

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Classroom Action Research (CAR)

This research was conducted with the aim of knowing the use of reading-aloud techniques in English language learning in class can improve the pronunciation skills of class VII-E students in reading descriptive texts at SMPN 1 Sungai Kakap. Therefore, the research design that is appropriate for the purpose of this study is class action research with a cycle model. According to McMillan (1994:4) quoted from Ayu Kemala Adita (2014:30), classroom action research is a type of applied research with the aim of solving specific classroom problems or making decisions on one local site. Explained further, according to Carr and Kemmis (1986), in Ayu Kemala Adita (2014: 30) shows the essence of action research is that action research allows for a reflective cyclical process that is brought to understand the problem. Classroom Action Research is research that is carried out repeatedly (reflective) by taking repeated actions that are expected to improve learning outcomes or improve learning practices in the classroom more professionally. In addition, Kemmis and McTaggart (1992: 10), in Ayu Kemala Adita (2014: 30) also stated that conducting action research means planning, acting, observing and reflecting more carefully, more systematically, and more thoroughly than is usually done in everyday life.

In this class action research, the researcher did it collaboratively with the English teacher of class VII-E SMPN 1 Sungai Kakap. The previous study was used to obtain information about the problems faced by students in learning pronunciation and to determine the level of success obtained from this method. Then, the classroom action research design was constructed with the English teacher after identifying and formulating the research problem.

2. Action Procedure

Procedures in a study are very important because procedures are used to determine the steps in a study. In this study, researchers used class action research. This research is a Classroom Action Research that is carried out by following research procedures based on the principles of Kemmis and McTaggart (2009: 9) which include planning, action, observation, reflection, or evaluation activities. The four activities take place repeatedly in the form of a cycle. The number of cycles used in this study was 2 cycles. Which in each cycle is carried out as many as 2 meetings. By determining the number of meetings in each cycle, it is considered to be able to conduct research more effectively. So that the results obtained from the application of techniques in teaching pronunciation are maximized. The implementation of this classroom action research includes several steps. This classroom action research uses the development of the Kemmis and McTaggart model cited in (Burns, 2009:9).

Classroom action research can be seen in the illustration below:

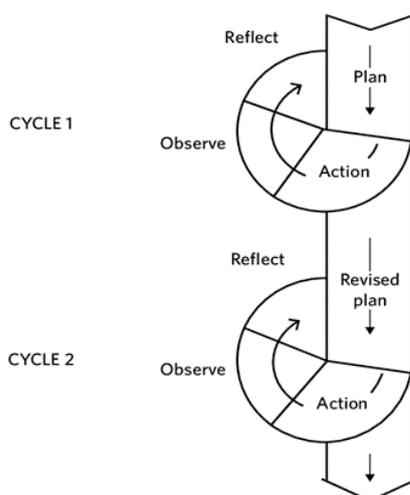


Figure 3.1

Cycling process of Classroom Action Research (CAR) Kemmis and McTaggart in Burns (2009: 9)

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McTaggart (2009: 9) which include planning, action, observation, reflection, or evaluation activities. The four activities take place repeatedly in the form of a cycle. The number of cycles used in this study was 2 cycles. Which in each cycle is carried out as many as 2 meetings. By determining the number of meetings in each cycle, it is considered to be able to conduct research more effectively. So that the results obtained from the application of techniques in teaching pronunciation are maximized.

Table of Cycling process in Classroom Action Research

Cycling process	Cycle 1	Cycle 2
Plan/Revised Plan	Plan in this stage, the researcher will identify the problem and develop in a particular area within the research context.	Re-Planning in the second cycle starts from the problems found in the first cycle where the criteria have not been achieved and inhibiting factors.
Action	The action in the first meeting was to introduce reading aloud, while the second meeting was used to implement the reading aloud technique.	In the first meeting the researcher explained the same material and techniques, but in the second meeting the researcher applied the reading aloud technique to read descriptive texts that were shorter than the first cycle.
Observe	Based on the data obtained from the observation checklist and field notes, the shortcomings in this first cycle were the length of the descriptive text used so that there was a lack of time for	In this second cycle, the application of the reading aloud technique was successful with the time that had been and the students looked enthusiastic when all the procedures went well.

	the completion of the reading aloud procedure and students seemed less enthusiastic when applying the reading aloud technique.	
Reflect	In this phase, reflection is carried out by researchers and collaborators to evaluate the activities that have been carried out. As well as noting what caused the failure of the first cycle and deciding to continue to the next cycle.	In the second cycle, researchers and collaborators reflected on the activities that had been carried out. Then the researchers and collaborators decided to stop the cycle because the results obtained from the application were much better than the previous cycle.

Based on the table above, the following is an explanation of the two cycles that have been carried out:

a. Plan / Revised Plan

Planning is the first step of action research. At this stage, the researcher will identify the problem and develop an action plan to bring about improvements in a particular area within the research context. The researcher will also investigate what might happen in reality and the constraints of the teaching situation that the researcher will do and the potential improvements that the researcher thinks can be made.

Cycle 1 was conducted on Tuesday, May 30, 2023. Before implementing the reading-aloud method in teaching and learning activities, researchers will prepare lesson plans containing teaching scenarios through the reading-aloud method. The researcher also prepared an observation checklist that would be used by the collaborator to observe the activity, and also the researcher would prepare field notes to record everything during the research. The researcher prepared a test

as a measuring tool in student achievement. In this study, the researcher will be observed by the English teacher as the collaborator.

Meanwhile, re-planning in the second cycle starts from the problems found in the first cycle where the criteria have not been achieved and the inhibiting factors. These problems will be looked for alternative solutions which will then be planned again. The factors that caused the less-than-optimal application in the first cycle included the length of the descriptive text used so that the procedure of reading aloud could not be applied as a whole. In addition, the lack of time and which was used to conduct tests, as well as the classroom atmosphere that was not conducive made it difficult for researchers to control the class.

In this cycle 2, which was held on Tuesday, June 13, 2023, researchers continued the second cycle. The researcher also prepared things needed in the research, such as lesson plans, observation checklists, field notes, and descriptive texts as student pronunciation tests. The second cycle was conducted by revising the weaknesses of the learning scenario in the first cycle. The researcher will also make some improvements in the learning process.

b. Action

Action is the implementation of the plan that has been prepared by the researcher. The plan is a carefully considered plan that involves several deliberate interventions into the researcher's teaching situation that will be carried out by the researcher during an agreed period. Action refers to activities that will be carried out by researchers in the classroom related to the application of the reading-aloud method to improve the pronunciation of seventh-grade students.

In cycle 1 of this study, the first meeting was held on May 30, 2023. Researchers introduced the reading aloud technique to students and saw the results of students' reading before applying the technique in class. Furthermore, at the second meeting which was held on June 6,

2023, researchers applied the reading aloud technique in reading descriptive text to students.

Action in the second cycle is a stage of the English learning design that has been compiled in re-planning. In the implementation of this lesson, the researcher modified the initial action which was still in accordance with the developed strategy.

In cycle 2, the first meeting was held on Tuesday, June 13, 2023. The researcher taught the same material and applied the reading aloud technique to improve students' pronunciation. The difference between cycle 2 and cycle 1 is that in cycle 1 students were asked by the teacher to read a slightly longer descriptive text contained in the package book. Whereas in cycle 2, students were asked to read a shorter descriptive text that had been prepared by the researcher. The second meeting was held on Tuesday, June 20, 2023. The researcher repeated what students had learned, and asked students to read the descriptive text provided by the researcher using the reading aloud technique in front of the class. The teacher and students gave feedback on what they had learned.

c. Observe

At this stage the researcher engages in systematic observation of the impact of the action and also documents the context, actions, and opinions of those involved. This phase is a data collection phase where researchers use tools, namely observation checklists and field notes to collect information about what is happening. Activities in this observation phase will be carried out by collaborators with observation checklists and field notes when researchers teach to improve the pronunciation of seventh grade students in the classroom through reading aloud techniques.

In cycle 1 which was held on Tuesday, May 30, 2023, researchers and collaborators made observations of the entire learning process and tried to identify students' strengths and weaknesses. The results of the observations made were the lack of student attention during the delivery

of material by the teacher. So that the learning process does not go well because students tend to be less active when the learning process takes place.

Observation conducted in the second cycle is to collect data related to problem solving efforts and learning strategies that are being developed. Things that will be observed are events that are indicators of the success of problem solving and learning strategies that are being implemented. The focus of observation is on the techniques applied to find out whether it has succeeded in solving the problem as written in the planning stage.

As for the observation results of cycle 2 which was carried out on Tuesday, June 13, 2023, from the observation results, students experienced an increase in terms of paying attention to the teacher when explaining the material, a classroom atmosphere that could be controlled by researchers, as well as students' enthusiasm in learning pronunciation, especially in intelligibility, fluency and accuracy. And students look enthusiastic when the learning process takes place.

d. Reflect

Reflection is the last procedure of class action research. At this stage, the researcher will reflect, evaluate, and describe the effect of the action to understand what has happened and understand the problem to be studied by the researcher more clearly.

In cycle 1, researchers and collaborators will discuss the activities that occur when researchers apply the reading-aloud technique during the learning process. This is done to prepare for the next cycle. Researchers and collaborators also discussed what should be done to go to the next cycle so that in the next cycle the application of the reading-aloud method to improve students' pronunciation can succeed more optimally. Therefore, researchers and collaborators noted the causes of the failure of this method in cycle 1 and looked for ways to make this method successful in the next cycle. Researchers and collaborators revised the

lesson plan because the lesson plan in the first cycle was the cause of the failure of the techniques used and was not appropriate.

Reflection in this second cycle aims to assess which criteria have not been achieved and what causes the criteria have not been achieved. The criteria that have not been achieved and the factors that cause them become input for the next cycle.

In cycle 2, researchers and collaborators discussed the activities that occurred when researchers applied the reading-aloud technique during the learning process. And it can be seen in the data obtained that in this cycle 2, there was a significant increase compared to cycle 1, so the researcher and collaborator stopped the cycle.

B. Subject of Research

This research will be conducted at SMPN 1 Sungai Kakap which is located at Jalan Raya Sungai Kakap, Sungai Kakap, Sungai Kakap District, Kuburaya Regency, West Kalimantan Province. Which is applied to VII E class students at SMPN 1 Sungai Kakap. The reason for researchers to take this class is because it fits the criteria that researchers will examine, namely to improve pronunciation by using the technique of reading aloud in front of the class. The problem of students' lack of pronunciation in pronouncing English words was known by researchers when researchers made observations. Researchers have also practiced teaching during PLP 2 in this class. And the pronunciation problem was known by researchers when they were asked to read a text.

According to Kusuma (1990-4), no two people pronounce exactly the same. Therefore, there are six factors that affect learners' pronunciation, namely mother tongue, region, age, amount of exposure, phonetic ability, personality, and motivation. These factors are factors that can increase pronunciation errors among EFL students. Kelly (2000) states that pronunciation errors can cause problems with reception, or understanding the meaning or function of an utterance. In addition, in pronouncing words,

students also have some problems. The students need more practice in the early stage of learning. It can be said that it is difficult for students to achieve perfect pronunciation. One example of a word that is often wrong when pronounced is the word "to" which should be read "tu" not "to". In addition, students are also unsure of what they say.

The problems that occur are the reason why researchers take the technique to improve students' pronunciation. With the application of this technique, it is expected that there is potential in improving students' pronunciation during the implementation of reading aloud and in the future. In this class there are 28 students who will be used as research samples. It consists of 28 students, which consists of 15 male students and 13 female students.

C. Technique of Data Collection

The technique of data collection used in this study is adjusted to the research title chosen by the researcher. The techniques used, namely measurement tests and observation, will be used to collect data in this study. Researchers will make observations using observation checklists and field notes and provide measurement tests using a pronunciation test consisting of a short descriptive text. In addition, the researcher also applied the reading-aloud technique in delivering lessons to students supervised by the English teacher. After the researcher provides various exercises or activities related to the reading-aloud technique by providing descriptive text, the researcher then collects data on learning outcomes from the pronunciation test results.

D. Tools of Data Collection

A tool to measure students' abilities in an effort to improve word pronunciation using a vocabulary list. The researcher used an observation checklist as a data collection tool in this study, which was then also given a measurement test using a pronunciation test where there were several vocabulary lists in the test to find out the progress of the techniques applied in

learning. When evaluating this strategy in class, the researcher also noted student progress on the observation checklist sheet.

1. Observation Checklist

In this research observation checklist was converted into descriptive documents based on the result of observation during the learning process in the classroom. In the observation checklist, the collaborator just needed to give a checklist sign for the option yes or no, there were three statements for the environment column. The data that was obtained from the collaborator was derived from the site observation along the teaching and learning process and organized systematically to know the students' attitudes and learning behavior improvement from cycle to cycle toward the reading aloud technique.

2. Field Note

Field note is a note that was constructed by the teacher when applied reading aloud to the students. The collaborator watched how the activities run during the teaching and learning process, and the collaborator saw how the students responded toward reading-aloud technique. How was the teacher performance and how was the situation in the classroom or the environment around the classroom and then the collaborator filled it into field notes as qualitative data.

3. Pronunciation Test

The pronunciation test is a type of test used to measure students' achievement in pronunciation. The type of pronunciation test given by researchers is a pronunciation test conducted by the students themselves or productive style. The researcher gave a short text to students and asked students to read the text in front of the class. The reference for correcting pronunciation tests is the Cambridge Learner's Dictionary and audio recordings to make it easier to correct student pronunciation.

E. Data Analysis

To answer the problem in this research, the data that has been collected was analyzed by using field notes, observation checklists, pronunciation tests and audio recordings. All of the results was interpreted by following improvement of the result or outcome of the practice given to the subject. According to Miles and Huberman cited in Sugiono (1994:10), the analysis of qualitative data involves three processes. The processes are :

1. Analysis Data for Observation Checklist

To analyze the data from the observation checklist, researchers carried out several processes, among others:

- a. Data reduction which refers to the process of selecting, summarizing, choosing the main things, focusing on important things, and discarding things that are not important. The data that has been analyzed will provide a brief but specific description of the data. So that it will look simpler and make it easier for researchers to analyze data to the next stage.
- b. Next is data display which is an assembly of organized information. By displaying the data, it can make it easier to understand what happened in each chronological detail.
- c. In this phase, the researcher made conclusions and verified. While collecting, organizing, and thinking about the result before deciding what the data mean and making the conclusion of the result of the data.

2. Analysisi Data for Field Notes

To analyze the data from the field notes, researchers carried out several processes, among others:

- a. Data reduction which refers to the process of selecting, summarizing, choosing the main things, focusing on important things, and discarding things that are not important. The data that has been analyzed will provide a brief but specific description of the data. So that it will look simpler and make it easier for researchers to analyze data to the next stage.

- b. Next is data display which is an assembly of organized information. By displaying the data, it can make it easier to understand what happened in each chronological detail.
- c. In this phase, the researcher made conclusions and verified. While collecting, organizing, and thinking about the result before deciding what the data mean and making the conclusion of the result of the data.

3. Analysis Data for Pronunciation Test

To analyze the data from the pronunciation test, the researcher conducted several processes, among others:

- a. Data reduction which refers to the process of selecting, summarizing, choosing the main things, focusing on important things, and discarding things that are not important. The data that has been analyzed will provide a brief but specific description of the data. So that it will look simpler and make it easier for researchers to analyze data to the next stage.
- b. Conclusion and drawing, at this stage, researchers make conclusions and verify. In addition, in processing quantitative data from pronunciation results, researchers use several formulas to calculate the average individual student score and the average score of each indicator of the pronunciation test. The following is the formula used to calculate individual scores and student averages:

1. According to Grundlund (1995:112) to analyze the class performance for individual scores is calculated by the following formula.

The formula for individual scores is bellows :

$$S = \frac{R}{N} \times 100$$

Where :

S = Students' Score

R= Raw Score

N= Maximum Score of the test

2. According to Fraenkel and Wallen (2008) All individual scores are summed and divided by the number of the students in the class.

The formula of mean score as bellowe :

$$M = \frac{\sum X}{n}$$

Where :

M = Mean

$\sum X$ = Sum of students score

n = Number of students

The Tabel of Students' Performance Test Qualification

Total Score	Representative score in symbol	Qualification
80 – 100	A	Excellent
70 – 79	B	Good
51 – 69	C	Average
0 - 49	D	Poor

Modified from Heaton (1988 : 148)