

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Object of Research**

The object of research is the first grade VIIA of MTs Raudlatul Falah Pasir Muncang Tangerang Banten. This class consists of 37 students of males and females students.

#### **B. The Place and Time**

##### **1. The Place**

The writer will conduct the research at MTs Raudlatul Falah Pasir Muncang Tangerang Banten.

##### **2. The Time**

The research carried out during one month. The writer began the research on October up to November 2015.

#### **C. The Method of Research**

The writer uses classroom action research for conducting the research. Action research is a form of self-reflective inquiry undertaken by participants in a social situation (including education) in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices and the situations in which practices are carried out. It is most rationally empowering when undertaken by participant collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders.<sup>1</sup>

In this action research the researcher chooses model of spiral from Kemmis and Taggart contains of several action cycle in learning

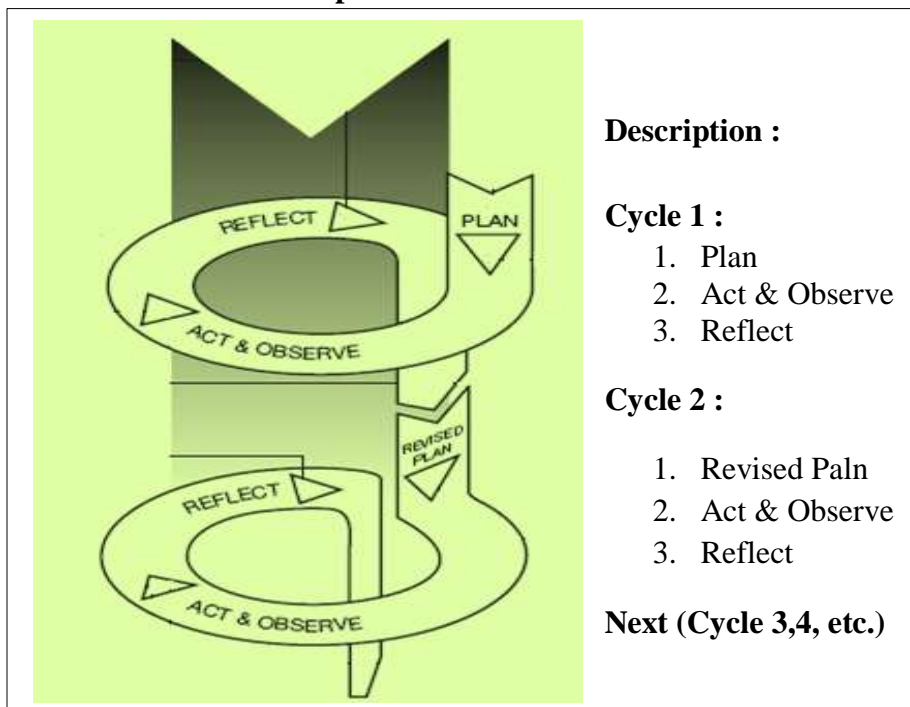
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<sup>1</sup> David Hopkins. *A Teacher's Guide to Classroom Research*. (Buckingham: Open University Press, 2008), p. 47-48

based on reflection regarding goal of actions on first cycle. The cycle consists of four steps are planning, acting, observing, and reflecting.

Visually, the steps in action research by Kemmis and Mc Taggart as quoted by Murni are in the model as this.<sup>2</sup>

**Picture 3.1**  
**Steps in Action Research**



Basically, this classroom action research is intending to find out the development of speaking ability through three-step interview. Based on this fact, the results of the reflection or test in cycle will be used as valuable input and a basis to revise the planning in cycle II. Therefore, cycle II which starts with revised planning was expected to be more effective than cycle I. The degree of the development of the

<sup>2</sup> Wahid Murni & Nur Ali, *Penelitian Tindakan Kelas*, (Malang:Universitas Negeri Malang (UM PRESS), 2008), p. 23

technique three-step interview is figured out through comparing the mean score by the subject corresponding mean scores of the reflections or tests of both cycle I and cycle II.

According to the design of the study, classroom action based research. The researcher conducted the study in a cyclic process. The cycle consisted of:

## **1. Cycle I**

### **a. Planning**

Planning is a plan to conduct treatment or after sure about the problem of the research. At planning stage, the researcher prepares some procedural acts how three-step interview develop students' ability in speaking. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching learning process.

Planning was one of crucial component in teaching English. Without good planning, any teaching and learning activities will be impossible to achieve the objectives as follows:

- 1) Designing and administering the speaking test to diagnose the students' weakness.
- 2) Designing the implementing teaching learning scenarios.
- 3) Planning the students' worksheet for the speaking comprehension.
- 4) Constructing post-test materials to be performed at the end of the meeting of each cycle.

**b. Action**

This section discusses about the steps and activities that will be done by the researcher. At acting stage, the researcher tries to implement some procedural acts that have been formulated at planning.

**c. Observation**

Observation is the next step monitoring and watch closely teaching and learning process to collect the data from result of action. When the researcher is implementing some procedural acts to develop students' speaking through three-step interview, the researcher is also observing the teaching and learning process to get any data.

**d. Reflection**

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. After observation process is done, the researcher and the teacher make a reflection to evaluate teaching learning process and the development of students' speaking ability through three-step interview technique.

**2. Cycle II**

Basically the activities of cycle II is based on the reflection result of the first cycle. The steps are as follows:

**a. Planning**

The writer designs a well-prepared plan (lesson plan, test, and observation).

b. Action

In this section, the writer reviews the subject matter in the same topic in as the first cycle, and then gives a test to check the students' learning progress. The writer gives the test to compare the difference of the result of the students' speaking ability.

c. Observation

Analyzing and collecting the result of the action. It purposes is to know to what extent the result of 'action' searches the objective.

d. Reflection

In this phase, the writer compares the students speaking ability in cycle 1 and cycle 2 to find out the significant speaking ability development. The writer also considers the observation notes of the students' learning activity to be analyzed.

#### **D. The Technique of Collecting Data**

All kind of researches need the data to support the investigation. Harmer states, the methods which can be used to gather evidence in action research are as follows: journal, observation, videotape, audiotape, interview, questionnaire, and test.<sup>3</sup>

Based on the theory, the writer uses two methods to collect the data which were appropriate to the school environment and students'

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Op.Cit., p. 346-347

condition. They are observation and test. Those techniques will be applied to support the action research in this study.

### **1. Test**

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure to skill knowledge, intelligence, and talent of individual or a group. As stated by Brown, a test is a method of measuring person's ability, knowledge, or performance in a given domain.<sup>4</sup>

In this action research, the writer will conduct some speaking test to know the progress of the students' speaking ability development. Student will face the teacher one by one to interpret her/his idea or opinion.

### **2. Observation**

Observation was conducted during the teaching learning process. Anne Burns states that observation reveals that this phase involves researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. The classroom observation itself was purposed to establish the undertaking of teaching-learning activity, in this case three-step interview as technique in developing students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Pasirmuncang Tangerang. It also means to perceive whether or there are any positive changing behaviors, motivation and attitudes on the part of subjects which are

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<sup>4</sup> Douglas H. Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education Limited, 2004), p. 3

certainly mirrored through their active and creative participation.

### **E. The Technique of Data Analysis**

The data will be taken from observing the teaching learning process and the result of the students' test. It is to explain the condition in raising indicator achievement every cycle and to describe the success of the teaching learning process using the implementation of Three-Step Interview as technique in developing students' speaking ability. That is, the mean score will be compared with its corresponding mean scores in reflections or both cycle I and cycle II.

In analyzing the numerical data, first the writer tries to get the average of students' speaking ability per action within one cycle. It is used to know how well students' score as a whole on speaking ability. It uses the formula.<sup>5</sup>

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$  = mean

$x$  = individual score

$n$  = number of students

Second, the writer tries to get the class percentage which passed the. It uses the formula:

$$P = \frac{F X 100\%}{N}$$

P = the class percentage

F = total percentage score

N = number of students

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<sup>5</sup> Sudjana, *Metode Statistika*, (Bandung: P.T. Tarsito, 2002), p. 67.

For analyzing the result of the observation, the writer uses this formula as follow:<sup>6</sup>

$$\text{Presentation} = (\%) = \frac{n}{N} \times 100\%$$

Description :

$n$  = students' score

$N$  = ideal score

% = Presentation

The categories for this calculating score as follow:

76 % - 100 % = High.

56 % - 75 % = Middle.

40 % - 55 % = Low.

Under 40 % = Lowest.

## **F. Success Indicator**

Success indicators of this research can be seen when the results of the research show significant development of students speaking ability. Based on the curriculum of MTs Raudlatul Falah and suggestion of its principal, the minimum completeness criteria of the English subject is 70. Therefore, this research will be ended in any cycles has been planned when the subject of the study can obtain the minimum completeness criteria 70% of the students as the object of the research.

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<sup>6</sup> Mohammad Ali, *Penelitian Pendidikan dan Prosedur dan Strategi*, (Bandung: Angkasa, 1985)., P. 35