## CHAPTER III

## METHODOLOGY

This chapter elaborates the matters related to research methodology arranging from research design, participants, data collecting and analysis, and time and procedures.

### 3.1. Research Design

This is an action research. There are a number of views commenting on this research method. Wallace (1998: 1), Coles & Quirke (2001: 14) say that action research is the process of systematic collection and analysis of data in order to make changes and improvements or solve problems. Another view comes from Nunan (1992: 17) saying that action research has been a form of research which is becoming increasingly significant in language education. For this reason, the writer used the action research since he sought to make improvements or solve problems in the teaching of English speaking.

The writer conducted the research collaboratively with two on-site male English teachers. Their engagements were aimed at obtaining the data needed as objective as possible. However, before the two on-site teachers took part in the research, they were first introduced with and briefed about the research's procedures. The research's procedures used were adopted from Ferrance (2000) as described below:

Action Research Cycles, Ferrance (2000)

Cycle I

Cycle II
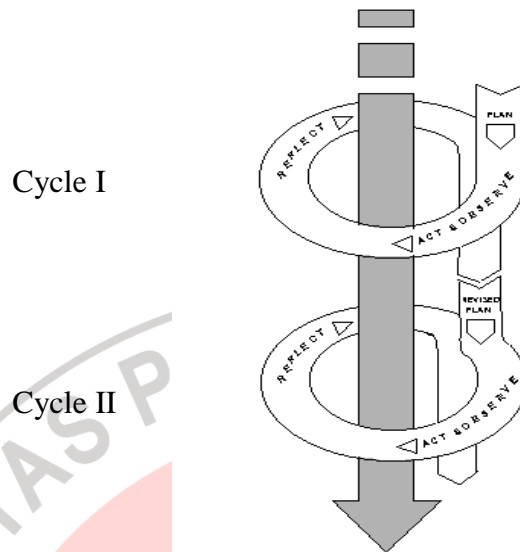


### A.    *Planning*

In the planning, the writer formulated a question that must be answered. The question was "What motivates students to speak? In other words, the teacher had to plan an instruction that might motivate the students to speak.

Two observers involved in the project had to be aware of the question "How did the instruction contribute to the students' motivation improvement. The observers were on-site teachers who were also committed to applying the outcomes of the project to their own teaching.

### B.    *Action and Observation*

The activities of teaching and learning were the focus of the study. In other words, what were happening while the activities took place were observed carefully. The teacher observed and provided the steps of teaching including language input.  In the steps of teaching, the writer had students perform in terms

of individual work, pair work, group work, whole class discussion, and writing session. The topics used for the students' speaking activities were based on the students' real-life situation and experiences which are the main factors to improve students' motivation to speak.

### C. *Reflection*

There were some issues reflected in this study: activities that motivated the students to study, the teacher's instruction and students' participation while the teaching and learning activities took place, and the problems faced by the students and the teacher.

### D. *Revision*

In this stage, the students were prepared to make revision. The teacher and the two observers then formulated some revisions which were based on the reflected activities. Then, the teacher started again planning the instruction for the subsequent cycle.

## 3.2. Participants

One class of 8th grade students of SMP N I Jampang Kulon, West Java, was the participants of the study. They were 40 students. The writer chose the school because of two reasons raised when he was conducting his preliminary investigation at the school. The first reason was that the students wanted to be able to speak English, but they were less motivated when they got involved in the speaking activities. The second reason was that the students expected their

English teachers to teach them speaking through a way that could motivate them to speak.

### 3.3. Data Collection and Analysis

#### 3.3.1. Data Collection

In order to collect the data needed, *students' diaries*, *teacher's diary*, *observers' diaries*, and *questionnaires* were used. The students' diaries (see Appendix 1) were used to provide the teacher with useful information about students' feelings thereby their motivation could be investigated. The use of diaries this way is supported by Jane (2001) and Peck (1996). Students' diaries were written after students have finished participating in each cycle. Teacher's diary (see Appendix 2) and observers' diaries (see Appendix 3) were used to provide data about students' motivation and the events happening in the class. The events were also used as a guide for better instruction in order to enhance students' motivation. The use of such diaries is described as an excellent way to monitor teaching practice in a systematic but flexible way (Miller, 2004: 41). Questionnaire (see Appendix 4) was used to provide data about students' motivation. The questionnaire was yes/no type designed to provide data about the indicators of intrinsically motivated students adopted from Blackburn (2005).

#### 3.3.2. Data Analysis

To analyze data obtained from diaries and questioners, Strauss's ideas of open coding and axial coding were used  (Sarantakos, 1993; Neuman, 1997). Achinstein and Ogawa (2006) and Mynard (2003) also used this approach to

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coding for their research. In this project, open coding was used to label concepts from the data. This process helped the writer to compile data into categories, and then axial coding was used to identify broader categories and connections.

However, for questionnaire and students' diaries, their analyses were supported by simple statistical computation. The questionnaire and the students' diaries consisted of 20 items and 5 items respectively. The items were designed to represent the indicators of intrinsically motivated students suggested by Blackburn (2005), namely (1) the learner pursues the activity independently, (2) the learner does not want to stop working until the finished, (3) the learner enjoys the activity, (4) the learner moves beyond the minimum expectations, and (5) the learner does not care if there are rewards attached.

## 3.4. Time and Procedures

The study lasted from July 2011 to September in 2011. There were two cycles conducted. The reason for the two cycles was that the writer was satisfied with the results achieved. Songsiri (2007) also used two cycles in his research.

The study was conducted twice a week: on Mondays and Tuesdays respectively. The study employed the problem-based learning (PBL) in teaching speaking to the participants. Mathews-Aydinli (2007) specifies five main steps of PBL process. They are pre-teaching, problem statement and language enhancement, grouping students, observing and supporting, and assessing.

With the intensive literature reviews on the CTL and PBL, the writer developed Jordan's discussion (Jordan R. 1990) to teach speaking to his study's participants. Choosing this technique based on the four "touchstone" events that

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must be met in PBL, including engagement, inquiry and investigation, performance, and debriefing (Sear, 2002:13).

The discussion was developed in line with the stages suggested by PBL and the principles held by CTL. The procedures as follows:

A. Individual Study: each student was provided with a short prepared paper containing some issues or topics. The student then were advised to read the paper carefully and make a list of four issues or topics to be discussed in the pair work.

B. Pair work: each student was required to discuss with his/her partner, comparing each other their respective lists and trying to present two common issues to be discussed in the group work.

C. Group work: students within each group discussed, trying to choose one most urgent and important issue.

D. Whole class discussion: members of class were required to decide one most urgent and relevant issue to be discussed.

E. Bridging with a writing session: after the discussion was completed, the students then were instructed to carry on with the writing out of what they have discussed.