

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Setting of Research**

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

The research will be conducted at the second grade of MTs Raudlatul Falah. This Junior High School is located at Pasir Muncang Kab. Tangerang. The object of the research is the second grade VIII B of MTs Raudlatul Falah Pasir Muncang Tangerang. This class consists of 34 students.

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

The research will be conducted during a month. It means the writer will conduct the research on February 2016 up to the end.

#### **B. The Method of Research**

The method used in this study is Classroom Action Research (CAR) method which is derived from the root of action research. Because it occurs in the classroom frame, it is called CAR.

Kemmis and McEwan defined action research as follows: "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 practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out".<sup>1</sup> Thus, it is clear that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

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<sup>1</sup> Martyn Hammersley, *Educational Research: Current Issues*, (London: Paul Chapman Publishing Ltd, 1993), p. 177.

According to Michael J. Wallace, CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.<sup>2</sup> It means that to begin the CAR, the researcher or the teacher needs to identify and investigate problems within a specific situation.

Another expert, Burns says, “Action research functions best when it is co-operative action research. Co-operative action research has the concomitants of beneficial effects for workers, and the improvement of the services, conditions, and the functions of the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community personnel, while the quality of teaching and learning is in the process of being improved”.<sup>3</sup>

From the statement above, we can concluded that in the scope of education, Classroom Action Research is done to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when done collaboratively. Classroom Action Research is method carried out as a device to overcome diagnosed problems in learning activity in the class. It might be essential to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when done collaboratively of teaching learning process in education.

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<sup>2</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), p.5.

<sup>3</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 31.

### C. Research Design

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this study the writer will conduct this classroom action research into two cycles. As stated by Arikunto that "Classroom action research should be implemented at least two cycles continuously".<sup>4</sup>

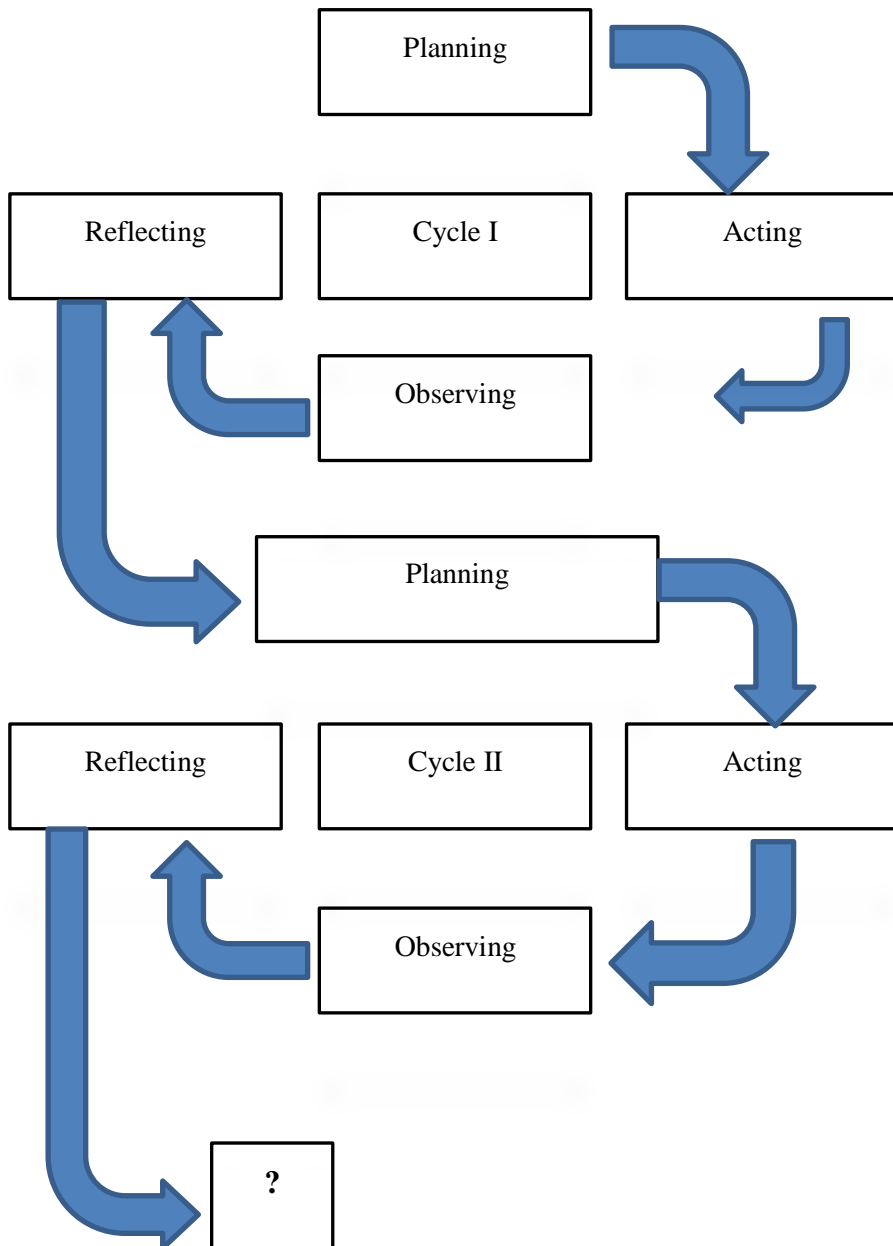
This means that a classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

In order to be clear, the writer would like to present a model of Action Research stated by Kurt Lewin in a figure below:

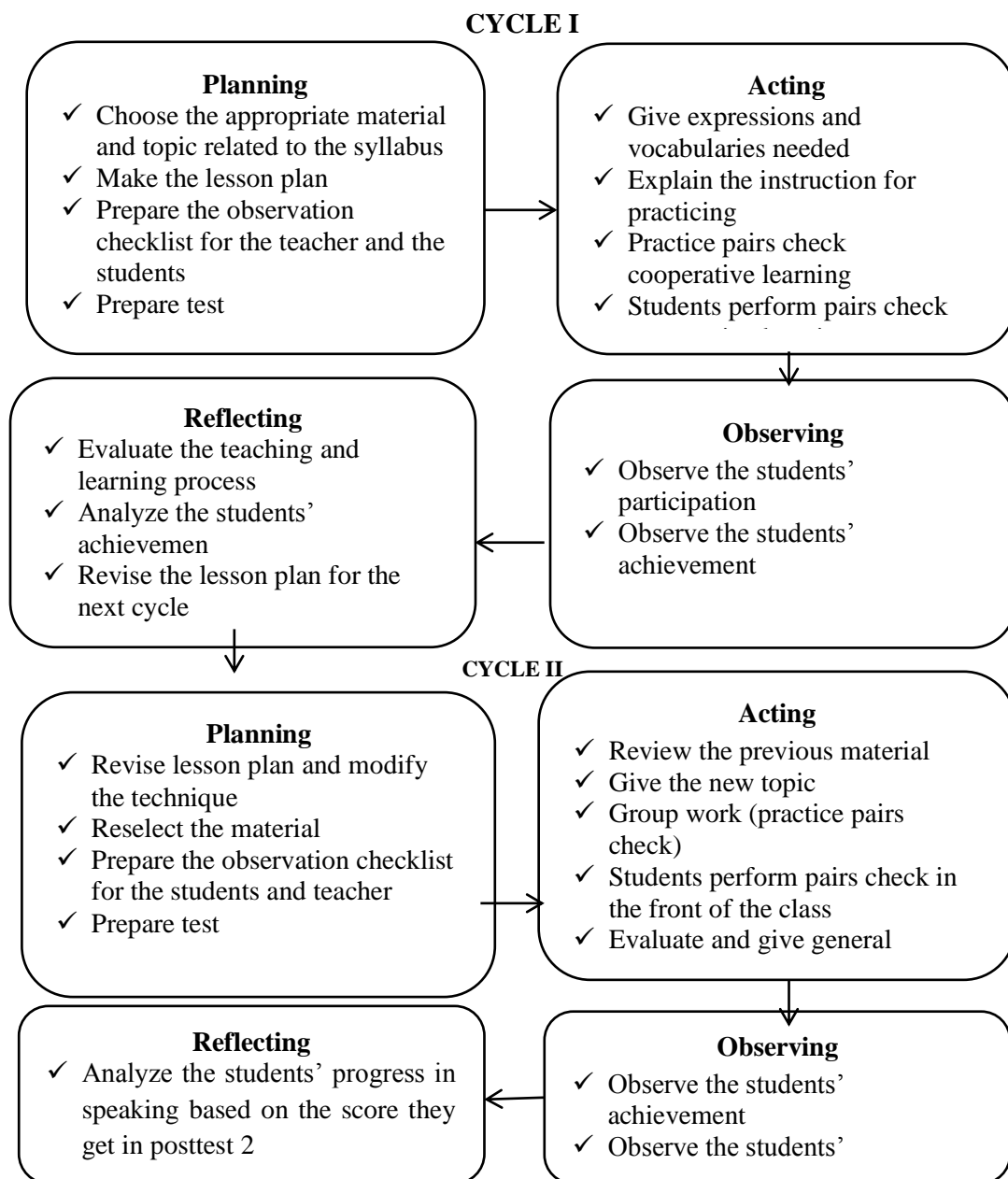
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<sup>4</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

**Figure 3.1**  
**Kurt's Lewin's Action Research Design**



**Figure 3.2**  
**The Phases of Classroom Action Research**  
**(Adapted from Kurt Lewin's Action Research Design)**



## **D. Research Procedures**

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

### **1. Planning Phase**

Planning usually starts with something like a general idea. For one reason or another it seems desirable to reach certain objective.<sup>5</sup> This phase was the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the writer and the teacher could find a good solution to solve the problem arose. Furthermore, in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research. On the other side, the specific planning will be formed into lesson planning based on the current used syllabus.<sup>6</sup> The lesson plan has been prepared to be implemented in VIII B MTs Raudlatul Falah Pasir Muncang Jayanti Tangerang.

### **2. Acting Phase**

According to Arikunto, the acting phase should be implemented at least two cycles continuously; and the time period for each cycle depends on the material needs that existed

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<sup>5</sup> Martyn Hammersley, *Op.Cit*, p. 178

<sup>6</sup> Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: P.T. Indeks, 2009), p. 39.

in the semester or annual program designed by the teacher.<sup>7</sup> Related to the condition of limited teaching learning period, the writer and the teacher take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action. In this phase, the writer and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as he is teaching while the writer observes the class condition during teaching and learning activity.

### **3. Observing Phase**

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective. It was carried out to find and obtain the development of the learning process and the effect of the action.<sup>8</sup> The data being taken were quantitative and qualitative data. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised the students' interest and students' response.

### **4. Reflecting Phase**

After collecting the data, the writer analyzes the data of teaching learning process. Then, the writer reflects himself by seeing the result of the observation, whether the teaching learning process of speaking using pairs check technique is good to imply in teaching and learning process at the second grade VIII B students of MTs Raudlatul Falah Pasir Muncang Tangerang or not. If the first plan is unsuccessful, proven by students' achievements, the writer will make the next plan to solve

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<sup>7</sup> Suharsimi Arikunto, *Op.Cit.*, p.21-23.

<sup>8</sup> Susilo, *Penelitian Tindakan Kelas*, (Yogyakarta: Pustaka Book Publisher, 2007), p.22.

students' problems and to get a better score in order to achieve at least 75% students who passed *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy).

## E. Technique of Collecting Data

Technique of collecting data in this research is using qualitative and quantitative data. The qualitative data consists of observation and the quantitative data uses test.<sup>9</sup>

### 1. Observation

Observation was done to identify teaching and learning activities, especially speaking activities directed by the students. The students' activity during Classroom Action Research will be observed by using pairs check cooperative learning. To measure students' progress in speaking during Classroom Action Research, the writer will use observation table according to Matthews as follow:<sup>10</sup>

**Table 3.1**  
**Students' observation sheet**

No.	Students' activities	Progress/Score		
		+	√	-
		3	2	1
1	Participation in class			
2	Participation in conversations			
3	Participation in discussions			
4	Giving oral presentations (perform)			
5	Pronunciation			
6	Fluency			
7	Feeling confident about speaking			
	<b>Total</b>			

<sup>9</sup> *Ibid.*,

<sup>10</sup> Candace Matthews, *Speaking Solution: Interaction, Presentation, Listening, and Pronunciation Skills*, (New Jersey: Prentice-Hall Inc, 1994), p.111.



Then, the writer will use the following key to complete the table above:

+ (3) = satisfactory progress, but need a little more practice

√ (2) = some progress, but need much more practice

– (1) = little or no progress, need to pay special attention to improve this ability

High score = score 3 x number of item (7) = 21

Middle score = score 2 x number of item (7) = 14

Lowest score = score 1 x number of item (7) = 7

## 2. Test

The test used to know students' existing knowledge of speaking ability, the writer gives oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which are the scores of Pronunciation, grammar, vocabulary, fluency, and comprehension. It is based Heaton's scale rating scores.<sup>11</sup> After that, to get the mean, the scores from all criteria are sum and divided into six. The test is held on every second action of each cycle. Here are the rating scores of oral test by Heaton:<sup>12</sup>

**Table 3.2**  
**The rating score of oral test**

level	Assessed Elements
6	Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral ability

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<sup>11</sup> J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71.

<sup>12</sup> *Ibid.*,

	on course.
5	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral ability in course
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral ability on course
3	Pronunciation influenced by L1- pronunciation and grammatical errors – several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral ability on course
2	Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some effort to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral ability on

	course mastered
1	A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruptions constantly necessary but cannot explain or make meaning clearer – very few of oral ability on course mastered

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:<sup>13</sup>

6 = 81 - 100

5 = 71 - 80

4 = 61 - 70

3 = 51 - 60

2 = 41 - 50

1 = under 41

Based on the speaking element assessment above, this research improving students' speaking ability through pair check method will be success if 75% of students get level 4 up to 6 or get score  $70 \geq$  for speaking ability. Score 70 is the minimum passed criteria for English subject which decide with MTs Raudlatul Falah Pasir Muncang Kec. Jayanti Kab. Tangerang.

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<sup>13</sup> *Ibid.*,

## F. The Technique of Analyzing Data

### 1. Analyzing the result of the test

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>14</sup>

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

$\bar{X}$  = mean

$x$  = individual score

$n$  = number of students

Second, the writer tries to get the class percentage which passed the KKM 70 (seventy). It uses the formula:

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

P = the class percentage

F = total percentage score

N = number of students

### 2. Analyzing the score of the observation

For analyzing the result of the observation, the writer uses this formula as follow:<sup>15</sup>

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

Description :

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<sup>14</sup> Sudjana, *Metode Statistika*, (Bandung: P.T. Tarsito, 2002), p. 67.

<sup>15</sup> Mohammad Ali, *Penelitian Pendidikan dan Prosedur dan Strategi*, (Bandung: Angkasa, 1985), P. 35

$n$  = 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.