

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

1. Understanding of Classroom Action Research

In this research, the researcher uses a classroom action research (CAR). The classroom action research is the action that used to solve the problems in the class and to improve the studying process. In this research, the researcher uses three-step interview technique which the researcher believes that the technique is very appropriate for improving students' speaking skill in English.

Additionally, according to Carr and Kemmis in Ary (2010 : 541) argued that classroom action research is “simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out”. Meanwhile, according to Elizabeth in Anne (2010 : 5) “Classroom Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process”. Carmen in Anne (2010 : 5) stated “Classroom Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified”. One of the aims of classroom action research is to improve the teaching practice and in the long run the whole curriculum.

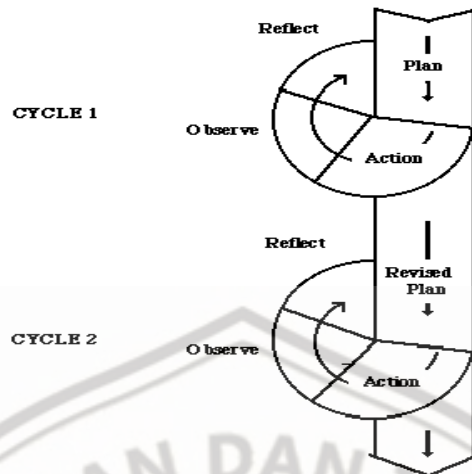
Based on the explanation, the classroom action research is simply a form of self-reflective enquiry undertaken by participants in social situations that carry out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process that has been identified. It also mean, classroom action research interprets events and enables individuals or groups of people to formulate acceptable solutions to local problem.

2. Purposes of Classroom Action Research

Purpose of Classroom Action Research is to improve classroom practice or to improve practices in the school, interprets events and enables individuals or groups of people to formulate acceptable solutions to local problems and seeks viable, sustainable, effective solutions to common problem (Ary, 2010:515)

3. Procedures of Classroom Action Research

Below here, the researcher described a picture that showed the procedure of Classroom Action Research. This research procedure based on Kemmis and Tagard theory;



Picture 1.1 Action Research model by Kemmis and Mc Taggard in Anne Burns (2010)

The procedures of this research is described in the following:

a. Planning

According to Stringer in Ary (2009:518) described that “A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. It is in this phase that the research questions and methods are explicated”. In this phase, the researcher prepares all things that relate to the lesson. The first, the researcher write a lesson plan. The lesson plan is made based on the curriculum and the syllabus of SMP in VIII class. The second is preparation in applying Three-step interview Technique in the classroom. The next is the researcher select some material that match with the students’ level.

Then, the researcher prepare the test for the students. The last, the researcher prepare the instruments to collect the data that needed in this research such as observation and field notes sheet that will fill up by the collaborator while the researcher is implementing Three-step interview technique in the classroom. Video recording that used to record students' performance in the classroom when they do speaking practice.

b. Acting

In this phase, the researcher will apply three-step interview technique to improve students' speaking skill in the classroom. First of all, the researcher explains about the objective of the lesson. Then, the researcher introduces the Three Step Interview technique to the students and explains the steps and roles of the Three Step Interview technique. Not only that, the researcher also explains about how to give or ask opinions in an interview, so the researcher needs to give them examples of giving and asking opinion.

The next, the researcher asks students to practice their speaking by using Three Step Interview technique based on the topic that already served by researcher. While, the collaborator observe condition of students or what is happening in the class during teaching and learning process by using Three Step Interview Technique. When the researcher teaches in the

classroom, the collaborator may fill the observation sheet and field note.

c. Observing

In this phase, the researcher works together with the collaborator to synthesize and analyze the data that get from the action. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more (Ary,2009:518). So, here the researcher and collaborator will analyze all of the data such as; students' speaking test, observation sheet, field note and also the video recording.

c. Reflecting

According to Stringer in Ary (2009:518) described that "reflecting is Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include a review of the literature. This phase is also referred to as *identifying and limiting the topic*".

In this phase, the researcher reflects on and interprets the information and communicates or reports it to others. The collaborator also helps the researcher to reflect the results that get from acting and observing. If the researcher is not satisfied with result of the level of students' participations in doing Three Step Interview technique in the class and score of students' speaking

performance or test is also low, then the researcher will identify the factors or the causes that influence it.

The researcher briefly reviews the literature to see what others or all have learned to students about the material of speaking skill by using Three Step Interview technique. After the researcher know the problems, then the researcher have to prepare and start the next cycle to fix the previous cycle for getting a better result and solving the problems.

B. Participants of Research

The Participants of this research is students of VIII A class in SMP PUTRA KHATULISTIWA Pontianak. the class consists of 28 students. The subjects is taken based on the pre-observation and where the researcher finds out that there are problems happen in that class. The problem are students lack of vocabulary, do not have good comprehension, do not pronounce the English words well, do so many pauses or stop in speaking, do not pay attention in grammar when speak English. That problem shows students have poor ability in speaking English. So, the researcher will give a treatment to the students by using Three Step Interview technique for improving their speaking skill.

C. Techniques and Tools for Collecting Data

1. Techniques for Collecting Data

Types of data that can be collected and used in classroom action research projects have been categorized in various ways (Ary, 2001:525).

The researcher will use two kinds of techniques, they are measurement and observation. The measurement technique is refers to quantitative data. Meanwhile, for observation technique is refers to qualitative data

a. Measurement

In this research, measurement technique is used to measure students' speaking test. According to Steven in Ary (2010: 101) "measurement is the assignment of numerals to object or events according to rules. So, the students' speaking tests will be measured or scored by using table of speaking assessment characteristics then will be calculated in form such as individual score and mean score.

b. Observation

Observation technique is used to observe all of the process or events that happened in the research. The researcher has to record the events in notes, then the researcher observes and reflects it all. According to Ary (2010: 431) stated that " observation is a basic method for obtaining data in qualitative research and is more than just 'hanging out" . Qualitative observations rely on narrative or words to describe the setting, the behaviors and interactions". The researcher uses observation sheet, field notes sheet and also video recorder for observation.

2. Tools for Collecting Data

a. Observation checklist

Observation checklist is an instrumentation that use to get data systematically, and observation sheet must not contain too many items.

The observation sheet is used to find out whether students are working in a groups in a correct way or not. A sheet is a written list of students' performances in class to be observed.

b. Field Note

In this research, Field note is needed by researcher to take more notes after observation sheet, to get more data unstructured and descriptive form. Field notes contain what the researcher has seen and heard. They have two aspects: (1) the *descriptive* part, which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done); and (2) the *reflective* part, which includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis (Ary,2010 : 435).

c. Speaking test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the

characteristic being measured (Ary,2010 : 201). In this research, Speaking test is used for measuring students' achievement in speaking English. In every cycle, the researcher will give test to measure the students' improvement in speaking.

d. Video Recorder

Video recorder is used to support this research and also to record student's speaking activity or take some documentations during learning process in that classroom.

D. Techniques for Analyzing Data

1. Qualitative Data

Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, observation sheet, audio recordings or video data, reflections, or information from documents, all of which must be examined and interpreted (Ary,2010 : 481). Data Analysis in this research involves organizing, display, reducing, and interpreting. The explanations as follows;

1) Familiarization and Organizing

In analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. The researcher must be immersed in the data. Field notes, video recorder, and other data must be put into a form ready for analysis. Preferably, transcriptions should be made of all data, including, observation sheet,

video recordings, and handwritten field notes. Words should be transcribed directly to avoid potential bias in selection or interpretation that may occur with summarizing.

2) Data Display

Data display, involves using such as matrices, rubrics, and lists to describe the qualitative data. It is used to display such as indicator or aspects of speaking or result of students' speaking test in the finding of this research.

3) Data Reduction

Data reduction involves analyzing the qualitative data via theme analysis or thematic coding. Coding is about developing concepts from the raw data. It is used by researcher to transform the categories of data such as names of students in coding form.

4) Interpreting

Interpreting involves reflecting about the words and acts of the study's participants and abstracting important understandings from them. It is an inductive process in which you make generalizations based on the connections and common aspects among the categories and patterns. It means that, the researcher will conclude all of the data (observation sheet, field notes, students' scores) in this research.

2. Quantitative Data

In analyzing quantitative data, researcher will score students' performance in speaking test by using scoring rubric of speaking. There

are some characteristics that use in scoring rubric of speaking. Each characteristic has different score. It is used to measure the students' speaking skill in every cycle. Then, the researcher can classify the students' test result in some categories (excellent, good, fair and poor). So, the researcher gave the score for students speaking performance by using the table below

1) Individual score

Individual score is use to measure students' achievement in speaking. After get number of student's right characteristic based on rubric score of speaking, then the researcher will continue to measure individual score of students after the speaking test is held. The formula which

use is:

$$X = \frac{P+G+V+F+C}{N} \times 100$$

(Modified from Cohen,2007: 423)

Note : X : the students' individual score

P : the students' characteristic of Pronunciation

G : the students' characteristic of Grammar

V : the students' characteristic of Vocabulary

F : the students' characteristic of Fluency

C : the students' characteristic of Comprehension

N: the number of characteristic

2) Students' Mean score

After getting the students' individual score. The researcher has to calculate the students' Mean score to know the progress of speaking skill of all students in VIII A class after using three step interview. Then, the researcher categories the students' mean score by using the table of categories of speaking assesment.

The formula is:

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

(Adopted from J.B Heaton,1988:176)

Note: M : the students' average score

N : the number of student

$\sum x$: the sum of students' score

Table 3.2

The Categories of Students Assessment

Categories	Range
Poor	0-49
Fair	50-69
Good	70-84
Excellent	85-100

(Adopted from Brown ,2004:172)