

## CHAPTER III

### METHODOLOGY

This chapter describes the research design used in this study in order to find out the answers of the problems stated in Chapter I, those are: (1) how the video improves children's speaking ability; (2) what types of speaking that are produced by children; (3) what aspects of speaking that is improved by using video. The chapter also covers the site and respondents, the data collection, the collecting data procedure, the data analysis and the reliability and validity.

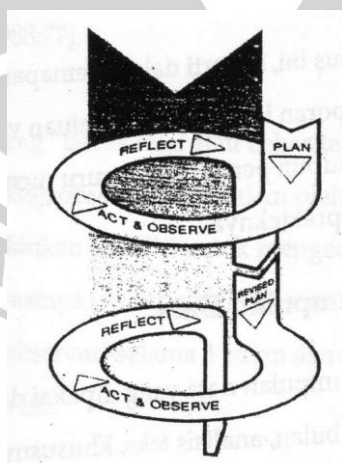
#### 3.1. Research Design

Referring to the descriptions in the background in Chapter I, this research was conducted based on classroom action research; *participatory action research* where all personnel have their own role in this research; the researcher takes action and the students are observed by the researcher (Creswell, 2008 and Carr & Kemmis, 1986; Marshal & Rossman, 2006 cited in Emilia, 2008).

This research was conducted based on classroom action research since it was to improve the quality of teaching and learning in educational teaching. It was conducted to know the process how video could improve the speaking ability of children, types of speaking that were produced by children and the aspects of speaking that were improved by using the video in each meeting, instead of just seeing the final results of children's speaking ability. It is supported by Elliot (1991) cited in McNiff & Whitehead (2002) who states that an action

research is about improving practice rather than producing knowledge. In line with that, Carter (2009) states that the action research is often used by teachers to improve students' performance. It is supported by McNiff and Whitehead (2002) and Tomal (2003) who state classroom action research can be done for those who want to take action to improve students' learning or to solve educational problems. Moreover, Alwasilah (2011: 70) says that classroom action research is an action research and an action learning that help teachers to explore and examine aspects of teaching and learning to improve their performance and also their students' performance. Thus, by using this method, the researcher was expected to be able to find out, to define, to analyze, and to explain the topic of the study.

Based on the action research principle, this research used a reflective cycle. It consists of planning, action, observation and reflection (Kemmis & Mc Taggart, 1988). It is drawn by the following figure.



**Figure 3.1. Action Research's Cycle (Kemmis & Mc Taggart, 1988)**

Similar to other participatory action research, this study took a repeated cycle and used 3 cycles to answer the problems of the research. The first step of

the first cycle was to make a plan based on the problem found in the observed class, and then, the action, observation and reflection were done. Next, in the second and the third cycles, the plans were done based on the problems on the previous cycles, and then the action, observation, and reflection were conducted.

Each cycle consisted of four meetings: pre-test, first action, second action and post test. The pre-test was aimed at seeing children's prior speaking ability before the actions. The actions were conducted to apply the video in the classroom. The post-test was aimed at seeing the improvement of children's speaking skill after watching video.

The research was conducted for two months. It was conducted in July – August 2011. The schedule of the research is presented as follows.

Cycles	Meetings	Topics	Lesson Objectives
1	<b>Pre-test</b> (July 11, 2011)	It's Delicious	<ul style="list-style-type: none"> <li>- To identify kind of foods</li> <li>- To express hunger and thirst</li> <li>- To respond questions by using <i>what</i></li> </ul>
	<b>Treatment 1</b> (July 14, 2011)		
	<b>Treatment 2</b> (July 18, 2011)		
	<b>Post-test</b> (July 21, 2011)		
2	<b>Pre-test</b> (July 25, 2011)	My Home	<ul style="list-style-type: none"> <li>- To identify rooms and their function</li> <li>- To respond questions by using <i>what</i></li> <li>- To respond <i>yes/no question</i></li> <li>- To respond questions by using <i>where</i></li> </ul>
	<b>Treatment 1</b> (July 28, 2011)		
	<b>Treatment 2</b> (August 4, 2011)		
	<b>Post-test</b> (August 8, 2011)		
3	<b>Pre-test</b> (August 11, 2011)	It's school time	<ul style="list-style-type: none"> <li>- To identify the time</li> <li>- To respond <i>yes/no question</i></li> <li>- To respond questions by using <i>what</i></li> <li>- To be able to make a simple schedule</li> </ul>
	<b>Treatment 1</b> (August 15, 2011)		
	<b>Treatment 2</b> (August 18, 2011)		
	<b>Post-test</b> (August 22, 2011)		

**Table 3.1. Lesson Schedule**

### 3.2. Site and Respondent

The research was conducted at one of English courses in Bandung. The students from *starter* level class 1A of EYL class were selected as the respondent. It was taken because it was accessible for the research since the researcher is a teacher in that course and she wanted to make contribution to the institution. The *Starter* level class 1A consisted of five children who were from the 2<sup>nd</sup> grade to 3<sup>rd</sup> grade of elementary school.

Respondents	Initial Name	Age	Male/female
Student 1	Kan	7 years old	Female
Student 2	Ir	8 years old	Female
Student 3	Ha	7 years old	Female
Student 4	Kay	7 years old	Female
Student 5	Lu	7 years old	Male

**Table 3.2. Respondents Data**

Based on the interview with the previous teacher, it was assumed that the students:

1. had recognized the English names of colors and numbers up to twelve.
2. had basic vocabularies such as the family, animal, some food, and "I am/ you are".
3. had recognized classroom commands such as stand up, sit down, open your books.

### 3.3. Data Collection

There are several methods that can be employed to collect data. Four of them as stated by Alwasilah (2002) are survey or questionnaire, interview, observation and document analysis. In collecting the data needed for this research, two methods were applied; they were observation and interview. Some instruments were also employed in this research; those were field note, performance checklist, audio recording, and interview.

#### 3.3.1. Observation

Observation is a collecting data process to record the information of things that are observed. In this research, participant observation was used since it was the best way to know how people behave and to look toward something, or how things look (Fraenkel and Wallen, 1990: 369).

Furthermore, Creswell (2008: 222) states that participation observation provides more chances for the researcher to portray the activities in the setting researcher took part. Alwasilah (2003: 154-155) also states that participant observation permits the researcher to picture things that are observed. In this study, covert participant observation was chosen since the researcher took part as the participants' teacher. Furthermore, it was employed since it provides more valid result on what really happen (Fraenkel and Wallen, 1990: 369).

In this participant observation, field notes and an observation sheet were applied in order to document the data. Field notes were taken during the

implementation of videos. According to Creswell (2008), field notes can be applied to record data during an observation. In this research, field note was used in order to see children's behaviors while the teaching learning process using videos. The field note focused on three indicators: students' attention, students' participation and students' comprehension. Furthermore, the information taken from field notes was also used to support the finding data from other instruments of this research. (See Appendix 1 to access information regarding field note)

NO	Indicators	+	-	Notes
1.	Students' Attention			
2.	Students' Participation			
3.	Students' Comprehension			

**Table 3.5. Field Note**



Besides the field notes, the performance checklist was used in this research in order to know the children's speaking proficiency. Specifically, it was used to observe the improved aspects of children's speaking proficiency. As stated by Fraenkel and Wallen (1990), performance checklist can be used to determine whether or not the individual behaves in certain way when asked to complete a particular task. The performance checklist was adopted from The English Learner Knowledge Base (2004) cited in Linse (2005) which focused on five aspects of speaking proficiency: pronunciation, vocabulary, fluency, grammar, and comprehension. It was used because it provides detail criteria in each aspect of speaking assessment. The performance checklist was used in every meeting; pre-test, treatment, and post-test to know how their speaking before, while, and after treatment. (See Table 3.2 to access the information regarding performance checklist)

Scoring Aspects	1	2	3	4	5	Comment
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 inappropriate intonation patterns	Pronunciation and intonation approximate that of a native speaker	
√						
Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible	Misuse of words and very limited vocabulary, comprehension quite difficult	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary	Students occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms approximate that of a native speaker	
√						
Fluency	Speech so halting and fragmentary as to make conversation virtually impossible	Usually hesitant; often forced into silence by language limitation	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	
√						
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. must often rephrase and/or restrict him/herself to basic pattern	Makes frequent errors of grammar and word order that occasionally obscure the meaning.	Occasionally makes grammatical and/or word order errors that not obscure meaning	Grammar and word order approximate that of native speaker	
√						
Comprehension	Can be said to understand even simple conversation, understand simple questions and statement if delivered with slowed speech, repetition or paraphrase	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	
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**Table 3.4. Performance Checklist Taken from The English Learner Knowledge Base (2004) cited in Linse (2005)**

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### 3.3.2. Audio recording

Audio recording was employed to check and to complete the needed information. Fraenkel and Wallen (1990) said that recording could be replayed for several times in order to check and to correct the data. Moreover, by using audio recording, the more information could be gathered to complete the information that was not observed when the research was conducted. In this research, the transcripts of the audio recording were analyzed to see language production that appeared in the lessons and to complete the information that was not observed. (See Appendix 1 to access information regarding to the audio recording transcription).

### 3.3.3. Interview

To get further information to complete the data from participant observation, an open interview was conducted to find out how the implementation of the video in teaching speaking to young learners was. Furthermore, it was conducted to confirm the findings from the data gathered through the observation. Some situations that cannot be captured by other instruments are covered by interview (Alwasilah, 2000: 15).

This research used semi-structured interview in order to get the needed information. This kind of interview allows the researcher to control the interview (Nunan, 1992: 149). The interviews consisted of some questions related to responses of the implementation of the video in teaching speaking to young learners. The interview was recorded to capture the information more detail and to

make the researcher be easier to analyze the interviewees' responses toward the interview schedule. (See Appendix I for interview schedule and Appendix II for the interview transcription).

### **3.4. Collecting Data Procedure**

Basically, action research is a dynamic and flexible process. However, generally there are several steps in conducting the action research (Creswell: 2008). Here are some steps that were applied in conducting action research of this research.

1. Gathering data and defining the problem. In this step, the students from EYL starter class were observed.
2. Finding out some resources related to the problem by exploring several theories, literature, and existing data to help study the problem.
3. Identifying what type of data needed to collect. It is necessary to find appropriate approaches to answer the research questions.
4. Doing reflective cycle.

This study took three cycles consisting of four meetings each (pre-test, treatment 1, treatment 2, and post-test). It took an hour per meeting.

The reflective cycles of the research were described as follows.

Cycles	Steps	Activities
<b>Cycle 1</b>	Planning	a. Selecting the episodes of “Magic English” video b. Developing lesson plans including media, handout, and tasks
	Action	Implementing the lesson plans
	Observation	Observing and monitoring the action.
	Reflecting the action.	Reflecting the result of the observation and determining the action to be made.
<b>Cycle 2</b>	Planning	Developing the lesson plan including media, handout, and task based on reflection’ result of cycle 1
	Action	Implementing the plan or taking action
	Observation	Observing and monitoring the action
	Reflecting the action.	Reflecting the result of cycle 2 and determining the action to be made.
<b>Cycle 3</b>	Planning	Developing the lesson plan including media, handout, and task based on reflection’ result of cycle 2
	Action	Implementing the plan or taking action in
	Observation	Observing and monitoring the action.
	Reflecting the action.	Reflecting the result in cycle 3, analyzing and determining if there has been change after treatment.

**Table 3.5. Reflective cycles of the research**

From Table 3.3, it can be seen that the study consisted of three cycles. Each cycle consisted of four steps. The figure above could be explained as follows.

### 1. Planning

Before the research was conducted, planning steps were done. In this step, plans for action were developed such as selecting the video and developing lesson plans including media, handout and tasks (See Appendices 2 to access information regarding some criteria of selecting video and lesson plans). In terms of selecting video, the criteria to assess whether or not the video are good for

children were established. These criteria were mainly related to kind of video (content), the language level, and the production. See Chapter II (Video in Language Learning) to get more complete information regarding the criteria.

The process of selecting video was stated by watching fifteen videos that were available in *Magic English Video*. To sort the videos, it was subjective, they were chosen based on the personal point of view of the researcher by considering several criteria proposed by Stempleski (1987) and Philips (1993) (see Chapter II to access information regarding some criteria of selecting video). From the fifteen videos, three of them were chosen to be further assessed based on the developed criteria. The videos were *It is Delicious*, *Tick Tock Time*, and *At Home*. (See Appendix II to access the information regarding the video assessment).

The lesson plans were developed based on the syllabus and the video (See Appendix I to access the information regarding lesson plans). There were three teaching phases used in each cycle of this study, they were pre-test, treatments and post-test. The pre-test was aimed at seeing children's prior speaking ability before the treatments. The treatments were conducted to apply the video in the classroom. The post-test was aimed at seeing the improvement of children's speaking skill after watching video.

Pre-test and post-test were conducted in form of picture based activities such as games, quiz, etc. As stated by Bailey (2005), "picture based activities can be used to teach speaking to beginning learners". In those activities, children were asked to respond the teacher's questions based on the picture that they saw.

Through this activity, it was expected that children were not heavily occupied by the fact that they were being tested.

There were two ways of teaching speaking proposed by Slattery and Willis (2001) which were used in the treatments of this study. Those were teaching speaking with support and teaching speaking more freely. The first was aimed at encouraging children in their first effort to speak English and the second was aimed at helping the children speak English more fluently (ibid).

The teaching was designed started by applying teaching speaking with support where the teacher used video as media to give the input or to introduce the language. Normal viewing was used as the technique of applying the video. As stated by Walker (1999), normal viewing technique allows children to watch the video without pausing. Therefore, by applying normal viewing, it was expected that children can get the information when they watch all parts of the video. Moreover, it was expected that children can participate well in the activities that are provided in the video such as repeating time, singing time, and answering time.

After that, teaching speaking more freely was applied. It consisted of controlled practiced and less controlled activities. First, controlled practices were conducted in order to practice the language such as the vocabularies and pronunciations (Scott and Ytreberg, 1990, Slattery and Willis, 2001). It was aimed at giving children opportunity to try out the language as soon as they heard from the video and teacher presentation. In this activity, a short dialogue activity in pair



was applied. Children were asked to ask and response the questions based on the picture.

Second was less controlled activity. In this activity, Children were given more chance to say what they want to say based on the context given. Information gap was used as the activity. The children were asked to make her/ his friend schedule by completing other blank schedule by asking her/ his friend (teacher gives students some leading questions).

## **2. Action**

Action was the process of taking action. In this step, the plans that were developed in the planning step were implemented. In this research, the action was conducted twice in each cycle. The actions were conducted in second and third meeting.

## **3. Observation**

After the action, observation is conducted. Observation was a monitoring step of the action. It was conducted to know how the implementation of the plans worked to get the answer of the research problems. The observations were focused on children's behaviors toward the use of video and children's speaking ability. In this research, the observation was done by taking field note and performance checklist (see Appendix 1 to access the information regarding field note and performance checklist).

#### **4. Reflection**

The last step is reflection. Reflecting the action was done to reflect the result and determined if there were changes or it needed another action to be administer in the next cycle.

#### **3.5. Data analysis**

The data in this research were gained through participant observation, audio recordings and interviews. The data obtained were analyzed by descriptive qualitative data analysis. According to Gay, Mills and Airasian (2006), qualitative data analysis method is more appropriately applied to action research than quantitative method. It is supported by Alwasilah (2011) who states that basically, one of action research characteristics is qualitative. Therefore, qualitative data analysis was used.

In this stage, the data gained from three instruments were divided into several steps of analysis to answer the research questions. Miles and Huberman (1984) quoted from Alwasilah (2011) state that there are three steps on analyzing the data, those are: data reduction, data display, and conclusion that are described as follow.

##### **3.5.1. Data Reduction**

In this study, the data were obtained through observation sheet, field note, audio recording and interview. Then, several data which were not necessary to the research questions were reduced in order to make the analysis easier to conduct.

After the significant data related to the research' problems were selected, then, the data were coded into several categorizations. The data from the transcript of the audio recording were analyzed and were coded based on types of oral production by Brown (2001). Then, the observation sheets and field notes were analyzed to see how the video improved children's speaking skill and the improved aspects of speaking by using it. Furthermore, interview transcripts were used by the researcher to complete data from observation and audio recording.

### **3.5.2. Data Display**

The result of the analysis drawn in form of text used descriptive technique. Descriptive technique was chosen because, basically, the characteristic of data obtained was qualitative (Alwasilah, 2011: 101). Some data in this research needed deeper information that might be difficult to convey using scoring technique. Thus, some instruments were analyzed by descriptive technique (Miles and Huberman, 1994 cited in Santi, 2009 cited in Hakim, 2011). Therefore, descriptive technique was used to describe the result of the study. Besides, some data were displayed in form of table and graph to simplify the description of the data.

### **3.5.3. Concluding the Result**

The last step was drawing conclusion from the obtained data that had been analyzed in previously. The conclusion related to the research questions; (1) How the video improved the speaking ability of children; (2) the types of speaking that

are produced by children; and (3) the aspects of speaking that are improve after the implementation of the video.

### **3.6. Reliability and Validity**

The reliability in action research was achieved if the data was recorded as what actually occurred in the setting when the research was conducted (Cohen, et.al., 2007; Baumfield, et.al., 2008 cited in Merawati, 2010 cited in Alwasilah 2011). The reliability of this research was established by observing and describing the learning and the activities as detailed as possible.

The result of action research might not be generalized (Cohen, et.al., 2007; Baumfield, et.al., 2008 cited in Merawati, 2010 cited in Alwasilah 2011). In order to test the validity of this research, Cohen (2007 cited in Alwasilah, 2011) suggests conducting triangulation. Triangulation in this research was done by associating or triangulating the data obtained through participant observation, audio recording, and interview. By applying triangulation, the study was expected to have the accuracy of the data.

### **3.7. Concluding Remarks**

This chapter has discussed the methodology of the study in details in order to investigate how video can improve children's speaking ability, the types of speaking that were produced by children and the aspects of speaking that were improved by using it. An action research was used as a design in this study since it was aimed at improving the students' performance (Carter, 2009). Six students

from starter level class of EYL class in one of English courses in Bandung were the participants in this study. The data was collected through observations, audio recording, and interview.

Regarding the data collection, this study used some instruments such as field note, performance checklist, audio-taping, and interview in order to get in-depth information. The framework of data analysis was adopted from Miles and Huberman (1984, cited in Alwasilah, 2011). It consisted of data reduction, data display and conclusion drawing. In addition to that, these three steps were also followed by presenting and discussing the findings.

