presented in the form of videos and photographs. The researcher also needs stationery such as board marker, books, pencil, pen, etc. On the other hand, researcher needs partner to be live in class with. The function of partner is meaningful for the researcher. So if the researcher is teaching in front of the class then his partner were given a work to record the process of research.

Qualitative data can be gotten by using tools mentioned previously. However, those instruments cannot gather quantitative data. Thus, in order to gather quantitative data, the writer decides to hold pre-test and post-test. According to Brown (2001: 384), test is a method of measuring a person's ability or knowledge in a given domain. In this study, the speaking components that evaluated are fluency, content, and appearance. Those components were in the form of speaking rubric. Fluency consists of pronunciation, and intonation. Content consists of comprehension, grammar, and vocabulary. Appearance

consists of gesture, and expression. The test resulted scores that were used to compare in order to find the improvement in speaking skill.

Another instrument that supported the study is observation sheet. This was done by collaborator during the learning process. This aims to record behaviors during sessions of the study accurately. In completing the observation sheet, the collaborator took a note or gave a tick to statements provided in describing the teaching and learning process. And the last but not least, the researcher made interview guidelines to interview the teacher in the school where the research was held. This helped the researcher to know the positive and negative things of the subject of the study.

No.	Research Instruments	Data
1.	Speaking Rubric	Score – Quantitative
2.	Camera	Photos – Qualitative
3.	Video Recorder	Videos – Qualitative
4.	Interview Guideline	Feedback – Qualitative
5.	Observation Sheet	Field Note – Qualitative

Table 1: Research Instruments

3.4 Data Collection

3.4.1 Types and Sources of Data

This study employs classroom action research. The goal of action research is to understand some element of classroom by collecting data. Action research is research done by teachers, for themselves: it is not imposed on them by someone

else. Action research engages teachers in a four step process (1) identifying an area of focus; (2) collecting data; (3) analyzing and interpret data; (4) developing an action plan. Burns (1999: 30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of an action within it. Based on the type and source, the data presented here are classified as qualitative and quantitative data, which are also primary since the researcher obtained it directly from the subjects in both spoken and written form. The qualitative data were gained by giving the description of the situation during teaching and learning process. The quantitative data were taken from the result score of the students' performance at the end of cycle.

3.4.2 Technique of Data Collection

Burns (1999: 79) states it is used to find out the situation of the teaching learning process when technique is applied and the students' responses and feeling toward learning using the technique. Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events (Burns, 1996: 80).

In this classroom action research, the techniques of collecting the data are observation, interview, document, and test.

1. Test

Test is the most effective instrument to measure one's proficiency. Test is used to know the improvement of student achievement in speaking skill. In this case the test gave as pre-test and post-test and it was in the pattern of oral test. From pre-test and post-test, the researcher acquires speaking score based on

provided speaking rubric. Thus, the researcher can get information of the improvement of student achievement in speaking skill.

2. Non-test

a. Observation

The writer observes all students activities during teaching learning process. The observation is done by the teacher himself as writer and collaborator. The teacher observes and note all the happen in teaching learning process.

b. Interview

Interview is taken to the students and teacher about English teaching learning process. Formal interview is done by interviewer as the researcher to get information from the English teacher about the students' ability, the weakness and the strength of the students, especially in speaking skill. Informal interview conducted by the researcher to get information about the learning activity in speaking skill and student's participation at the class.

c. Documentation

Lesson plan, photographs, videos, speaking performance, and list of students' pre-test and post-test result – become a means for collecting data. Examining documents can help the researcher to complement other observations.

3.4.3 Technique of Data Analysis

Analyzing data is the next step after collecting the data. The data analyzed by qualitative and quantitative data analysis.

1. Qualitative Data

Burns (1999) proposed several steps of analyzing the qualitative data. They are mentioned as follows.

a. Assembling the data

The first step is to assemble the data that have been collected over the period of the research: field notes, interview, questionnaires, and so on. At this stage, broad pattern should begin to show up which can be compared and contrasted to see what fits together. By scanning the data, it begins to process of more detailed analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis may become much messier and coding makes the data becomes less clear cut when it is dealing with diary entries, classroom recordings, or open ended survey questions. Based on the data that have been collected, the researcher categorized the data into the following categories: students' interests in learning English, students' behavior during learning process, and the students' skill in speaking.

c. Comparing the data

Once the data have been categorized in some way, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques.

Data analysis is one set of method in doing research. The method of research analysis is specified into some techniques. Techniques of data analysis are:

a. The writer played the video recorder that has students' performance.

b. The writer took notes of each student's performance.

c. The writer gave score based on the rubric provided by him.

d. The writer classified the students' scores.

e. The writer reported the result of study as the research findings.

2. Quantitative Data

In analyzing the test score of oral test, a statistical technique is used to find the student's mean score. The data from the test are analyzed in order to prove whether or not teaching speaking using think-pair-share technique can improve students' speaking skill. In this research, the students' mean score of the post-test 1 is compared to the students' mean score of the post-test 2 to know whether there is an improvement of the students' speaking skill. The formulas used (Ary and Jacob 1979: 162)

$$\bar{x} = \frac{\sum x}{n} \qquad \bar{y} = \frac{\sum y}{n}$$

$\sum x$ = The sum of students' score in pre-test

$\sum y$ = The sum of students' score in post-test

$\bar{x}$ = Means of pre-test score

$\bar{y}$ = Means of post-test score

N = number of student

3.5 Standard of Measurements

    The writer used the standard of measurement to measure the speaking ability of the eight grade students of SMPK Santa Familia Kupang. The detail standards of measurements are 96-100 classified as excellent; 86-95 classified as very good; 76-85 classified as good; 66-75 classified as fairly good; 56-65 classified as average; 46-55 classified as below average; 36-45 classified as poor; 26-35 classified as very poor; 16-25 classified as bad; and 0-15 classified as very bad. The writer provides speaking rubric that was used as scoring guidelines.

Fluency (Max Score 20)		Content (Max Score 60)			Appearance (Max Score 20)	
Pronunciation **(10)**	Intonation **(10)**	Comprehension **(20)**	Grammar **(20)**	Vocabulary **(20)**	Gesture **(10)**	Expression **(10)**
1-4 Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language.	**1-4** Not really paying attention to the intonation.	**7-11** Can understand simple questions and statements if delivered with slowed speech.	**7-11** Errors in grammar are frequent but speaker can be understood by a native speaker used to dealing with foreigner.	**7-11** Speaking vocabulary inadequate to express anything but the most elementary needs.	**1-4** Not using any body language.	**1-4** Flat expression

5-8	5-8	12-15	12-15	12-15	5-7	5-7
Pronunciation is intelligible though often quite faulty.	Paying attention to the intonation, even though still making several mistakes.	Can get the gist of most conversation of non-technical subjects.	Can usually handle the elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express him/her simply with some circumlocutions.	Enough body language in particular parts of speech.	Already having enough expressions in about 50% of the speech.
9-10	9-10	16-20	16-20	16-20	8-10	8-10
Errors in pronunciation are quite rare.	Good intonation in almost 70% of the words pronounced.	Comprehension is quite complete at a normal rate of speech.	Control of grammar is good. Able to speak the language with sufficient structural accuracy.	Able to speak the language with sufficient vocabulary.	Good and appropriate body language in all over the speech.	Good and appropriate expressions in all over the speech

Table 2: Speaking Rubric (Brown, 2001)

3.6 Research Procedures

The procedure of classroom action research consists of two cycles. The cycle is administrated based on the progress being achieved. According to Kemmis and McTaggart (1988) cited in Burns (2010), action research typically involved four phases in each cycle, namely:

1. Planning the action

The researcher prepared everything related to the action implemented. The researcher identifies a problem, issue and developed plan of action in order to bring the improvements in a specific area of the research.

Problem identification:

  a. Conducting a formal interview with the teacher

  b. Conducting an informal interview with the student

  c. Giving questionnaire to the students

  d. Observing student behavior

  e. Conducting pre-test

Preparation:

  a. Finding the available time for the implementation

  b. Asking official permission

  c. Preparing the learning material in the class

  d. Preparing sheets for classroom observation

  e. Preparing a test

2. Implementing the action

The researcher implemented the TPS technique to improve speaking ability of the students. In this research, the researcher gives question after deliver a topic into

the classroom. The researcher gave them an opportunity to think about the answer of the given question. After that, he divides the students into pairs. Next, he asks them to share the answer with their partner and discuss it again. Finally, he points several students to answer the question in the front of class. In this case, researcher asked students to re-arrange jumbled sentences into a good dialogue. Then present it together in front of class.

3. Observing the action

The researcher observed all activities in the teaching and learning process. In this session, the researcher asks the English teacher of the subject of the study in order to survey all the condition or situation that happens in the classroom during teaching and learning process.

4. Reflecting the result

The researcher made an evaluation to know the result and the students' progress during the teaching and learning process. In addition, the researcher needs to revise the plan before continue to the Cycle 2. Even there were several students who did not succeed in the Cycle 1, the teacher must give them reward so the students were not feel under pressured and not enjoyed the class.