

CHAPTER III

METHODOLOGY

This chapter covers the method that is used in this study. This chapter also informs the participants of the study and how the data are analyzed.

3.1. Formulations of problem

This study aims to answer several questions below:

1. Can films improve students' achievement in speaking class?
2. What are the students' responses towards the use of films in speaking class?

3.2. Research Design and Method

This study used classroom action research because the problem solving encountered in a class is more specific. The most important part in classroom action research is in the observation process conducted by collaborative participants (Burns, 2010). The participants in this study are the students in the classroom and the teacher who is the researcher as the teacher and the class teacher as first observer. The class teacher asked to be the observer and let the researcher to be the teacher. In addition, the researcher provided the second observer as non participant observer in which only observed and recorded the classroom activities without getting involved in the study (Burns, 1999:82). The

observation conducted by first and second observer was to make the observation process objective and controlled (Burns, 2010).

The study applied a set of cycle: planning, acting, observing, and reflecting (adopted from Kemmis and McTaggart, 1988:11-14 as cited in Burns, 2010:8).

The first stage is planning. It is to identify the problem occurred in the classroom to decide the action that would be used in solving the problem. In this study, the pre observation was conducted to find the students' problem in learning speaking and teacher's problem in teaching speaking. The pre observation was conducted in two meetings. In the first meeting, the observation focused on the teaching and learning process. While in the second meeting, the interviews to the teacher and the students were carried out to gain in depth information related to the teaching learning speaking. Regarding the problems found in the pre observation, the planning was created. The preparation explanation is elaborated as follows.

The topic chosen in cycle one was about "pleasure" expression. The films shown related to the pleasure expression topic were Percy Jackson, 2010; Twilight Saga: Eclipse, 2010; Harry Potter and the Sorcerer's Stone, 2001; Jonas Disney Channel series: episode 'Complete Repeat', 2010; Zathura, 2009; Camp Rock 2, 2010; and Spiderman, 2007. The scenes were taken from those films elaborated in table 3.1 as follows.

Table 3.1

Film Scenes in Cycle 1

| Film Clips | Scene |
|--|---|
| Percy Jackson | Percy awake from unconscious after he fought a monster to rescue his mother. |
| Twilight Saga: Eclipse | Bella got graduation gift from her mother |
| Harry Potter and the Sorcerer's Stone, | <ul style="list-style-type: none">• Harry meet Professor Quirel at Lucky Caldron. Professor Quirrel introduce himself to Harry• Gryffindor was happy to be the 1st winner and got House Cup |
| Jonas Disney Channel series: episode 'Complete Repeat' | Jonas' Father was happy after he had heard the new song |
| Zathura | Waltar and Danny are happy to be home after winning the game, Zathura |
| Camp Rock 2 | Tess was excited to join Camp Star although Mitchie was disappointed with her choice. |
| Spiderman | Marry Jane was excited to see Peter come to her play |

The topic in cycle two was about “asking and giving permission” expression. The films shown related to the topic were Zathura, 2009; Harry Potter and the Sorcerer’s Stone, 2001; and Spiderman 3. The scenes were taken from those films elaborated in table 3.2 as follows.

Table 3.2

Film Scenes in Cycle 2

| Film Clips | Scene |
|--|--|
| Zathura | Danny and Walter were watching TV |
| Harry Potter and the Sorcerer’s Stone, | Harry and Ron met at the first time in Hogwarts train |
| Spiderman 3 | Marry Jane made a call to come to Harry’s house |

The activities in the teaching learning (adapted from Dobson, 2005) were brainstorming about the topic before watching the films, viewing the films, and practicing the dialogues based on the films.

The second stage is action. In this stage, the plans were implemented to make the students can use the utterances of the dialogue in their practice. In the brainstorming stage, the teacher asked the students about their background knowledge related to the “pleasure” and “asking and giving” expression. In viewing the films stage, the students watched the films three times and then discussed the content of the films. In practicing stage, the students imitated the dialogue as shown on the films.

The third stage is observation. The teaching learning activities were recorded on the observation sheet. The observers focused on observing the use of the films applied by the teacher. Besides, they also observed the students' improvement in using the utterance of the dialogues.

The fourth stage is reflecting. In this stage the results of the action are reflected, analyzed, evaluated and concluded to plan the next action for the better improvement.

3.3. Site and participants

As mentioned in chapter I, the study involved 30 eleventh grades students majoring in social program in one high school in Bandung. These participants were chosen because there were problem encountered in this class related to the issues of the study.

3.4. Data Collection

The instruments used in this study were observation sheet, students' speaking test, and questionnaires of students' responses.

In this study, the result from observation is the basis of data collection in action research (Burns, 1999:80). The observation is used to take normal and conscious events occurred in the classroom in which is relevant to the issues that are investigated (ibid). Observation sheet used in this study is classroom observation form (scaled) adopted from the Community College of Aurora's Mentor Program Handbook and Staffordshire University (from

http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_464

[61.pdf](#)). This observation form contains ten observation areas; development of learning objectives; selection and use of instructional materials; educational climate for learning; variety of instructional activities; preparation for class session; instructional methods; opportunities for student participation; individualization of instruction; responsiveness to student feedback; and learning difficulties.

This study used students' speaking test to get the students' score in speaking. The passing grade score of the observed school is 70. The test was given at the end of the cycle. The criteria of the speaking test adopted from Caroline (2005) cited in Nurmayasari (2010). The aspects include comprehension, vocabulary, fluency, pronunciation, and grammar scaled from 1 to 5.

In this study, it used questionnaires to get information of students' response towards the use of films in speaking class. The questionnaires consist of questions related to the advantages of the use of films in speaking class and these used scale from strong agreement to strong disagreement. The questionnaires categories are elaborated in table 3.2 as follows.

Table 3.3
Questionnaires indicator

| No. | Categories | Indicators | Item Number |
|-----|-----------------------|--|-------------|
| 1 | Increasing motivation | Increasing students' motivation in learning speaking | 1,2,3,4 |

| | | | |
|--------------|--|--|-----------|
| 2 | Helping students in getting the visual context | Giving the real sample / model of the conversation | 5 |
| | | Giving students real expression and gesture based on context | 6 |
| | | Giving visual context | 7 |
| 3 | Giving easy learning relate to recall and understand the message of the material | Helping in recall the message of the material | 8 |
| | | Helping in understanding the message of the material | 9 |
| | | The actor and the actress of the films can help students in recall the message of the material | 10 |
| 4 | Giving interesting learning experience | Helping in making relation between prior knowledge with the material | 11 |
| | | Helping students in speaking English naturally | 12 |
| 5 | Giving sample in practicing English pronunciation | Helping students learn about pronunciation | 13 |
| 6 | Improving vocabulary | Helping students in getting the new various vocabularies | 14 |
| TOTAL | | | 14 |

1.5. Data Analysis

Data analysis of observation

The data from observation were analyzed based on the categories of observation sheet adapted from the Community College of Aurora's Mentor Program Handbook and Staffordshire University (from http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_46461.pdf). These focused on the use of the films in teaching learning process in the class and the students progress in the aspects of classroom participation, the use of utterances in the dialogue ("pleasure" and "asking and giving permission" expression).

Data analysis of speaking test

To get the students' speaking score, the speaking test was conducted. It is aimed at comparing their speaking performance in pre observation speaking test and every cycle. The scoring technique was taken from (The English Language Learner Knowledgebase, 2004 in Linse, Caroline T: 2005, cited in Nurmayasari (2010) was used. The criterion in the speaking test consists of several aspects as whole of the speaking performance. They are comprehension, fluency, vocabulary, pronunciation, and grammar. The result of the score was analyzed qualitatively.

Data analysis of questionnaires

The analysis of the data from questionnaires was presented in number of students for each response. The results described each question qualitatively related to the issues found during the study.

1.6. Clarification of Terms

There were two major terms used in this study. The variable of this study is films and speaking skill. Further explanations were elaborated as follows.

1. Film

Film is a recording of social and natural environment of human in order to create realistic and lifelike learning situations in which close to the original model (Wittch and Schuller, 1957).

2. Speaking skill

Speaking skill is the speech ability to convey linguistics knowledge in actual communication it includes expression of our ideas, feeling, thoughts, and need orally (Hornby, 1995 cited in Mora, 2010)