CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Reseacrh methodology is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. In a research, several methods are needed to find out problem solving in research. Using methods in research helps researcher to analyze, collect informationand to obtain data from the sample under study.

In this study, researcher used classroom action research (CAR), which aims to improve and improve the quality of learning and assist teachers in solving problems in learning at school. According to Creswell (2008:597) states that classroom action research is a systematic procedure used by teachers (or other individuals in an educational context) to collect quantitative and qualitative data in order to improve educational components, such as teacher teaching techniques or student learning processes.

Hopkins (2008:13) defines classroom research is a treatment conducted by teachers, to improve their own or a colleague's teaching, to examine the presumtions of educational theory in usual procedure, or a way of measuring and applying entire school priorities.

Then Singh (2006:261) states that action research is a method of developing and modifying the system of the learning process of a classroom in certain school.

According to Kemmis and Mc Taggrat (as cited in Choen, Manion and Morrison, 2005:227) action research is the process to change individuals, the culture of the group, community to which they belong.

These action are given by the teacheror with directions from the teacher which are carried out by students. This research will be conducted in class VII at SMP Borneo Bengkayang.

B. Subject of Research

The research subject in this study were class VII students of SMP Borneo Bengkayang carried out within the scope of the school. Research is carried out when teaching and learning activities are in progress, both as a whole and in relation to certain materials. Researcher can also determine research subjects based on phenomena and problems that occur in the field when conducting research, namely the lack of understanding of students in using picture media as learning materials in improving speaking skills which often occurs in certain groups of students.

Because capturing phenomena and problems that occur in schools in improving students' speaking skills with a total number of students at SMP Borneo Bengkayang is 32 students. With male students in class VII as many as 21 students and female students in class VII as many as 11 students.

C. Research Setting

The research will be carriedout on Bengkayang, in class VII at SMP Borneo Bengkayang. The reason the researcher chose this class to conduct research was because the students' speaking ability in that class was lower. The duration of the research can be calculated starting from planning, implementing actions, to reflection.

When the research was conducted, it was carried out at SMP Borneo Bengkayang on Jl. Panglima Libau. Based on the time and place where the research was conducted, it can be concluded that the type of data to be analyzed by researcher will use qualitative data analysis techniques with classroom action research (CAR) methods.

D. Action Procedure

This research is a classroom action research (CAR) which is carried out by following research procedures based on the principles of Kemmis and Mc Taggrat which include planning, action, observation, reflection. The four activities take place repeatedly in two cycles.

Based on the explanation above, it can be concluded that if the results obtained from cycle one are not appropriate, then the research will continue to

the next cycle in cycle two until the purpose of applying the media is achieved. The explanation above regarding the stages of Classroom Action Research is as follows:

Figure 3.1

The Cycle of Classroom Action Research
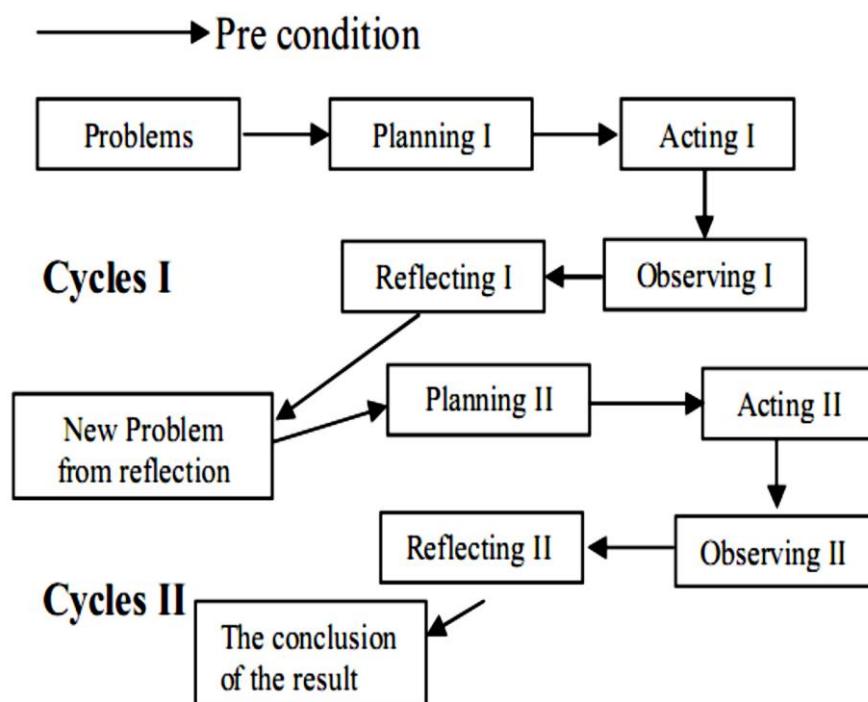
Modified from Kemmis and Mc. Taggrat (2010)

First Cycle

1. Planning

    Planning is the stage where researcher will prepare everything related to the need to conduct research. Includes making learning tools, preparing research facilities and infrastructure and determining work indicators.

2. Acting

    The action stages includes, steps according to plann applying the learning model use picture media, observing the steps according to the plan paying attention to the allocation of available time with the many

activities being carried out and making solutions if you encounter problems when taking action.

3. Observing

Observation is an observation made at school to examine the implementation model of learning use picture media at SMP Borneo Bengkayang in class VII. Record every ctivity and change that occurs when applying the learning model in use picture media. Conduct discussions with the teacher to discussions withy the teacher to discuss the advantages and disadvantages of the students and provide sugestions and motivation to students for further improvement in learning.

4. Reflecting

Researcher collect and analyze the data obtained during the action and observation been carried out, so that conclusions will be obtained that are used as reference material planning for the next cycle.

If the first cycle is not successful as a follow-up to the previouscycle, the researcher will try the second cycle to retest and compile lesson plans for learning media, and the same material in this cycle.

C. **Technique of Data Collection**

Data collection techniques that researcher use to find out information as concrete evidence to answer certainphenomena in the sourrounding enviroment when making observations. The following are the techniques use by researcher:

1. Observation

Observation is a technique of collecting data on the activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. Which aims to find out how the use of picture media in improving of the speaking skills.

2. Measurement Test

       In collecting research data, the writer used measurement technique to measure students' desires in learning speaking skills. In action research class measurement is very important to find out whether there is an increase in students or not.

       In measurement the writer was to used speaking test as a tool. This measurement technique will be used by researcher to finf out and analyze whether there is an increase in students or not.

D. Tools of Data Collection

The tools for collecting the data that was used in this research are:

1. Observation Checklist Table

       The checklist observation table is a tool to observe the teaching and learning process during the application of Picture Media. It consisted of a sequence of variables of observation that involves the students and the teacher. Observation Checklist Table was done by a collaborator teacher.

2. Field Note

       Field note is a note was used as a of observation checklist table. The thins happened in the classroom during the teaching and learning process that did not provide in observation checklist table was written in field note. The writter who act as the teacher did this work after finishing the process of teaching and learning with the collaborator teacher.

3. Speaking Test

       The speaking test is an assessment in the from of tasks done by students. The test conducted in this study were speaking practice tests, through telling stories and describing a picturein front of the class as a statement or exercise to measure students' speaking skills after applying Picture Media in the teaching and learning process. Both individually and in groups.

E. Technique of Data Analysis

There are two types of data in this research, namely qualitative data and quantitative data. In analyzing qualitative data, the writer used the technique from Miles and Humberman (2014), which consists of several steps. The steps will be explained as follows:

1. Data Collection

    Data collection was carried ot through a Classroom Action Research design conssists of cycles. Qualitative data obtained from observation technique. As indicated earlier that observation checklist table, field note and speaking test are types of tools used during the teaching and learning process.

    Observation checklist table of field note conducted by collaborator were analyzed by the writer systematically to determine students' attitude during the teaching and learning process. Then, the field note was submitted after the completion of the teaching and learning process by the writer and collaborator teacher. In addition, it is also to analyzed to determine the attitude and activities of studens in class during the learning process.

2. Data Reduction

    Data reduction occured continually throughout analysis. In the early stages, it happened through editing, segmenting and summarizing the data which had been collected. In the midle stages, it happened through coding and memoing, and associated activities such as findings themes, clusters and patterns. In the later stages, it happened through conceptualizing and explaining, since developing abstractc concepts also a way of reducing the data.

3. Data Display

    After finishing data reduction, the writer continued to the next step, data display. Data displays organized, compressed and assembled information or data. Displays was used at all stages, since they enable data

to be organized and summarized, they showed what stage the analysis had reached and they was the basic for further analysis.

4. Drawing and Veryfying Conclusions

The reasons for reducing and displaying the data was to assist in drawing conclusion. This way the last steps in analyzing qualitative data. This step was will be started from the point where ordering and integration of the previous analysis is required. The aims of this stage was to integrate what had been done into meaningful and coherent picture of the data.

Then, the quantitative data was derived from the speaking test of students after first cycle. By knowing students' score in very cycle, it made the writer easier to analyze the improvement of students' speaking skills from cycle to cycle. To know the measurement of each cycle, the writer used the formula mean score which and it was explained as follow:

a. Students' Individual Score

The writer decided the students' individual score according to speaking rubric assessment. The score of students' perfromance would be conducted using this formula:

$$\mathbf{x} = \frac{A}{N} \mathbf{\ x\ 100}$$

Note.

X   : Individual's score

A   : The number of correct items

N   : The total number of test items

100   : Maximum score

Taken from Choen (2007:423)

b. Students' Mean Score

After getting the students' individual score, the writer found the average score of students by using the formula below:

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

M   = The average of students' score

$\sum x$ = Sum of students' score

N   = The number of students

Table 3.1
The Clasification of Range Score

Categories	Range
Excellent	80 – 100
Good	70 – 79
Average	60 – 69
Poor	0 – 59

Taken from Ary et al., (2010:108-109)

After knowing students' individual score and students' mean score, the writer made the conclusion of improvement of students' achievement in learning speaking skills.