

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985, p. 118). Although there are many types of research that may be 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.

Action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement (Hamilton 1997, 3). Action research is one form of applied research. Because action research draws on a range of designs and methodologies, it can provide teachers with the opportunity to examine a practical problem within a classroom or school setting.

From the explanation above, the researcher can conclude that classroom action research is the process teaching and learning which can using some strategy or media to be better and the student understanding in the lesson. In this research, the researcher was using video to improve student's speaking ability.

3.2 Location and Time of Research

This research is done conducted at SMP 4 Siak Hulu. The time of the research was on 6 March to 13 April 2017.

3.3 Participants of the Research

The participants of the research were the second grade of SMP 4 Siak Hulu in academic year of 2015/2016. The total of number participants is 36 students consisting of 17 male and 19 female in the class.

3.4 Instruments

1. Test

Cunningham (1998) has suggested that an achievement test might include more straightforward measures of basic skills, whereas aptitude tests might put these in combination, for example combining reasoning (often abstract) and particular knowledge.

In this research, students' achievement test was practice speaking in front of the class to know the improvement of using video in teaching speaking. In this activity, the students made a dialogue of transactional and interpersonal.

Table 3.1

Indicators of Speaking

Variables	indicators
Speaking	1. Accuracy 2. Fluency 3. Accepted

(Harris, 1989:84)

The topics of this research can be seen on the table as follow:

Table 3.2
Research material

Meeting	Material	Topics
1 st meeting	Identify people and animals	Identify people
2 nd meeting		Identify animals
3 rd meeting	Create dialogue	Identify people or animals
4 th meeting	Test cycle I	Perform in front of the class
5 th meeting	Praise	People
6 th meeting		Things
7 th meeting	Create dialogue	People or things
8 th meeting	Test cycle II	Perform in front of the class

2. Observation

Robson (2002: 310) said, what people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look afresh at everyday behavior that otherwise might be taken for granted. In this research, observation used to identify teaching and learning activity of speaking activity.

Observation used to know and identified teaching and learning activities especially speaking activities in classroom. It is about the teachers' performance during classroom Action Research and students' response concerning the use of video.

Table 3.3

Teachers' Observation Sheet

No	Observation	yes	no
1.	Teacher explains about the material of transactional and interpersonal dialogue. And what they are going to do.		
2.	Teacher tells students to watch video about the material.		
3.	Teacher gives example of the material.		
4.	Teacher show video to the students.		
5	Teacher asks students to find the meaning of expression in the video		
6.	Teacher asks students to practice dialogue in front of the class.		

Table 3.4

Students' Observation Sheet

No	Observation	yes	no
1.	Students are explained about the material of transactional and interpersonal dialogue, and what they are going to do by the teacher.		
2.	Students are told to watch video about the material by the teacher.		
3.	Students are given example of the material by the teacher.		
4.	Students are showed video to the students by the teacher.		
5	Students are asked to find the meaning of expression in the video by the teacher.		
6.	Students are asked to practice dialogue in front of the class by the teacher.		

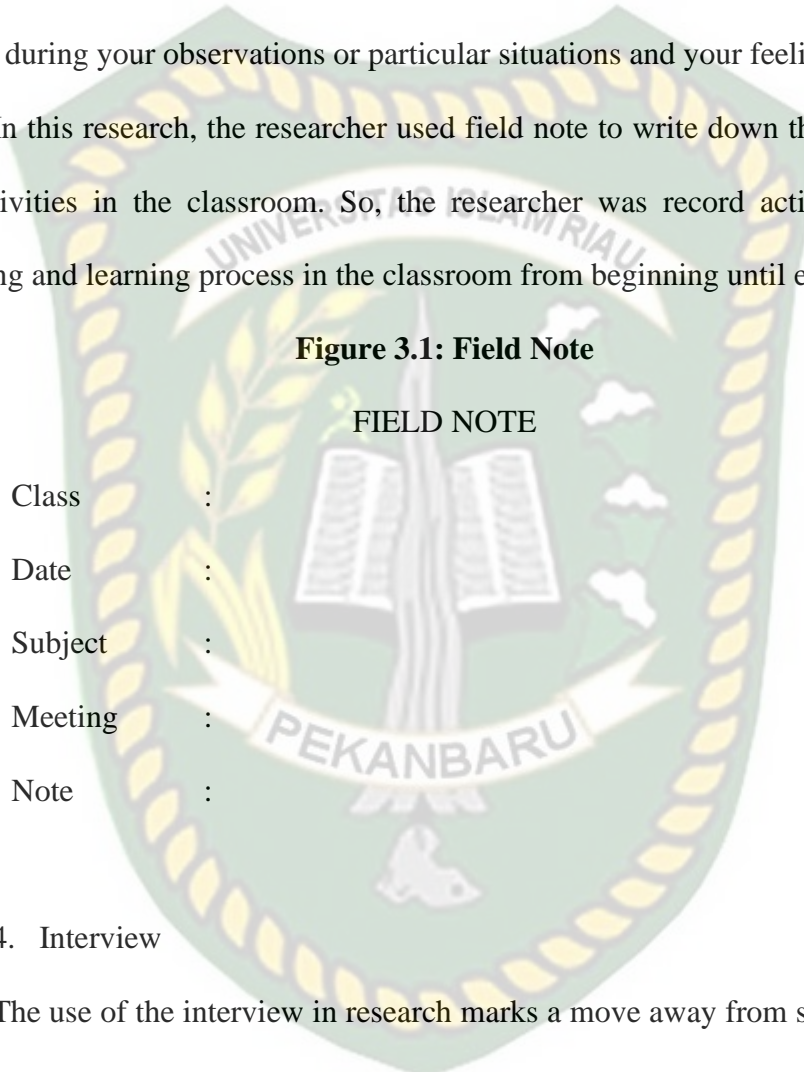
3. Field note

Volsa Koshy (2005. p: 97), the use of a research diary, or field notes as they are sometime referred to, is often very helpful and this device is becoming more popular with my students. It is used for keeping a record of what happens, of why

and where your ideas evolved and of the research process itself. The reflective process involved in writing a diary contributes to the professional development of the researcher. Diary entries need not be very long. You could record significant events during your observations or particular situations and your feelings.

In this research, the researcher used field note to write down that happen or all activities in the classroom. So, the researcher was record activities during teaching and learning process in the classroom from beginning until end.

Figure 3.1: Field Note



FIELD NOTE	
Class	:
Date	:
Subject	:
Meeting	:
Note	:

4. Interview

The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations (Kvale 1996: 11). Regarding an interview, as Kvale (1996: 14) remarks, as an *inter-view*, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.

In this research, the researcher used interview to regarding and answer in issues. So, the researcher interviewed to get data more detail.

Figure 3.2: Interview Guideline

Time of interview

Date :

Place :

Interviewer :

Interviewee :

Question:

1. How about the English class today?
2. Do you have problem in speaking class?
3. What do you think about speaking class by using video?
4. Does video help you to speak English?

3.5 Procedure of The Research

According to Kemmis and McTaggart (1988), in the classroom action research, the researcher will be conducted a pre cycle formerly and two cycles by using English video. There are planning (plan to use video), acting (implement of using video), observing (the observe the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

1. Planning

In this phase, planning is to identify a problem or issue and develop a plan of action, in order to bring about improvements in a specific area of the research context.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into teaching situation that put into action over an agreed period of time. In this research, the activity is the students watching video. The step of teaching by the video can be seen in the following information:

- a) The teacher explains the topic to the students.
- b) The teacher giving example about the topic.
- c) The teacher invites students to watching video.
- d) The teacher asks students to discussion with their friends to find the meaning of expression in the video.
- e) The teacher asks students to practice dialogue from example of material.

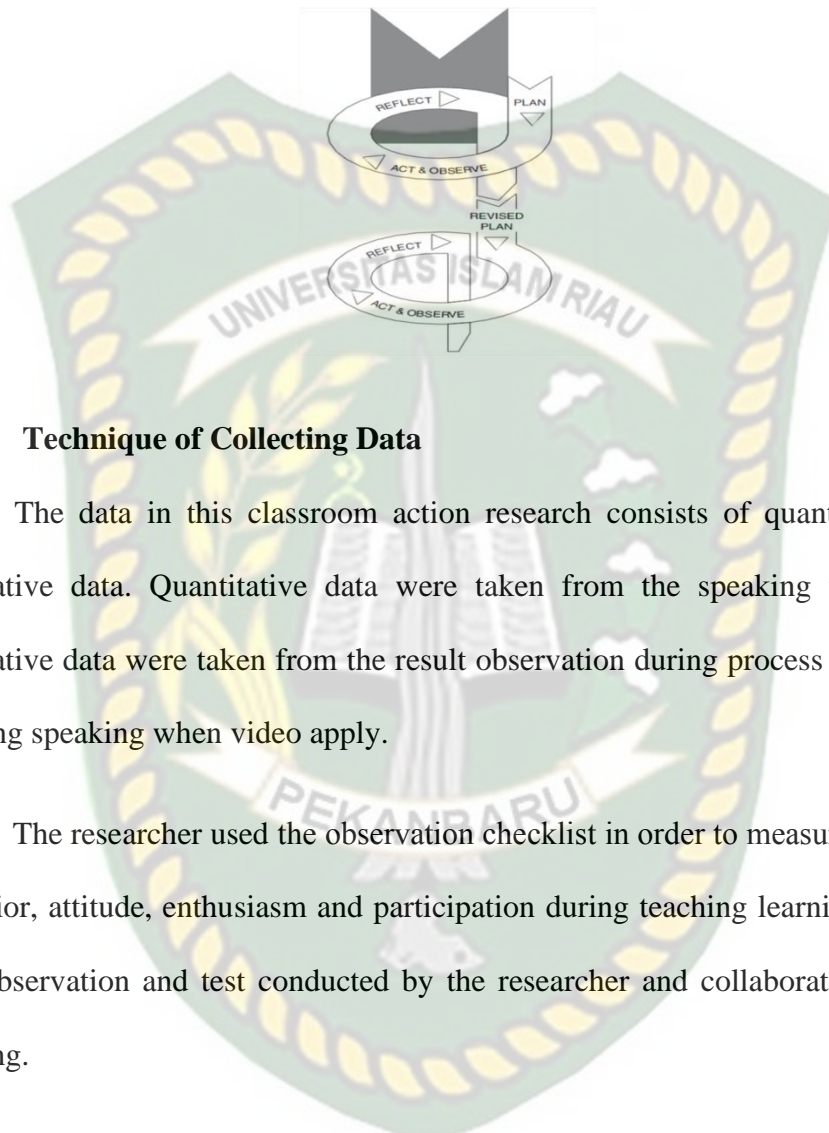
3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved.

4. Reflection

At this point is evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

Figure 3.3:
Action Research Cycle by Kemmis and Mc Taggart (2000)



3.6 Technique of Collecting Data

The data in this classroom action research consists of quantitative and qualitative data. Quantitative data were taken from the speaking test. While qualitative data were taken from the result observation during process of teaching learning speaking when video apply.

The researcher used the observation checklist in order to measure students' behavior, attitude, enthusiasm and participation during teaching learning process. The observation and test conducted by the researcher and collaborator in every meeting.

3.7 Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data and used both quantitative and qualitative analysis.

The researcher used criteria of assessment that consisted of content of students' speaking. After classifying the test items, the researcher gave score for

each item to see whether the improvement of students' speaking skill after teaches through using video was significant or not.

Table 3.5
Scoring rubric of speaking

Aspect	score	Description
Accuracy	1	Little or no language produce.
	2	Errors may occur in both simple and complex structures, which may some times impede communication.
	3	Errors may sometimes occur in more complex structure, but do not impede communication.
	4	Mostly maintains a fairly of grammatical and syntactical accuracy.
	5	Consistently maintains of grammatical and syntactical accuracy even in complex structure.
Fluency	1	No specific fluency description. Refer to other four language areas for implied level or fluency.
	2	Very hesitant and brief utterances, sometimes difficult to understand.
	3	Get ideas as across, but hesitantly and briefly.
	4	Easy and effectives communication in short turns.
	5	Easy and effectives communication uses long turns.
Acceptability	1	Speaking accepted inadecuate to express anything but the most elementary needs.
	2	Has speaking acceptability sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is board enough that he rarely has to grope for a word.
	4	Can understand participate in any conversation within the range of his experience with a high degree of precision of acceptability.
	5	Speech on all level is fully accepted by educated native speakers in all its features, including breadth of acceptability and idioms, colloquialisms and pertinent cultural references and responding to the speech act of expression.

Note: maximum score=25

(modified from Harris,1989:84)

1. Quantitative Data

In analyzing the quantitative data and finding out the level of students' achievement in improving students' speaking skill on transactional and interpersonal dialogue by using video at SMPN 4 Siak Hulu. The formula of percentage was used to analyze the result of the test.

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

Where:

X = Mean

$\sum X$ = Total score of all students

$\sum N$ = Total of students

(Arikunto, 2010:266)

After the researcher adopts the formula above, the researcher refers to Kriteria Ketuntasan Minimum (KKM) to identify the student' level of the students' percentage score in speaking skill on transactional and interpersonal dialogue.

Table 3.6

The Level of Students' Score

No	Range score	level
1	90 – 100	Excellent
2	81 – 89	Very good
3	71 – 80	Good
4	60– 70	Fair
5	≤ 59	Poor

(Hughes: 1993: 91 in Yunita)

2. Qualitative Data

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Louis Cohen, p:461). In this research, qualitative data was taken data from observation and field note. In this case, qualitative data will be taken from observation checklist and field note. The researcher will be used 5 steps as gay (2000) formulated: 1. Data managing, 2. Reading and memoing, 3. Describing, 4. Classifying and 5. Interpreting. The following is an explanation:

1. Data managing

The researcher will be collected all the data gathered from the observation checklist and field notes. The observation checklist and field notes data will be managed immediately for each action. After all of the data is complete, the researcher continued to the next step.

2. Reading and Memoing

The researcher would check the data from observation and field note thoroughly by reading.

3. Describing

The researcher described the data to answer the research question/formulation of the problem to be taken from the observation and field notes.

4. Classifying

The data was be classified based on the purpose of each instrument to answer the research/formulation of the problem. It will be classified into a group or table.

5. Interpreting

The researcher was be interpreted the data into conclusion which is answered the research question/formulation of the problem.

