

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

##### 1. Research Design

The research designed in this study is the Classroom Action Research (CAR). Jean McNiff (2011:7) stat classroom action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. It is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. In addition, that action research is a process in which teachers investigate teaching and learning so as to improve their own and their students' learning.

In this research, classroom action research is applied to the eight grade students of MTs Al-Mustaqim 1 Sungai Raya because the writer wants to know the students' knowledge in English. The researcher observes the teaching and learning English process that consist of observing the technique of retelling to improve the students' speaking skill for the eight grade of Junior High School at MTs Al-Mustaqim 1 Sungai Raya.

The classroom action research refers to the action research in education, especially in school or classroom. It aimed to improve the quality of teaching and learning in the school. According to Hopkin

(2007: 6) classroom action research is another kind of research in which teachers look critically at their own classrooms and use research primarily for the purpose of improving their teaching and the quality of education in their school.

There were many factors that make them can not speak English such as shy to speak English, nervous, afraid of making mistake, do not know how and what they should say in English. The researcher wants to improve their ability in speaking skill through retelling technique.

## 2. Procedure of Classroom Action Research

According to Valsakoshy (2005:9) to improve a classroom dilemma by using a reflective research cycles of planning, acting, observing and reflecting. In this research, the researcher used three cycles which consisted of planning, acting, observing and reflecting.

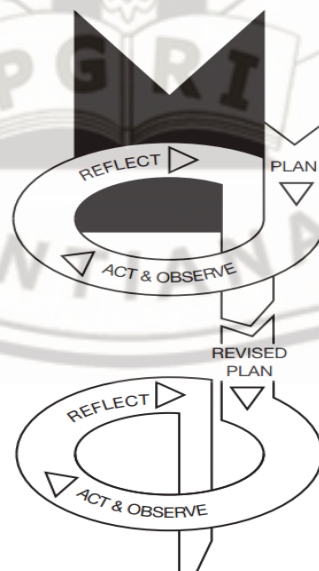


Figure 3.1 Cyclical CAR model

Valsa Koshy (2005:4)

The researcher plans an activity that hopefully overcome the problem that appears in the classroom. Put the plan in action of a real treatment, the researcher will observe the process and finally reflect the treatment. Action Research is a research where the teacher tries to make a better teaching learning process.

## **B. Participants**

This research was conducted in MTs Al-Mustaqim 1 Sungai Raya. This school was located in Wonodadi street Kubu Raya Regency. This research conducted in the eight C grade students as the participants that consisted of 39 students. Researcher chose this class because researcher found some problems during the teaching learning process. This class had the lowest score of all classes in eight grade. It was because the students had difficulties in speaking.

## **C. Collaborator**

The classroom action research, collaborator is a certain person who helps the researcher to collect the data. The collaborator is English teacher of MTs Al-Mustaqim.

## **D. Technique and Tools of Collecting Data**

### **1. Technique of Collecting Data**

In this research the researcher used observation and measurement as technique of data collecting. Measurement technique was used by the researcher to collect the data of the students achievements in speaking skill especially in describing object.

Whereas observation technique was used to observe every single problem that was faced during the teaching and learning process.

## 2. Tools of Collecting Data

In this research, the researcher used four tools to collect data. Tools to collect data were:

### a. Observation checklist

In this research, the researcher used observation checklist and the researcher was helped by collaborator to observe the students' activity and class situation. Observational data are usually taken and shared in the form of a checklist Sagor (2000:81) in Irna (2015:26).

### b. Field notes

Field note was used by researcher's peer collaborator. The researcher had the collaborator to write every data that was needed during conducting the research. The collaborator collected all information related to the activities happened during teaching and learning process, comments, suggestions and some obstacles to the researcher in the class.

### c. Test

A test, in simple terms, is a method of measuring person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). In quantitative measurement, researcher used a spoken

test. Spoken test used to assess students' speaking ability by using the assessment of point of scoring rubric.

d. Recording

Recording was used to monitor the activities in the classroom, so that the researcher has record tool to describe what is happening in the class when teaching learning process. Record tool that was used in this research was photo recording. Its function is to catch the class situation and the details of importing and special event or the illustration of certain episode that was used to describe what the researcher note in field note.

### **3. Technique of Data Analysis**

There were two techniques of data analysis in this research that were quantitative data analysis and qualitative data analysis.

a. Quantitative Data Analysis

The quantitative data was the result of speaking test that was given by the teacher to students. It was analyzed by using descriptive statistics. In analyzing the data researcher used three types of score. They were individual's score, mean score and percentage of students who got good – excellent score. Descriptive statistic data analysis was used to interpret the result in table to make conclusion.

1) Student's Individual Score

To calculate students' individual score, the researcher used the assessment of point of speaking scoring rubric.

2) Mean Calculation

Mean score was used to calculate the students' average score and to know the improvement of the students in speaking generally.

To analyze the mean score, the researcher used formula as follow:

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

Where:

M = the mean score

$\sum X$  = total score of students

N = the number of students

Adapted from Blerkom (2009: 245)

To classify the students' score, the researcher provided the criteria of students speaking ability as follow:

b. Qualitative Data Analysis

The researcher did not only used quantitative analysis but also qualitative analysis which was considered important in order to analyze the data:

Miles and Huberman (1994:10) classified 3 steps of analyzing the data in qualitative, as follow:

### 1) Reduction Data

Reduction data means conclude, choose the important data/thing, focus on the important data, and minimalize unimportant data. It was aimed to make the researcher analyzed the data easier.

### 2) Display Data

The researcher was display the data after do reducing data. It was display in a table or a chart.

### 3) Conclusion Data

After reducing and displaying the data, the last steps is needed to do by the researcher concluding the data. In this step, the researcher concluded the data that had been got when the researcher conducted the research.