

CHAPTER III

RESEARCH METHODOLOGY

A. Methodology

1. Method of the Research

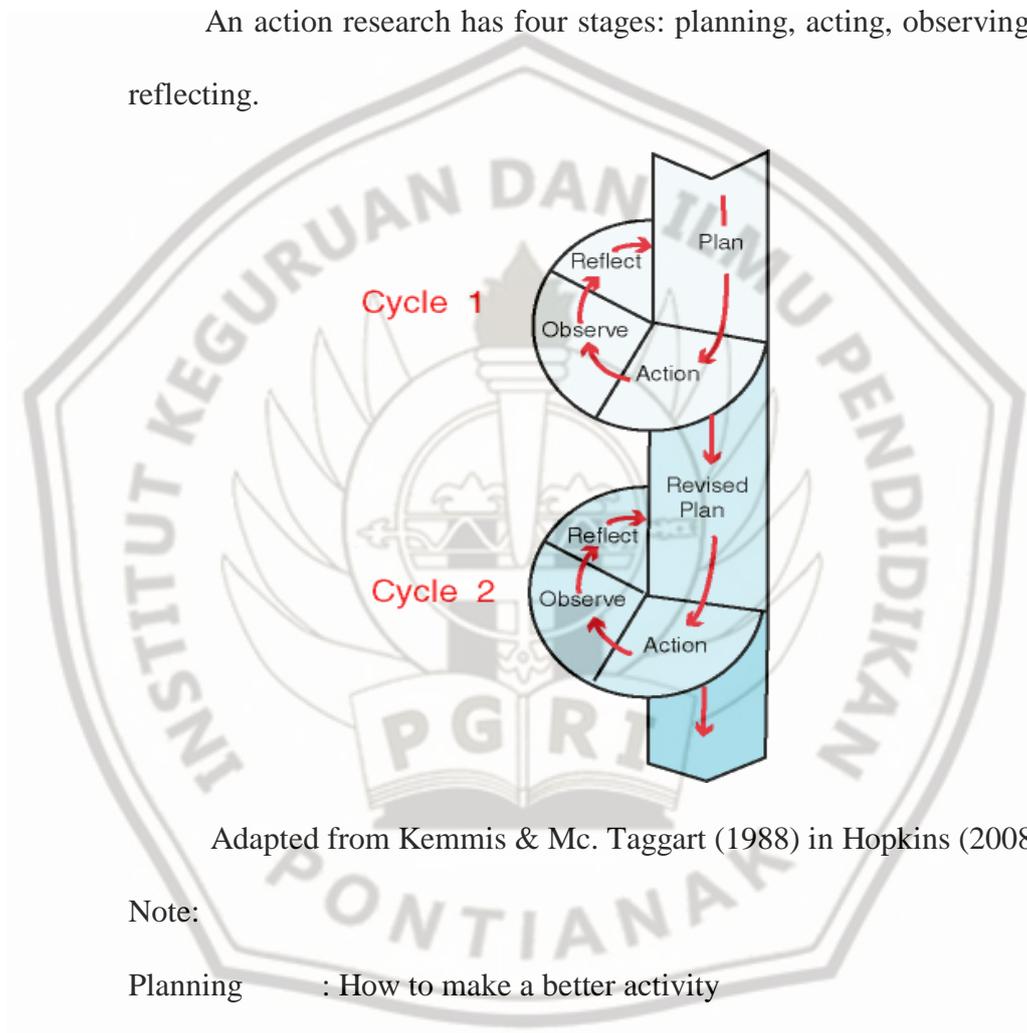
In this research the researcher applies Classroom Action research. Classroom Action Research (CAR) is a way for teacher to find what works best in their own classroom situation, thus allowing informed decisions about teaching. Burns (1999) in Leon & Cely (2010) states that action research is a process that implies the participation and collaboration of each one of the members of a given community by showing evidences which may provide different changes in a specific situation. Elliot (1991:61) defines action research as:

“Action research is the process through which teachers collaborate in evaluating jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational vales they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice.”

Based on the statement above it can conclude that Classroom Action research is one of the most innovative approaches in the educational field it is conducted not only to discover effective teaching learning methods but also to train teachersto think reflectively of their profession and performance. CAR as a for of research can also train educators to thinkand act scientifically and systematically in solving problems or to ases the effectiveness of certain education innovation

According to Mettetal (2002 & 2003), Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. Therefore, the researcher conducts a classroom action research to increase the teaching and learning process goal.

An action research has four stages: planning, acting, observing, and reflecting.



Adapted from Kemmis & Mc. Taggart (1988) in Hopkins (2008:51)

Note:

Planning : How to make a better activity

Acting : The action of plan in the real treatment

Observing : To see how the process of treatment

Reflecting : Reflect what have been done and effect it for the students' learning

Procedure of Classroom Action Research

a) *Planning*

In this stage the researcher prepares lesson plan, observation checklist, field note and topics that will be used in teaching learning process. The researcher will take three cycles in this research, and each cycle consists of two meetings.

b) *Acting*

The action here is to do the teaching and learning process, the researcher acts as a teacher and the collaborator as an observer.

The researcher will use *PAIKEM* Through Guessing Game to improve students' speaking skill in teaching learning process. Then, the collaborator will observe the process of teaching learning process that do by researcher.

c) *Observing*

In this stage, the researcher is helped by collaborator to observe the students' activity in teaching and learning process including the teachers' activity.

d) *Reflecting*

The result of observation, then, is used to do the reflection whether the action of teaching is effective or not. The researcher attempts to find the weakness of the action has been done. Then, the researcher will repair the weakness in cycle 2 and it is expected to get a better outcome of teaching.

2. Subject of the Research

The researcher chooses VIII C as a participant; it is a class which has lowest speaking ability score. Thus, the sampling technique used in this research is purposive sampling technique.

3. Technique of Collecting Data

In collecting data in this research, the researcher uses observation technique to collect quantitative data and measurement technique to collect qualitative data. The quantitative data is the achievement of 27 students as subjects of the research in improving their English speaking skill. The achievement is stated in scores, ranging from 0 to 100. The achievement of the students in their English speaking skill is collected by giving them tests.

The qualitative data of the research was taking from the information in terms of what happen when the *PAIKEM* Through Guessing Game is apply. The technique of collecting qualitative data is observation. This activity is the process of recording and collecting data, hence the collaborator is asked to observe the activities in the classroom. The collaborator does the observation during the implementation of *PAKEM* through Guessing Game . The main points which are observed in this step are students' and teacher's activities and improvements.

4. Tool of Collecting Data

The researcher uses speaking test, observation checklist and field note as the tools of collecting data in this research.

a. Observation Checklist

This tool is a list of things that an observer is going to look at when observing a class. The observer was mark the observation checklist based on the students' and teacher's activities, and the observer was give mark (√) in column "yes" if students or teacher do suitable activities with the observation checklist, then, the observer was give mark (√) in column "no" if the students or teacher do unsuitable activities with the observation checklist.

b. Audio Recording

Audio Recording is a tool to record the students' performance in speaking test. The researcher was used audio recording to record speaking in each speaking test.

c. Field Note

This tool contains the record of fact related to the implementation of *PAIKEM* Through Guessing Game during the teaching and learning activity. This tool is used as a means of recording facts which can not be put in the observation forms. Besides the information obtain from this instrument is used for both checking the accomplishment of the selected criteria and identifying the elements of *PAIKEM* Through Guessing Game which needed to be revised in the second plan.

d. Speaking Test

The researcher gave speaking test for students to get students' speaking score. The kind of speaking test is monologue. In this test,

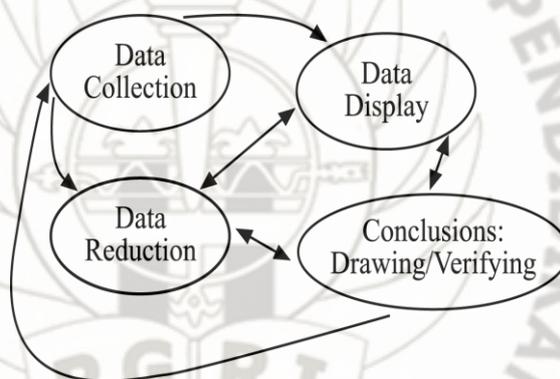
the researcher asked students to tell, explain or deliver their idea about the topics that has been given by researcher.

5. Technique of Analyzing data

There are two kinds of data analysis in this research, the quantitative and qualitative data analysis. The description of them is as follows:

a. Qualitative data

The researcher use interactive model to analyze the qualitative data that suggest by Miles and Huberman (1984) in Sugiyono (2010:91)



Adapted from Miles & Huberman (1994) in Sugiyono (2010:91)

1) Data Reduction

In this stage the researcher reduced the data. It refers to the process of selecting, focusing, simplifying, abstracting, and transforming observation checklist, and field note. Then, the data is summarized, sorted, and organized.

2) Data Display

The researcher was display the data after do reducing data. It was display in a table or a chart.

3) Drawing and Verifying Conclusions

In this activity the researcher makes a drawing/verification conclusion based on data reduction and data display.

b. Quantitative data

To analyze the quantitative data the researcher calculates the student's individual score and student's mean score in speaking test by using the following formula:

$$S = \frac{\sum s}{M} \times 100$$

Where:

S = individual score student

$\sum s$ = Sum of Student's score

M = Max score from scoring table

c. Students' average score

After getting students individual score the researcher will try to find the average score of students by using formula bellow:

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

Where:

M = The average of students score

$\sum s$ = sum of students' score

N = The number of students

Adapted from Fraenkel & Wallen, (2008)

Total Score	Representative Score in symbol	Representative score in Numbers	Qualifications
80 – 100	A	4	Excellent
70 – 79	B	3	Good
60 – 69	C	2	Average
50 – 59	D	1	Poor
< 50	E	0	Very Poor

Adapted from Heaton (1988) in Noor et all (2012)

After knowing the result of qualitative data from observation checklist, filed note, and quantitative data from students mean score in speaking test, the researcher was make the conclusion of student improvement in speaking skill.

