

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Participant of the Research**

The participant of this research is the Second Grade students in SMP Negeri 4 Cirinten. This class consist 30 students male and female students. The Researcher choose this school because it is located near from Researcher's residence and it easy to be researched.

#### **B. Research Site**

The researcher does a field research at SMP Negeri 4 Cirinten. Jln Desa Badur, Kecamatan Cirinten, Lebak Banten.

#### **C. The Research Time**

This research begin on 9th until 30th September, 2019.

#### **D. The Method of Research**

In this research, the researcher use a Classroom Action research to know the real data got from the respondent. According to Harmer, 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. Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon

the effects of those action.<sup>1</sup> Elizabeth stated that action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching or learning process.<sup>2</sup>

Kemmis and Mc. Taggart add in Nunnas book explain that action research is a group of activity and a piece of descriptive reserch carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be action research, the essential impetus for carrying out action research is to change the system.<sup>3</sup>

From all the definitions above, the resarcher concluded that classroom action research is a research which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance students understanding to the lesson. The research should be based on the problem in the classroom and try to overcome the problem by conducting several steps as follows :

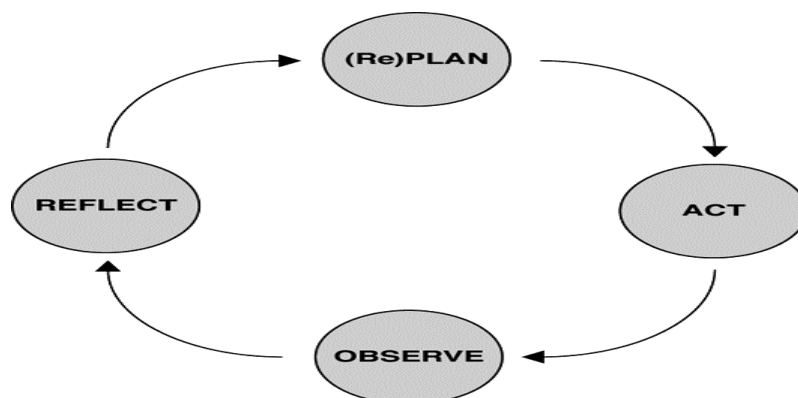
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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 344.

<sup>2</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), 5.

<sup>3</sup> David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), 18.

**Diagram 3.1 Kemmis and McTaggart<sup>4</sup>**



Kemmis and McTaggart who are the experts on this field have designed steps to take when doing an action research. The steps that they offer are adapted to be the framework of steps in this research. As shown by chart above, the steps consist of planning (identify the problem), acting (collect the data), observing (analyse and interpret data), and reflecting (develop an action).

In this research, the researcher had conducted two cycles of classroom action research. There are four steps process in each cycle. All those steps can be explained as follows :

### **Pre-Cycle**

#### **1) Plan**

Planning is a plan to conduct treatment or after making sure about the problem of the research. In this step, researcher prepared the necessary things related to the tongue twister teaching method. There are lesson plan, make an observation sheet and interview sheet to take

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<sup>4</sup> David Nunan, *Research Method In Language Learning*, 18.

note during teaching students in the class and researcher prepare the tongue twister that will be latter.

## 2) Action

This action discusses the implements of planning or steps and activities that will be taken by the researcher. After determining the planning of the pronunciation teaching, then some teaching steps were done as follows : firts, students are taught how to have good pronunciation by giving the example of pronouncing sounds. Second, the teacher explained about tongue twister and drilled students by using tongue twister method.

## 3) Observing

In this step, the researcher observed the students behaviour when they are doing tonge twister activities, and identified their difficulties. During abservation, the researcher had taken the data from the students condition and after being taught by using tongue twister.

## 4) Reflecting

Reflecting is the analysis of the observation result and also the evaluation of the activities in the first cycle. In this step, the researcher had interpreted observed data from driling students by using tongue twister method. Researcher collaborated with the English Teacher to know deeply how is the improvement of students pronunciation. If there is no significant improvement in their pronunciation ability, the

researcher will conduct the second cycle and repair some problems founded in the first cycle.

### **E. The Technique of Data Collection**

To collect the data the researcher use two technique, such as test and observation.

#### **1. Test**

Pronunciation test were also done to obtain the information about the students' pronunciation skills before and after the implementation of the tongue twister technique in teaching learning process. There are three test used in this research, they are pre-cycle, cycle I and cycle II. The researcher use pronunciation rubric to get the scores of the students' pronunciation.

In this research, the researcher able to analyzed students' ability development and improvement the scale is described as follows :

| No | Object of study                     | Very good | Good | Avarage | Poor | Very poor |
|----|-------------------------------------|-----------|------|---------|------|-----------|
| 1  | Understand simple direction         | 4         | 3    | 2       | 1    | 0         |
| 2  | Understand responses                | 4         | 3    | 2       | 1    | 0         |
| 3  | Understand tongue twister sentences | 4         | 3    | 2       | 1    | 0         |
| 4  | Pronounce the word of sentences     | 4         | 3    | 2       | 1    | 0         |
| 5  | Pronounce the sounds of F V P       | 4         | 3    | 2       | 1    | 0         |

**Table 3.2 Assessing of test pronunciation<sup>5</sup>****2. Observation**

In this classroom observation, the object being observed that the activity of student who work in small group. Observation is intended to know the obstacles appear during teaching learning process, the their difficulties and understanding about the material give that can be see from tsheir behaviour and response.

The observation sheet of student activity sheets are used, to determine the activity of students in the classroom on learning English pronunciation using tongue twister as a small group are as follow :

**Table 3.3 Aspect of observation**

| No | Aspect  | Yes | No | Comment |
|----|---|-----|----|---------|
| 1  | The students pronounce a word that contains one of word F V P               |     |    |         |
| 2  | The students pronounce a word that contains one of word F V P clearly       |     |    |         |
| 3  | The students can distinguish pronunciation of letter F V P                  |     |    |         |
| 4  | The students can practice sentences using Tongue Twister technique fluently |     |    |         |
| 5  | The students can arrange sentences using Tongue Twister Technique           |     |    |         |

**Notes :**

Yes = 1

No = 0

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<sup>5</sup> Wenjun Zhong, "Pronunciation Rating Scale in Second Language Pronunciation Assessment: A Review", *Journal of Teaching and Research*, Vol. 10, No. 1 (January, 2018), P. 5.

## F. The Technique of Data Analyzing

The researcher will be better if use ordinal scale in interpreting the students scores. It is according to W.S. Winkle, because the students are secondary students. For this reason, ordinal scale as measure tool to determine the students' ability.

The levels of students score group are as follow

90-100 (extremely good/ A)

75-89 (good/B)

60-74 (fair/C)

45-59 (low/D)

0-44 (extremely low/ E)

Moreover, to find the mean score, the writer used the formula as follow:

$$M_x = \frac{\sum fx}{\sum f}$$

Notes :

$M_x$  = mean score

$\sum fx$  = the score and the sum of frequency

$\sum f$  = the sum of frequency

## G. Research Procedure

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in some phases, those were: pre cycle, cycle I, cycle 2 until the students get the raise. 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.

### 1. Pre-Cycle

Before entering cycle I the researcher will do the pre cycle to know the initial condition of students' pronunciation. The results of pre cycle will give information about students' pronunciation before they were taught using tongue twisters technique.

**Table 3.4 Research Procedure Pre-Cycle**

|                    |  |
|--------------------|--|
| <b>Planing</b>     | <ol style="list-style-type: none"> <li>1. Conducting preliminary observation.</li> <li>2. Looking for the most appropriate lesson plan model for teaching.</li> <li>3. Selecting the material for the pronunciation class that would be used in teaching.</li> <li>4. Making the lesson plan for learning pronunciation</li> <li>5. Preparing present list in order to know students' activeness in joining teaching learning process.</li> <li>6. Preparing students' pronunciation observation checklist form and test.</li> </ol>   |
| <b>Acting</b>      | <ol style="list-style-type: none"> <li>1. The researcher will introduce herself to the students.</li> <li>2. The researcher will begin to explain the material.</li> <li>3. The researcher will give an example the material</li> <li>4. The researcher asks students to give some examples of pronunciation.</li> <li>5. The researcher writes the examples of word on the whiteboard.</li> <li>6. The researcher read the material on the whiteboard and followed by students.</li> <li>7. The researcher asks students to pronounce the words in front of the class.</li> </ol> |
| <b>Observation</b> | <ol style="list-style-type: none"> <li>1. The teacher will observe the students' learning process in observation checklist form.</li> </ol>  |
| <b>Reflecting</b>  | <ol style="list-style-type: none"> <li>1. Analyzing the data from the observation.</li> <li>2. The teacher and the researcher will discuss the results of the observation.</li> <li>3. Make a conclusion from pre-cycle.</li> </ol>  |



## 2. Cycle I

There are several aims of cycle I such as to handle the weakness in pre-cycle , to give more opportunities for students to improve their pronunciation by using tongue twister technique; pair group work.

**Table 3.5 Research Procedure Cycle I**

|                |   |
|----------------|---|
| <b>Planing</b> | <ol style="list-style-type: none"> <li>1. Conducting preliminary observation.</li> <li>2. Looking for the most appropriate lesson plan model for teaching.</li> <li>3. Selecting the material for the pronunciation class that would be used in teaching.</li> <li>4. Making the lesson plan for learning pronunciation</li> <li>5. Preparing present list in order to know students' activeness in joining teaching learning process.</li> <li>6. Preparing students' pronunciation observation checklist form.</li> </ol>   |
| <b>Acting</b>  | <ol style="list-style-type: none"> <li>1. The researcher explains the task to the students</li> <li>2. The researcher introduces the sounds students are to practice and write their symbols on the whiteboard</li> <li>3. The researcher reads aloud the words and asks students to listen carefully</li> <li>4. The researcher asks students to practice pronouncing the sounds</li> <li>5. The researcher divides the class into groups and have each group sitting or standing</li> <li>6. The researcher takes away the strips of paper</li> <li>7. Each students are asked to repeat the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next</li> <li>8. The last student who hear the tongue twister in each group read aloud in front of class</li> <li>9. The group finishing correctly in pronouncing the tongue twister win the game</li> <li>10. The researcher divided into some group, which each group consists of two students (pair group).</li> <li>11. The researcher asks students to practice the tongue twister in front of the class.</li> </ol> |
|                | <ol style="list-style-type: none"> <li>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</li> </ol>   |

|                    |  |
|--------------------|--|
| <b>Observation</b> | <p>of tongue twister in improving students' pronunciation.</p> <ol style="list-style-type: none"> <li>2. The teacher will observe the students' learning process in observation checklist form.</li> <li>3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.</li> </ol> |
| <b>Reflecting</b>  | <ol style="list-style-type: none"> <li>1. Analyzing the data from the observation.</li> <li>2. The teacher and the researcher will discuss the results of the observation.</li> <li>3. Make a conclusion from cycle I.</li> </ol>  |

### 3. 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 pronunciation by using tongue twister technique, pair group work.

**Table 3.6 Research Procedure Cycle II**

|                |  |
|----------------|--|
| <b>Planing</b> | <ol style="list-style-type: none"> <li>1. Conducting preliminary observation.</li> <li>2. Looking for the most appropriate lesson plan model for teaching.</li> <li>3. Selecting the material for the pronunciation class that would be used in teaching.</li> <li>4. Making the lesson plan for learning pronunciation</li> <li>5. Preparing present list in order to know students' activeness in joining teaching learning process.</li> <li>6. Preparing students' pronunciation observation checklist form.</li> </ol>  |
| <b>Acting</b>  | <ol style="list-style-type: none"> <li>1. The researcher explains the task to the students</li> <li>2. The researcher introduces the sounds students are to practice and write their symbols on the whiteboard</li> <li>3. The researcher reads aloud the words and asks students to listen carefully</li> <li>4. The researcher asks students to practice pronouncing the sounds</li> <li>5. The researcher divides the class into groups and have each group sitting or standing</li> <li>6. The researcher takes away the strips of paper</li> <li>7. Each students are asked to repeat the tongue twister</li> </ol> |

|                    |  |
|--------------------|--|
|                    | <p>to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next</p> <ol style="list-style-type: none"> <li>8. The last student who hear the tongue twister in each group read aloud in front of class</li> <li>9. The group finishing correctly in pronouncing the tongue twister win the game</li> <li>10. The researcher divided into some group, which each group consists of two students (pair group).</li> <li>11. The researcher asks students to practice the tongue twister in front of the class.</li> </ol> |
| <b>Observation</b> | <ol style="list-style-type: none"> <li>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 tongue twister in improving students' pronunciation.</li> <li>2. The teacher will observe the students' learning process in observation checklist form.</li> <li>3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.</li> </ol>   |
| <b>Reflecting</b>  | <ol style="list-style-type: none"> <li>1. Analyzing the data from the observation.</li> <li>2. The teacher and the researcher will discuss the results of the observation.</li> <li>3. Make a conclusion from cycle II.</li> </ol>   |

## H. Indicators of the Success

The teacher said the students scores below KKM (Kriteria Ketuntasan Minimal), students scores between 50 to 65 while the KKM (Kriteria Ketuntasan Minimal) is 75. The researcher hope to use this technique students may get a value above the average. The indicator of achievement that do the researcher is the students can pronouncing sounds F V P with Tongue Twister Technique.