

CHAPTER III

RESEARCH METHODOLOGY

A. Form of the Research

In carrying out the research, it is necessary to describe the method used by the researcher in this research. There are various kinds of method can be applied to achieve the goal of research but all depend on what sort of research it is. Basically the goal is to explain, predict, and/or control phenomena. It also involves acquisition of knowledge and the development and testing the theories. Research can be classified by purpose and method.

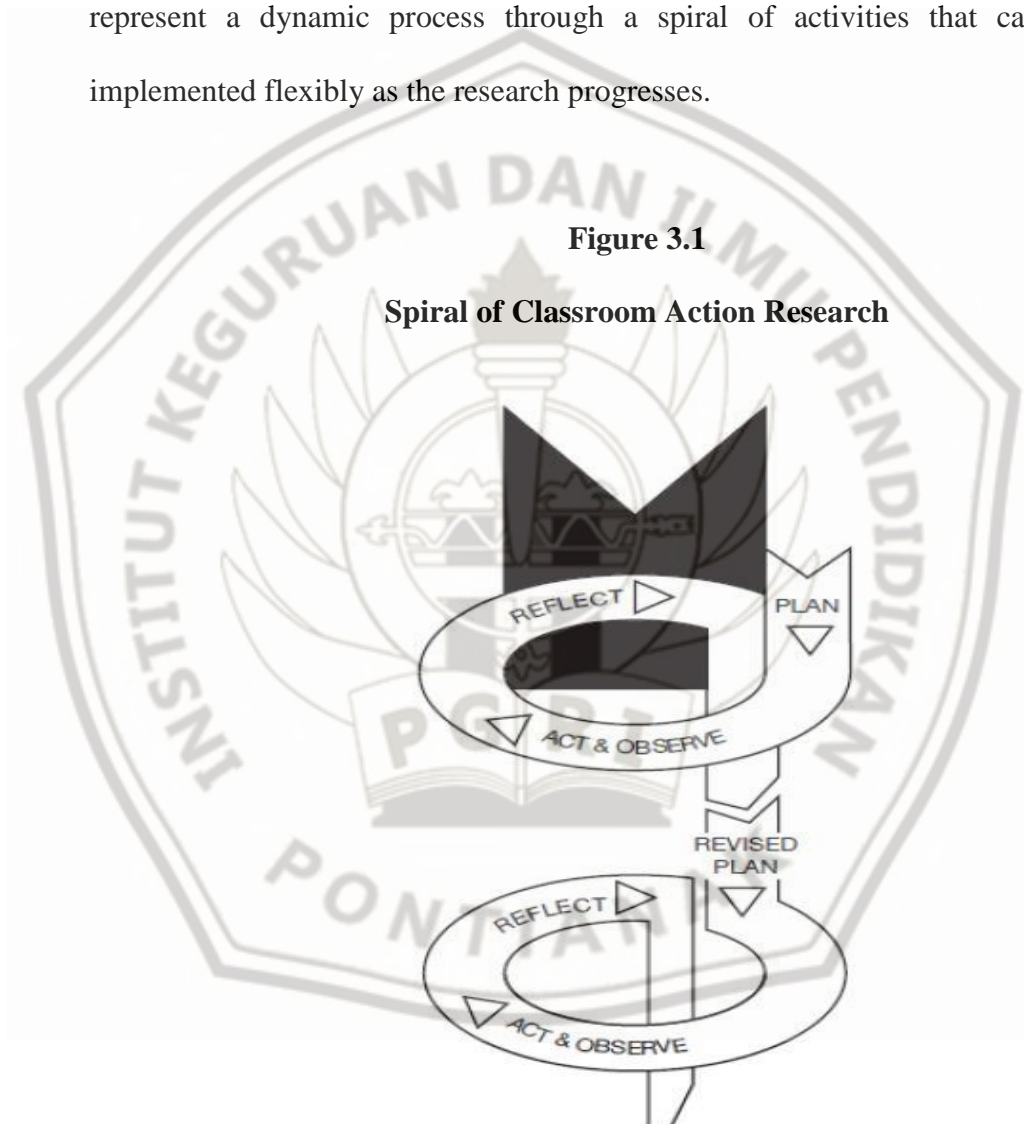
In this research the researcher applied classroom action research. Singh (2006: 261) states that “Action research is a method for improving and modifying the working system of a classroom in school. The teachers are able to study their problems of teaching scientifically”. Classroom action research is a research which is emphasized to conduct by the teacher to solve the problem in teaching-learning and evaluate their creativity of their technique with various ways in teaching to improve the students’ skill and score.

Classroom action research can be defined as a research that finds the answer to solve the problems and make improvement on any possible settings. Cohen, Manion and Morrison (2000:226) defined that action research may be used in almost any setting where a problem involving people, tasks and procedures carries out for solution, or where some change of feature results in a more desirable outcome.

In conducted this research, the researcher used Kemmis and Mc. Taggart classroom action research (CAR) model. According to Kemmis and Mc. Taggart in Koshy (2005: 4) defined that there are four key moment of action research, such as plan, act, observe, and reflect. In practice these stages represent a dynamic process through a spiral of activities that can be implemented flexibly as the research progresses.

Figure 3.1

Spiral of Classroom Action Research



Kemmis and Mc. Taggart in Koshy (2005: 4)

Based on the model of classroom action research figure above, there are four main steps or stages which is considered important to be use in

conducting classroom action research. These are planning, acting, observing and reflecting. Those four main steps should be applying in every cycle. If in the first cycle the teaching learning process and the students' skill was not improve, the research have to continue to next cycle. In the next cycle, it could change a certain action or added more action in order to improve teaching learning process to get the improvement of students' skill.

According to Kemmis and Mc Taggart in Cohen (2000: 299-300) there are three characteristics of classroom action research (CAR). The characteristic of classroom action research described as follows:

- a. Classroom action research has purpose to improve education by changing strategy in teaching and learning process
- b. Classroom action research needs students' participation.
- c. Classroom action research needs collaborator.

In classroom action research, the purpose of conducting the research is to solve the teaching learning problem faced in the classroom in order to improve the students' skill. Classroom action research is the research that conducting in the classroom of a school and the participant of this research are the students. In conducting it, the researcher needs a collaborator. The collaborator act as the observatory which should monitor the teaching learning process during the researcher teach the students and give the treatment.

B. Procedure of the Research

In conducted this research, the researcher applied the model of classroom action research modeled by Kemmis and Mc. Taggart in Koshy (2005: 4). There were four main stages which is considered important used in conducting this research, these are planning, acting, observing and reflecting step. The procedures of this research were follows:

1. Planning Stage

In this stage, the researcher prepared the teaching materials. The researcher made a lesson plan and designed the steps for teaching speaking skill through role play, prepared the instrument which is the card situation and the instruction. The researcher also prepared the observation sheet for the collaborator; it was an observation checklist sheet and a field note sheet. It is prepared to record the situation of teaching learning process when the role play technique is applied. Prepared teaching media for example text books, dialogs. Prepare a test. It is prepared to know whether students' speaking skill improves or not through the implementation of role play.

2. Acting Stage

In this stage, the researcher acted out as the teacher in the VIII C class of SMP Negeri 2 Sepauk in academic year 2015/2016. The researcher implemented teaching speaking skill through role play technique. When applied teaching speaking skill through role play in that

class, the researcher follow up the steps on the lesson plan prepared before so the learning process ordered.

Meanwhile, the teacher's collaborator monitored the classroom activities. He observed what was happened in teaching learning process during the action applied, it was teaching speaking skill through role play technique. The function was to observe the teacher actives when taught the students, to observe all of the students' activities and behaviors when the teacher taught them in the classroom. The collaborator noted all the result of his monitoring in the field note sheet and in the observation checklist table sheet. All of the result from monitoring stage was used in the reflecting stage as the reflection of the teaching learning process for the next cycle.

3. Observing Stage

In this stage, the researcher worked with the collaborator. They were together observed what was happened in the teaching learning process when the teacher taught students speaking skill through role play at VIII C class students of SMP Negeri 2 Sepauk before. Based on the result of collaborator monitored which was noted in the field note and observation checklist table, it was analyzed the strong and the weak point when the teaching learning process applied. The result of the students' score based on the test given also analyzed, it was to know the students' speaking skill progress through the implementation of role play technique to teach speaking skill. All of the result got from the observation stage

used in the reflecting stage. The function was to be the reflection in the teaching learning process for the next cycle.

4. Reflecting Stage

In reflecting stage, the researcher helped by the teacher's collaborator evaluated the result of the observation stage. It was gained from the observation checklist, field note and students' score from the test given. The researcher and the teacher's collaborator evaluated the process of the teaching and learning. Here the researcher discussed with the collaborator whether the plan and the quality of the teaching and learning process needed to be improve or not, whether there was needed to change the certain action or added and removed some action in order to improve teaching learning process.

C. Subject of the Research

The subject of this research was the students in VIII C class of SMP Negeri 2 Sepauk, Sintang regency in academic year of 2015/2016. The number of students in this class consist of 28 (twenty-six) students. It chosen based on researcher's pre observation at that class which the students were just kept silent during the learning process. It was cause of they did not how to share their orally because they were lack of vocabulary and they felt that English words were hard to pronounce. Besides, most of them were too shy to speak English and they were unconfident to take a part in the conversation. In

line with the problems occurred, they needed an appropriated technique to solve it which suitable with the students' condition.

D. Technique and Tools of Data Collecting

1. Technique of Data Collecting

In this research, the researcher used observation and measurement technique to collecting the data. Koshy (2005:98) argues that “observation is a natural process – we observe people and incidents all the time and based on the observations, we make judgments”. The observation technique used to observe every single problem that was faced during the teaching and what was happened during the teaching learning process. It was used to observe the activity when the teacher applied role play technique in taught speaking skill in the classroom.

Measurement technique is very important for the researcher in gathering the data. Kothari (2004:69) states that measurement is a relatively complex and demanding task, especially so when it concerns qualitative or abstract phenomena. The measurement technique employed to measure the students' speaking skill through role playing. It was used to collect the data of the students' achievement in speaking skill.

2. Tools of Data Collecting

In this research, the researcher used some tools to collecting the data. The tools used by the researcher in collected the data were observation checklist, field note, performance test and the recording.

Each tool will be explained as follow:

a. Observation checklist

Observation checklist is a list which contained of aspects or factors that was observed by the collaborator. The observation checklist table recorded the activities done by the students and teacher in teaching learning process. It was used to observe whether the teaching learning fulfill the target activity and the goal or not.

b. Field note

A field note was consist of a note which made by the collaborator. It was noted the class situation and the students behavior when the researcher applied role play technique in the classroom. It was contained of the unpredicted things in observation checklist table.

c. Recording

The recording tools used by the researcher were photo recording and sound recording. The photo recording was captured to record the students' activities when the role play applied in the classroom. The sound recording was applied to

record the students' performance when they perform role play as the test given by the teacher.

d. Speaking test

In this research, the researcher used the speaking test to measure students' speaking skill in order to see the improvement. The researcher was provided the role situation in the form of role card. The teacher divided the students in the classroom into some pairs and given the card situation for the students. It was consist of the situation should be play. In pair they were asked to understand the situation and made a conversation, after that they were perform it in front of the class in turn. The speaking test was assessed in term of vocabulary, grammar and pronunciation.

E. Technique of Data Analysis

In analyzed the data, there were two kinds of data, qualitative data and quantitative data. The qualitative data obtained from the observation checklist and field note during the teaching learning process occur in each cycle. The quantitative data obtained from the result of students' performance test. The data analyzed in qualitative and quantitative analysis. Both of them were classified as follows:

1. Qualitative Analysis

In analyzed the qualitative data, the researcher used the process suggested by Miles and Huberman (1994:10) which classified 3 steps of analyzing the data in qualitative, as follow:

a. Reduction Data

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

b. Display Data

Display the data in quantitative analysis usually used table, chart, pictogram, graphic and etc. But, it is different with the qualitative analysis that used short narration. Miles and Huberman (1994:41) state that the most frequent form of display data for qualitative research in the past has been narrative text.

c. Conclusion Data

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

2. Quantitative Analysis

In quantitative analysis, the researcher analyzed two of data there were the students' individual score and the students mean score. The

researcher firstly calculated the individual score before obtained the mean score.

a. Individual score

In gained individual score, the researcher used speaking scoring rubric modified from Hughes (2002: 131-133). In calculated the students score the researcher used the formula as follow:

$$x = \frac{r}{n} \times 100$$

Note: x = students' individual score
r = score gained
n = maximum score
100 = constant number

Adopted from Cohen (2000)

b. Mean score

Meanwhile, in calculated the result of mean score of the whole students, the researcher used the formula as follow:

$$m = \frac{\sum x}{n}$$

Note: m = mean score
 $\sum x$ = the sum of students score
n = the total number of students

Adopted from Singh (2006:286)

The researcher provided the criteria of the students' mean score in showing the category into good to excellent, average to good, poor to average, or poor. The criteria about the level of the students' mean score can be seen in following table.

Table 3.1

The Criteria of the Mean Score

Score	Classification
80 -100	Good to excellent
60 – 79	Average to good
40 – 59	Poor to average
0 – 39	Poor

Modified from Heaton (1988:96)

The researcher referred if the criteria of students' mean score still at poor or poor to average level, the researcher would consider that the class does not reach the target yet. The class would be considering reach the target if the criteria of mean score are in the average to good or good to excellent level.