

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discussed about the research design, the subject of the research, data and source of data, technique of data collection, research instrument, data analysis technique, and concluding data.

#### **A. Research Design**

This study was classroom action research (CAR). Classroom action research is reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. Classroom action research are provided for teachers who want to understand about teaching and learning, develop teaching skills and knowledge, and take an action to improve students' learning. In the classroom action research, researcher enters the classroom, watches, and records what happen there, and reports his or her finding.

Classroom action research is part of action research in which this is a strategy of research that passes the control of practice over the individual teacher in a specific setting. The conventional view of this strategy is that practioner may follow a certain action-reflection procedure that will allow them to improve unsatisfactory situation. This procedure is one of identification of a problem, and subsequent resolution of the problem through a process of observation-solution-

action-reflection-modification.<sup>1</sup> As stated by Penny, according to one convention, action research is meant primarily to improve the teacher-researcher's own teaching. It based on a cycle of investigation, action, and re-investigation, and is usually done by two or more collaborating teachers.<sup>2</sup>

The design of classroom action research used in this study was a cyclical process adapted from spiral model of Lewin which consists of four steps: planning, acting, observing and reflecting.

Actually the first step that would be conducted by the researcher was preliminary study toward the teaching of English of second grade of language class program at Islamic Senior High School Lamongan. It was done to find and identify the class problem. The finding of the preliminary study then analyzed. Then, the plan was made by the researcher based on the findings in the preliminary study.

In the planning step, the researcher design a lesson plan for teaching English, especially for speaking skill (appendix I). It consists of formulated objective, selected and organized materials. The researcher also prepared media and observation checklist. In the planning step, the researcher implemented the plan that had been formulated in the planning stage. In the observing step, the research record the students' conversation and observed the classroom activities

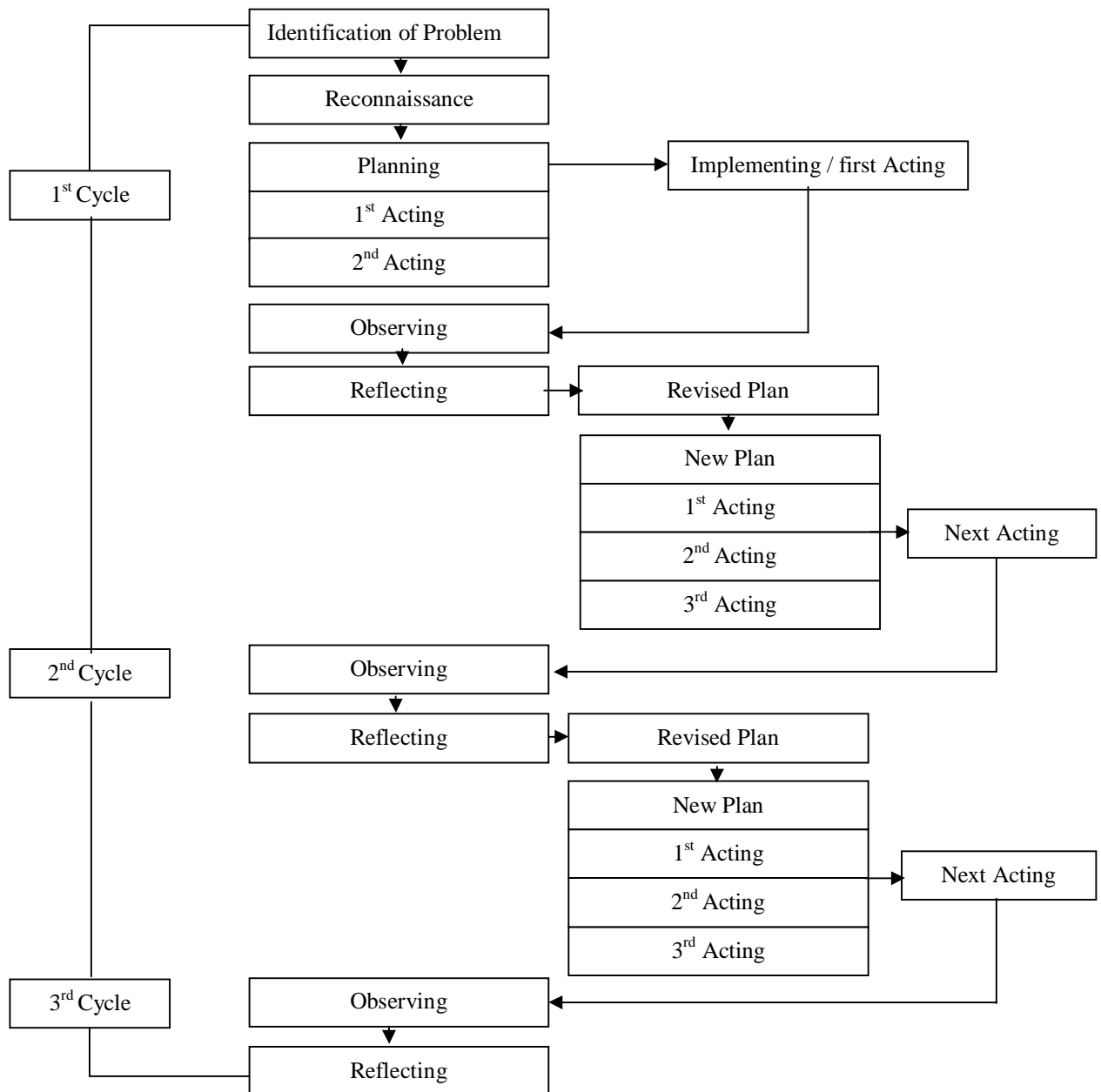
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<sup>1</sup> Jean McNiff, *teaching as learning: an action research approach*, (New York: Mackays of Chatham PLC, 1993), p.14

<sup>2</sup> Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.328

then explained the activities that had been done during the observation stages for further planning, acting and soon , for the next cycle. Then in the next cycle, the researcher made some revisions on the teaching strategy. And this kind of activities would be repeated for several times until expected result was obtained.

The detailed model of classroom action research was illustrated as follows:



## **B. The Subject of the Research**

This study would be conducted at Islamic Senior High School Lamongan, which was located on Jalan Veteran 43 Lamongan. The subject of the study were the second grade of the language class program (XI BAHASA I), in academic year 2008-2009. This class was chosen as the subject of the study since it had the problems in speaking. There were 38 students in the class and all of students got same treatment in the teaching and learning process. The researcher just focused on 20 students. Because it helps to control them well.

The research here chose this class because the students of this class were really rare to practice speaking. They were very afraid to make a mistake when they were taking speaking. Moreover they were very shy to practice it. Though their teacher had stimulated them to speak when the process of learning and teaching was taking place in the class but they were still afraid and shy to speak. It was because there was not support from their environment, especially from their classmate. Sometimes, their friend mocked her or him when they spoke English. In fact, they had big motivation for studying English. They really want to have capability in English either written or oral.

## **C. Data and Source of Data**

Data obtained in this study were in the form of observation checklist, and student's conversation records (transcription). These two kinds of data were the answer of how the process of implementation of role play in the context of

teaching and learning English, the students' response and active involvement, and the students' difficulties during the class.

The data would be presented in the descriptive manner and transcription. The descriptive was used to explain the result of the observation checklist (teaching and learning process used role play), while transcription was used to describe the students' conversation record. These two kinds of data were used by the researcher to explain about how the implementation of role lay and the condition of students when they conducted it. It was also used to observe what were the difficulties faced by the students.

#### **D. Technique of Data Collection**

The data would be collected by observing the students' active involvement and respond toward the process of learning and teaching used role play. The observation would be done directly every meeting in the class.

Recording was also used to record the students' conversation. The recording would be conducted by using tape recorder, and then the record of students' conversation would be transcribed and described. Moreover the research would take a note on what was going on in the teaching and learning process. It prepared to note down some aspects of the teaching and learning which were not covered in the observation checklist.

### **E. Research Instrument**

Research instrument means to collect the data. The instruments which were required in the research were observation checklist, field note, and tape recorder.

The observation checklists were used to observe the student's activities during the learning and teaching process in every meeting. Field notes were prepared to note down some aspects of the teaching and learning which are not covered in the observation checklist. Meanwhile tape recorder is used to record the student's conversation.

### **F. Data Analysis Technique**

The data obtained were analyzed by descriptive manner. The researcher describe the data to give any information in which role play had been used as means of teaching English, especially for speaking skill.

There were three kinds of data gathered in the study. The first data were those concerned with the result of the teaching and learning process. The second data were those concerned with the result of students' conversation record. The last data were those concerned with reflection for action.

In the process of analyzing the result of students' response and active involvement during in the class and the teaching process, the researcher shown in the percentage. For example, if the students got 75% - 90%, it means that their response and active involvement was good.

In the process of analyzing the result of students' conversation, the researcher showed about how the students' speaking ability in the conversation (the students' condition when they were taking the action). Moreover it included the students' speaking difficulties. The last was the analyzing of action reflection. If the last finding shown the result that had considered enough to give a treatment to the students, the action would be stop.

### **G. Concluding Data**

The data conclusion was divided into two parts: firstly, data conclusion of each cycle and the final conclusion. In conclusion of each cycle, it was determined whether or not the following action cycle was needed. In this case, an action was considered completed when the implementation was in accordance with the planned action. Secondly, the researcher reflected all information concerning with the theory used, and the opinion was on the theory related to the study. The researcher then discussed all information concerning the study to get the research findings finally the researcher conclude the research findings to answer the research question.