

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology applied in the research. It is an overview of the purposes of the research and research questions, research design, research site and participant, data collection techniques and data analysis.

3.1 Purposes of the Research and Research Questions

The purposes of the research were to find out the improvement of students' speaking skill through the use audio visual aid in the class and to identify students' response of the use of audio visual aid in teaching speaking. Therefore, the research was conducted to answer these two questions, "How can audio visual aids help the students to improve their speaking skill?" and "What is the students' response to the use of audio visual aids in teaching speaking?"

3.2 Research Design

The method used in the research was Classroom Action Research (CAR). The choice of CAR was related to the purpose of the research. It nearly always arises from some specific problems or issues arising out of professional practice. It is therefore very problem-focused in its approach and very practical in its intended outcomes (Wallace: 2000). It is appropriate method used to solve the problem in this class because "Action research is practical" (McNiff and Whitehead, 2005:2 cited in Emilia, 2010:105).

The research conducted cooperatively with a female English teacher and a researcher's partner to improve the quality of teaching learning process in the class by implementing useful practical knowledge (See appendix C, for the profile). They participated in the observation process as observers in the class. They helped the researcher to acquire the data by commenting on the activities and procedures involved the use of audio visual aid in the class and giving reflection as the betterment in the next cycle. It also involved one class of 43 eleventh grade students at one of senior high school in Bandung who acted as learners. Emilia (2010:101) suggested that in classroom action research, everyone should have a status to give a contribution and something to share. The researcher herself acted out as the observer and the teacher in the class.

The research was conducted in three cycles which consisted of two meetings with ninety minutes duration for each meeting. The research stopped when some progress in students' behavior especially in their speaking skill was appeared and also the 70% of students' speaking score achieved the minimum completion score (KKM). The minimum completion score (*Kriteria Ketuntasan Minimum*) of the second grade in this school is 65. It was also expected that the mean of their score achieved the minimum completion score.

3.3 Research Site and Participant

The research was conducted at one of senior high schools in Bandung. This school is in fourth cluster. It was chosen as the site of the research because of the easily access in this school and it has facilities that can support teaching and

learning process in using audio visual aid. Therefore, it seems appropriate to enhance and facilitate language learning in the given context to teach speaking.

One class of the eleventh grade majoring science in this senior high school was chosen as the participants in the research because they seem to have less motivation and engagement in learning speaking. They are never facilitated to have a chance in English oral practice so their speaking skill is still in low grade. It was apparent from the observation before conducting the research. XI IPA 4 was chosen by discussing with the English teacher in this school. This class consisted of 43 students. 25 students were male and 18 students were female.

3.4 Data Collection Techniques

The research obtained the data using four data collection techniques; observation, test, questionnaire, and interview. In order to determine the validity of the instruments used, the researcher asked the supervisor to check whether the statements of the questionnaire, questions items of the interview and those of the test were really designed in accordance to the research questions of the research. Each of data collection will be discussed below.

1. Observation

Observation involved some forms of observation of learning process. The first is observation which was conducted before the cycle to reveal the real condition in the class and problems faced by the students in learning speaking. Then observation during the cycle, it was used to establish objective data concerning what happens in the classroom. For observing the teacher, it used

observation sheet which was adapted from Brown's (2001). It was chosen because it is suitable to enclose the whole observation aspects in the research. It concerns to the improvement of teaching and learning in classroom. In CAR perspective, as stated by Wallace (2000:105) "Our aim is not concerned with assessment, nor (in the first place) with generalisable findings, but with exploring through observation aspects of what goes on in our classrooms for the benefit of our development". For the students, it used table of students' activities in learning process. It concerns to their engagement during the learning process.

2. Test

Spoken tests were administered to measure the improvement of the students' speaking skill including fluency, pronunciation, grammar, vocabulary and comprehension. The assessment of speaking performance needed to be tested to investigate the validity and reliability. It should be tried out before the teaching learning process (Fraenkel and Miller: 2007). According to Richards (2003:216), the assessment becomes valid when the test assesses what it claims to assess and what has been taught.

. Face and content validity were used in the research to find out the validity of the assessment. Actual speaking sample and the relevantly to the students' speaking needs becomes the basic of the assessment that indicate the face validity. Then, to check the content validity, the task should be appropriate with the students' level of proficiency which is assessed by an objective comparison in the test with content-based in curriculum. For the reliability, it can

be done by choosing the topic and genre, giving clear instruction and ensuring the assessment is familiar for the students (Richard, 2003).

The scoring system employed to assess the students' speaking skill is adapted from The Student Oral Language Observation Matrix (The English Language Learner Knowledgebase, 2004 in Linse, Caroline T.: 2005). It can help pinpoint the student's strengths and weakness even though the conversation isn't long enough. The format of scoring system can be seen below:

Table 3.1
The Scoring System

	1	2	3	4	5
A.Comprehension	Cannot be said to understand even simple conversation	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understand most of what is said at slower-than-normal speed with repetitions.	Understand nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B.Fluecny	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
c. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary, comprehension quite difficult.	Student frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary	Student occasionally uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms approximate that of a native speaker.

d. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional in appropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
e. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning	Grammar and word order approximate that a native speaker

Pretest was administered before the teaching learning process. Pretest was aimed to determine students' trouble in speaking. It was also to find out the students' initial ability in speaking skill. In pretest, topic was about their opinion of homework. A posttest was administered in the end of each cycle. The purpose was to find out the improvements of students' speaking skill. It used role play techniques to assess them so they did the test in pairs. The motions given in posttest were different in each cycle which depended on the topic explored in the class. It was more essential to assess students' improvement in speaking with different motions which has the same standard of difficulty (see appendix A, for detail of the topic in role play).

In the research there were two persons, who helped the researcher in assessing the students' speaking performance (see appendix C, for the assessors' profile). It was for avoiding the subjectivity of the researcher to gain the data.

3. Questionnaire

The questionnaire used to gain the data about students' response to the use of audio visual aids in teaching speaking. It used closed questionnaire which consists of a group of statements that should be completed (see appendix B, for more detailed of the statements). The advantage of closed questionnaire is that the students can fill it easier and quicker. The responses are also quicker and more reliable to be scored (Wallace, 2000:135). There are four responses category: strongly agree, agree, disagree and strongly disagree. This format is based on Likert scale.

Table 3.2
The Scoring System of the Questionnaire

Category of Response	Strongly Agree (SA)	Agree (A)	Disagree (DA)	Strongly Disagree (DA)
Score	4	3	2	1

The framework of the students' Questionnaire consists of twelve positive statements:

Table 3.3
Framework of the Students' Questionnaire

No	Categories	Item Number	Total
1	Response to the use of audio visual aid in teaching speaking	1, 2	2
2	Response to the importance of learning English using audio visual aid in the class.	3, 4, 5	3
3	Response to the lesson content given in	6, 7, 8	3

	learning using the audio visual aid.		
4	Response to the role of the teacher in teaching and learning English using audio visual aid.	9, 10, 11, 12	4
Total			12

4. Interview

The interviews are undertaken for collecting data to get deep detailed information and to validate the data from questionnaire about students' response toward the use of audio visual aid in teaching speaking. It was used to follow up on selected questionnaire so that ideas could be explored more thoroughly. It was conducted in *Bahasa Indonesia* to make sure that it is getting valid data. It was audio taped and transcribed. The interview can be seen in Appendix B.

3.5 Procedure of the Research

The research was conducted in three cycles. It went along the regular schedule of the school. It was started from 21st October to 25th November 2010 (see appendix A).

As previously mentioned in chapter two (section 2.3), There are four different phases in each cycle, namely: planning, acting, observing, and reflecting. Here is the summary description of those phases.

a. Planning

Before conducting the research, researcher looked for detailed information from the teacher and the class. Then, preparing the administration letter and

arranged the concept of the cycles and the lesson plan. Lesson plan in the class was made based on genre-based pedagogy. The teaching cycle of the genre-based approach used in this lesson plan is Rothery's model (See Appendix A, for detailed of the lesson plan). It is better for Indonesian context because teacher must assist the Indonesian students who learn English as foreign language to build their knowledge and give them modeling first before they practice the language (Emilia, 2010:59). All four stages give plenty opportunities for students to speak, to read and to listen in both languages, often crossing from one language into the other (Gracia, 2009:363 cited in Emilia, 2010:60). They are (1) building knowledge of the field which led the students to activate their background knowledge, (2) modeling which guides the students to acquire and understand the knowledge and become aware of the social function, schematic structure, and language features of a particular genre, (3) Joint construction which facilitates the students to construct the text within group, (4) joint construction which ask the students to apply the knowledge individually. The researcher decided to conduct all three stages in two meetings.

Researcher and the English teacher decided the material and topics of English for senior high school in grade eleventh as suggested in KTSP (Kurikulum Tingkat Satuan Pendidikan/ School-Based Curriculum). We focused on the teaching of the analytical exposition text which dealt with standard competence (see the standard competence of English released by Depdiknas, 2007). Then, the schedule was agreed for the lesson to be taught and observed.

b. Acting

In this phase, the researcher implemented the planned of the research on the lesson plan.

c. Observing

During the observation, Observer filled checklist observation sheet which cover each stage of lesson, classroom interaction and any technical issues (see Appendix B, for the lesson observation sheet).

d. Evaluation

After the classroom observation, observer and researcher met to discuss the lessons. It became the basis of action for improvement in the next cycle.

3.6 Data Analysis

3.6.1 Analysis of Data from observation

To analyze data from observation, researcher categorize the data in some categories related to the use of audio visual aid in helping students improve their speaking skill during the teaching learning process in the class and their response toward the use of audio visual aid in teaching speaking. Then the data were interpreted to answer research question.

3.6.2 Analysis of Data from Test

In comparing the students' speaking performance in each cycle, it used scoring technique that employed scoring system from the student oral language observation matrix (The English Language Learner Knowledgebase, 2004 in Linse, Caroline T.:

2005) to make the assessor easier to give the score for each aspect of speaking in very specific range and criterion. Then the result of the test was analyzed by using descriptive statistics because the data cannot be used for generalizing results beyond the context and research participants. Descriptive statistic fit in well with the local and specific characteristic of action research (Dornyei, 2007 cited in Burns, 2010:121). It used measures of central tendency that reduce the numbers to find the mean of the numerical values for comparing students' speaking performance in each cycle. Further discussion on the analysis of data from speaking test is provided in chapter IV.

3.6.3 Analysis of Data from Questionnaire

The percentage of each response calculated based on the frequency by using this formula:

$$P = \frac{f_o}{n} \times 100 \%$$

(Riduwan, 2009)

Where: p = percentage

f_o = frequency of answers

n = total respondents

Finally, the scores were interpreted on the basis of the following rule

Table 3.4

Percentage Classification

No	Score	Category
1	0%	None
2	1% - 25%	A few of

3	26% - 49%	Nearly half of
4	50%	Half of
5	51% - 75%	Best part of
6	76% - 99%	Nearly all of
7	100%	All of

(Moch. Ali: 184):

3.6.4 Analysis of Data from Interview

In analyzing data from interview, the researcher transcribed the data from interview into the written text. Then categorizing the data of the interview related to the students' improvement in speaking skill and their responses toward the use of audio visual aid in teaching speaking. Next step was reducing inappropriate data to make it easier in interpreting the data for answering the research questions.