

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Research methodology plays an important role in the research. The classroom action research was used in this research as the approach. As we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. "Action research is a systematic inquiry that is done by teachers (or other individuals in the teaching /learning environment) together information about the ways their particular schools operate how they teach and how well their students learn."¹

Bassegy, in Patrick states that "Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice."²

Harmer states that "Action Research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures."³

Nunan states that "Action research is a simply a form of self-reflective enquiry under taken by participants in order to improve the rationality and justice

¹ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (New Jersey:Prentice Hall Inc. Pearson Education, 2000), 21.

² Patrick J. M. Costello, *Action Research*, (New York: Continuum, 2003), 3.

³ Jeremy Harmer, *The Practice of*, 3rd Ed, 344.

of their own practices, the understanding of those practices and situations which the practices are carried out.”⁴

Classroom Action Research reflection to activity which is intentionally appeared and happened in class. In this reseach used a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure bellow :⁵

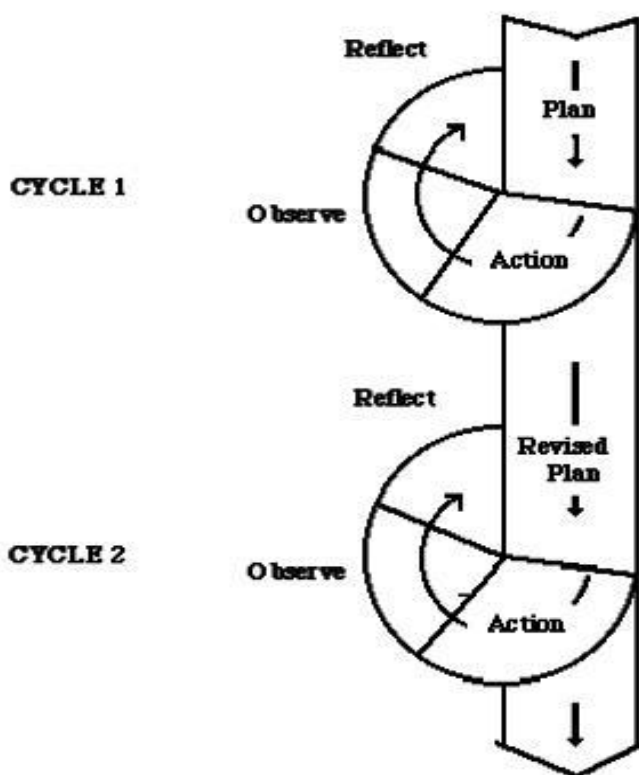


Figure 3.1: Action Research Spiral, Model from Kemmis and McTaggart

⁴ David Nunan and Kathleen M. Bailey, *Exploring second language Classroom Research: A Comprehensive Guide*, (New York: Heinle Cengage Learning, 2009), 226.

⁵ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*, (Beach Rd: Springer, 2014), 19.

In doing this research, the researcher used a classroom action research as an attempt to improve students' self-confidence in speaking by implementing socio-affective strategies.

B. Research Site

In this research, the participants are the students grade 8th in second semester specifically class VIII-A of MTs KULNI Cikande- Serang who are learning English as Foreign Language. There are 35 students as participants; it consists of 12 male students and 23 female students, they are 13-14 years old. The school is located in Cikande Serang- Banten.

The researcher is interested to observe these participants because of their problems in speaking. Some of them are not confident in speaking. So, the researcher want to implement the socio-affective strategies to improve their self-confidence in speaking.

C. Subject of The Research

The subject of the research was the students of VIII-A of MTs KULNI Cikande-Serang who were in the second semester by the academic year of 2019/2020. There were 35 students in the classroom, with detail of 12 male students and 23 female students.

Class	Student		Total
	Male	Femele	
VIII-A MTs KULNI	12	23	35

D. Types of Data

The data of this research were qualitative and quantitative data. The qualitative data were in the the descriptions forms of the process during the actions written in observation checklists.

On the other hand, the quantitative data were from the scores of the students' self-confidence and the result from observation checklist form and questionnaire.

E. Technique of Data Collection

The most important thing in this research is collecting the data that can determine the result of the research. Some techniques are used in collecting data in this research are :

1. Observation

The guided observation was used to observe the participants in their teaching-learning process, especially in speaking classroom. The researcher observed three times during the research. The first observation focused on their problems in speaking and their initial condition before the action. The next two observations more focused on the students' improvement of their self-confidence in speaking after implementing Socio-affective strategies. The “observation check list and students' activity and teacher competence checklist form and students' self-confidence observation checklist form” was used as the instrument of the research.

Table 3.1 The Outline of Observation Checklist Form

No	Variable	Indicator	Items	Total
1	Self-Confidence	Strong Desire and effort	1	1
2		Visual Contact	2	1
3		Speaking Aloud	3	1
4		Gestures	4	1
5		Comprehension speech	5	1
Total				5

Table 3.2 The Observation Scoring (Scale Guttman)

Rating	Score
Yes	1
No	0

2. Questionnaire

The questionnaire is a number of questionnaire or statement used to gain information from respondents about the respondents themselves or their knowledge, belief, etc.⁶ According to Creswell, he states that “Elucidates two kinds of questionnaire namely open-ended and close-ended. An open-ended questionnaire is a list of questions which requires the respondents’ answer freely by their own opinion. While close-ended questionnaire is list of questions provide all possible alternative answers.”⁷ It is the technique of collecting data by giving the respondents a list of questions in written form.

⁶ Suharsimi Arikunto. *Prosedur penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2010), 128.

⁷ Craswell, *Educational Research: Planning*, 178.

In this research, the researcher used closed-ended question on the questionnaire, the respondents have to choose the alternative answer provided by reseacher based on their true condition. The questionnaire was used to collect data of students' self-confidence. The total of the questionnaire will be 25 items and consist of 5 choices *selalu* (Always), *sering* (Often), *kadang-kadang* (Sometime), *Jarang* (Seldom), *tidak pernah* (Never). The scoring of the questionnaire as follows:⁸

Table 3.3
Questionnaire Scoring (Likert Scale)

No	For positive items	For Negative items
1	Selalu (Always) is scored 5	Selalu (Always) is scored 1
2	Sering (Often) is scored 4	Sering (Often) is scored 2
3	Kadang-Kadang (Sometimes) is scored 3	Kadang-Kadang (Sometimes) is scored 3
4	Jarang (Seldom) is scored 2	Jarang (Seldom) is scored 4
5	Tidak Pernah (Never) is scored 1	Tidak Pernah (Never) is scored 5

In this research, the questionnaire focuses on self-confidence indicators in the speaking, those are desire and effort, visual contact, speaking aloud, body language, and comprehensible speech. The questions represent those indicators and consist of positive items. The outline of questionnaire can be seen in the table below:

⁸ Nana Sudjana, *Penilaian Hasil Proses Mengajar*, (Bandung: Remaja Rosdakarya, 2006), 81.

Table 3.4
The Outline of Questionnaire

No	Variable	Indicator	Items	Total
1	Self-Confidence	Strong Desire and effort in learning speaking	1,2,3,4,5	5
2		Having Visual Contact	6,7,8,9,10	5
3		Speaking Aloud	11,12,13,14,15	5
4		Having good body language	16,17,18,19,20	5
5		Comprehension what they speak	21,22,23,24,25	5
Total				25

3. Field Note

Note is useful to know something had been watched, heard and felt in the field research. This note is aimed to arrange the field note. Bodgan and Biklen daid, “Field note is the written note about something had been heard, watched, happened, and thought in in collecting and the reflecting to the data in Qualitative research”.⁹

Fieldnote refer to qualitative notes recorded by scientists or researchers in the course of field research, during and after their observation of specific phenomenom students are studying.

In this research, the researcher used the field note to know the students condition, situation of the class and everything happaned during the research.

⁹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), 153.

F. Analysis of Data

In general, research data can be divided into two types, namely qualitative data and quantitative data. Thus analyzing research data can be done with two techniques, namely quantitative analysis and qualitative analysis. In this research observation and questionnaire used to describe the success of improving students' self-confidence in speaking during the teaching and speaking learning. Data analysis can be defined as the process of analyzing data required from the result of the research. After collecting the data, it was analyzed by using analyzing qualitative and quantitative.

In this research, qualitative data obtained from the result of students' activity and teacher's competence observation checklist form and field note. The process of analysis data qualitative according to Miles and Huberman, as follows:

a. Data Reduction

In data reduction phase, the researcher focuses on the teaching and learning process in the classroom, starting from pre-cycle to cycle II. Data reduction is the process of selecting, focusing, simplifying, abstracting, looking the themes and patterns and discarding unnecessary. In this research, the data reduction includes selecting data according to the focus of the problem through a summary or brief description of field notes, observation, and questionnaire.

b. Data Display

The data display phase is done in the context of organizing data which is the systematic compilation of information from the results of data reduction starting from planning, acting, observing, and reflecting in each cycle. The display data can be done in narrative form, it can also be in the form of graphics, matrix, and chart or compiling in the form of tables, so that the data displayed can be read and easily understood by readers. In this case, the researcher displays the data on the implementation of socio-affective strategies to improve student's self-confidence in the form of graphics and tables. The data derived from students' activity and teacher's competence observation checklist form and field note.

c. Conclusion

The last step according to Miles and Huberman is conclusion. In this research phase, conclusion is an attempt to find the meaning of data, record regularity, and data processing. The data collected is presented systematically and needs to be given meaning, so there is no error from the reader in interpreting or interpreting the data presented.

Different from qualitative data, quantitative data which obtained from the result of questionnaire and student's observation checklist form. There were some steps applied by the researcher in analyzing the quantitative data, namely:

1. Scoring Criteria of Questionnaire Students' Self-Confidence

In classifying the students' answer of the questionnaire based on Likert Scale, the researcher determines the answer based on the indicators. They are "Always (A)", "Often (O)", "Sometime (ST)", "Seldom (S)", and "Never (N)". Thus indicators have each value, which determined as 5 for A, 4 for O 3 for ST, 2 for S, and 1 for N in positive item and 1 for A, 2 for O, 3 for ST, 4 for S, and 5 for N in negative items.

Score Max = (Total Respondent x Highest score of likert scale)

Score Min = (Total respondent x Lowest score of likert scale)

Index (%) = (Total Score/ Score Maximum) x 100%

a. Counting the precentage by using likert scale :

In counting scores of questionnaire, the researcher count the mean score of each questions answer by using likert scale, as follows:¹⁰

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

P = Percentage Number f = frequency of (each question score)

N = Maximum/ ideal score of item

$$P = \frac{\text{Frequency of each question score}}{\text{Maximun/ideal score of item}} \times 100\%$$

b. Describing the data from the questionnaire

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), 95.

2. Scoring Criteria of Observation Checklist Form

The score of students' self-confidence from observation checklist form will be analyzed per-aspect. It can be calculated by using this following formula:

- a. Counting the percentage

$$\text{Yes} = 1 \times 100\% = 100\%$$

$$\text{No} = 0 \times 100\% = 0\%$$

The calculation "Yes" from observation checklist form =

$$\text{Score of self-confidence per aspect} = \frac{\text{Number of students}}{\text{Total number of students}} \times 100\%$$

In this research, the researcher process the score of observation and questionnaire based on the criterion of interpretation score :¹¹

Table 3.5
The Percentage of Interpretation Score

No	No Percentage	Category
1	86-100%	Extremely Good
2	76-85%	Good
3	60-75%	Fair
4	55-59%	Low
5	≤54%	Very Low

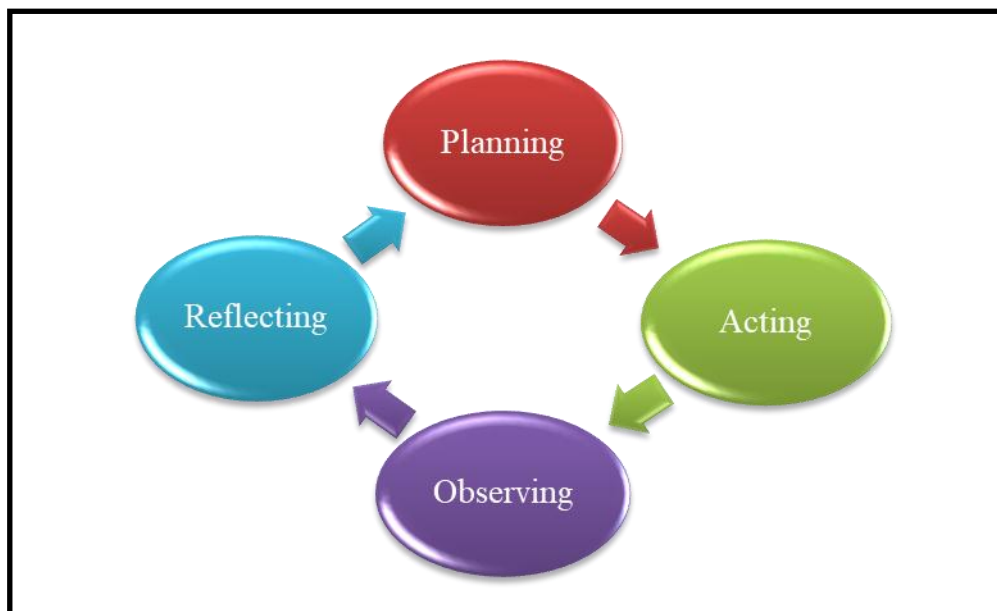
G. Research Procedure

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I,

¹¹ Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Remaja Rosdakarya, 1994), 109.

and cycle 2. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycles and it was implemented to improve students' spirit to solve their problems. The four components consisted of planning, acting, observing, and reflecting.

Graphic 3.1
The Outline Board of Classroom Action Research Prosedures



1. Cycle I

Before entering cycle I the researcher will do the pre cycle to know the initial condition of students' self-confidence in learning speaking. The results of pre cycle will give information about students' self-confidence in learning speaking before they were taught using socio-affective strategies.

Table 3.6
The Research Procedure of Cycle 1

Planing	<ol style="list-style-type: none"> 1. Conducting preliminary observation. 2. Looking for the most appropriate lesson plan model for teaching. 3. Selecting the material for the speaking class that would be used in teaching. 4. Making the lesson plan for speaking class (asking and giving opinion) 5. Preparing present list in order to know students' activeness in joining teaching learning process. 6. Preparing students' self-confidence observation checklist form. 7. Preparing the self-confidence questionnaire sheet.
Acting	<ol style="list-style-type: none"> 1. The researcher will introduce herself to the students. 2. The researcher will give an example of the material 3. The researcher will begin to explain the material. 4. The researcher asks students to give some examples of The Expression of giving and asking opinion. 5. The researcher writes the examples on the blackboard. 6. The researcher stimulates the student to ask the research some question (asking for question is part of socio-affective strategies) 7. The researcher asks the students to make a dialogue of the material about with their partner (work in pairs) (one of socio-affective strategies) 8. The researcher asks students to practice the dialogue in their seat.
Observation	<ol style="list-style-type: none"> 1. The lesson Teacher will become an observer of the Students' Activity And Teacher's Competence using observation sheet in order to know the effectiveness of socio-affective strategies in improving students' self confidence in speaking. 2. The teacher will observe the students' learning process in observation checklist form 3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.
Reflecting	<ol style="list-style-type: none"> 1. Analyzing the data from the observation. 2. The teacher and the researcher will discuss the results of the observation. 3. Make a conclusion from cycle I.

2. Cycle II

There are several aims of cycle II such as to handle the weakness in cycle I, to give more opportunities for students to improve their self-confidence in learning speaking by using other strategy of socio-ffective strategies: group work.

Table 3.7
The Research Procedure of Cycle 2

Planing	<ol style="list-style-type: none"> 1. Preparing the material of speaking 2. Designing lesson plan of cycle II. 3. Designing observation sheet of cycle II.
Acting	<ol style="list-style-type: none"> 1. The researcher will give some examples of asking and giving opinion. 2. The researcher will explain the material 3. The researcher will ask students to give some examples ofthe Expression of asking and giving opinion. 4. The researcher will pronounce the material and ask students to repeat after her. 5. The researcher will ask students to discuss in group work for preparing the using socio-ffective strategies. (group work is one part of socio-ffective strategies) 6. The researcher will ask the students to perform the dialogue using socio-ffective strategies in front of the class using role play (Part of socio-ffective strategies) with their group.
Observation	<ol style="list-style-type: none"> 1. The lesson teacher will become an observer of the Students' activity and teacher's competence using observation checklist form in order to know the successful of implementing the socio-ffective strategies in learning speaking process. 2. The researcher will observe the students' self- confidence using observation checklist form by herself to get the information students success of implementing the socio-ffective strategies in learning speaking process. 3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.
	<ol style="list-style-type: none"> 1. Analysing the data from the observation. 2. The teacher and the researcher will discuss the results of the observation.

Reflecting	3. The teacher and the researcher will compare the students' self-confidence in speaking English between pre observation, cycle I and cycle II to find out the improvement of students' self-confidence.
-------------------	--

H. Indicators of the Success

The teacher said the students scores below KKM (Kriteria Ketuntasan Minimal), students score 50 to 65 while the KKM (Kriteria Ketuntasan Minimal) is 75. The researcher hope to use this strategies students may get a value above the average. The indicators of students' self-confidence succes that do to make the students can speak well with confident using socio-affective strategies.