

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research methodology applied in this research. It is discuss about research design, research subject, research instrument, data collection technique, and data analysis technique.

A. Research Design

The researcher conducted this research by using Classroom Action Research (CAR) method to observe the progress of teaching and learning process. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

1. Teachers and principals work best on problems they have identified for themselves
2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
3. Teachers and principals help each other by working collaboratively
4. Working with colleagues helps teachers and principals in their professional development¹

Although there are many types of research that maybe undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's

¹ H. Watts, *When Teachers are Researchers, Teaching Improves*, (Journal of Staff Development, 1985) p. 118

environment that is, with the students and at the school in which the teacher works on questions that deal with educational matters at hand.² Based on the statements above, the researcher concluded that a classroom action research is the action which taken to improve and enhance the quality of learning and help to empowering teachers in resolving learning problems in the classroom.

In Classroom Action Research, English teacher assessed the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment. Classroom Action Research started from teachers' seriously concern about their success in their own instructions, their students learning progress, their students' behavior, their students' learning problems and the learning environment, which they always assess throughout the whole process of instruction for the purpose planning, implementing, and evaluating improvement.³ Based on the statements above, Classroom Action Research is the method as a device to diagnose and determine the problems in learning activity in the class and solve the problem to make improvement.

B. Research Subject

The research was conducted at SMK AL-Azhar Samarinda. The subject of this research is the students at the Eleventh Grade of SMK Al-Azhar Samarinda in the second semester that consists of 14 students.

² Eileen Ferrance, *Action Research*. (Northeast and Islands Regional Educational Laboratory: Brown University, 2000) p. 1

³ Mohammad Adnan Latief, *Research Methods on Language Learning: An Introductions*. (Malang: Universitas Negeri Malang, 2011) p. 145

C. Data Collection Techniques

There were three techniques applied for collecting data in this research. These techniques are observation sheet, questionnaire and speaking test as instruments. First, the observation sheet was a guideline to obtain information concerned the implementation of teaching speaking. It was used to observe students' and teacher's performance and activities during the implementation.

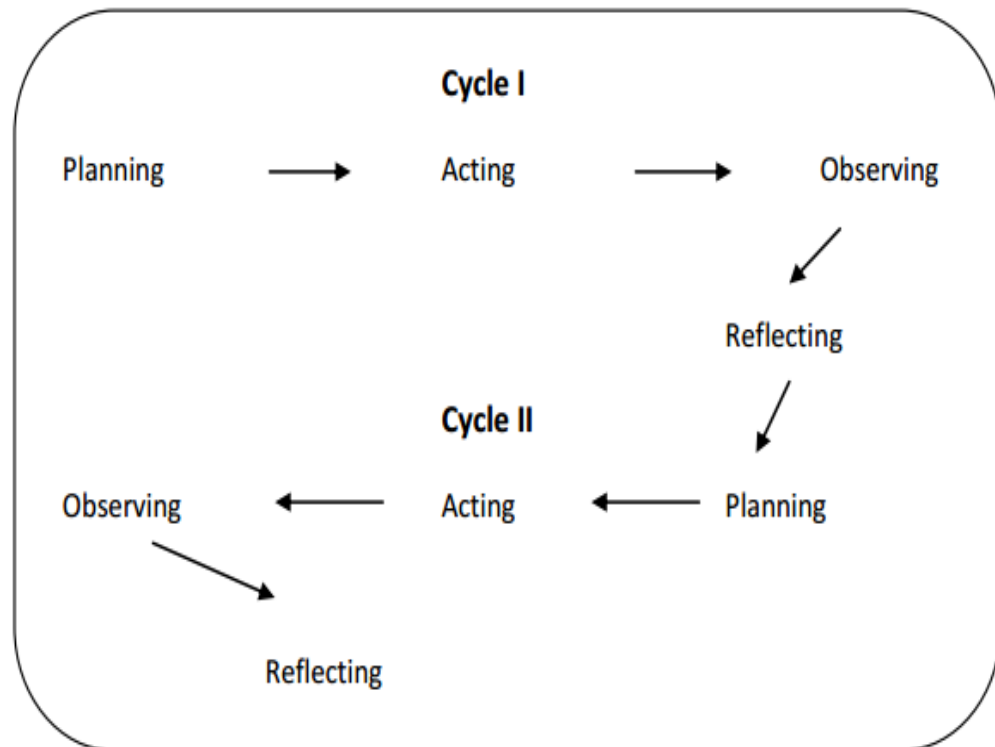
Next, Questionnaire is used to get the information of the students' necessities, lacks, and wants. Finally, speaking test was gathering the data about students' learning result and to know students' achievement in speaking using English role play technique at the end of cycle, and it was to know students' improvement after the role play technique used in the actions.

D. Research Procedure

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this research the researcher conducted this classroom action research into two cycles. As stated by Arikunto that "Classroom action research should be implemented at least two cycles continuously".⁴ It means that a classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researcher can perform the cycle once again in order to

⁴ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

achieve the criteria that have been determined. In order to be clear, the researcher would like to present a model of Action Research stated by Kurt Lewin in a figure⁵ below:



The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it was found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. To make clear what happens in every phase, here are the explanations:

⁵ David Hopkins, A teacher's Guide to Classroom Research, (England: Open University Press, 2008), p 50-5

1. Planning Phase

Planning usually starts with something like a general idea. For one reason or another it seems desirable to reach certain objective.⁶ This phase was the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the researcher and the teacher could find a good solution to solve the problem arose. Furthermore, in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research. On the other side, the specific planning was formed into lesson planning based on the current used syllabus.⁷ Based on the statements above, the researcher concluded that planning is the first step in conducting the research, so the researcher determine the action before the research begin.

a. Lesson Plan

A lesson plan helps to prepare the lesson, it consists of teaching procedures that can help the researcher to prepare the teaching strategy in order to make the teaching well organized. In this lesson, the teaching procedure is divided into three stages that consisted of pre-teaching, whilst-teaching and post teaching.

b. Material

⁶ Martyn Hammersley, *Educational Research: Current Issues*, (London: Paul Chapman Publishing Ltd, 1993), p. 178.

⁷ Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta:P.T. Indeks, 2009), p. 39.

Instructional material is important in language classes. Materials in the textbook always control teaching and learning and it is true that in many cases the teacher and the students rely heavily on them. In this research, the instructional material is prepared according to the instructional objectives stated in the lesson plan. The material is adapted from the textbook as the source of teaching that related to the topic.

c. Criteria of Success

Latief stated that at this stage, criteria of success to measure the effectiveness of the strategy are also decided. The criteria of success are derived from the problem and some other instructional goals to be achieved through the implementation of this research. It can be concluded that the criteria of success in the research are designed to determine whether the action in the first cycle is already successful or not. The criteria of success also use to identify things which are still needed to revise for the action in the next cycle. The research is considered successful if it meets the criteria of success as follows:

- 1) The students' speaking ability improve, the students' speaking ability improve if 75% of them get score 75. It is based on the standard score criteria of minimum completion (KKM) from school.
- 2) More of students are actively involved during teaching and learning process. It is measured by observing the students' activities in teaching and learning process.

2. Acting Phase

According to Arikunto, the acting phase should be implemented at least two cycles continuously; and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.⁸ Related to the condition of limited teaching learning period, the researcher and the teacher take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action. In this phase, the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the researcher observes the class condition during teaching and learning activity.

3. Observing Phase

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective. It was carried out to find and obtain the development of the learning process and the effect of the action.⁹ The data being taken were quantitative and qualitative data. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised the students' interest and students' response.

⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), pp.21-23.

⁹ Susilo, *Penelitian Tindakan Kelas*, (Yogyakarta: Pustaka Book Publisher, 2007), p.22.

4. Reflecting Phase

After collecting the data, the researcher analyzes the data of teaching learning process. Then, the researcher reflects himself by seeing the result of the observation, whether the teaching learning process of speaking using role play technique is good to imply in teaching and learning process.

E. Research Instruments

One of the most important activities in the research was how to collect the data needed. The researcher applied some appropriate research instrument. Data source in the research was basically subject from which a researcher got the data, depend on necessity and kind of information needed. The researcher used observation checklist, field notes and test.

The explanations about the instruments that the researcher used in this research, as follows:

1. Observation Sheet

It was a guideline to obtain information concerning the implementation of teaching speaking. It was used to observe student's performance, teacher performance and activities during the implementation. Researcher made the observation sheet indicator of the quality teaching and learning process. Observation sheet in this research helps the researcher to determine the action after the research has

implemented in order to make the quality of teaching and learning process improved, as follows:¹⁰

Table II
Observation Sheet for Students

No.	Aspect	Indicators
1.	Participations	a. Students ask questions to the teacher b. Students are eager to answer the questions from the teacher c. Students give opinion and ideas toward the teaching and learning d. Students actively involved in the learning activities e. Students look energetic when doing pairs activity
2.	Communication	a. The students are not silent during discussing times b. The students enthusiastically in discussing material given with the teacher and the pairs. c. The students does not day-dream during the lesson was run

¹⁰ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan: Sebuah Panduan Praktis*, (Bandung: Remaja Rosdakarya, 2007) p. 143

No.	Aspect	Indicators
		<p>d. Students are able to share their opinion about lesson</p> <p>e. Students are able to accept different point of view from their classmates</p>
3.	Cooperation	<p>a. The students help his/her pairs to accomplished the task.</p> <p>b. Each of the students seriously finish the task, without any exception in doing the task</p> <p>c. The students help his/her pairs to accomplished the task.</p> <p>d. Each of students seriously finish the task together, without any expectation in doing the task</p> <p>e. The students motivate their classmate to presents the result of the discussion</p>
4.	Responsibility	<p>a. The students stays in his or her pairs. until all activities are conduct</p> <p>b. The students finish the task had been divided before</p> <p>c. The students do not disturb her/ his pairs</p> <p>d. The students divided the task in pairs</p>

No.	Aspect	Indicators
		e. The students together find the answer of the task

The observation sheet for teacher performance was applied by the following guideline table:

Table III
Observation Sheet for Teacher

NO.	Performance Indicator	Completion	
		Yes %	No %
1.	Take Attendance		
2.	Evidence of lesson planning		
3.	Present the lesson in way which captured the interest of the students		
4.	Used real life situations, concrete object in the presentation or development the lesson		
5.	Provide meaningful connection between relevant event, knowledge and students' lives experiences		
6.	Provide varies activities to encourage participation of every one especially the slow students		
7.	Provide activities for interactive, group work or cooperative learning		

NO.	Performance Indicator	Completion	
		Yes %	No %
8.	Teacher's ability to evaluate the students		
9.	Act as facilitator during discussion class		
10.	Ask question that develop critical thinking skills		
SCORE		... %	... %

2. Test

Test is a set of questions and exercise used to measure the achievement or ability of the individual or group to test may be constructed primarily as device to reinforce learning and motivate the students' performance in the language.¹¹ Through the test the teacher could evaluate the effectiveness of new teaching method of a different approach to a difficult pattern of new material.

In order to assess student speaking skill, we need to know the indicators that should be tested. Syaifullah says in speaking the language learners must consider about the mastery of grammar, vocabulary, fluency, and accuracy.¹² Weir has a little difference, he says that there are some aspects analyzed in oral competence such as appropriateness, vocabulary,

¹¹ John Brian H, *Writing English Language Test*, (London: Longman Group Limited, 1975) p. 34

¹² Syaifullah, M.Pd, "Improving Students' Speaking Skill by Using Visual Aids at The Second Year Students English Education Department Lancang Kuning University", *Proceeding 58th TEFLIN International Conference*, (Semarang: IKIP PGRI Semarang, 2011), p.633-647

grammar, pronunciation, fluency, and content.¹³ The test is speaking test, it consists of an instruction that is given to students.

3. Questionnaire

Questionnaire is a written instrument consisting of question to be answered or statement to be responded by respondents. It is used to gather information about fact or about opinion or attitude.¹⁴

Arikunto states that questionnaire referred to a set of a written question in a piece of paper in order problems of research which would be observes.¹⁵ The set of question would be given to the subject and it would be returned back with some answers. Questionnaire was another way to get information which presented to the research subjects. Based on the statement above, questionnaire in this research is the set of the question that given to the students to know their interest and their thought in teaching and learning process.

F. Data Analysis Techniques

Data analysis technique in classroom action research was based on the data obtain from the observation of each cycle and the test, the analysis determine weakness and strengths of the actions in each step in implementing the stage in the cycle.

¹³ Ngadiso, "Evaluating The Students' Speaking Skill", *Proceeding 60th TEFLIN International Conference 2013*, (Universitas Siswa Bangsa Internasional, 2013), p.246-252

¹⁴ Mohammad Adnan Latif, *Research Method on Language Learning An Introduction*. (Malang: UM PRESS, 2011) p.193

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta, 2002) p. 128

After the researcher collecting data through the test, the researcher analyzed the data using percentage descriptive quantitative analysis. This scoring was aimed to giving description of students' improvement in speaking, the process are:

1. Finding the overall Score

To provide the students' overall score, the researcher used the formula below:

$$\text{Score of each students} = \frac{\text{Total Score}}{\text{Maximum Score}(25)} \times 100^{16}$$

2. Finding the Classical Mean

After the data analyze, the researcher found the sum of the score distribution that was used to calculate the mean. The mean was the arithmetical average that was obtained by adding the sum offset score and dividing the number of students. The formula is as follows:

$$M = \frac{\sum x}{N}$$

Explanation:

M: The mean

$\sum x$: The sum of scores

N: The number of students

3. This questionnaire was used in the needs analysis process.

The data obtained from the questionnaire was analyzed through calculating the percentage of each answer by following the formula:

$$\text{Percentage}(\%) = \frac{f}{N} (100)$$

¹⁶ Sutrisno Hadi, *Statistik*, Vol.1. (Yogyakarta: Penerbit Andi, 2004) p. 41

Where:

P : Percentage

F : frequency

N : Total of Respondents

100% : Fixed Number

The highest percentage of the answers on each question was considered to develop the speaking materials.

4. The main data was observation checklist.

It was form of words “ yes” and “ no “ answer. The situation that observed were about the implementation media in teaching speaking and how the students’ improvement during the implementation of media. The activity must be followed by giving tick (√) to the observation checklist and making note to the object which was observed. It means that in this research the researcher must made form of observation checklist then give checklist to every item.