**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Method of The Reseach**
   1. **Design of The Research**

The researcher choosed the Classroom Action Research as the method to collect the data of her research and would be act as a Teacher. The reason was because the researcher felt the phase of the Classroom Action research is better for her topic which is ‘Improving Students’ Speaking Ability Through Visual Auditory Kinesthetic (VAK) Learning Model’ than any other research methods. In Classroom Action Research there had a two cycles with the first cycle had a role as a ‘Mirror’ and it made the research done smoothly without need taking pre-post test in each meeting. The researcher just need to finding the problem in the first cycle then tried to solve it by modivicated some aspects and applied it in the second cycle.

Action research is more than just doing research. According to Jean Mcniff, Action research is a form of practice which involves data gathering, reflection on the action which is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusion drawn from validate evidence.[[1]](#footnote-1) Mcniff continued that the Action reseach is a research which involve learning in and through action and reflection, and it is conducted in variety of context, such as Social, Education, Administration Studies, and Management.[[2]](#footnote-2)

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According to Bassey as quoted by Valsa Koshy, she said that Action reseach as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice.[[3]](#footnote-3) She also add that the key points of Action Reseach include better understanding, improvement, reform, problem solving, step by step process and modification. The statement before are related to the procedure of Classroom Action Research which is design by Kemmis Mctaggart ; Planning, Acting, Observing and Reflecting that will explain more in the next title.

So, from the devinition by the experts above, the researcher concluded that the Classroom Action Reseach is an research that to do with the learning, learning is to do with education and growth, so, many people regard the action research as an Educational research also it is could be done whether by the Researcher and/or the Teacher of the Classroom it self which is involves a group of students or sosial citizen to improve, reform, solving the problem, and/or to modification step by step the teaching and/or learning process.

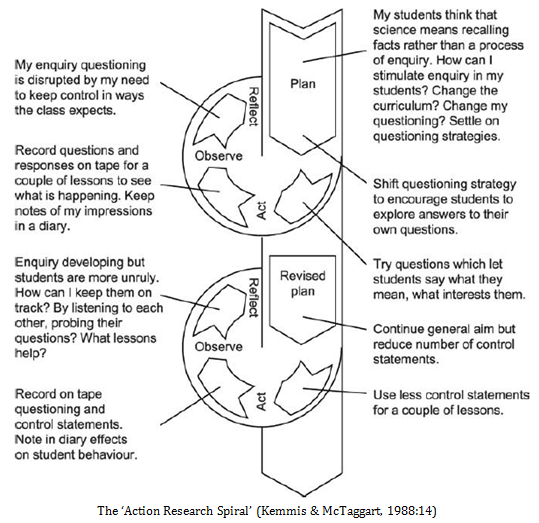
* 1. **Procedure of Classroom Action Research**

The researcher took a Kemmis Mctaggart’s model as a procedure to done her Claasroom Action Reseach. The components of Kemmis’ model it self had four steps which consists of Planning, Acting, Observing, and Reflection. The model is divided by two cycles and each cycles has same component.

The phase of both cycles are planning, acting, observing, and reflection. When the first cycle had done and the researcher find the problem/s in the reflection process , the researcher had to continued the research process into the second cycle. But before the second cycle started, the researcher had to modification the phase on the first cycle becoming more interesting and/or more perfect to got the improvements in the next cycle. We can see the figure below:

**Figure 3.1**

**The Steps of Action Research**



1. Planning, is the phase that the researcher had to focus on who, what, where, when, why and how the action will be done.
2. Action, the planning strategy would be applied in this phase
3. Observation, Observation is an instrument to collect the data through observing the situation of the Classroom and the situation of students’ during teaching and learning process. The researcher prepared the observasional checklist which is filled after the each cycles had done then the researcher found the resault of observation Reflection, the problems and look a good option to solve its.
4. Reflection, At this point, the writer need analyzes the result of observation. Besides, the writer made evaluation in teaching speaking, which will be used to revise the steps on previous cycle and explore the action stage more clearly. The writer also decided to conduct further cycles of action research in order to improve the situation. Students minimum score (KKM) was 75. It means that students passed the test when students’ score was 75 or above. The writer expected that 75% students could pass the test in the cycle 1. When the number of students who pass the KKM was lower than the writer expectation, below from 75%. The writer would conduct the next cycle II in order to reach 75% students who passed the KKM.
5. **Subject of the Study**

The subject of the study was a first semester students of MA Islamiyah at a Second Grade of Science Class in the academic year 2018/2019. The participants are 28 students.

1. **Setting of Research**

This reseach conducted within 4 weeks -- a week for interview section and 3 weeks for collecting the data by teaching learning activity and observation -- started from 20th of July 2018 until 10th of july 2018. And it took place at MA Islamiyah – Balaraja – Kresek – Tangerang – Banten Academic year 2018/2019. The Researcher conducted this research because beside she was graduate from this School also this School is took place in Country side which is relate to the topic that the Researcher would like to done the Research in speking Ability with the Country side Students as the object as the researcher also said in the first Chapter.

1. **Objective of the Research**

The researcher conducted this study in order to know how effective the VAK Learning Model is to teaching speaking in Second Grade Students of MA Islamiyah.

1. **Technique of Data Collecting**

the technique of collecting data that the Researcher choosed in this Research are, Test, Observation and Interview in order to get valid invormation that will support the researcher.

* 1. Test

According to Brown, Test is an instrument or procedure designed to elicit performance from listeners with the purpose of measuring their attainment of specified criteria.[[4]](#footnote-4) The test would be conducted at the end of both cycles to find the students’ improvement in speaking ability. The test took by the oral test with four kind of scoring aspects, Vocabulary, Pronounciation, Confident, and Fluency.

* 1. Observation.

The researcher made the observation sheet to make it more systhematic and easier contained by list of students’ activities and their respons also the condition of classroom during teaching learning process. With the observation, the researcher can easily find the problem from the cycles and tried to solving its.

* 1. Interview

The writer used interview to collect data about students’ speaking skill before and after the implementation of Visual Auditory Kinesthetic Learning Model. The writer interviewed English teacher and four students in MA Islamiyah with open-ended questions.

1. **Instruments of The Study**
   1. Observation Checklist

In arranging observation checklist, the researcher list some students’ behaviour that indicates their understanding to the material and their responses during teaching learning process.

* 1. Interview

The researcher was prepared some questions for the students’ that relate to the topic of the research after both of the cycles had finished also some questions’ for the English Teacher before the research held for gain some information about the object students’, their behaviour, their score and else.

* 1. Test

The researcher prepared the oral test in the form by describing the topic that the researcher was gave in group presentation and/or personal test after each cycles to know the understanding also the improvements of the students’.

1. **Procedure of The Study**
   1. **First Cycle**

The teacher use VAK Learning Model in teaching speaking with Report text as the material. The procedure are:

* + 1. Planning

1. Preparing material, media, making lesson plan, and design of teaching in the classroom
2. Preparing list of students name scoring.
3. Preparing teaching-aids
4. Preparing sheet for observation in the class.
5. Preparing the test material
   * 1. Action
6. Explaining the material and the application of Visual Auditory Kinesthetic Learning Model
7. Giving chance for students to ask any difficulties when using Visual Auditor Kinesthetic Learning Model.
8. Giving chance for students to work in small group and share their knowledge in order to do the task has given.
9. Giving chance for students to show the result of discussion in front of the class.
10. Giving occasion for other group to give advices and critiques.
11. Giving test for students.
    * 1. Observing
12. The students’ activity is test
13. The students’ response during teaching and learning activity
14. The students’ speaking skill improvemnent
    * 1. Reflecting

This step analyzing the whole action that has been done. Based on the data that had been collected the researcher make evaluation to determine the next cycle.

* 1. **Second Cycle**
     1. Revised planning

The researcher revised the lesson by reselect more attractive activity, add education game for intersection, changed the groups work into personal work, and choosed different topic that students’ familiar with its

* + 1. Acting

1. Begin VAK Learning Model by giving a short explanation about the material
2. Asked students’ to made a report text by the topic that had given from the researcher
3. Had an education game in the interval of the teaching learning activity
4. Took a test.
   * 1. Observing
5. The students’ activity in oral test
6. The students’ response during teaching and learning activity
7. The students’ speaking skill improvemnent
   * 1. Reflecting

This step analyzing the whole action that has been done. Based on the data that had been collected the researcher made evaluation and analyze resault of all the test by comparing the students’ achievement from each test. As a resault, the researcher can make conclusion in conducting classroom action research.

1. **The Technique of Data Analyzing**

Technique of data analyzing come from the interpretation of the data collection. The researcher collected the data from interview phase, observing and teaching learning process and the resault of students’ achievement in tests. In processing the data, the researcher used descriptive analysis. It is to explain the condition of students’ and teaching learning process in each cycles and to describe the effectiveness of VAK Leaning Model in teaching speaking.

After testing, the researcher need to measure and gave the score to every students’ in each of test in order to analyze the test that was given by the reseacher. Students’ speaking ability can be measure by using oral rating sheet as follows.[[5]](#footnote-5)

**Table 3.1**

**Oral Proviciency Scoring Category**

|  |  |  |
| --- | --- | --- |
| No | Components | Score |
|  | **Vocabulary**   1. Use vocabulary inadequately to express anything but the most elementary need 2. Has speaking vocabulary sufficiently to express himself simply with some circumlocution 3. Able to speak using formal and informal vocabulary in sosial, practical and professional conversation 4. Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary 5. Speech on all levels is fully accepted by educated native speakers in all features including breadth of vocabulary and idioms, colloqualisms, and pertinent cultural reference | 1  2  3  4  5 |
|  | **Pronunciation**   1. Errors in pronunciation are frequent but can understood by native speaker used to dealing with foreigners attempting to speak his languange 2. Accent is intelligible though often qite faulty 3. Errors never interfere with understanding and rarely disturb the native speaker. Conversations on pratical words. Accent may be obviously foreign. 4. Errors in pronunciation are quite rare 5. Equivalent to and fully accepted by educated native speaker | 1  2  3  4  5 |
|  | **Comprehension**   1. Within the scope of his very limited language experience, van understand simple questions and statements if delivered with slowed speech, repetition, paraphase. 2. Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge). 3. Comprehension is quite complete at a normal rate of speech. 4. Can understand any conversation within the range of his experience. 5. Equivalent to that of an educated native speaker. | 1  2  3  4  5 |
|  | **Fluency**   1. (no specific fluency description. Refer to other four language areas for implied level of fluency) 2. Can handle with confidence but not with facility most social situation, including introduction and casual conversations about current events as well as work, family, and auto biographical information 3. Can discuss particular interest of competence with reasonable ease. Rarely to grope for words 4. Able to use the language fluently on all levels normaly pertinent to professional needs. Can participate is any conversation within the range of this experience with a high degree of fluency. 5. Has completely fluency in the language such that his speech is fully accepted by educated native speakers. | 1  2  3  4  5 |

The total ability test divided into four aspect, vocabulary, pronounciation, confidence, and fluency. Each aspect had 5 point, 1 for the lowest and 5 for the higher score. Then, calculate the scoring by using a simple aquation as follows:

**Total score =**

The total number of score is 20 from the oral proficiency scoring categories, so the highest is 100 and the minimum score is 20.

In completing the numerical data, the researcher tries to get the average of students’ speaking score within every cycle in order to know how effectively the VAK Learning Model in the Classroom. The formula is:

**M= ∑**

M= Mean

∑ FX= The sum of student’s value

N= The total number of students

Then, the researcher tries to get the class percentages which pass the target score minimum mastery level of criterion (KKM) using formula below:

**P = x 100%**

P= the class percentage

F= total percentage score

N= number of students

1. Jean Mcniff with Jack Whitehead, *Action research: Principles and Practice / --2nd ed,* (London: Taylor & Francis e-Library, 2002), 16 [↑](#footnote-ref-1)
2. Jean Mcniff with Jack Whitehead, *Action research: Principles and Practice / --2nd ed.* , 15 [↑](#footnote-ref-2)
3. Valsha Koshy, *Action Research for Improving Practice: A Practical Guide,* (London, Thousand Oaks & New Delhi : Paul Chapman, 2005), 08 [↑](#footnote-ref-3)
4. H. Doughlas Brown, *Teaching by Principles :An Interactive Approach to Languange Pedagogy* */ --2nd ed,*  (San Francisco: Longman Inc, 2001), 401 [↑](#footnote-ref-4)
5. H. Doughlas Brown, *Teaching by Principles: An Interactive Approach to Languange Pedagogy/ --2nd ed*, 172-173 [↑](#footnote-ref-5)