

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is an action research. The goal of the research is to find and implement some actions to improve the students speaking skills in Class XI A2 in SMA N 1 Imogiri. The researcher herself and all of the other research members collaborated and worked together in collecting the obstacles and weaknesses of English speaking teaching-learning process, identifying existing problems, planning, carrying out the actions and evaluating and reflecting the actions which were implemented.

B. Setting of the Research

This research was conducted in the second semester of academics year 2009/2010. It was carried out in SMA N 1 Imogiri, Bantul. SMA N 1 Imogiri is located in Wukirsari, Imogiri, Bantul Yogyakarta. The school is in front of sugar cane plantation, hill range, near from Wukirsari and big road. The school building is still good; there are some new buildings after Earthquake disaster on May, 27th. It consists of four offices, occupied by principal, teachers, counseling and guidance teachers and administration. There are eighteen classrooms (six classrooms in each grade). Besides, the school has a students' union office, two laboratories, a clinic, a gamelan room, a library, a reading room, a computer

room, a sewing room, four canteens, a hall, a sports field, a mosque, a spacious parking a lot, and ten toilets.

The school was built in 1990, and conducted its' teaching and learning programs in the same year. There was only one part-time English teacher but now there are five English teachers who teach in SMA N 1 Imogiri. The first grade is taught by Harowi Sutinah, S.Pd and Dra. Siti Darul Hayati. The second grade is taught by Aminatun, S.Pd and Sujar Hartono, S.Pd. The third grade is taught by Th. Nanik Sulistyani, M.Pd and Aminatun, S.Pd.

C. Subject and Object of the Research

The research involved the researcher, the principal, the English teacher, and the students of XI A2 at SMA N 1 Imogiri. The objective of the research was improving students speaking skills by using the electronic media through the collaboration among research members in finding the problems and implementing some actions to improve the speaking skills.

D. Instruments of the Research

The research instruments in this research were class observation, questionnaire, interview, and documentation.

E. Data Collection

To obtain the data, the researcher played role as observer. She observed the English teaching and learning process in the classroom. The teacher was the

one who implemented the actions that were decided together. The data was obtained from the observation of other participants of the research. The researcher also used questionnaires and interviews. The forms of data were interview transcript, field notes, and documentation.

F. Data Analysis

From the data collection, there were two forms of the data in this study. The first was words (qualitative) and the second was numbers (quantitative). The qualitative data were obtained from the questionnaire, the interview with the students and the teacher. Meanwhile, the quantitative data were obtained from the students' average scores in the speaking tests which were obtained from pre-test, progress-test and post-test.

The qualitative data obtained from the questionnaire, the interview with the teacher and the students about the teaching and learning process of speaking by using the electronic media and the classroom observation during the implementation were analyzed qualitatively. The qualitative data analysis consists of three activities that are data reduction, data display, and conclusion drawing (Miles and Huberman, 1994:10). In this research, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion could be made based on the data description. The result of this analysis helped in predicting the impact of the action.

Meanwhile, the quantitative data from the speaking test were analyzed by using descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning improvement before and after applying the electronic media. The statistics used in the computation was the mean which is the average score attained by the subjects of the research. From the results of the speaking test, the students' progression level was identified.

G. Data Validity

The data of the research were qualitative data in the form ideas, opinions, obstacles, references, expectations of the research members. These techniques were proposed by Anderson cited in Burns (1999:161-162) for establishing the validity of data as follows:

- a. Democratic validity, which is related to the extent to which the research is truly collaborative. To reach the democratic validity in this research, the English teacher and the students were given chances to give their ideas, suggestions and comments about the implementation of the implementation of electronic media us in the speaking teaching and learning process.
- b. Outcome validity, which is related to the notions of actions leading to outcomes that are 'successful' within the research context. In the research, the notions of actions mostly came from the teacher. To reach the outcome validity, the researcher gave some suggestions of implementing the use of the electronic media in the speaking teaching and learning process.

- c. Process validity, which raises questions about the process of conducting the research. The process validity has been implemented through the interviews and field notes that are very useful to know the progress of the research. To achieve this validity, the researcher held interviews with the students, teacher and principal and wrote field notes during the research. The implementation of this validity successfully helped to know the progress of the research and was used to determine the next step in the research.
- d. Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and actions taken as a result of these changes, or by monitoring other participants' perceptions of the problems in the research setting. This validity was reached by giving chance to the teacher and students to deepen their understanding on the use of the electronic media in the speaking teaching and learning process through monitoring their roles and discussion.
- e. Dialogic validity, which parallels the processes collaborative enquiry or reflective dialogue with 'critical friends' or the practitioners. The dialogic validity was done by doing dialogue with the English teacher and the students to improve the next action. The dialogic validity was used to determine the success and weakness in the action.

To obtain the trustworthiness of the data, the researcher used triangulation technique in which she gathered the data from several points of views from students, the English teachers and the school principal. The reliability of the data

was obtained by providing the genuine data such as the field notes, interview transcript and other records.

H. Research Procedure

1. Determining the Thematic Concern-Reconnaissance

Finding facts and analyzing the existing problems in the field are the first steps in conducting action research. So the researcher interviewed the second grade of English teacher and the principal to identify the existing problems in the English teaching and learning process as the first steps in conducting this research. Then, she observed the teaching learning process in the classroom. After the observations and interviews, the researcher together with the English teacher and the principal reflected that existing interrelated problems.

Students' speaking skills were the main problem encountered in the field. They had no adequate speaking skills. It was related to the other existing problems which are vocabulary knowledge, self-confidence and definitely learning motivation. Consequently, if the teacher asked them to speak, they just kept silent. It was also related to the other problems such as the uninteresting and appropriate activities. It was also caused by ineffective provided media. Brown (2001:270) mentions a number of features that make speaking as difficult language skills. That is why it needs interesting ways and various media for teaching speaking. SMA N 1 Imogiri has high technology facilities such as LCDs, computers, projectors, internet connection, etc. that can be used as interactive and interesting media for teaching, especially in English speaking teaching-learning process. Finally, based on the collaborative discussion on those problems, all the research

members agreed to solve the existing problems to improve the students' speaking skills by using the electronic media.

Action research is generally described as a spiral or phases. According to Kemmis and Mc. Taggart (1988:29) there are four fundamental phases that should be concerned in an action research. Figure 1 shows that those phases are consisted of planning, action, observation and reflection. The further planning then leads into the next stage of the spiral, forming a succession of cycles.

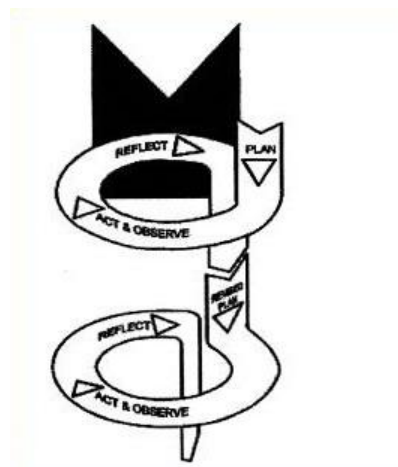


Figure 2: The Action Research Spiral (Kemmis & McTaggart 1988:29)

Based on that theory, the action stages of the action research consist of planning, implementation, observation and reflection as follows.

a. Planning

To improve the students' and teachers' speaking performance, the researcher collaborated with the second grade teacher and the principal of SMA N 1 Imogiri to plan some actions as efforts to improve students' speaking performance.

b. Implementation

Actions agreed by all research members implemented in the classroom. Regular members met to keep track of what had been implemented.

c. Observation

The notes and records of the implementation made by the researcher were used for observing the changes of students' and teacher' performance. Some changes in the speaking teaching-learning process were discussed by the researcher and research members collaboratively.

d. Reflection

The findings in observation of the implementation were analyzed and synthesized by the researcher and all other research members. Successful actions were recorded as alternative efforts to improve the quality of students speaking skills. However, the unsuccessful actions were repeated and changed based on the condition of subject of the research. The research cycle was stopped when the students speaking ability was regarded to be better.