CHAPTER III
RESEARCH METHOD

This chapter presents the method used in conducting the research. It covers
of research design, research procedure, and subject of study, research instrument,
and data analysis. The research procedure was divided into preliminary study,
planning and action, implementing, observation, data and data sources and
reflection. It is explain as follow:

3.1 Research Design

Research design of this study is Classroom Action Research (CAR). The
research related to the problem solving in the class. It is primarily intended to
highlights that action research is the name given to a series of procedures which
are engaged by the teachers to improve aspects of their teaching and to evaluate
the success and suitability of certain activities and procedures. Wiriaatmadja
(2010) defined Classroom Action Research (CAR) as the research that combines
the research procedures and substantive action (person’s action to observe
something happened and try to make it fixed). In short, CAR is an action research
commonly used as improvement of problematic situation in the classroom that
indicated by the data or information that the researcher collects to resolve specific
problems.

Meanwhile, in conducting Classroom Action Research (CAR) and getting
the criteria of success, the researcher needs some steps. Each cycle has several
phases namely: plan, action, observation, and reflection. The scheme of cycle in Classroom Action Research (CAR) is explained below:

**Cycle 1**

**Cycle 2**

Figure 3.1 Classroom Action Research Cycles

(Kemmis and Taggart in Suryadi, 2012)

**3.2 Research Subject**

Milan (1992), research subject defines as an individual who participates in research study or someone who participates for collecting the data. The research subject of this research is second-grade students of SMP Muhammadiyah 06 Dau, Malang. There are three classes consisting of 92 students, they are: VIII-A, VIII-B, and VIII-C. However, the researcher takes VIII-C as subject of this study. Based on the interview with English teacher, most of students who sit in VIII-C have lack of self-confidence and low of participation in learning English specially to speak English. They still have difficulties in expressing their idea. Therefore, the researcher is interested in investigating the second-grade students of SMP Muhammadiyah 06 Dau.
3.3 Research Instruments

According to Wilkinson and Birmingham (2003), research instrument is simply device for obtaining information relevant to the research project. It is used for collecting the data. Various kinds of instruments for instance documentation, interview list, observation checklist or field notes, etc. In accordance with Ary et.al (2010), there are some methods of instrument commonly used to guide and help the researcher to generate the data such as observation, interview, and document analysis. In this research, the researcher collects the data by obtaining an interview, doing direct speaking-test, distributing the questionnaire, doing observation.

3.3.1 Interview

Interview is the process of gathering data by asking the question about people’s opinion, belief, and feeling about situation using their own words (Ary, et al., 2010). Three kinds of interview according to Ary, et al (2010) are structured, unstructured and semi-or partially-structured interview. First, the structured interview means the content of the questions and procedures are organized in advance. Second, unstructured interview is the types of interview in which the question arise from the situation which means the researcher asks the question as the chance to arise the next question. Third, semi-or partially-structured interview in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.
In this research, the researcher uses semi-or partially structured interview to ask the information from the teacher about students’ self-confidence in speaking English. It is considered more expedient for the teacher to explain. The researcher may broaden the questions based on the teacher’s answer.

3.3.2 Test

Test is the way to collect the data about students’ self-confidence in speaking English. In this research, the researcher uses the individual speaking test directly by asking each student to make a short description based on the pictures provided by the teacher. The speaking test is used by the researcher to know about students’ self-confidence while presenting in front of the class.

3.3.3 Questionnaire

Questionnaire is one of the instruments used for collecting the data which is written in form of list questions given to the subjects of research. Arikunto (2000) defines questionnaire as written questions which is used to collect the information from respondents. Creswell (2012), elucidates two kinds of questionnaire namely open-ended and close-ended. An open-ended questionnaire is a list of questions which requires the respondents’ answer freely by their own opinion. While close-ended questionnaire is a list of questions provide all possible alternative answers.

In this research, to obtain the students’ self-confidence data the researcher uses close-ended questions on the questionnaire. The questionnaire adapted from the similar research that was carried out by Kharolina (2006) that use Likert Scale. Each item has five alternative answers, namely: Strongly Agree (SA), Agree (A),
Unsure (U), Disagree (D), and Strongly Disagree (SD). Then, the score of Likert Scale can be seen in the following table.

<table>
<thead>
<tr>
<th>Item</th>
<th>Options</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1</td>
</tr>
</tbody>
</table>

The questionnaires consist of 10 questions that will be given to the students of second-grade of SMP Muhammadiyah 06 Dau Malang. It uses to analyze their self-confidence in speaking English in the classroom.

3.3.4 Observation

According to Kunandar (2008) observation is observing activity to figure how far action effect reached of target. The observation is conducted when the process happened during the action in teaching learning process in the class. In this research, the teacher uses observation sheet to watch closely and note the classroom events. It is intended to know whether the action is in line with the planning that has been made before. The researcher observed during the implementation of snake-ladder game by using observation sheet.

3.4 The Procedures of Classroom Action Research

This research followed the following steps, preliminary study, planning of the action, implementation of the action, observation, and reflection.
3.4.1 Preliminary Study

Before conducting the research, preliminary study was carried out at the basic step. The purpose was to obtain the real condition of the setting and the subject of the research. The preliminary study was conducted in 1st August 2017 at SMP Muhammadiyah 06, Dau Malang. The study was done by distributing the questionnaire and having an interview with the English teacher.

Regarding to the result of questionnaire there are 8 students who have enough self-confidence and 22 students who have low self-confidence. Beside, based on the interview’s result with the English teacher, most of students were lack of self-confidence when they had to present in front of the class using English. They were lack of self-confidence because of some factors such as family’s background, personal experiences and social interaction affected self-confidence.

1.4.2 Planning

The good teacher makes a good lesson plan during the teaching learning process in the class. By preparing the lesson plan, the success of teaching will be exposed because the observation could monitor what the researcher observe in teaching learning process and create note about the advantages and disadvantages of using Snake-ladder game as media. The researcher makes instructional planning for whole session; with the purpose of the action study could be successfully done. As mentioned previously, the subject of this Classroom Action Research (CAR) is second-grade students’ of SMP Muhammadiyah 06 Dau,
Malang. In order to achieve the objective of CAR, the researcher planned instructional activities, that is:

1. The researcher interviews the teacher to know the problems faced in learning English.

2. The researcher creates a note about the process in learning English that has done by the teacher in the class.

3. The researcher prepares the test in form of speaking-test to know their self-confidence.

4. The researcher designs lesson plan based on the cycle of the session.

5. The researcher prepares the media used for applying in teaching learning process which is Snake-Ladder game which was consist of 36 total number of box stations in form of printed media in detail of size 200 x 140 m.

**1.4.3 Action**

There are three main parts used in teaching learning process, include pre-teaching, whilst-teaching, and post-teaching which discussed as follows:

1. Pre-teaching

   In this activity, the researcher acts as a teacher, the aim is to set off students’ focus and interest to the lesson that would be given. In this activity, teacher opening the activities by greeting and checking the attendant list of students briefly. Then, the teacher takes the students' attention by asking a few questions related to the topic had been planned in the lesson plan. The pre-activity was planned for about 3 minutes.

2. Whilst-teaching
In whilst-teaching, the teacher applies snake-ladder game which is involved of 36 box numbers which have its instruction, whether in form of pictures or texts. In this activity, the players are about 30 students which divided into 5 groups (Light Blue, Dark Blue, Red, Yellow and Green). One box number is prepared for one player of each group. It means that one throw of the dice, the player should put the token in the box number and do the instruction which written in the card inside the envelope. After the first group play and do the instruction, the player of next group should throw the dice and occupy the box number has come up from the dice. All of them should involve in playing the game because they have chanced to throw the dice and do the instruction alternately. It is intended to check their self-confidence when they are producing the language and measuring how confidence they are when performing in the class. This activity is planned for about 115 minutes.

3. Post-teaching

The last activity is post-teaching. In this activity, the teacher concludes the material that had been given to remind what they have learned. The teacher concludes the material together with students by giving questions to check their understanding. Moreover, the students have a chance to ask questions about the lesson who still confuse or misunderstood of the lesson. The post activity in each session was planned for about 2 minutes.

1.4.4 Observation

In the classroom action research, the researcher acted as a teacher as well as an observer. The observation should be done during the teaching and
learning process. The information that were obtained from the action were very useful to recognize the effect of the treatment given. There are two kinds of observation in this study. First, the researcher observed the students’ attitude and gesture when they were doing the activities in teaching learning process and found out the progress of the students’ self-confidence in speaking English. Second, the researcher also investigated the students’ response toward the application of snake-ladder game. The researcher found out the progress and responses in form of questionnaire. The result of questionnaire showed how the improvement of the students self-confidence.

3.4.5 Reflection

On the reflection, all of information were obtained in the observation, put into the observation sheet then analyzed by the researcher to find out and understand the processes as well as their strength and weakness of the treatment applied. From the reflection, the researcher was able to decide whether the action could be continued or stopped.

1.5 Data Analysis

In analyzing the data, the researcher gathers the data through interview, speaking-test, observing in teaching learning process, and distributing questionnaire. There were some steps applied by researcher in analyzing the data, namely:

1.5.2.1 Scoring Criteria of Speaking-Test

In this classroom action research, obtaining the speaking test means that the researcher observe each student’s self-confidence when they are
presenting in front of the class. In addition, the researcher just focuses on the students’ self-confidence, not the speaking scores. Speaking-test conducted to know how far the students’ self-confidence in speaking English. The score can be seen on the observation check list (Appendix 3, p. 32).

3.5.2 Scoring Criteria of Questionnaire Self-Confidence

In classifying the students’ answer of the questionnaire based on Likert Scale, the researcher determines the answer based on the indicators. They are “Strongly Agree (SA)”, “Agree (A)”, “Unsure (U)”, “Disagree (D)”, and “Strongly Disagree (SD)”. Thus indicators have each value, which determined as 5 for SA, 4 for A, 3 for U, 2 for D, and 1 for SD.

In this research, the researcher used table frequency which adapted from the similar research that was carried out by Kharolina (2016). The table frequency can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-15</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>16-25</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>26-35</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>36-50</td>
<td>High</td>
</tr>
</tbody>
</table>

In calculating the score of questionnaire, the researcher counts the mean score of each questions answer by using formula as follows:

$$ \bar{p} = \frac{\sum X}{N} $$

\( \bar{p} = \text{Mean} \quad X = \text{Raw score (each questions score)} \)

\( \sum = \text{Sum of} \quad N = \text{Total of students} \)
After calculating all the answer, the researcher calculates the percentage of the strength of the responses by using formula as follow (Sudijono, 2008). The formula can be seen as follows:

\[ P = \frac{\text{Total of agree and strongly agree answer}}{\text{Total of ideas scores}} \times 100\% \]

In this research, the researcher processes the score based on the criterion of interpretation score as follow (Riduwan, 2005). The table percentage can be seen below:

<table>
<thead>
<tr>
<th>No</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage 0%-25%</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>Percentage 26%-50%</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Percentage 51%-75%</td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Percentage 76%-100%</td>
<td>Very Strong</td>
</tr>
</tbody>
</table>

Table 3.4 Percentage of Interpretation Score