

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Setting of the Research

This research was conducted at SMPN 1 Mojoanyar Mojokerto. SMPN 1 Mojoanyar is located in Jabon Village, Mojoanyar District, Mojokerto Regency, East Java. SMPN 1 Mojoanyar Mojokerto is one of the state junior high school in Mojoanyar District. SMPN 1 Mojoanyar Mojoanyar has three grades namely the seventh grade, the eighth grade, and the ninth grade. Each grade consists of seven classes. The other buildings are library, teacher office, headmaster office, administration office, computer room, language room and mosque. Teaching and learning process in SMPN 1 Mojoanyar Mojokerto are done in six days from Monday up to Saturday. The place selection was based on the consideration where the teacher's of SMPN 1 Mojoanyar Mojokerto and the institution never conducted research about Reciprocal Teaching Technique.

#### B. Subject of the Research

In this research, the writer choosed SMPN 1 Mojoanyar Mojokerto as object of the study especially the seventh grade students. The seventh grade students consist of seven class groups, but the writer took one class group, VII-A. The number of the participants are 31 students. They are 17 girls and 14 boys. Their native language is Bahasa Indonesia. The average age of the participants are 13 years old. They have been taught English since the first year of school. They get English lesson which is each meeting along with two hours lesson; one hour lesson is 45 minutes.

The problems that students faced were how to start to speak, lack of vocabulary, and poor comprehension skill. In teaching and learning process, the class of VII-A students face some difficulties when their teacher deliver the materials. It seems at their reactions in learning English. Some of them are bored, sleepy and do not pay attention to their teacher explanation.

### **C. Method of the Research**

The research method used in this study is Classroom Action Research (CAR). According to Gay, Classroom Action Research is concerned with a local problem and is conducted in a local setting.<sup>1</sup> It means that researcher has to observe and identify the problem at the classroom. In addition, he stated the purpose of action research is to solve classroom through application of the scientific method.<sup>2</sup> It means that, in the study the writer also has to provide the solution and an effort about the problem that concern in teaching learning process.

In line with what is said by Wallace, Ebbutt in Hopkins states that classroom action research is about the systematic study of attempts to improve educational practice by groups of participants, by means of their own practical actions, and by means of their own reflection upon the effects of those actions.<sup>3</sup>

In this study, the classroom action research that is conducted is an attempt to improve students' speaking skills. This classroom action research is going to be carried out using reciprocal teaching. The effects of the action can be known after using reciprocal teaching technique in speaking skills. The reflection shows whether the technique of reciprocal teaching can improve the students' speaking skills or not to be higher than before.

### **D. The Writer's Role on the Study**

In the study, the writer is not only as the observer, he arranges the schedule together with the teacher. In the action, the writer also

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<sup>1</sup> L. R. Gay, *Education Research: Competencies for Analysis an Application* (Colombus: Merrill Publishing Company, 1986), p.8.

<sup>2</sup> L. R Gay, *Education Research Competencies for...*, p.8.

<sup>3</sup> Dave Ebbutt, *Educational Action Research: some general concerns and specific quibbles*. (Lewes: The Falmer Press. 1985) p.45.

makes lesson planning and the assessment or test before Classroom Action Research pre-test and after post-test in each final cycle. On the other side as the teacher, he carries out the action based upon the lesson planning has been arranged. Furthermore, the writer also collects and analyzes data then reports the result of the study.

### **E. Procedures of the Research**

The writer uses a classroom action research designed by Kurt Lewin model. The cycle contains four phases. They are planning, acting, observing, and reflecting. After the writer and the students accomplish cycle 1 and then there might be found a new problem. They have to continue the next cycle with the same phase of the first cycle. Here are the descriptions in every phase:

#### **1. Planning Phase**

In this phase, after the writer observe the class and the writer interviews the teacher. Then, the writer identifies and diagnoses students' speaking problem occurred in the class. At the time, the writer analyses the data that have been identified through observation, interview and makes conclusion. After that, the writer arrange the plan to conduct the classroom in turn. Next, the writer makes lesson plan to applying in VII-A grade class at SMPN 1 Mojoanyar Mojokerto. The lesson planning also describes teaching procedures, media and resources in every cycle.

#### **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 in the semester or annual program designed by the teacher.<sup>4</sup> Related to the condition of limited teaching learning period, the writer take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action.

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<sup>4</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, , (Jakarta: Bumi Aksara, 2009), p.21-23.

### 3. Observing Phase

In this research, the writer used observation guidance which consists of indicator that is designed according to the focus of research. Besides that, the writer also used some tools such camera or video recorder to analyze the data. This observation focused on students' activity in class such take a note what can be seen, heard, and observed during the learning process. The data being taken were quantitative and qualitative data. The quantitative data covered the students' progress 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 reciprocal teaching technique is good to imply in teaching and learning process at VII-A grade students of SMPN 1 Mojoanyar Mojokerto or not. If the first plan is unsuccessful, proven by students' achievements, the writer will make the next plan to solve students' problems and to get a better score in order to achieve at least 75% students who passed KKM 75 (Seventy Five).

## **F. Technique of Collecting Data**

There are two types of collecting data: qualitative and quantitative data. The researcher presents the act of collecting data as follows:

### 1. Interview

The writer interview the teacher before applying classroom action research. It is to know general description about process of learning speaking skills, to know the students difficulties in speaking skill, to know the situation in speaking activity, the method or any strategies usually implemented by the teacher in teaching speaking.

### 2. Test

In this research, the writer made pre-test and post-test in each cycle. Pre- test is used to know the students' ability in

learning English especially in speaking lesson. While post-test, is used to measure how far do their improvement after applying the strategy in speaking lesson. Pre and post-test are to knowing the differences between the students ability before and after the teacher used the strategy.

### 3. Observation

Observation is written note about what is seen, heard, and experienced in collecting data and reflection toward qualitative data. Observation is used to get the certain target which is observed. In this case, the writer uses the unstructured or opened observation directly in the classroom and gets the description about students' activity and participation in learning process. The process is when the implementation of classroom action research, speaking activity, and students participation in applying reciprocal teaching technique.

## G. Technique of Data Analysis

The writer conducted the classroom action research of teaching speaking using Reciprocal Teaching Technique at seventh grade students of SMPN 1 Mojoanyar Mojokerto. In analyzing data, the writer used mixing qualitative and quantitative approach. According to Johnson and Christensen, qualitative research relies primarily on the collection of qualitative data (i.e., non-numeric data such as words and pictures).<sup>5</sup> While Lodico stated that quantitative approaches summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students' score of speaking skill in each cycle.<sup>6</sup>

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<sup>5</sup> Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*, 2007.

<sup>6</sup> Marguerite G Lodico, *Methods in Educational Research* (US: Jossey-s. 2006) p.6.

To analyze the statistical data, the writer puts on the average of students speaking score per action in one cycle, it uses the formula as follow:<sup>7</sup>

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

Where,

M = Mean of students score

$\sum$  = The sum of students score

N = The total number of students

The writer tries to get the class percentages that pass the KKM considering English subject score is 75 (seventy five) in each cycle. In addition, the writer identifies whether or not there might have students' improvement on speaking from pre-test 1, post-test 1 and post-test 2. The formula used to know the class percentage as follow:

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

Where,

P = The class percentage

F = Frequency are being found

N = Number of students

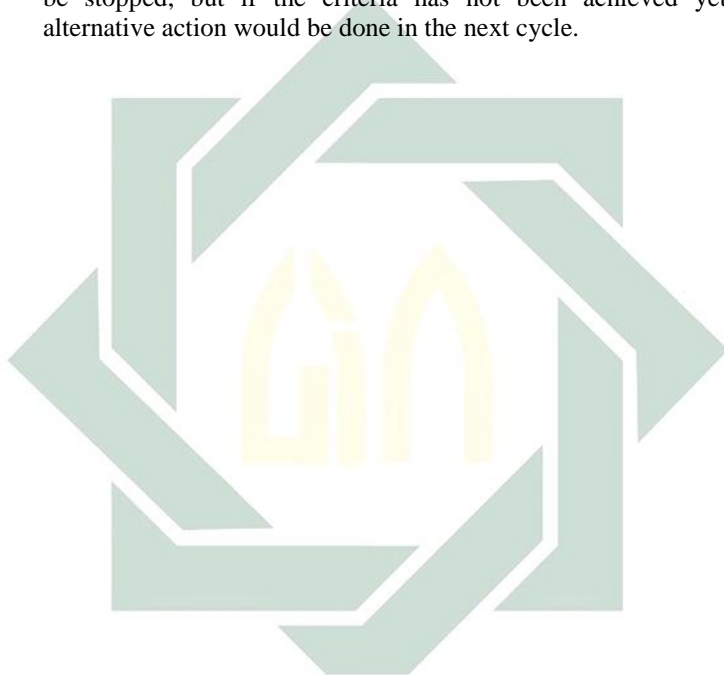
#### H. The Criteria of the Action Success

Classroom action research is able to be called successful if it can exceed the criteria that has been determined, and fail if it cannot exceed the criteria that has been determined. In this study, the research will succeed when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two or they could pass the target score of the

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<sup>7</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada) p.82 & p.43.

minimal mastery level (KKM).<sup>8</sup> The KKM must fulfill considering speaking subject is 75 (seventy five) which is adapted from the school agreement if the criteria of the action is success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criteria has not been achieved yet, the alternative action would be done in the next cycle.



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<sup>8</sup> Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006) p.108.