

CHAPTER III

RESEARCH METHODOLOGY

A. Objective of the Research

The object of the research is to collect information and to find the empirical evidence on the series of pictures technique in English teaching and learning speaking. Participant of this research is the first grade students of SMKIT Indra Bangsa Kota Tangerang.

B. Method of The Research

In this research the writer applying Classroom Action Research (CAR) method. Action research is a form of practitioner research that can be used to help you improve your professional practices in many different types of workplaces. Kemmis and Mc Taggart stated, action research is a form of collective self-reflective enquiry under taken by participants in social situation in order to improve the nationality and justice of their own social or educational practices, as well as their understanding of this practice and the situation in which this practices are carried out.¹

The term *action research* is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The research begins by planning an action to address a problem, issue, or question in his context. This action (which is also called a “small-scale intervention”) is then carried out. The next step is the systematic observation of the outcomes of the action. After observing the apparent

¹ Stephen Kemmis and Robin Mc Taggart, *The Action Research Planner*, (Victoria: Deakin University Press, 1998), 5

results of the action, the researcher reflects on the outcome and plans a subsequent action after which the cycle begins again.²

According to Michael J. Wallace, Action Research is nearly always arises from some specific problem or issue arising out of our professional practice. We looked at some possible problems of this kind in personal. It is therefore very problem focused in its approach and very practical in its intended outcomes.³

Based on the definition above it can be conclude that the research is done by individuals themselves into their own practices. By a Classroom Action Research the researcher can find the information about the problems occurring in the process of teaching and learning, and the researcher can find a solution of those problems. As the researcher we can solve the problems by the methodology that we want to research.

In this research, the writer teaches English by series of pictures as the method. It can be help the teacher to know students speaking skill. In addition, series of pictures can make the students active during the teaching-learning process. In this research, the writer gives six meeting to the first grade of students SMKIT Indra Bangsa Kota Tangerang.

C. Instrument

To know the improving of teaching speaking by using series of pictures, the writer gives oral test to the students. Because the test is

² Marianne Celce-Murcia, *Teaching English as a First or Foreign Language* (New York: Heinle and Heinle publisher, 2001), 490

³ Michael J. Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), 15

speaking practice, the writer divided the score into five criteria; accent, grammar, vocabulary, fluency and comprehension.

D. Place and Time

This research is carried out for the students of SMKIT Indra Bangsa Kota Tangerang. It is located on Jl. KH. Musthofa No. 27 Poris Gaga Baru, Kecamatan Batu Ceper, Kota Tangerang, Provinsi Banten on September 10 until finish in the first class of Computer Engineering Network.

E. Unit of Analysis

The students in the first grade of SMKIT Indra Bangsa Kota Tangerang there are three classes' and there are 67 students. The unit that taken by the researcher is class tenth B of Computer Engineering Network which consist of 20 students.

F. The Procedure of Action Research

The classroom action research model which can be adopted and implemented in educational world is a lot. In short, there are four procedures to conduct the action research. They are follows: planning, action, observation, and reflection.⁴

1. Planning

Planning action is arranged based on the identification of problem planning. This stage includes action relating to learning process and to planning and executing behavioral changes in the

⁴ Louis Cohen, et al., *Research Methods in Educational Sixth Edition*, (London: Routledge Fallmer, 2007), 297

client organization. Planning action snap at all of procedures of action, began prepare material lesson, lesson plan, teaching technique until observation technique.

2. Action

This cycle is implementation of all planning. It is take place in the classroom. Action is guided by planning in the sense that it looks back to planning for its rationale. As a result, plans for action must always have a tentative provisional quality they must be flexible and open to change in the light of circumstances.

3. Observation

The observation is done simultaneously with action. The data is collected in this function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course.

4. Reflecting

This cycle has purpose generally. Reflection in classroom action research consists of analyses, synthesis and evaluation toward the result of action. Reflection seeks to make sense process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion among participant.

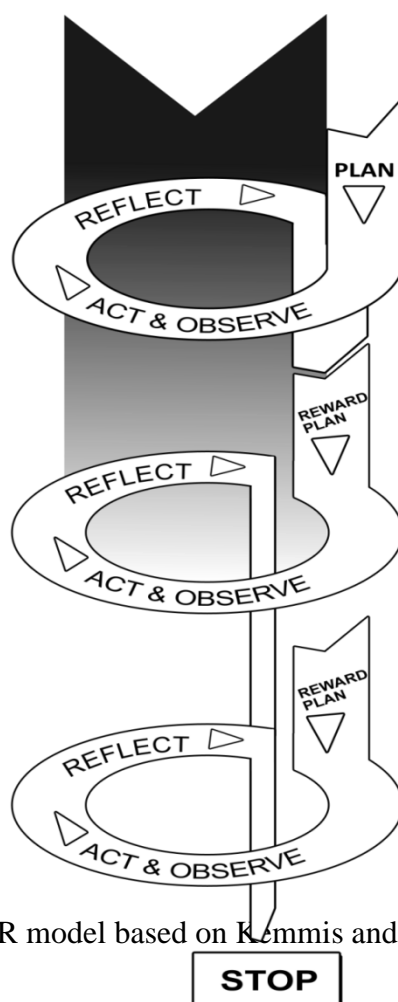
According to Stephen Kemmis (1983), in his book wrote “Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situations in which the practices are

carried out. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development”.⁵

In conducting the classroom action research, the researcher used Kemmis and Mc. Taggart in which each cycle consists of four steps: planning of action, implanting of action, observing and evaluating analysis and reflecting. The main steps were preceded by reconnaissance (or preliminary study), analysis and identification of problem as shown in the figure.

⁵ David Hopkins, A Teacher's Guide to Classroom Research 4th edition, (Berkshire: Open University Press, 2008), 47

To be clearer, here is the figure of action research spiral



Cyclical AR model based on Kemmis and McTaggart (1988).

- Cycle I
 - 1) Plan

Having known the condition of the class, learning process, classroom activity and the students' speaking ability.
 - 2) Action

The researcher conducts the classroom action research by introduce the series of pictures media, and give the material about narrative text.
 - 3) Observation

Observing the activity that is focused on improving students' speaking ability.
 - 4) Reflection

Evaluating the result of this activity is aimed to know the difficulties of using this media. In this step the researcher sets the new design for cycle II.
- Cycle II
 - 1) Plan

Set the new design of learning scenario to improve students' speaking ability. The researcher uses the same media as the cycle I but in different material.
 - 2) Action

Familiarizing statement for giving descriptions, and set the new design of lesson plan. Students perform in front of the class to describe the pictures.

3) Observation

Observing the activity that is focused on how far the effectiveness of the improvement speaking ability by using series of pictures.

4) Reflection

Evaluating the result of the practice and analyzing the data on the basis of the format arranged.

- Cycle III

1) Plan

Set the new design of learning scenario to improve students' speaking ability. The researcher uses the same media as the cycle II but in different material.

2) Action

Familiarizing statement for recount text, and set the new design of lesson plan. Students perform in front of the class to make a story from the series of pictures.

3) Observation

Observing the activity that is focused on how far the effectiveness of the improvement speaking ability by using series of pictures.

4) Reflection

Evaluating the result of the practice and analyzing the data on the basis of the format arranged. The research is finished in cycle III.

G. Technique of Data Analysis

a. Technique of Data Collection

Data collection is one of the important parts in this study because it will be used to know the level of students' ability. The data in this study will be taken from: ⁶

1. Observation

Observation is data collecting technique through observing this systematically toward phenomena that to be researched. The purpose of this research is asking a permission of the head master to do research at his place, by observation the writer can know the situation of the population and sample directly is available or not.

2. Test

To get the data the writer will do the test in order to know their skill. In speaking test the writer makes some types in test which are suitable to make give progress for speaking during series of pictures lesson is oral test.

3. Interview

The writer uses interview to get information. The writer asks to the English teacher and the students about English comprehension, and the writer asks about the problem that usually happened in learning speaking.

b. Technique of Data Analysis

The writer would like to analyze by the action research. The researcher will use some steps as follows:

1. Preparing the picture to be described

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 221

2. Correcting and scoring the student performance on speaking test
3. To identify the students' score in speaking, the researcher will use the scale system that is measurement tool of speaking test. In speaking test, according to Jack C. Richard and Willy A. Renandya there are five components which must be measured: accent, grammar, vocabulary, fluency, and comprehension.⁷

a. Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult require frequent repetition.
3. 'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
5. No conspicuous mispronunciations but would not be taken for a native speaker.
6. Native pronunciation, with no trace of foreign accent'.

b. Grammar

1. Grammar almost entirely inappropriate or inaccurate, except in stock phrases.
2. Constant errors showing control of very few major patterns, and frequently preventing communication.

⁷ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 222

3. Frequent errors showing some major patterns uncontrolled, and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the description.

c. Vocabulary

1. Vocabulary limited to minimum courtesy requirements.
2. Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.
4. Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
5. Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest (current events, as well as work, family; time, food, transportation)
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
6. Speech on all general topics as effortless and smooth as a native speaker's.

e. Comprehension

1. Understands too little to respond to conversation initiations or topic nominations.
2. Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
6. Understands everything in informal and colloquial speech to be expected of an educated native speaker.

The rating sheet of speaking test as follow:

Weighting Table							
Proficiency Description	1	2	3	4	5	6	Total
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

Table 1: Rating Sheet⁸

4. To interpret the students' score, the researcher identifies the total of the students' score based on the level as follow:

Total Score	Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

Table 2: The Level of Speaking Skill

⁸ Arthur Huges, *Testing For Language Teacher*, (New York: Cambridge, 1989), 113

Explanation of Levels:

Level 1:

Able to satisfy minimum courtesy requirement, can ask and answer question on very familiar topics; within the scope of his or her very limited language experience can understand simple question and statement, allowing for slowed speech, repetition paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his or her language.

Level 2:

Able to deal with routine social exchange, can handle with confidence but not facility the simple type conversation, including introduction and chat about auto biographical information, has a speaking vocabulary sufficient to express himself or herself simply with some circumlocutions; accent, though often quite accurately and appropriately but does haven't through or confident control of the grammar.

Level 3:

Able to speak with sufficient structural accuracy and appropriateness and vocabulary to participate effectively in most informal conversations on practical and social topics can discuss particular interests and special fields of competence with reasonable ease: comprehension is quite complete for a normal rate of speech vocabulary is broad enough that he or she rarely has to grope for a word; accent may be obviously foreign; control of grammar is good; errors never interfere with understanding and rarely disturb the native speaker.

Level 4:

Able to use the language fluently, accurately and appropriately on all levels normally pertinent to conversational needs. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

Level 5

Conversational proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that his or her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

5. Computing the percentage of students

To find the mean scored, the researcher uses this formula:

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

$$\bar{X} = \text{mean}$$

Σ = the sum of

X = the students' score

N = the number of students⁹

⁹ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1998),