**Chapter III**

**Method of the Research**

This chapter presents the methodology that is used in the research. It covers research design, research method, procedure of collecting data, technique of analyzing data and population and sample

**3.1. Research Design**

The research is about the use of Auditory, Intellectual and Repetition (AIR) Method in teaching descriptive text to improve student’s speaking skills. This research used qualitative method. The researcher did the research by following some steps. These steps were done by the researcher.

* + 1. Planning

In the first step, the researcher made several planning based on the finding of the preliminary study. The activities were designing by lesson plan, preparing material and determining of success of learning.

The design of lesson planning was based on the syllabus used. Lesson planning has guideline of teaching and learning activities in the class. It has been mentioning several items which follows : the instructional of material and media, procedure of presentation, specific instructional objective and procedure of assessment to make a good of learning activities in the class

* + 1. Implementing

In the second step, the researcher teaches the students based on the lesson plan that has been prepared previously. While explaining all materials about the descriptive text, students must listen carefully, memorize and repeat some words clearly with the instruction of the teacher. The researcher will give assignment to the students for listening, reading and repeat the descriptive text in their home as well. They can use the auditory like video or audio to improve their listening skill. They also can try to memorize some words in English to improve their intellectual in English that related with the memorizing. Lastly, they can repeat all the materials that have given.

* + 1. Reporting

The third step, the researcher will observe the implementation of AIR Method in teaching speaking especially descriptive text in the class. Therefore, the researcher will arrange of the result of the research into the paper based on the findings data from analysis.

**3.2. Research Method**

In this research, the researcher took the descriptive qualitative method. According to Moleong (State in Suharsami, Arikunto, 2013). *Sumber data penelitian kualitatif adalah tampilan yang berupa kata-kata lisan atau tertulis yang dicermati oleh peneliti*. (The source of qualitative research data is a display in the form of oral or written words that are examined by researchers).

The descriptive qualitative method took because the purpose of this research is to describe the procedure of the use of descriptive text through AIR Method to improve the student’s speaking skill. Action research conducted through this type of qualitative research.

**3.3.** **Technique of Collecting Data**

Data collection is a process of collecting several data for completing the result of the research. Those data are formed by the implementation of learning procedure, learning media, the result of study, student’s opinion about using AIR Method in teaching descriptive text to improve student’s speaking skill in the class. According to Sugiyono (2009) in Gunarsah said the collection of data can be obtained from the observation, interviews, documentation or joint.

Technique of collecting data in this research is using qualitative data. The qualitative data consists of observation, questionnaire, and the result of the learning process. The complete explanation as follows:

**3.3.1 Documentation Study**

**3.3.1.1 Lesson Planning**

Lesson planning is a guideline for a teacher to prepare the learning class activity starting from the opening until the closing time of learning. Thornbury (1999) says that first of all, a planned lesson is just better, not all planned lessons are fabulous and not all planned lessons are disasters, but even a bad lesson will be a less bad planned, and even a great lesson can be a great with a plan. If you are good teaching with unplanned lesson, you will be even better at teaching with a plan.

There are a requirement of lesson planning that should be fulfilled such as Main Competency (KI) that divided into four types among (K1) Religeous, (K2) Social, (K3) Knowledge and (K4) skill in learning process.

The lesson plan should be developed from the syllabus, and the lesson plan should have these points in it:

1. School data, subjects, and classes/semesters;
2. Subject matter;
3. Time allocation;
4. Learning objectives,
5. Basic competency and competency achievement indicators;
6. Learning materials;
7. Methods of learning;
8. Media, tools and learning resources;
9. The steps of learning activities;
10. Assessment.

Table 3.1

**Lesson Planning Format**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO.** | **OBSERVED ASPECT INDICATORS** | **SCORE** | | | | |
| 1. | Clarity of the formulation of learning objectives (does not lead to multiple interpretations and contains behavioral learning outcomes). | 1 | 2 | 3 | 4 | 5 |
| 2. | Selection of teaching material (in accordance with the goals and characteristics of students). | 1 | 2 | 3 | 4 | 5 |
| 3. | Organizing teaching materials (suitability, material systematics and conformity with time allocation). | 1 | 2 | 3 | 4 | 5 |
| 4. | Selection of learning resources / media (in accordance with the objectives, material and characteristics of students). | 1 | 2 | 3 | 4 | 5 |
| 5. | Clarity of learning scenarios (each step reflects the strategy / method and time allocation at each stage). | 1 | 2 | 3 | 4 | 5 |
| 6. | Detailed learning scenarios (each step reflects the strategy / method and time allocation at each stage)  . | 1 | 2 | 3 | 4 | 5 |
| 7. | Suitability of techniques with learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 8. | Completeness of instruments (questions, keys, scoring guidelines). | 1 | 2 | 3 | 4 | 5 |
| **Total score** | | ..................... | | | | |

Source: *Buku Panduan PPL FKIP Unpas 2014*

**3.3.2 Observation**

According to Arikunto (2010) Observation is often interpreted as a narrow asset, namely paying attention to something using the eye. In a psychological sense, observation or what is also called observation, includes the activity of loading attention to an object by using all sensory devices. Observation is done when the learning happened in the class. The purpose of this observation is to find out Learning procedure for AIR Method and to see the learning equipment which are Learning materials, Student’s worksheet, Media in used and Evaluation.

Then, how the implementation of the lesson plan and student activities during the learning process in the class. The results of the observations are contained in the observation sheet of the implementation of the lesson plan and student activities in learning. The writer use the lesson plan in this research. The researcher’s activity is observed by teacher with the use of instrument avaibility.

**3.3.2.1 The Procedures of Teaching and Learning Activity**

Procedure of learning should have 3 steps which are Pre-Activities, Main-Activities and Closing-Activities

Pre-Learning is the beginning of the activities that carried out before teacher began to teach materials for students. Also, teacher should give a greeting, told the chairman of class to pray, to check the presence of students, preparing students to learn, and did warming up by opening a discussion topic related to the materials of descriptive text that will be taught to the students.

The main activity is the second activities that teacher do to teach the students, the teacher will explain about materials to the students. After that the teacher will ask students back about their understanding of the materials that have been given. The teacher also ask the students to read and speak the type of descriptive text personally. Then, the teacher will give the AIR Method terms for student to be more active.

Actually Auditory is an activity that students read or speak English related to the descriptive text. So the students must listen carefully to more understand and ask the teacher for the unknown word. The Intelectually will open up students to be more incredible and memorize the word or materials in creative ways, for any kinds of descriptive text. They can try to learn more about it and memorize all materials surely. The last one is repetition, repetition is an activity for students and teacher to repeat the subject and materials that has been given to memorize more. So this is really important part for students to repeat then they could understand much about the materials especially descriptive text.

Closing activity is activities of learning by using AIR Method finished, the teacher gave score for each students performance based on the ability of speaking individually. Therefore teacher and students discussed some of the mistakes that was found the in students speaking skill such as grammar, pronounciation or pace.

Table 3.2

**The Procedure of Teaching and Learning Activity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ACTIVITIES | DESCRIPTION | TIME | SCORE | | | |
| Pre-Activities | 1. The teacher opens the lesson by giving introduction of greetings and prayers | 10 Minutes | 1 | 2 | 3 | 4 |
| 2. The teacher checks the attendance of students | 1 | 2 | 3 | 4 |
| 3. Linking the answers to the material to be discussed | 1 | 2 | 3 | 4 |
| 4. Deliver the method and learning objectives | 1 | 2 | 3 | 4 |
| Main-Activities | 1. The teacher distributes a hand out that contains material descriptive text | 70 Minutes | 1 | 2 | 3 | 4 |
| 2. The teacher explains about material descriptive text | 1 | 2 | 3 | 4 |
| 3. Students read a descriptive text | 1 | 2 | 3 | 4 |
| 4. Teacher guides students to ask the materials | 1 | 2 | 3 | 4 |
| 5. Students make a short example of descriptive text | 1 | 2 | 3 | 4 |
| 6. Students explain about the descriptive text | 1 | 2 | 3 | 4 |
| Closing-Activities | 1. Teacher concludes learning that day | 10 Minutes | 1 | 2 | 3 | 4 |
| 2. Provide feedback on the learning process and result | 1 | 2 | 3 | 4 |
| 3. Convey the plan of learning activities at the next meeting | 1 | 2 | 3 | 4 |
| 4. Close the lesson with greeting | 1 | 2 | 3 | 4 |

**3.3.2.2 Teaching equipments**

How the researcher is going to design the suitable teaching equipment for implementing the pair checks model in teaching descriptive text for tenth grade student. There are four elements from the teaching equipment that will be designed for teaching speaking, there are teaching material, worksheet, learning media and evaluation.

1. Learning material

Learning material is a facilitation for teacher to teach the students. The teacher can use several tools such as textbook, picture, power point etc. The purpose of learning materials is to make more interesting and joyful learning for students. Student’s learning material should be in accordance with the syllabus. Students’ need in Senior high school based on the curriculum is English as communication.

Learning materials also has an indicator that related to the syllabus and has a creative materials to be taught to the students such as descriptive text with its definition, function, generic structure, example and exercise. Therefore the materials should have a good sources for students.

A good learning materials consist of these indicators:

1. Title
2. Learning instruction
3. Competencies to be achieved
4. Subject matter
5. Supporting information
6. Task and work steps
7. Source
8. Evaluation.
9. Student’s Worksheet

Students Worksheet is an exercise or materials paper that will be given to the students by teacher. Where the teacher will make it as an tool for evaluation and improve the students skill in any parts of language. The function of student’s worksheet is to expand the knowledge of students among the materials that are learned.

A good worksheet consist of these indicators:

1. Title
2. Learning instruction
3. Competencies to be achieved
4. Subject matter
5. Supporting information
6. Task and work steps
7. Evaluation.

Also, there should be character education for the student so that they will be inspired to be a good student. The worksheet should be oriented to the students competency both K1 – K4 Such as Cognitive, Skills or psychomotor.

1. Learning Media

Media is very important for teacher to teach students in the class. Media can be divided into printed forms or non-printed forms. Such as a paper, book, picture or even power point, video or movies to make students more interesting and enjoy in the learning process in the class. The function of learning by media is make easier students to learn, make more effective and efficient regarding the materials which running in the class

These are five indicators of media

1. Tittle
2. Contents
3. Materials
4. Effective
5. Interesting / eye catching .
6. Evaluation

Evaluation is a parameter of students learning to know their capability and development of study in a subject. In evaluating students speaking, evaluation should also about speaking. Which should be in accordance with what the teachers want to evaluate.

Table 3.3

**The Speaking Rubric Format**

|  |  |  |  |
| --- | --- | --- | --- |
| SCORING RUBRIC FOR SPEAKING | | | |
| ASPECT | SCORE | DESCRIPTION | |
| Pronunciation | 80 | □ | Easy to understand and has native speaker’s accent |
| 70 | □ | Easy to understand with certain accent |
| 60 | □ | There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding |
| 50 | □ | Difficult to understand because there is problem in pronunciation, asked to repeat |
| 40 | □ | The serious pronunciation so it can not be understood |

|  |  |  |  |
| --- | --- | --- | --- |
| ASPECT | SCORE | DESCRIPTION | |
| Grammar | 80 | □ | There is no or little mistake in grammar |
| 70 | □ | Sometimes makes mistake in grammar, but it does not influence the meaning |
| 60 | □ | Often makes mistake in grammar and it influences the meaning |
| 50 | □ | There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence |
| 40 | □ | The grammar mistake is so bad so it is difficult to understand |

|  |  |  |  |
| --- | --- | --- | --- |
| ASPECT | SCORE | DESCRIPTION | |
| Vocabulary | 80 | □ | Using vocabulary and expression like native speaker |
| 70 | □ | Sometimes using vocabulary which is not appropriate |
| 60 | □ | using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited |
| 50 | □ | Using  wrong vocabulary and it is limited so it is difficult to understand |
| 40 | □ | vocabulary is so limited so conversation impossible to occur |

|  |  |  |  |
| --- | --- | --- | --- |
| ASPECT | SCORE | DESCRIPTION | |
| Fluency | 80 | □ | Speech is smooth as a native speaker’s. |
| 70 | □ | The fluency is disturbed by language problem |
| 60 | □ | The fluency is disturbed more by language problem |
| 50 | □ | . Speech is frequently hesitant and jerky; sentences may be left uncompleted |
| 40 | □ | Speech is so halting and fragmentary that conversation is virtually impossible. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCORING RUBRIC FOR SPEAKING  Name :  Class    : | | | | | |
| ASPECT | SCORE | | | | TOTAL |
| 50 | 60 | 70 | 80 |
| Pronunciation |  |  |  |  |  |
| Grammar |  |  |  |  |  |
| Vocabulary |  |  |  |  |  |
| Fluency |  |  |  |  |  |

**3.3.3 The Result of Study**

The way to acquire the results of the study is through test. The test used in this study is pre-test and post-test. To find out students’ speaking ability, the researcher gives speaking test to the students. The students have to explain a descriptive text in a piece of paper about person, animal or object. They have to choose one for their topic. The researcher divided the scoring into five aspects, which are the scores of pronunciation, grammar, vocabulary, fluency, comprehend

**3.3.4 Interview**

Interview is very important for researcher to get all information and data can be obtained by doing an interview Alwasilah, (2011). Interview generate direct record from participants about their experiences, opinions, feelings, and knowledge Patton, (2002). For this study, interview was addressed to obtain the additional information about students attitudes toward AIR Method activity and benefits perceived by them through this method, together with their suggestion for implementing AIR Method. In addition, the information from the interview could support and clarify the data from observation.

The model of interview in this study was semi-structured interview. The aim of this model is to find the problem openly where the respondent are asked to give their opinions and ideas Sugiono, (2012:320)

Table 3.4

**Format of Interview**

|  |
| --- |
| Place of Interview :  Date :  Status : |
| Interview to … |

**3.3.5 Questionnaire**

The questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire has the same questions for all subjects, and can ensure anonymity. In this study, the researcher used questionnaire to know the student’s responses toward the teaching by using AIR Method during the learning process. The researcher provided a questionnaire that consists of 8 items in the form of Liker’s scale.

Table 3.5

**Questionnaire for students**

**The use Auditory, Intellectualy and Repetition method in teaching descriptive text to improve student’s speaking ability**

Instructions:

1. Please choose the answer honestly, because it will not affect your score.
2. Give a checklist (√) in the provided column number, there are:

1= Disagree 2= Very Disagree 3= Agree 4 = Very Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **STATEMENT** | **1** | **2** | **3** | **4** |
| 1 | The use Auditory, Intellectualy and Repetition (AIR) Method in learning descriptive text makes you happy |  |  |  |  |
| 2 | The subject matter delivered is in accordance with the learning objectives. |  |  |  |  |
| 3 | The use Auditory, Intellectualy and Repetition (AIR) in learning descriptive text makes it easier for you to understand the material. |  |  |  |  |
| 4 | The use Auditory, Intellectualy and Repetition (AIR) in learning descriptive text is effective in learning. |  |  |  |  |
| 5 | I experienced obstacles when I was using the AIR Method in learning descriptive text. |  |  |  |  |
| 6 | The use Auditory, Intellectualy and Repetition (AIR) gives me motivation in learning descriptive text. |  |  |  |  |
| 7 | Your interest in learning descriptive text has increased after using Auditory, Intellectualy and Repetition (AIR). |  |  |  |  |
| 8 | The learning material in learning descriptive text was achieved using Auditory, Intellectualy and Repetition (AIR). |  |  |  |  |

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Student

**3.4 Technique of analyzing data**

There are four data that will be analyzed by the researcher. Those data are the data of learning procedure, learning equipment, students respond and the result of study about using AIR Method model in teaching descriptive text to improve student’s writing ability. The researcher will use several steps in analyzing data.

* + 1. The Procedure of Teaching and Learning Activity

The first data is data of learning procedure by using the descriptive text to improve the student’s speaking skill. Data will be analyzed by comparing the lesson plan with data instrument which is observed. The writer then makes a comment or opinion on the data that has been analyzed.

Processing on the results of observations in the form of a sheet measuring the accuracy of learning procedures using the categorization:

Table 3.6

**Procedure of learning score categorization**

|  |  |  |
| --- | --- | --- |
| **Score** | **Grade** | **Explanation** |
| **100 – 120** | **A** | **Very good** |
| **80 – 99** | **B** | **Good** |
| **50 – 79** | **C** | **Fair** |
| **0 – 49** | **D** | **Lack** |

**3.4.1 Analyzing the result of the test**

The data of students result. The writer will analyze data from the test which are pre-test and post-test. Firstly, the writer reads both of data. Secondly, the writer analyses both data, examines the data and compared both data. The writer use rubric of speaking assessment. For evaluation the result of pre-test and post-test. The result of data comparing will be formed inti a description. In analysing the numerical data, first the researcher tries to get the average of students’ speaking skill per action within one cycle. It is used to know how well students’ score as a whole on writing. It uses the formula:

|  |
| --- |
| = |

= mean

= individual score

= number of students

Second, after getting mean of students’ score per actions, the researcher identifies whether or not there might have student’s improvement score on writing from pre-test and post-test. In analyzing, the researcher uses the formula:

|  |
| --- |
| P = x 100% |

P = Percentage of students’ improvement

y = pre-test result

= post-test result

**3.4.2 Analyzing student’s response**

The students respond. The data is collected by doing interview and questionnaire. After the writer analyzing data, then the writer will make a conclusion based on all the data which have been analyzed.

Aside from analyzing the result of the test and observing the activity during classroom action research, the researcher also uses questionnaire to find out students’ response toward pair checks model in writing. In analyzing the students’ response

|  |
| --- |
| P = x 100% |

P = the percentage

F = total of agree and strongly agree answer

N = total of ideal score

Next, based on the result of the percentage of the students’ response, the researcher also uses the criterion of score interpreting as follows: Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1. After tabulating all answers, the researcher calculates the percentage of the strength of response by using the previous formula as follow:

P = x 100%

After each answer is calculated, the score is processed based on the criterion of interpretation score as follow.

Percentage 0% - 25% = very low Percentage 26% - 50% = low

Percentage 51% - 75% = strong Percentage 76% - 100% = very strong

**3.5** **Population and Sample**

**3.5.1 Population**

Arikunto (1998) said that population is the entire subject of the research. Population of this study is the tenth grade student of SMA 8 Pasundan Bandung, the following number of all classes in the tenth grade is X, and the academic year 2020-2021 is 30 students SMA 8 Pasundan Bandung Jl. Cihampelas No.167, Cipaganti, Kecamatan Coblong, Kota Bandung, Jawa Barat 40131

**3.5.2 Sample**

Arikunto (1998) said that sample is the object research that can give an information even the result that researchers need, sample is an aspect more specific than population. The sample of this study is one class of the seventh grade of SMA 8 Pasundan Bandung, which is class X Social and consisted of 30 students in 2020 – 2021 academic year. The researcher chose X Excellent because the class was trusted by the school for the researcher to do the program. The writer use purposive sampling to make easier in order to get the data from the school and also will be more effective.