

CHAPTER III

RESEARCH METHOD

This chapter presents how the research is administrated. It describe about research design, research location, subject of research, source of data and data, research instrument, research procedure.

3.1 Research Design

This research describes the implementation of developing speaking ability using picture at eighth grade students and how the result this method, the researcher uses the qualitative research. It concerning with the problems which faced by the students. The researcher acts as the observer who conducts the research in developing speaking ability using picture and the English teacher acts the collaborated. According to Burns (2010:05) “Action research is carried out by teachers in their context, in their classroom. Teacher identifies a problem or an area they wish to improve and based on the theory or experience or a hypothesis they think of an intervention.”

This research uses classroom Action Research. Frankel and Wallen (2009:589) say “Action research is conducted by one or more individual or groups for the purpose of solving a problem or obtaining information in order to inform local practice”. The problem of this research comes from the classroom, so before conducting the research, the researcher must first recognize the students’ ability and weakness of the previous observation.

According to Susanto (2010:08) *Penelitian Tindakan Kelas(PTK) terdiri dari empat tahap yaitu: (1) perencanaan, (2) tindakan, (3) observasi, dan (4) refleksi.* In Classroom Action Research contains four phases there are: (1) planning, (2) action, (3) observation, and (4) reflecting.

3.2 Research Location

This research took place at SMP Muhammadiyah 3 Kutorejo. The researcher chooses this place to do the research because the researcher would like to use media of picture.

3.3 Subject of Research

Subject of the research are students and the teacher of SMP Muhammadiyah 3 Kutorejo. The students are VIII in the 2014/2015 academic year, they consist of 30 students in this class.

3.4 Source of Data and Data

Source of data in this research is teaching and learning process in classroom. When the teacher's performance in teaching speaking and the students' activities are done in class during the teaching learning process. The data obtained by the researcher from interviews with the teacher about difficulties faced by the students and media used by the teacher and also observation of class about material used by the teacher and students' activities in learning English speaking.

3.5 Research Instrument

In this research, the researcher used three kinds of instruments. They are in the form of observation, interview, and field notes.

3.5.1 Observation

To collect the data, information about the real condition in teaching learning activities, performance of the teacher in teaching speaking and students' speaking ability such as; pronunciation, grammar, vocabulary, and fluency in speaking activity, the researcher conducts observation. It is to know about the teaching learning process in the class and the researcher can observe the material related to speaking which is used by the teacher. The researcher

hopes the students could achieve as much as possible the knowledge, pronunciations, grammar, and vocabulary and also to develop their speaking, that is needed by them.

3.5.2 Interview

Interview consider being good for collection some data information about the students conditional, especially in their speaking English ability. In doing interview, the researcher interviews the teacher about difficulties that faced by the students in speaking ability, and the media that used by the teacher English in teaching speaking. The purpose of interviewing is to know what the problems of speaking, about speaking lesson during before and after using media of picture in speaking lesson.

3.5.3 Field Note

Field note is used by the researcher to collect data. it would be used to note any information from the teaching learning process in speaking class during action step in each cycle.

3.6 Research Procedure

The researcher used the CAR principal to collect the data. The Classroom Action Research consists of four stages within one cycle. Those are planning, acting, observing, and reflecting. One cycle consist two meetings. After carry out the first cycle, maybe the researcher will found a new problem or unresolved problems which faced. Therefore, the researcher needs to continue to the cycle 2 with the same concept of the first cycle.

3.6.1 Questionnaire

Questionnaire is used by the researcher to collect data. the questionnaire gives to the students in order to know their responds toward the process of teaching and learning speaking and also about motivations and problems that faced by students in learning speaking. The

questionnaire does before planning stage. The questionnaire is written in Indonesian in order to students can easy to answer it.

3.6.2 Planning Stage

In this phases, the researcher consult with the English teacher about design a lesson plan from the syllabus, choosing the topics that are suitable with the matter, using picture to students' activities in the class, field notes, and preparing materials that will be used at the cycle. The researcher also makes the evaluation form to know about students achievement at the end of this cycles.

Cycle 1:

Phase	Teacher's Activities	Student's Activities
Pre-teaching activities	<ol style="list-style-type: none"> 1. Opening the class by saying greeting, asking students' condition and checking students' attendance list. 2. Explaining the specific goal of learning. 	<ol style="list-style-type: none"> 1. Answering to the teacher's greeting. 2. Paying attention to the teacher's explanation
While teaching activities	<ol style="list-style-type: none"> 1. Showing some picture and asking students to mention the name those pictures. 2. Asking students to identify the picture. 3. Introduction about meaning and purpose of descriptive text 4. Explaining about adjective 5. Giving example of descriptive text related to picture that showed. 	<ol style="list-style-type: none"> 1. Attention the teacher and mention the name of the picture. 2. Identifying the picture 3. Listening to the explanation given by the teacher about descriptive text. 4. Listening to the explanation given by the teacher about adjective. 5. Receiving example of descriptive text related to picture that showed.

	<ol style="list-style-type: none"> 6. Asking the students to choose the picture they like and give list new vocabulary for students. 7. Giving a time for students to prepare some sentences what they will present. 8. Assigning the students to verbally tell the picture they have chosen themselves in front of class 	<ol style="list-style-type: none"> 6. Choosing the picture they like 7. Preparing some sentences what they will present. 8. Telling the picture they have chosen themselves in front of class.
Post teaching activities	<ol style="list-style-type: none"> 1. Asking about difficulties during the teaching and learning process 2. Asking the students to conclude the topic in the discussion. 3. Giving some advices to the students to motivate them to always practice their English 4. Closing it by greeting or salam 	<ol style="list-style-type: none"> 1. Answering question from teachers about difficulties when learning process. 2. Concluding the topic in the discussion. 3. Listening to motivational delivered by teacher 4. Answering to the teacher's greeting.

3.6.3 Acting

In this phase, the researcher and the teacher collaborated to carry out the planned action. The researcher acts as the observer. The first teacher shows some picture and asks the students to mention the name of the pictures. After that the teacher asks the students to identify the pictures. Then the teacher explains about descriptive text and adjective. The teacher invites the students to choose picture they like to present in individual in front of class and gives some new vocabularies that relates to the picture has been they choose.

3.6.4 Observing

In this phase, the observer observes the students' response, participations, and achievement which are found during the teaching learning process. The observer asks some the students' opinion about the process of teaching and learning by using picture. The observer also takes the field notes to write the real situation when the action is happened.

3.6.5 Reflecting

In this phase, the researcher and the teacher identify the problems that were found in seeing the result of the observation which should be solved. Then, those were used to make plan for further cycle and correct its weakness.