

CHAPTER III

METHODOLOGY

This chapter covers a detailed description of research methodology deployed in this study concerning the implementation of RT in improving students' speaking English as foreign language to students at one of the private university in Cianjur, West Java. This chapter falls into eight major sections: Section 3.1 restates a research question as previously mentioned in chapter one. Section 3.2 concerns a research design where an action research is chosen in this study for several purposes. Section 3.3 informs research site and participants where 20 students at one of the private university were selected in this study. Section 3.4 outlines data collection techniques where observation and questionnaire were taken. Section 3.5 provides data analysis procedures followed by data triangulation in section 3.6 and conclusion in section 3.7.

3.1 Research Questions

As previously stated in Chapter One, there are two questions that requires answer addressed to the present study. First, how does RT improve students speaking skill? Second, what are the students' attitudes toward the practice of RT they have engaged with ?

3.2 Research Design

The study was undertaken on the basis of a classroom action research framework following its rationale behind the implementation of RT to the process of teaching speaking. The reasons underlying the employment of this research design were based on the following considerations.

First, since the present study required systematic procedures in its attempts to figure out what needed to improve and/or to solve the problem possessed with regard to students' speaking, a classroom action research was considerably suitable to be applied upon the context of the present study. This is in line with what has been agreed by Fraenkel, Wallen, and Hyun (2012: 589) who postulate

that an action research must be aimed at seeking solutions to a problematic situation possessed by teachers and subsequently giving an attempt to improve the performances of either teachers teaching or students learning. However, the term problematic situation does not necessarily imply as if the teachers teaching or students learning are ineffective and full of problems. Rather, as referred to what had been contended by Burns (2010: 2), 'problematic' was addressed to an area wherein a teacher(s) as also the researcher may seek for a better condition through questioning and then answering it with any developing ideas and alternatives.

Second another consideration was relied on the practical basis of an action research design, in which its implementation is done in cyclical or spiraling process engaging the practitioner to start from collecting samples of teaching, analyzing and evaluating the samples, reflecting and interpreting the samples, planning to generating provision and act (Kemmis & Taggart in Punch, 2009: 136). In action research design, reflection is of important act (Burns, 2010: 5; Fraenkel, Wallen & Hyun, 2012: 590). In addition, Burns (2010:142) addresses this action research as ongoing practical action that subject to reflection and reflection on what gives rise to further ideas for practice. The practice and reflection-on-practice are important parts in the action research process.

Burns (2010:11) state the questions asked by the people doing action research are different from traditional research questions. If traditional research questions ask about what other people doing, an action research asks about what the researcher do. In an action research, the researcher plays dual roles. Teacher can be either active participants (Frankel, Wallen, Hyun, 2012: 593). In an action research, the researcher interacts with the participants in a predetermined way to see what the effect will be on the participants. There are possibilities of not being completely objective for a teacher-researcher. Therefore, they suggest that a teacher(s) can spend some time at the site to have good understanding about the students' personalities background, check the perception against what the data reveal, collect data from a variety of perspectives (Frankel, Wallen, Hyun, 2012: 448).

Frankel, Wallen and Hyun (2012: 592) mention that action research involves four basic stages, they are (1) identifying the research problem or question, (2) obtaining the necessary information to answer the question(s), (3) analyzing and interpreting the information that has been gathered, and (4) developing a plan of action. As a researcher, the writer followed three reflective cycles consisting of four processes as it has been proposed by Kemmis and Mc Taggart (1988 in Burns: 9), namely planning, action, observation, and reflection. This method is used in order to see the process of the improvement of students' speaking from the first cycle to the second one. The cycles of a classroom action research is illustrated below.

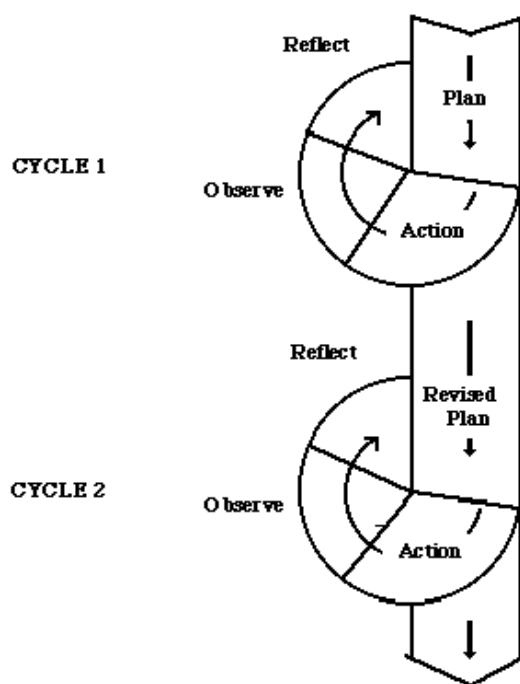


Figure 3.1. A Classroom Action Research Cycle (Kemmis & Taggart in Burns, 2010: 9)

As this study came up with the accomplishment of its cyclical process, the practical basis of action research was started from planning, acting and observing (collecting evidence), and reflecting. Reflection included the activities like analyzing, evaluating and reflecting, and re-planning and/or making provision. Since the accomplishment of the present study consisted of three cycles, the

activities in cycle 1 then were repeated in cycle 2 and 3 with some improvements and/or modifications.

In action research, the starting point for the stage of planning is identifying a problem to focus on. The initial actions were done by observations which were addressed to the preliminary investigation that was aimed at diagnosing the problematic issues possessed by the students in their speaking. The initial action in this research was started in October 2014. During the observation, the researcher found that students had problem in their speaking. There were some indications which showed their low mastery of vocabulary in speaking, for instance, the students speak with wrong pronunciation, their speaking were not fluent, they did not use grammar correctly, they felt that speaking English is difficult, their engagement in speaking EFL were low.

Based on the identification and the analysis of the problem, the researcher formulated that the problem was the students' rarely practice using English. The reasons underlying this problem were first, teachers still used a traditional approach in which they only demanded their students to speak with fewer portion in speaking. Second, students could not recognize their ideas well, use right pronunciation, and choose appropriate vocabulary. Third, students felt unconfident to speak, high anxiety, and unmotivated to involve and practising speaking.

Planning was aimed at bringing about some improvements on the matters that had been prior identified in the initial actions. Therefore, a 'do list activities' notes were made to see what must be implemented. Through the process of planning, the researcher set out the aspects of observed behaviors to be improved by the students, set out planning for different actions regarding the aforementioned observed behaviors to be improved by the student; and set out a lesson plan (lesson plan for cycle 1 can be seen the appendix A).

In action and observation (collecting evidence) stage, the researcher put action on what was carefully planned in the preceding phase. There were some steps that the researcher applied to students. These steps are expected to lead students to speak through some stages in the RT including (1) reading on a RT

script, (2) RT rehearsal, (3) RT production, (4) RT evaluation. Each stage must be followed by the students in order that they were gradually supported to practise speaking which then finally could solve the students' problem.

On the action stage of each action research cycle, the researcher prepared a lesson plan, the RT scripts and the research instrument in a form of observation sheet for the observer. The researcher continued collecting the data by observing and videotaping the students RT performance. Throughout the observation session, the researcher monitored and took notes the changes in students' practice and/or the necessary information to answer the questions (see also Fraenkel, Wallen & Hyun, 2012: 592).

Next, in the stage of reflecting, the researcher analyzed, evaluated and reflected on students' performance. The identification of shortcomings that might make the implementation of previous action planning less successful was carried out. The results of this reflection were later taken as a consideration to plan the next treatment for the next cycle and to determine whether or not the following cycle was needed.

The analysis and evaluation were not on all aspects of classroom observation in the phase of reflection (as implemented in the stage of initial actions). Otherwise, the evaluation was addressed only to some particular observed problems and/or issues that had been decided and narrowed in the stage of the initial actions.

Next, in order to bring about improvements on the evaluated teaching aspects in the preceding phase, re-developing a plan of action was subsequently implemented. This so doing was called the stage of 're-planning'. It even seemed to be a follow up given by the students as a response to the prior results of reflection activities. In this case, the teacher somehow might still guide and help the students.

Below are the description of each step which were implemented in this study.

1. Action 1

The researcher implemented the steps that have been prepared. The researcher did three steps which covers preparation on the lesson plan, the script, the observation sheet, recording students and teacher's action.

2. Observation

Observing the action is monitoring the effect of the action. It was carried out simultaneously while the researcher took the action. The observation was not only in the teaching learning process but also on the learning progress the students achieved. Observing the action was done to know whether the action applied has effect or not.

3. Reflection

Reflecting on the action was done to know and find out how well the action solved the problem faced in the teaching learning process. The researcher should know how far the use of strategy meets the criteria if the students have accomplished the purpose of the study; they are the RT implementation and students speaking skills improvement. Reflection provides the useful information for preparing the next action. From the results of the reflection, the researcher prepares a plan for the next cycle.

4. Revised plan

Reflection is the last step for a cycle in a classroom action research. Based on the results of the reflection, the researcher could determine whether he has to continue or to stop the research. If it is needed, the revised plan can be designed since there is a relation between one cycle and the next cycle.

3.3 Research Site and Participants

The present study was carried out to 20 students on the basis of purposive sampling method at one of the private university in Cianjur, West Java, Indonesia for several intentions. First, purposively, RT was implemented to find out how it helps students speaking. Second, to explore the possibility of using an approach to

help them gain positive attitude, more motivated and confident to communicate in English.

The participants were fully aware of being selected as research participants to undertake speaking classroom with RT technique with the aim of discovering the aspects of RT that improve speaking skills and what stages were involved.

3.4 Research Materials

According to Ludolph (2013), literature used to make a good RT script works if it has a strong line, conflict, plot, action, humour, and interesting characters. The script used also contains dialogues and is not filled with lots of description/descriptive passages. In this study, the materials used in speaking are taken from the “Thirty 10-Minute Plays for 4, 5, and 6 actors” (Dixon, et.al: 200) and “Sixty Comedy Duet Scenes for Teens” (Allen: 2001).

“Thirty 10-Minute Plays for 4, 5, and 6 Actors” is a collection of script materials contain different titles of dialogues for used in classroom learning. The themes are various with popular, close to real-life topics, serious but interesting. The materials are edited by Michael Bigelow Dixon, Tanya Palmer, and Brendan Healy (2001).

“Sixty Comedy Duet Scenes for Teens” by Laurie Allen (2008) is a collection of script materials contain different titles of dialogues with more relaxing topics for applied in classroom. The themes are commonly around young people talks. The students will enjoy the stories since they propose real life situations for laughter.

The scripts used for plays were in titled “My Mother is My Teacher”, “Drama Class” (Allen, 2008), and “Slop Culture” by Robb Badlam (2001). They were one act plays with domestic dramas genre. They were preferred to use because they were written in contemporary English using fairly simple main plot. They contained plenty of conversational interaction as the nature of plays are seek to involve all the members of the group. The themes were interesting which enable students to identify with the characters in the play as well as with the situation. The contents were relatively concrete.

3.5 Data Collection Techniques

This section will cover two techniques in collecting data. Techniques of triangulating data by using variety of instrument in order to see the data objectively from various angles (Fraenkel, Wallen & Hyun, 2012: 458; Burns, 2010: 95-96, Alwasilah, 2009: 150). The data collection techniques are decided in effort to answer the research questions mentioned in chapter one.

Table 3.1 Data Collection Matrix

Questions	Data source 1	Data source 2
1. How does RT improve students' speaking?	Researcher used observation, took field-notes and then videotaped the students speaking during their performances and analyzed them.	Students' performance during RT and the recording of RT.
2. What are the students' attitudes towards the practice of RT they have engaged with?	Researcher used observation, took field-notes and then videotaped the students' attitudes during the practice of RT and analyzed them.	Administered the questionnaire to evaluate the students' attitudes towards RT implementation

The description of each data collection techniques, observation and a questionnaire, then are discussed on the following.

3.5.1 Observation

According to Burns (2010: 57) observing and describing have a key role to play in action research. Collecting data through observation is to do with 'making familiar things strange', or in other words, seeing things that are before our eyes in ways we don't always really 'see'. Observation in action research is about asking self-reflective questions like: What is really happening here? What role(s) are the researcher taking up in his/her class? What role(s) are researcher's students taking? Action research observation is different from the routine kind of looking/seeing that teachers do every day. Observation is much more self-conscious because it is: focused to seek specific information about something,

objective to see things as they really are, reflective to see things from a position of inquiry and analysis, documented to record information, evaluated and re-evaluated to check a researcher's own interpretations again later by him/herself or collaboratively with others.

Observation in this study was intended to obtain data of students' learning experience in classroom activities with RT technique which encompasses four stages: reading, rehearsing, performing, and evaluating. The observation was also intended to answer the first research question on the implementation of RT and the aspects which contribute to students speaking development. The researcher served as a observer as well as the teacher in implementing RT to students. Through ongoing observation of the students, the teacher can gain a substantial data to answer research questions as well as understanding their participants (Al Wasilah, 2011: 98). As the researcher, the writer took this insightful reflection which led to a deeper understanding and to sense students' attitude during the teaching and learning process which then lead towards professionalism in teaching.

Other observer served as a complete observer was invited to class to play a passive role in the effort to minimize the subjectivity that might inevitably be encountered by the researcher. The presence of this observer was intended to take notes at the scene while the teaching and learning process was going on in order to avoid missing important events (Burns, 2010: 58). Other observer served to help the researcher avoided personal influence on the result and bias in interpreting the data, making judgment and justifying the findings. Hence, reliability of the observational evidence can be constructed. Having co-observer during classroom observation may contribute to the observation results to re-evaluate the classroom from a different perspective and to receive input (suggestions, ideas, resources) from a colleague (Fraenkel, Wallen & Hyun, 2012).

The data of observation are recorded in the form of notes. These notes are produces using a decriptive and narrative style and are not structured as observation checklist. These observation notes are made by the researcher or other participants to note descriptions and accounts of what happened in the classroom,

including the physical layout, verbal and non-verbal information, the structure of the groups, or the sequences of activities and tasks. The following is a form of observation to take notes on students' strategic behaviors adapted from Chamot, Barnhardt, and Dirstine (1998).

Date :	Time began:	Time ended:	Number of students present:
Description of Activity:	Strategies observed:	Additional Notes:	

Table 3. 2. A form of observation to take notes on students' behaviors

The researcher applied a shadow observation where the researcher set aside block of time, simply to follow what an individual or group does as they go about their activities. This observation focuses on students movements, interactions or behaviours, while taking or noticing the main features. Burns (2010:70) emphasizes that to do a shadow observation, a researcher need to make sure that he/she can position him/herself close enough to the participants without becoming directly involved in their activities to observe carefully what students do and say. Of the many things occurred in one time in the classroom, the observation in this study covers limited to particular areas. First, students improvement in speaking as a result of RT technique. Second, the aspects of RT which support students' speaking improvement. This data is collected from students in its natural environment, such as a classroom.

The videotaping was also used to capture the students' behaviors was carried out deliberately. The purpose was to record the sufficient and accurate verbal exchanges during the classroom instruction, which was impossible to do by the use of notes alone (Burns, 2010: 70). Each session of teaching and learning process was videotaped to capture both teacher and students' performance and interaction in order to gain a detailed portrait of every single occurrence

throughout overall procedures of RT took place in the classroom. Burns (2010:70) says that video recordings allow the researcher to observe gestures, facial expressions, body movements and the general look and feel in the classroom. Burns also believed that these features are useful if a researcher want to examine the classroom more holistically. In addition, video recordings make the researcher easier to note where there is something that strikes as notable, important events and illuminates the issue that is searched.

However, the disadvantage of using video recording was sometimes it was disturbed by unimportant noise happen at background of the research place. Participants may become distracted by the recording equipment, and this means they may not act or speak as they would normally. Therefore to overcome this problem the researcher record several sessions so that participants get used to having the equipment present.

Video recordings were done while participants read a scenario in pairs or small groups. They were given a chance to rehearse the scripts. Although participants at first felt uncomfortable when video recording was done, they felt no longer threatened after few times. In the end of their performance, learners were given a chance to evaluate the RT performance orally.

Only one camcorder was used. This camcorder recorded the whole lesson. During the process, there was certainly a possibility where those who were being taped, the students, acted differently and not normally. However, such situation did not take so long because those being taped accepted it and got used to it once the camcorder was treated as a natural part of the classroom setting (Gebhard, 2009: 20). Therefore, on the basis of this claim, the use of camcorder was not hidden. Instead, the place where the camcorder was best put was highly considered. This was supposed to anticipate the unexpected results, such as unclear view and voices and the like.

Having attained the data from the videotaping, there was a technique to do the analysis. To this respect, the present study conducted the so called 'stimulated recall', which was acknowledged by Nunan (2009: 259). The benefits of using stimulated recall is a researcher can document the perspective of lesson

participants without interrupting them while the lesson is in progress, The videotapings prompt participants' memories with data from the event, the researcher can get better information by asking them to remember the lesson when the video recordings are re-displayed.

3.5.2 Questionnaire

Feedback from the students' attitudes were collected in a questionnaire (see appendix B). A questionnaire is a research instrument which allows a researcher to get responses from several people through a survey, checklist or schedule (Burns, 2010: 81). Dornyei (2001) notes that through questionnaires a researcher can obtain three types of information: factual or demographic (who the participants are and their background/experiences); behavioural (what they do, or did in the past); attitudinal (attitudes, opinions, beliefs, interests and values). For this research, the items used for questionnaires are in form of open ended items in which the items look for a free-form response. From this type of questionnaire, a researcher can take responses from different perspective. The responses are fairly short but give the researcher information that may not be easily captured numerically.

This research used open items which asks for concrete information or be very open to a variety of answers. In this type of question, the participants are completely free to provide personal, free-ranging kind of response. These questions are especially useful in giving the participants an opportunity to say things they feel might have been missed out in the survey. The students gave their feed back by responding to a questionnaire. To avoid misinterpretations, the researcher was present at the time questionnaire was given and clarifying the questions. The participants were allowed to answer using their native language in order that they more feel free in expressing their feelings relating to questions.

3.6 Data Analysis Procedure

This section focuses on the analysis of data that were collected through observation and questionnaire. All the data obtained were organized and classified. Burns (2010: 104) proposes that analysis in action research is a part of

a challenging process and the process of reflecting on data in combination with doing the action is essential. Burnaford (2001) as cited in Burns (ibid.) says that on going reflection is satisfying and makes the research worthwhile. Burns gives some useful steps a researcher can follow to get an overall framework for analysis are: (1) assembling the data by reviewing the initial or revised questions and start going through the data and look for broad patterns, (2) coding the data by coding data into more specific patterns or categories, identify the data sources qualitatively or quantitatively, (3) comparing the data across different sets of data, develop tables, charts and display them in a concise form, (4) building meanings and interpretations, do reflecting beyond the immediate surface details, look for more abstract 'big picture' concepts, pose questions and refine personal theories about the meanings of the research, (5) reporting the outcomes.

Since this study acquire data qualitatively, the data are analyzed without using numbers. The main tools for analyzing qualitative data are categorising and analysing talk. Detail of each data analysis is enumerated below:

3.6.1 Observation Data Analysis

Observation notes were classified into the fourth stages of RT (reading, rehearsing, performing, evaluating) on the basis of what activities performed by both the researcher and the students in each meeting. Meanwhile, the data taken from audio visual recording were utilized to confirm what had been written on observation sheets. In this study, six groups of questions for field notes analysis proposed by Emerson et al (1995) as cited in Silverman (2005:175) were guided the researcher in understanding an on-going class by considering :

- (1) What are people doing? What are they trying to accomplish?
- (2) How exactly do they do this? What specific means and/or strategies do they use?
- (3) How do members talk about, characterize and understand what is going on?
- (4) What assumptions are they making?
- (5) What do I see going on here? What did I learn from these notes?
- (6) Why did I include them?

Miles and Huberman's suggestion, cited in Silverman (2005:177) about "data reduction, data display and conclusion drawing/verification" were used in this study to analyze the data from observation. Data reduction involves selecting,

focusing, simplifying, abstracting and transforming raw data; Data display involves assembling data into displays such as graphs, charts, and conclusion to clarify the main direction of the analysis. Conclusion drawing involves deciding what things mean, noting regularities, patterns, explanations, possible configurations, causal flows and propositions. Verification involves testing the provisional conclusions for the data plausability, the sturdiness, the confirmability, the validity.

3.6.2 Questionnaire Data Analysis

Data of questionnaire was obtained by administering a questionnaire consisting 15 items provided in appendix B. The result of the questionnaire was to see students' attitude toward the process of teaching and learning using RT.

3.7 Data Triangulation

There were two methods of data collection to increase the validity of the data. The methods were observation and students questionnaire. The aspects being analyzed will be on the implementation of three main RT activities such as reading script, rehearsing and performing the play. Also the elements of drama as mentioned above, the literature, the technical, and the performance aspect. Particularly for speaking skills, the aspects of speaking being evaluated are on fluency, pronunciation, intonation, grammar, vocabulary, and comprehension. Whether students worked cooperatively, pronounced words correctly and understandably, used grammar correctly, and spoke fluently (see appendix C).

The researcher examined to see if participants felt the same way for the same reason. One recommended way of analyzing data is to look at the data for commonalities and develop codes. The most common way to analyze data is to analyze a small portion of the data to look for keywords, phrases and events and use these to generate categories (Silverman, 2005). The researcher looked over the data for frequently used words and ideas and then looked at the data to see if there were other comments that were noteworthy.

The assumptions that underpin the way a researcher conduct an action research process are connected to the issue of research validity. The data is valid

when it actually measures what it was intended to measure (Marzyk, et. al, 2005). The validity of measurement approaches is therefore a critical aspect of the overall research design. Action research is trustworthy or has its validity when it meets the following criteria (Burns, 2010). First, it has well defined research questions, data collection methods, data analysis that work towards improving educational situation. Second, using more than one source of information. Third, maintain objectivity and perspective. Fourth, the legitimations are relevant with teaching contexts and practices.

The first criteria has been accomplished through reflections on all steps in action research cycles include the research question, planning, observing, acting and reflecting. The second criteria was accomplished through triangulation of data. Triangulation refers to “the attempt to get a ‘true’ fix on a situation by combining different ways of looking at it or different findings” as it is stated by Silverman (2005: 212). Triangulation on data collection means combination of angles on the data that will help researchers more objectivity. The multiple sources then are compared, contrasted and cross-checked to see if the finding through one source is backed up by another evidence. In this research, this triangulation came from collecting data via three different methods: an observation sheet that collects data from observer point of view, a video recording to collect data on students’ RT, a questionnaire to obtain students attitudes on RT. Respondent validation was also done by going back to the subject with the researcher tentative results and refines them in the lights of subjects’ reactions (Reason and Rowan in Silverman, 2005). Triangulation has a number of advantages. Besides it provides a more balanced picture, it can also explain things that seem to contradict or not support each other.

3.8 Concluding Remarks

In summary, this chapter focuses on the research methodology that is employed in this study to discover the aspects of RT that help students’ speaking skill as the major interest of this study. As previously stated, a classroom action research design guided this study which involved 20 students at one of the

university in Cianjur, West Java. Observation and questionnaire were the two research instruments. In the meantime, data triangulation was reached by collecting various data such as observation and questionnaire. In brief, the aforementioned research methodology in this study serves as a vehicle for conducting this study. The following chapter will present the findings of the study with respect to the aspects that improve students speaking skill and students' attitude towards the practice of RT in their learning.