

CHAPTER III

RESEARCH METODOLOGY

A. Method of the Research

In this part, the researcher explains how the data would be collected.

1. Research Method

The research conducted was Classroom action research (CAR), the classroom action research planner series has a long history, dating back at least to the early twentieth century. with a modestly produced, the intention was to encourage teachers to conducted small action research projects, or preferably, to participate in large ones.¹ Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is

¹ Stephen Kemmis, Robbin McTaggart Rohnda Nixon, *The Action Research Planner Doing Critical Participatory Action Research*, (Singapore: Springer Verlag Singapore, 2014), 1-4.

one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.²

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages.

According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection.³

The procedures of the research are performed by administrating two cycles. Each cycle contains four step which are planning, action, observation and reflection. Before cycle 1

² M. Djuandi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang Press, 2008), 8.

³ Anne Burns, *Collaborative Action Research for English Language Teachers*, p. 32

begins. Orientation test is administrated to identify the basic knowledge of the students about speaking ability.

1. Planning

In this stage the researcher compile lesson plan. The plans are arranged in the form of learning materials, learning media and evaluation of learning. All learning devices is arranged oriented to the triple P model (presentation, practice and production). There are two forms two language productions is speaking and writing. But for students at Vocational Senior High School 12 Pandeglang District more focused on producing the oral language (speaking), so that students communicates automatically without spending a lot time to think before producing the language, therefore anything the topic being studied aim to the learners produces the target language (production), the material compiled is material that supports achievement indicator. Successful learning certain, the material can certainly be creating creative students in using production language. Evaluation of learning course through

two different instrument can measure knowledge and ability to produce language, instructions are advised to look for topics which appeals to students for telling stories in target language, and stories these many include those point studied. The criteria evaluated on speaking skills such as pronunciation, vocabulary, grammar, vocabulary, fluency, and comprehension.

2. Action

In this stage the researcher applies the triple P model with using learning media which has been in the foregoing. Learning procedure through application triple P model includes three activities the main activity of early learning (pre-teaching), core activities (whilst-teaching) and final learning activities is (post teaching).

a. Pre-teaching

This activity refers to activities to motivate or activity generate early knowledge (background knowledge) students about the topic discussed. This activity aims to create students are ready to follow the topic subject to be

studied and besides that this activity also can in the form of activities to link the topic a new discussion with knowledge pervious learning. Teachers will use an interesting learning media to help students generate the initial knowledge they have and the relevance of the material to be learned.

b. Whilst teaching

In this core activity the teacher presented a new topic to be studied. This activity called presentation activities. Presentation is done using media and example that fit the context, based on that knowledge given the teacher at the presentation stage. Exercise that given in the form of training to produce the language (production) accordingly with the topics being studied. Exercise production is manifested through activity role play, describing picture, telling or retelling, question and answer, interview, speech, games and activities speaking other.

c. Post teaching

This activity focuses on follow-up activities in the form of giving additional tasks are good comments, comments of friends and comments of teacher to the practice of language use in speaking and so forth.

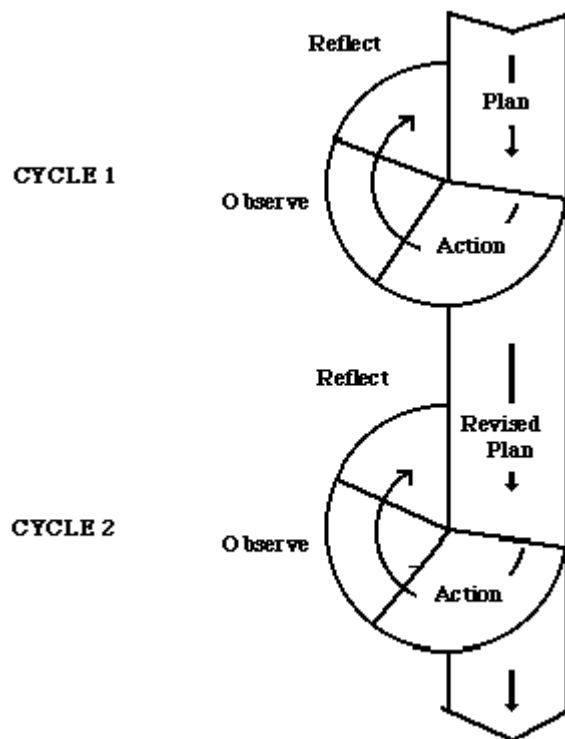
3. Observation

In this stage the researcher conducted several activities as follow: observed during the process of learning about students speaking skill and learning process using observation sheet that had been prepared.

4. Reflections

Reflection is the stages for contemplating (evaluating) the success of the action given. For can describe the good evaluation result, teacher prepare the instrument or evaluation tool. The main instrument used is a production test or speaking test. Teachers can conclude the percentage amount students who are able to express ideas and interact still small in the free cycle, first cycle then second cycle is required with do some refinement activity stage, in the first cycle.

Figure 1 : Classroom Action Research Cycle



The Classroom Action Research Cycles by Kemmis and

McTaggart 1998 in Bruns 2019: 9

B. Subject of the Research

The subject of the research is the students from 11 RPL class of vocational senior high school 12 Pandeglang district. Cibaliung sub-districts, Pandeglang Banten. I did this research in

vocational senior high school 12 Pandeglang district because speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students are less interested in English, they think English is a language that is very difficult to learn and also boring and the method used is less attractive, thus making them not interested in learning English more deeply. I use the triple P model to faster student's interest in learning for English lesson.

This is the gap found in the application of speaking learning. It is imperative for teachers to find a model or method of learning that is proportional learning to motivate and enhance students' creativity in using target language (English language). One of the language learning models, especially speaking skills that can provide many opportunities for students to use the language is a triple P model in order to improve language learning skills and generate target language. The triple P model is the perfect model by Harmer.

C. Type of Data

The data of the research were qualitative and quantitative data. The qualitative data were in the forms of the descriptions of the process during the actions written in observation sheets, and the students speaking performance. On the other hand, the quantitative data were from the score of the students speaking performance.

D. Techniques and Instruments of Data Collection

The data of this research was obtained through several techniques, such as observations, test, and documentations.

The instruments used in this research study were in the forms of observation sheets and speaking rubrics. The researcher also used a photo, video to document the teaching and learning process.

The procedures of data collection techniques are presented below.

1. Observation

To gather the information about the teaching and learning process, the researcher conducted classroom observation.

Observation sheets were used to collect the data. The research team put marks on the activities which had been done. The technique was conducted in reconnaissance and also during the action and observation steps of the research.

2. Test

Speaking test were also done to obtain the information about the students speaking skills before and after the implementation of Triple P model in the teaching and learning process of speaking. The tests use to measure skill of the students. Furthermore, the results were used to see whether there were improvements after the action or not.

3. Documentation

Besides using those main instruments, the researcher also used a supplementary instrument. They were to support the research to get more complete data. To document the teaching and learning process, she used a photo-video camera in the reconnaissance and in the actions and observations steps of the research. The data was in the forms of photograph and videos.

Below is the table of the types the data, the instruments used and the techniques of data collection of the research.

Table 3.1: Type of data, instruments and data collection techniques of the research.

Data	Instruments	Collection Technique	Usage
Test	Speaking Rubric	Test	Before and after the implementation
Field notes checklist	Observation sheets and checklist	Observation	In reconnaissance in action and observation
Interviews transcripts	Interview guidelines	Interview	In reconnaissance in reflection
Photographs videos	Photo-video camera	Documentations	In actions and observation

According to Brown there are five categories of Oral Proficiency Scoring.

Table 3.2: Scoring Scale for Evaluating Students' Speaking Skill

1. Grammar

Level	Description
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

2. Vocabulary

Level	Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs
2	Has speaking vocabulary 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 conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

3. Fluency

Level	Description
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 situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4. Pronunciation

Level	Description
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. conversations on practical, social, and professional topics.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

5. Comprehension

Level	Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech,

	repetition, or paraphrase
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. ⁴

Standards of Scoring	Range of Score
Excellent	80 – 100
Very good	73 – 79
Good	65 – 72
Average	60 – 64
Poor	55 – 59
Very poor	< 55 ⁵

⁴ H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2nd Edition, (New York: Addison Wesley Longman, 2001), 406-407.

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speakers. The speaking scoring rubric was used to collect the data.

If the implementation of the first cycle of students does not achieve exhaustiveness 60%, it means the first cycle is fail, and the research will be continued to second cycle with the same material to research the exhaustiveness of learning by the same formula.

There are two points that will be used in this research to measure the success of this class room action research.

1. Individually

Every student should research the Minimum Completeness Criteria (KKM) in speaking skill (based on the school KKM rules)

⁵ David P. Haris. *Testing English as a Second Language*. (New York: Mc. Grow hill, 1994), 134

2. Classically

At least 60% of the class should research the Minimum Completeness Criteria (KKM) or more.

Researcher searched the mean of the pre-test and post-test during the study. She applied the following formula:

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

Where:

\bar{X} = the mean of students score

$\sum x$ = the total score

N = the member of the students