

CHAPTER III

METHODOLOGY

This chapter describes the method of the research in order to find out the answer of the questions previously stated in chapter I. The chapter includes research design, data collection and data analysis.

3.1 Research Design

This research is a Classroom Action Research. The aim of Classroom Action Research is to improve the educational context in which the research is being carried out by using new technique.

Classroom Action Research is always relates to Kurt Lewin who is generally credited as a person who created the term Action Research and it developed by other experts, in addition Kemmis and McTaggart (1988). The use of Action Research is to deepen and develop classroom practice. There is an insistence that Action Research must be collaborative and entail groupwork. According to McTaggart (1996), Action Research is not a method or a procedure for research but a series of commitments to observe and problematize through practice a series of principles for conducting social enquiry.

Classroom Action Research tends to be directly linked to achieving result in the classroom setting. The researcher changes one thing and observes the effects of the change. These should lead to improvements in practice. Classroom Action Research is combination between action and research. Action is a conscious activity to certain aim in order to solve the problem or improve the

teaching learning process. Research is an observing activity through scientific method by collecting and analyzing the important data to solve the problem. So that Classroom Action Research is an appropriate method to cover the research. The research is based on the real classroom problem, the researcher collaborative with the partner, and use new technique to solve the problem. If the method can solve the problem, other teachers can use the same method in their class with the same problem.

Action research consists of cycle. Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps: plan, act, observe, and reflect.

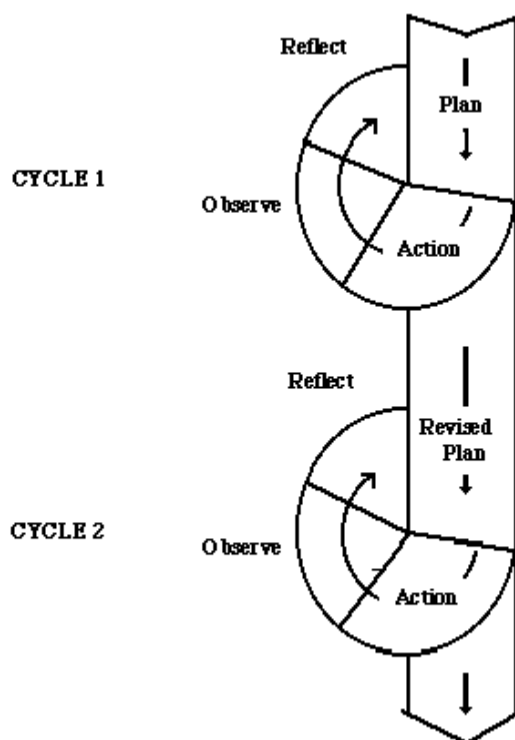


Figure 3.1 Simple Action Research Model
from MacIsaac, 1995 as cited in O'Brien (1998)

The cycle starts from the planning where the researcher has to decide and prepare the material and media for teaching learning process. After completing the preparation, the next stage is the implementation of the plan. In the acting stage, the students study in small group. The students will learn how to share knowledge, appreciate different opinion, make the right decision in accomplishing the task, practice, and many more. While the researcher teaching, the observers monitor the teaching learning process, the interaction and group discussion by using the observation sheets and field notes. And the last stage in each cycle is reflection. The reflection will be conducted after the action and observation finished. In this stage the researcher and observers discuss the aspect that relates to the research, for example the advantages and the disadvantages. The result of reflection can be used to rearrange the second cycle and might be third cycle. Since Classroom Action Research is a collaborative work, the researcher and teacher discuss and decide together all aspects in planning, acting, observing, and reflecting.

3.2 Data Collection

The research was conducted during the regular schedule of the class. It was conducted every Tuesday and Friday from February 19, 2010 to March 26, 2010. Table 3.1 shows the schedule of the research.

No	Plan Activity	Week					
		1	2	3	4	5	6
1	Arranging research instrument	X					
	Arranging schedule and material		X				
	Preparing for class and media		X				
2	Implementing action for cycle I			X	X		

				X	X		
	Implementing action for cycle II					X	X
						X	X

Schedule of the research
Table 3.1

The researcher acted as a teacher for the research, two classroom English teachers acted as observers and two other observers. The data for the research was collected during the implementation of action. The data collection was divided into three categories; those are research subject, research instrument, and research procedure.

3.2.1 Research Subject

The subject of this Classroom Action Research was students of VII- B SMPN 15 Bandung. The class was managed in order to observe the implementation of small group interaction in teaching speaking ability. There was no population, which means this study was conducted based on a real class. So the research took in one class with the real situation rather than in contrive situation and there were about 44 students.

3.2.2 Research Instruments

The instruments used to support the research by collecting the data from teacher, students, and teaching learning process. The partners or observers helped the researcher in collecting the data. There are four instruments in this Classroom Action Research. They are observation sheet, interview, and test.

3.2.2.1 Observation sheet

The observers observed the teaching and learning process when the researcher conducted the research. All comments were given during the observation and some of the comments to be developed into reflection. There was students' observation sheet that was made by the researcher. And the function of students' observation sheet is to monitor students' activity in small group. Since cooperative learning focus on students interaction in group, the researcher and observers monitored students' activity in accomplishing the task; how they discussed the task, the way they gave and accepted the opinion, how they appreciate each other, and many more. The researcher and observers also give comment while students practice the task, their performance, and also monitor how often they use English during the learning process.

The field notes were conducted during the teaching learning activity by observers. The observers wrote down all things that happened in that meeting. The function of field notes is to remind all the activity that could be forgetting. Field notes also can show the advantages and disadvantages from using new technique.

3.2.2.2 Interview

The interview was conducted after doing the research to some students as the representatives. There were some questions that can cover the answer of previous questions in chapter I.

3.2.2.3 Test

Spoken test was used by the researcher to measure students' improvement using small group. The test was individual performance. The test conducted

before the cycle and during the research; each cycle by using Role Playing technique.

3.2.3 Research Procedure

In this part, the researcher explained the steps in collecting the data. The result of observation showed that the students have problem in speaking. Then it was planned to conduct a Classroom Action Research to solve the problem. There were four observers during the research. The observers were expected to analyze the teaching and learning process from the first cycle to the next cycle.

The research consisted of two cycles. Each cycle consists of four stages, which are plan, act, observe, and reflect. Since Classroom Action Research focus on the process in order to reach the target, the researcher conducted four actions in every cycle.

3.2.3.1 Cycle I

1) Plan

The first stage is the preparation. In this stage, the researcher decided the teaching technique, the material, and the media. After finding the speaking problems, the researcher has decided to use small group and role playing as the test at the end of the cycle. The researcher also decided that each cycle consist of four actions in order to observe students' dynamic from action to action and from cycle to cycle.

First of all, the researcher arranged the research schedule from February to March 2010. Second, the researcher arranged at least three lesson plans as a guide

the instructional process and keeps it on the track, the media and also the task to support the teaching and learning activities. The lesson plans related to the School-Based Curriculum for class VII second semester. Then, the researcher prepared the research instruments, such as students' observation sheet and field notes. The researcher also discussed the plan with the partners or observers. There would be four actions in each cycle to observe the teaching learning progress. In the first cycle, the students learned and acted a dialogue about describing people. The students worked in group of four during the research.

2) Act

Act is the implementation of the plan. The researcher performed as a teacher accompanied by the English teachers. There were four observers during the actions. At the beginning of the teaching and learning process, the researcher greeted them and gave them motivations, but then the researcher forgot to check the students' attendance list only in the first action. In the next actions the researcher did the pre activity smoothly. In order to get students' attention, the researcher asked their news that day and asked their readiness to start and follow the lesson. In the first action, the researcher asked them to make group of four then asked them to write down the reason why they wanted to work together. After that, the researcher explained the rule and the purpose about work in small group. Then, the researcher gave the students explanations about the related topic, taught them the pronunciation, asked them some questions, asked them for doing some tasks together, discussed the task together, asked them to speak English in discussing, let them open English book or dictionary and gave reward for the good

students and group. English is the last lesson on Tuesday in VII B, so that the researcher asked some students to come forward as a model related to the topic in terms of keeping their enthusiasm and curiosity in learning English.

In the second and the third action, the researcher used the same technique but different task activity. And in the last action, the researcher directed the students to be more focus on the speaking activity. The students were given the opportunity to discuss to make their own dialogue based on the picture given, then practice the dialogue in their group, and then perform their dialogue in front of the class.

3) Observe

The observers collected the data during the actions by filling the students' interaction sheet which is adapted from MGMP 2006 and field notes that cover general activity. The observers sat down at the back and watched the activity and gave their valuation about the teaching and learning process, especially when the students worked in group. The researcher sometimes took pictures when the students were discussing the task.

4) Reflection

This stage was conducted by the researcher and the observers to analyze the action results collected by the observers. In this session the researcher and the observers discussed the implementation of small group and role playing in the first cycle. The reflection results were used as the source for the next cycle.

3.2.3.2 Cycle II

1) Plan

The researcher made a new plan for the second cycle based on the reflection results. There were some points that must be reformed, such as the teaching activity, and the tasks. The researcher used the same technique that was small group and role playing at the end of the cycle. In the second cycle the researcher prepared some new lesson plans, and also new tasks and media. Based on the reflection, the researcher decided to use simple dialogue for their performance and the dialogue that cover the entire member, so that each group can perform together. The researcher decided to use the same research instruments.

2) Act

According to the plan of cycle II, the researcher used the same technique as similar as in cycle I. In the first and second actions the researcher used the similar activity. The activity started from greeting, checking students' attendance list and asking their news that day. Then continued by asking some questions related to the topic, explained the topic, taught the pronunciation, gave some exercises, and discussed the answer together. The researcher gave them opportunity to discuss in their own group, where they could share their knowledge each other, they also could open book and dictionary to get the information. The researcher always reminds them to use English during the discussion. The researcher gave different activity in the third action. In the third action, the students discussed the task by listening some dialogues and they had to fill the

incomplete sentences together, then the researcher asked them to read aloud the complete dialogue, and taught the pronunciation. Similar to the first cycle, in the last action the activity focused on the speaking performance. The students were given enough time to practice in their group. During the actions, the observers monitored the students' activity in the group and the activity generally.

3) Observe

The observers monitored the activity that happened during the actions. The observers monitored students' interaction in the group, and also monitored the teaching learning process by filing the students' observation sheet and field notes.

4) Reflection

In this session, the students' observation sheet and field notes were analyzed.

From the reflection result, the researcher and the observers decided to stop the cycle because the students' interaction reached more than 65%. It means that more than 29 students completed four indicators on their small group interaction, the students showed the improvement in the test, and the observers felt satisfied with the teaching learning process.

3.3 Data Analysis

Data analysis has an important part in every cycle because it can be the source of reflection and discussion for planning the next cycle. The result of the data can answer the research questions; whether the use of small group interaction can improve students' speaking ability or not, to find out the students dynamic from cycle to cycle, and to find out the advantages and disadvantages of using

small group interaction in teaching speaking ability. The data collected were analyzed in two ways. They are triangulation, and scoring technique.

3.3.1 Triangulation

In term of avoiding the subjectivity in analyzing the data, the researcher needs to see the data from different perception or points of view, so triangulation is needed. In triangulation the researcher compared the data from three points of view. They are researcher as the teacher, the students, and partners or observers. The result of observation sheet and the interview were analyzed from different points of view.

3.3.2 Scoring Technique

Scoring technique is used for comparing students' score between students' score in the first cycle and second cycle. By using the scoring technique the researcher can see the improvement of students' speaking ability. Table 3.2 shows the form of students' speaking criteria.

Table 3.2 Form of Students' Speaking Criteria

Nama	Pronunciation	Fluency	Vocabulary	Grammar	Intelligibility	Repair Skills	Task Completion

Information of Criteria:

Pronunciation:

1 : Errors in pronunciation are frequent, but can be understood.

- 2 : Accent is intelligible though often quite faulty.
- 3 : Errors never interfere with understanding and rarely disturb. Accent may be obviously first language.
- 4 : Errors in pronunciation are quite rare.
- 5 : Equivalent to and fully accepted.

Fluency:

- 1 : Speaks hesitatingly in short, interrupted bursts.
- 2 : Speaks slowly with frequent pauses.
- 3 : Speaks at a comfortable speed with quite a lot of pauses and hesitations.
- 4 : Speaks at a comfortable speed with only an occasional pause or upset.
- 5 : Speaks quickly with few hesitations.

Vocabulary:

- 1 : Inadequate to express anything.
- 2 : Sufficient to express with some circumlocutions.
- 3 : Vocabulary is broad enough, and rarely has to grope for a word.
- 4 : Use a high degree of precision of vocabulary.
- 5 : Fully accepted in all its feature, including breadth of vocabulary and idioms, colloquial, and pertinent cultural references.

Grammar:

- 1 : Errors in grammar are frequent.
- 2 : Quite accurately but does not have confident control of the grammar.
- 3 : Control of grammar is good. Speak with sufficient structural accuracy.
- 4 : Able to use the language accurately on all levels. Errors in grammar are quite rare.
- 5 : Equivalent to that of an educated native speaker.

Intelligibility:

- 1 : Deliver very basic ideas, using individual words rather than phrases.
- 2 : Deliver basic ideas in fairly stilted way.
- 3 : Deliver ideas moderately clearly.
- 4 : Deliver ideas fairly fluently, showing the ability to communicate the ideas without too much trouble.
- 5 : Deliver the ideas fluently. There is little difficulty in communicating ideas.

Repair Skills :

- 1 : Do not realize the mistakes.
- 2 : Realize the mistakes and repair discontinuously in long time with restrictiveness of words.
- 3 : Repair the mistakes discontinuously in long time with many words.
- 4 : Repair the mistakes fairly confident with good words and hesitations.
- 5 : Repair the mistakes quickly and confidently with good words

Task Completion:

- 1 : Answer in minimum requirement and the arrangement totally obscured.
- 2 : Answer in minimum requirement, and the arrangement is reasonable.
- 3 : Adequate answer, although more mistakes.
- 4 : The answer is understandable even there are some mistakes.
- 5 : The arrangement of the answer is very well.