

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of the research; and it is divided into four subdivisions, namely research design, data collection, teaching cycles and data analysis.

3. 1 Research Design

The research used classroom action research. Classroom action research is aimed to reveal the students' real problem in a classroom. According to Robert (1995: 293), "action research is the implementation of fact finding to practical problem in solving a social situation and it involves the collaboration and cooperation of researchers, practitioners and laymen". The research is used to improve the quality of action within it. It means that action research is used to solve the real problem in social situation and it is collaborative research.

Classroom is one of social situations. Classroom action research is done by the teacher to solve the problems in his/her teaching and learning process and to improve his/her teaching and learning process in the classroom (Kemmis and McTaggart, 1988:6, as cited in Nunan, 1992). In the context of the research, classroom action research is aimed to implementation cue cards in teaching spoken descriptive text.

The main characteristic of action research is the spiral activity consisting of planning, acting, observing and reflecting (Hopkins: 1992). In the present research, the researcher will do some steps as described below.

a) Planning

In the research, planning is the first step of action research. Before conducting the research, the researcher did some observation at the first grade students of SMP 15 Bandung. The researcher asked the teacher about the difficulties faced in teaching English to the first grade students of SMP 15 Bandung. Besides, the researcher observed the instructional activities which are done by the teacher. Based on the findings observation, the researcher concluded that the students faced difficulties in learning speaking. Therefore, the researcher and collaborator try to find a good solution to solve the problems.

Planning is made after researcher knew the condition of the students in learning spoken descriptive text. It is aimed to determine what kind of strategy that teacher use in teaching spoken descriptive text. According to the problems of speaking, the researcher tries to introduce cue cards to the teacher as solution to the problems of spoken descriptive text. The researcher and the teacher decided to do some cycles in action research.

In this step, making lesson plan, students` observation sheet, and scoring technique spoken descriptive text was done by the researcher. Besides, the researcher used existing document of spoken

descriptive text score as result of comparison. It is used to compare the students score before and after intervention whether the use of cue cards can improve the students` spoken descriptive text or not.

b) Acting

Acting is implementation of planning. In doing the research there are some observers who observe teaching and learning process by using cue cards. In every cycle, teacher divided the students into eleven groups and each group consists of four until five students. Then, each group is given a card which is given cue in each card. Teacher asked the students in each groups to describe cards in fifteen minutes. Then, the students have to practice it in each group and after that the students have to practice in front of the classroom in 3 minutes. The researcher will use spoken scoring technique to know the students progress in learning spoken descriptive text during action by using cue cards.

c) Observing

Observing is conducted during action given to the students. There are some observers who sit in the back of the class to observe the activity in the classroom. The observers will share about the strength and weaknesses during the process. Besides, the observers will give advice to the researcher in order to improve teaching and learning process in the next cycle.

d) Reflecting

Reflecting is conducted by the researcher and the observers to evaluate acting and the students' progress in producing spoken descriptive text after using cue cards. The reflection result is used to find out some weaknesses in the instructional activities that have been done. Then, those weaknesses have to be revised and the revisions are aimed to improve teaching and learning process in next cycle.

Below is action research cycle consisting of planning, acting, observing, and reflecting.

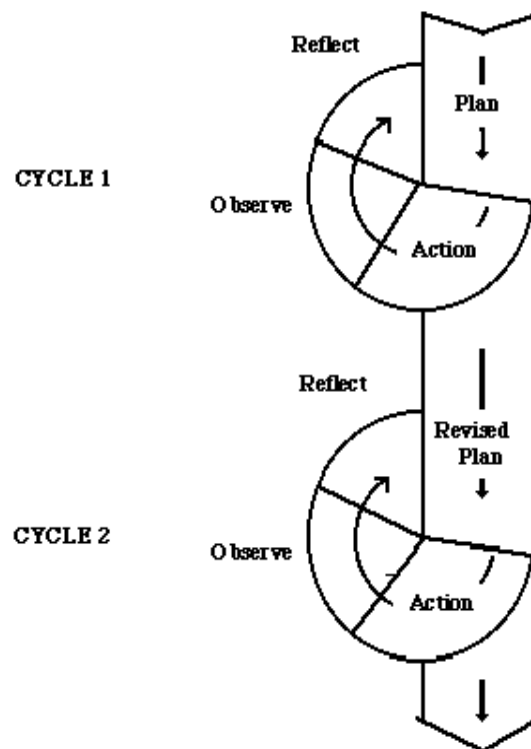


Figure 3.1 Action Research Cycles

Kemmis and McTaggart (1988) as cited in Hopkins (1992: 34)

In the research, the use of cue cards is implemented in some cycles. Every cycle consists of two meetings and every meeting is about 80 minutes. The material of first cycle is about describing animals and the material of second cycle is about describing people. The research is expected to improve the students who got the score above *KKM* after using cue cards is 80% from the students' total of 7A class. The researcher will use observing and reflecting to revise planning in order to improve teaching and learning process in the next cycle.

3.2 Data Collection

The data are gathered from 7th A grade students of SMP 15 Bandung. The number of students in the class is 46 students. There are 21 boys and 25 girls students. The data collection will be done in several weeks as described below.

Table 3.1 The Schedule of the Research

No.	Plan Activities	Week			
		1	2	3	4
1	Early Observation	X			
2	Cycle 1		X		
			X		
3	Cycle 2			X	
				X	
4	Interview				X

In collecting the data, several instruments are used:

3.2.1 Observation Sheet

Observation is conducted to get the information about students' activity by observers. Students' observation sheet is used during intervention and it is used to know the students progress in producing spoken descriptive text in every cycle.

Researcher acts as the teacher and delivers materials to the students. There will be some observers to observe the activity in the classroom. The observers will share about the strength and weaknesses during the process. Besides, the observer will give advice to the researcher in order to improve teaching and learning process in the next cycle.

3.2.2 Existing Document

Existing document in this regard is the document that records the students' spoken score. Existing document is the students' spoken score before using cue cards in teaching and learning process. Besides, existing document is used to compare the students score before and after intervention whether the use of cue cards can improve the students' spoken descriptive text or not.

3.2.3 Test

Test is used to measure the improvement of the students' spoken descriptive text by using cue cards in every cycle. Test is given to the students after intervention. A post-test is conducted in order to investigate

the students' improvement by comparing it with the existing document score.

3.2.4 Interview

Interview is conducted to get deeper information about the topic addressed to the interviewees. Interview is carried out after intervention. It is used to know the students' perception about the use of cue cards in teaching spoken descriptive text whether the use of cue cards can improve students' spoken descriptive text or not. The researcher asked four questions to the 10 students randomly. Record was used by the researcher to interview the students. The students' answers of interview were transcribed and the result of answers were categorized become some common categories.

3.3 Teaching Cycles

Two cycles were employed, with every cycle involving planning, acting, observing, and reflecting. The first cycle was conducted in two meetings because of limited time. Every meeting was conducted in three activities they were pre activity, main activity, and closing activity.

a) Pre activity

The teacher in the research was the researcher while English teacher who performed as an observer. Besides, there were also two other observers in this case were: Dyah and Putri who observed teaching and learning process.

In the beginning of the lesson, greeting to the students, checking attendance list, explaining instructional objectives were done by the teacher. Before going to main activity, the students were introduced to the main topic and the topic of the lesson was about 'describing animals'.

b) Main activity

In the main activity, several activities were done. First step of main activity in this cycle was a discussion on descriptive text in terms of definition and generic structure of descriptive text. Drew tree diagram and asked the students to describe the characteristics of orang utan based on the picture. Arranging the characteristics of orang utan was done by the teacher and asked the students to repeat it.

The class was divided into eleven groups and each group has 4-5 students. Then, groups' number was given by the teacher in order to know the each group easily. Cue card was introduced as teaching media by the teacher. There was one cue word in each cue card. There were 11 cue cards and one cue card was given to each group. There were some animals' cue cards which were distributed by the teacher; they were the cue cards of camel, crocodile, elephant, giraffe, deer, lion, and tiger.

The students discussed about characteristic of animal in their own group based on their own cue cards. Then, some observers observed the students' activity by using the students' observation sheets when the students used cue cards in their own group. The students were asked by the teacher to practice descriptive text with their partner in their own group.

Then, the students had to organize the descriptive text. The aspects in scoring spoken technique were explained by the teacher to the students. There were some scoring aspects: grammar, pronunciation, fluency, vocabulary, and organization of descriptive text. Some observers assessed the students' spoken descriptive text by using scoring spoken technique.

c) Closing activity

To close the lesson, reviewed material was done by the teacher. Reviewed material was used to find out whether the students faced difficulties in teaching and learning process or not. Besides, reviewed the material was used to strengthen the students understanding about the material.

The second cycle was conducted in three activities they are pre activity, main activity, and closing activity.

a) Pre activity

In the beginning of the lesson, greeting to the students, checking attendance list, explaining instructional objectives were done by the teacher. Before going to main activity, the students were introduced to the main topic and the topic of the lesson was about 'describing people'. Before going to main activity, the students were introduced to the main topic and the topic of the lesson was about 'describing people'. Then, the students were asked about their favorite artists and the reason why the students liked the artists.

b) Main Activity

In the main activity, several activities were done. First step of main activity in this cycle was a discussion on descriptive text in terms of definition and generic structure of descriptive text. The discussion was done to find out whether the students remembered about descriptive text or not. Some of the students still remembered about descriptive text.

Armand Maulana picture was showed to the students. Wrote diagram tree in the white board and asked the students to describe the characteristics of Armand Maulana based on the picture were done by the teacher. Made the descriptive text based on the characteristics of Armand Maulana was done by the students with the teacher` guidance. Read the description and asked the students to learn how to make descriptive text based on cue cards.

The class was divided into eleven groups and each group has 4-5 students. Each group got two cue cards. There were some people`s cue cards which were distributed by the teacher; they are the cue cards of Luna Maya, Pretty Asmara, Tria Changcuters, Dian Sastro, Glen Fredly, Lee Min Ho, and Daniel Radcliffe. Asked the students to discuss the people` cue cards with their own group during few minutes. Some observers observed the students` activity when the students used cue cards by using the students` observation sheet. Then, asked the students to practice descriptive text with their partner during few minutes. After that, asked the students to memorize the descriptive text during few minutes.

The criteria in scoring spoken technique were explained by the teacher before the students practiced descriptive text in front of the classroom. There were some scoring criteria: grammar, pronunciation, fluency, vocabulary, and organization of descriptive text. Some observers assessed the students' spoken descriptive text by using scoring technique.

c) Closing Activity

To close activity, reviewed material was done by the teacher to find out whether the students faced difficulties in teaching and learning process or not. Then, reviewed again the material was done by the teacher to strengthen the students understanding about the materials.

3.4 Data Analysis

The data gathered from test and existing document were analyzed and interpreted to know the students progress in producing spoken descriptive text after using cue cards. Besides, the data gathered from students' observation sheet and interview will be analyzed and interpreted to know the advantages and disadvantages of the use of cue cards in teaching spoken descriptive text.

In analyzing data process, several techniques are used as standards to know the progress of the students' spoken score and the advantages and disadvantages of using cue cards in teaching spoken descriptive text, namely spoken scoring technique and triangulation. Test in each cycle will be analyzed by using spoken scoring technique as suggested by Harris (1969).

Table 3.2 Scoring Spoken Technique (adapted from Harris)

Group	Name	Criteria	Score
		Pronunciation	
		Vocabulary	
		Grammar	
		Fluency	
		Structure of Descriptive Text: Introduction and Description.	
TOTAL			

Pronunciation	5	- Has few of foreign accent
	4	- Always intelligible, though one is conscious of a definite accent
	3	- Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	- Very hard to understand because of pronunciation problems and frequently be asked to repeat
	1	- Pronunciation problems are severe
Vocabulary	5	- Very conversant with vocabulary repaired by given content: excellent control and resourcefulness.
	4	- Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts at resourcefulness.
	3	- Adequate, although more mistakes give

	2	unintended meaning (wrong preposition, incorrect word choice).
	1	<ul style="list-style-type: none"> - Meaning frequently obscured by minimal/inadequate mastery of vocabulary. - Meaning totally obscured, inadequate vocabulary.
Grammar	5	- Makes few noticeable errors of grammar or word order
	4	- Occasionally makes grammatical errors which do not obscure meaning
	3	- Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	- Frequent grammar errors occur which make re-phrasing and reconstructing of utterance
	1	- Errors in grammar are severe
Fluency	5	- Speech is fluent and less effort.
	4	- Speed of speech seems slightly affected by language problems
	3	- Speed and fluency seems strongly affected by language problems
	2	- Usually hesitant , often force into silence by language limitation
	1	- Speech is so halting and fragmentary as to make the conversation impossible
Structure of Descriptive Text: Introduction and Description.	5	- Organizing the structure of descriptive text and using simple present tense are very well
	4	- Some mistakes in organizing structure of

	3	descriptive text and using simple present tense but understandable
	2	- Adequate, although more mistakes give clearly structure of descriptive text and simple present tense
	1	- Inappropriate in organizing structure of descriptive text and using simple present tense - Organizing structure of descriptive text and using simple present tense totally obscured

Based on scoring spoken technique, there are five criteria that are calculated as final speaking scores. Every criteria has minimal and maximal score. Minimal score is 1 while maximal score is 5. The total score of five criteria are calculated and multiplied by 4, so the students get maximal score is 100 and minimal score is 20.

Triangulation is a technique for monitoring different kinds of data and it is used to get the accuracy of information by comparing the data from interview and students` observation sheet to get same finding (Hopkins: 1992: 82).