

CHAPTER III

METHODOLOGY

3.1 Research Design

The method used in this research is Classroom Action Research (CAR). This study was taken to obtain detail information by doing some actions which were deal with the problems occurred. Action research is any systematic inquiry conducted by teacher researcher to gather information with the goal improving students' outcome (Mills, 2003). This study also attempted to describe the events or the real conditions that happened in SMK Negeri 1 Bandung.

Action research is usually a collaborative activity - involving input from people who are likely to be affected by the research. According to Burns (1995: 293), action research is the application of fact finding into problem solving to improve the quality of action within it, which involve the collaboration of researcher, practitioners and laymen. Action research is a process by which change and understanding can be pursued at the one time; usually described as cyclic. Kemmis and McTaggart (1988) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action. The steps will be explained below.

1. Planning

The teacher and the researcher planned the cycle that would be given to the students in the class. It is aimed to determine what kind of strategy that the teacher would use. The teacher also made lesson plan, format of observation of the lesson plan, and so on. Furthermore, the researcher and the teacher discussed the topic of discussion and time of the study. The teacher and the researcher decided to choose the topic for teaching.

2. Acting and Observing

Acting means instructional activities that were done by the teacher and the students in the class based on the planning that has been made before. The instructional activities used task-based language teaching method and were done for each cycle.

In this step, observations were done by making field notes and ticking the format of classroom observation form. The observers played an important role to improve the quality of this action research. According to Arikunto (2006), there are some characteristics when choosing the observer such as: colleagues in the similar department but from different class, colleagues in similar class and different department, and any colleagues who know about the method.

3. Reflecting

In this step, the researcher analyzed and reflected the planning and the acting step that have been done by analyzing the results of observation in the class. The researcher, then, revised the lesson plan to minimize some weaknesses

that were found in the first cycle. The aimed of this revision was to improve the learning process in the classroom for the next cycle.

1.1.1 Subject of the study

In Classroom Action Research, population and sample were not used.

According to Arikunto (2006),

“...penelitian tinadakan kelas tidak mengenal populasi dan sampel, karena dampak perlakuan bagi subjek yang dikenai tindakan saja. Dengan kata lain, hasil penelitian tindakan kelas hanya berlaku bagi kasus yang diteliti” (Arikunto, 2006:27).

The data in this study were gathered from the second grade students of SMK Negeri 1 Bandung which consist of 39 students. This setting and students were chosen because the researcher taught English at this school for one semester in early 2009 to fulfill one of the English courses: PLP (Program Latihan Profesi). This factor facilitated the researcher to get close to the students. Besides, it is better to have some historical understanding about the school and its condition (Kemmis and McTaggart, 1988).

3.2 Data collection

The data were collected through four instruments, namely observation, interview, test and questionnaire. In order to build the trustworthiness of the collected data, the researcher applied a triangulation. According to Gall et al (2003) as cited in Resmiati (2002), triangulation is a process of using multiple data collection methods, data sources, analyst, or theories to check the validity of

the research findings. In other words, triangulation can serve a complete data and increase its validity.

The data collection was done for six weeks, started from February 09, 2010 to March 27, 2010, as described below.

No	Activities	Time (week)					
		1	2	3	4	5	6
1	Early Observation	X					
2	Pre-Cycle		X				
3	Cycle 1		X	XX	X		
4	Cycle 2				X	XX	X

Table 3.1 Schedule of the study

1. Observation

Observation was conducted before and during the cycle. Observation before the cycle was carried out to reveal the real condition in the class and problems that faced by the students in studying speaking.

2. Interview

Interview was done to know the students' responses after the students were given the task-based language teaching method. Alwasilah (2002) argues that interview can be used to gain the data which possibly cannot be covered through observation. It involved 10 students from 40 students. The student's interview used Indonesian to avoid misunderstanding and the possibility of students'

difficulties in answering the questions, expressing their feelings, and transferring language.

3. Test

Test was used to find out someone's knowledge or ability in a certain field. In this study, test was used to measure the improvement of the students' speaking ability.

4. Questionnaire

The questionnaire consists of a group of statements and questions that should be completed. It consists of closed and opened questionnaire. Closed questionnaire consists of four responses category: strongly agree, agree, disagree and strongly disagree. This format is based on Likert scale, while opened questionnaire consists of two questions that allow the participants to give their own opinion of the questions given.

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

Consist of 12 positive statements; here is the framework of the students' Questionnaire:

Table 3.3
Framework of the Students' Questionnaire

No	Categories	Item Number	Total
1	Response to the implementation of Task-Based Language Teaching	1, 2	2

2	Response to the importance of learning English using Task-Based Language Teaching	3, 4, 5	3
3	Response to the lesson content given in learning using Task-Based Language Teaching	6, 7, 8	3
4	Response to the role of the teacher in teaching and learning English using Task-Based Language Teaching	9, 10, 11, 12	4
Total			12

3.2.1 Cycle of Classroom Action Research

Cycle 1	Planning	In this step, lesson plan was organized. As the first step, final task has to be determined. Besides, sequence of tasks have been prepared and developed because it should be interesting and motivating for the students. The researcher also prepared observation form because observations were done before and during the cycle.
	Acting	The action was applied based on the lesson plan. Since Classroom Action Research more emphasized on the process, each cycle consists of 4 meetings (actions). Each meeting, students were given a task to complete and discuss by using their own language. 1. First action

		<p>The students were given a tasksheet (CV). The teacher asked the students to fill the half part of CV (writing skill), then put it into an envelope which was scrambled.</p> <p>2. Second action</p> <p>The envelopes were spread, and each student got one envelope. The students analyzed it (reading skill), then asked the owner of the CV to gain the rest of information orally (speaking skill).</p> <p>3. Third and fourth action</p> <p>Third and fourth actions were the last sequence of tasks. The students were asked to recheck the CV of their friends before they present them in front of the class.</p>
	<p>Observing</p>	<p>According to the observations done by the observers, there were several weaknesses in this cycle:</p> <ul style="list-style-type: none"> • The teacher didn't state the objective at the beginning of the lesson • The teacher's voice was too low • The teacher didn't use full English • The teacher still dominated the talk <p>Observer also found some strengths such as:</p> <ul style="list-style-type: none"> • The teacher taught well and patiently

		<ul style="list-style-type: none"> • The teacher was able to control the class • The teacher moved around the class and convinced that every student got attention. • The students showed great responses toward the tasks.
	Reflecting	<p>According to the observers, the whole teaching process between the teacher (as a researcher) and the students were good. The teacher was able to create a good interaction with the students. It was proven by the students' enthusiasm during the task. Since the students rarely used English in teaching process, the teacher sometimes translated the instructions into B.Indonesia. For the next cycle, the teacher will try to speak louder, give opportunities for students to speak up and try to relax.</p>
Cycle 2	Planning	<p>After reflecting, the researcher then discussed the next lesson plan with the English teacher (expert opinion) and the observers to make it better than before. Some suggestions such as not to dominate the talk and to speak louder will be done in this cycle. The teacher also will try to speak in full English.</p>

	Acting	<p>The lesson plan was applied in the classroom with some corrections from the previous cycle. Since Classroom Action Research more emphasize on the process, this cycle consists of 4 meetings. In each meeting, the students were given a task they have to complete and discuss by using their own language:</p> <ol style="list-style-type: none"> 1. First meeting <p>Together the teacher and the students listed many kinds of jobs in front of the class. The teacher told the students what the students were supposed to do. Then, the students made a group of 4 and decided what kind of job they took. Finally they prepared some questions sheet to interview the source person (writing skill).</p> 2. Second meeting <p>After conducting an interview, the students made a conclusion in a paragraph to be read in front of the class. They checked their report with their friends in their group.</p> 3. Third meeting <p>The students practiced the reports in their group before practicing them in front of the class.</p>
--	---------------	---

	Observing	According to the observers, some weaknesses in cycle 1 have been improved. The teacher started to use full English. Although the students were confused but they tried to do their tasks. The teacher used gesture and repeated the instructions to help the students with their tasks. The major problem that the teacher faced was that she still translated the language into B.Indonesia. However, the teacher encouraged the students to speak in English.
	Reflecting	In Classroom action research, the cycle will be stopped when some indicators have been reached and there were some progress in students' behavior. According to the observers' observations in cycle 2, the students were not shy to speak. It was proven by their enthusiasm while working together in their group. They also learned how to pronounce the words in a good pronunciation. As a result, the students' scores increased.

Table 3.4 Cycle of CAR

3.3 Data analysis

In action research, the process of data analysis was done in each step. It can be seen from the orientation step until the entire intervention programs end in

sequence with the characteristics of focus of problem and the aims of the study (Hopkins, 1993; Kemmis, 1983).

Qualitative data and quantitative data were used in this research. Qualitative data described some information about students' comprehension, perception, or attitude toward a new method. Quantitative data was used to calculate and analyze data in number.

1.3.1 Scoring

- **Analyzing observation form for students speaking performance.**

Observation form (assessing learner performance)

1= lower 2= low 3=greater 4= slightly greater 5= excellent

Name	Message	Fluency	Accuracy			Score
			Grammatical control	Lexical control	Pronunciation, intonation, stress	

Table 3.5
Student's observation form

Total point for perfect score is 25. Each student gets their own score and all scores are calculated to find out the mean per cycle.

- **Analyzing Observation form for teacher's performance (related with task).**

Table 3.6 Teacher's observation form

Observation form (characteristics of a good task)

1 = not a good task

2 = may be present, but is optional

3 = reasonably important

4 = extremely important

5 = essential

Criteria	1	2	3	4	5
1. Enable learners to practice language					
2. Allow learners to practice communicative skills in the real word					
3. Activate psychological processes of learning					
4. Be suitable for mixed group					
5. Involve learners in solving problem, coming to a conclusion					
6. Based on authentic or naturalistic materials					
7. Involve learners sharing information					
8. Require the use of more than one macroskill					
9. Allow learners to think and talk about language and learning					
10. Have clear objectives stating what learners will be able to do as a result of taking part in the task					
11. Give learner a choice in what they do and the order in which they do it					
12. Involve learners in risk-taking					
13. Require learners to practice and rewrite					
14. Enable learners to share in the planning and development of the task					
15. Have built into the learners a means of evaluating the success or of the task					

Adapted from:

Task-Based Language Teaching (Nunan, 2004: 169-170)

Nunan range's points are from 5 to 1. There are 15 indicators for the observers to observe the teacher's performance, thus the maximum score for each cycle is 75. The formula is:

$$S = P \times 15$$

S = score

P = point (s) for each indicator

- **Questionnaire calculation.**

The respondents' answers are then classified into five classifications. The formula used to classify is:

$$\text{Interval range} = \frac{\text{Range}}{\text{Total level}}$$

The highest total score expected is 48, while the lowest score expected is 12, so the interval range is 9.

Table 3.7

Classification of students' response Questionnaire

No.	Score	Category
1.	12 – 20,9	Extremely negative
2.	21 – 29,9	Negative
3.	30 – 38,9	Positive
4.	39 – 48	Extremely positive

Then, calculate the percentage of each response 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, interpret the scores by looking the following rule:

Table 3.8
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)