

CHAPTER III

RESEARCH METHOD

This chapter discusses the following sections: research design, setting and subject of the study, research procedure, planning of the action, preparing teaching strategy, observation.

3.1 Research Design

The design applied in this research is classroom action research. Kemmis and Tanggart (1988) state that classroom action research is one of the efforts made by a teacher or practitioner in the form of various activities which are carried out in order to improve an unsatisfactory condition or to increase learning quality in class. Thus, this research focused on a particular classroom or group of students and aim to solve the teachers' problem in finding appropriate techniques in teaching to improve students' achievement.

Carr and Kemmis (in Suhartatik, 2005:35) state that action research is a form of self-reflective inquiry undertaken by participants (teachers, students or principles) in social (including education) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding or practices and, (c) the situation in which these practices are carried out.

Meanwhile, Kasbolah (in Suhartatik: 1999:15) defines that classroom action research is action research of educational aspect which is implemented in a classroom in order to improve the quality of teaching learning process. It means that classroom action research encourages the teacher to be aware of his own practice, to be critical of his practice and to be prepared to change it.

In this research, the object of the study is to improve speaking skills through games of the first semester at SD Muhammadiyah 8 Surabaya. The teacher is the designer, observer and the rater of the classroom action research implementation, and the design of the classroom action research which is adapted from Kemmis and Taggart 1988.

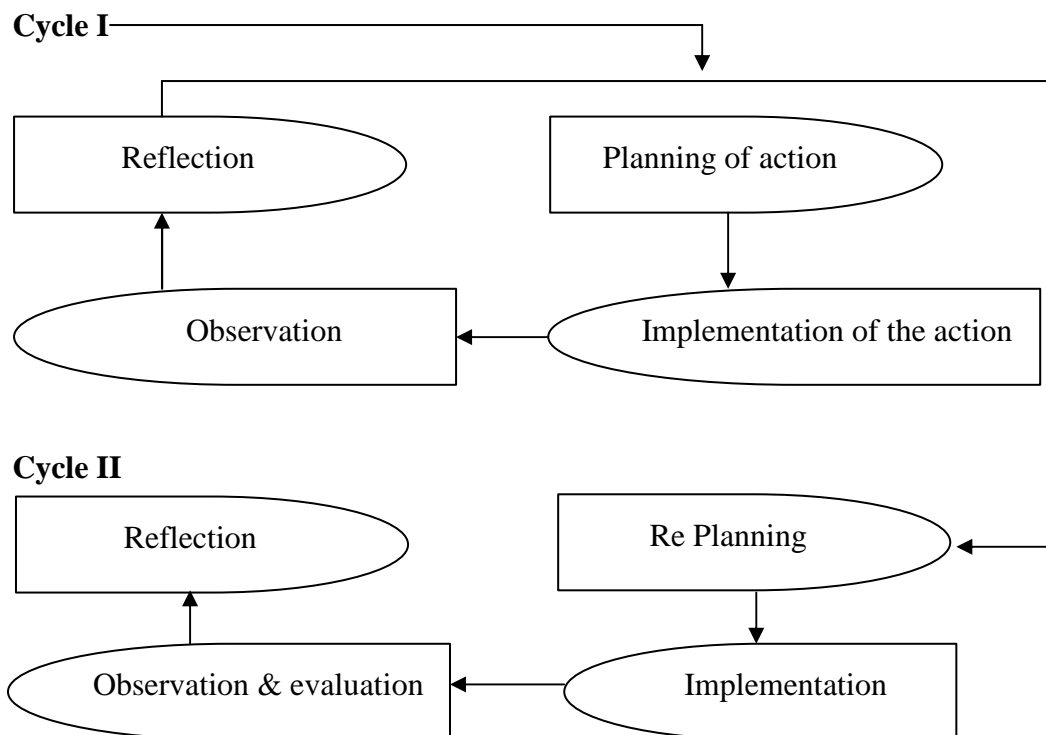


Figure 3.1 the design of classroom action research adapted from Kemmis and Taggart 1988.

3.2 Number of Cycle

Classroom action research will do in two cycles if the first action did not meet the criteria of success or the result is not satisfactory yet, the action would be continued to the next cycle. On the other hand, if the action had fulfilled the criteria of success, the action was stopped, and about cycle, each cycle begins with planning of the action, implementation of the action, observation and reflection. After the implementation of the action, the researcher observes and reflected the action, the result was evaluated whether the action has fulfilled the criteria of success or not. This study design is described as follow:

1) Planning of the Action

After finding out the causes of poor speaking skill, which was base on the result of the preliminary study at this stage, the researcher determined and formulated the design of activities in a working plan. The designs of the activities are:

- a. Make the lesson Plan (See Appendix 1)
- b. Prepare with Media (See Appendix 2)

2) Implementation of the Action

In this stage will do the stage of implementation of action plans have been prepared by the researcher, namely implementing the learning scenario that has been made at the planning stage before by using media. At this stage do the English learning activities by using games to make more interesting and this can be done with a group or individual.

3) Observation

In this study the researcher did the observation during the implementation of games technique, the researcher was observed in the student's improvement. In order to collect an accurate data, the researcher prepare with observation form, test and oral test.

4) Reflection

Activities in this stage of reflection is a researcher with the students review the implementation of learning process at the end of the learning activities by giving assessment what we have already done in learning process. In this stage students give the conclusion of the discussion activities that they have already discuss with their friends about it (learning process) based on findings obtained from the fact learning process. And than teacher and students conclude the results of learning activities what they have been implemented.

3.3 Setting and Object of the Study

The setting of the study is students of SDM 8 Surabaya located at Jl. Sutorejo No. 150 Surabaya. The reason why the researcher selects this institution as the setting of the study is that he teaches there who has attention to develop teaching learning strategy, especially in improving students speaking skill. It is expected the results of the research may give contribution to the institution for develop teaching learning strategy.

The subject of this study is fourth grade students of 2010/2011 academic year at Muhammadiyah Elementary school 8 Surabaya. There are 25 students as the respondents of the research.

