

## **CHAPTER III**

### **METHODOLOGY**

This chapter provides an overview of research design, research site and participant, data collection techniques and data analysis applied in this research.

#### **3.1 Research Design**

The method used in this research is Classroom Action Research (CAR). This study was designed to help a teacher find out what is happening in his or her classroom by doing some actions and to use that information to make improvement in his teaching and student learning (Gall, Gall, and Borg, 2003; Biggs, 2003 as cited by Alwasilah, 2011). Action research is a systematic and careful process conducted by teacher or educator to examine his own educational practice (Ferrance, 2000). It also usually arises from problems faced by the teacher in classroom. Therefore, it can be an alternative to solve them since it is practical or effective (McNiff and Whitehead, 2006).

The research was conducted in four cycles which consisted of two meetings in each namely on Monday and Wednesday. The treatments of this research were terminated when criteria of success were achieved with the following indicators:

1. There was an improvement on students' motivation which can be observed on the frequency of asking question, giving comment and response, initiation, and interaction with others.

2. Students' speaking score achieved the minimum completion score (KKM). The minimum completion score (*Kriteria Ketuntasan Minimum*) of the first grade in this school was 75.
3. The mean of students' score in class was 75.
4. Students were able to use some expressions and give appropriate responses.
5. Students could speak English easily and without many pauses and without too much hesitation.
6. Seventy five percent of students were also expected to achieve the mean of the minimum completion score.

Kemmis and McTaggart (1988) in Burns (2010) suggested that there are four important components applied in action research namely planning, implementing, observing and documenting, and reflecting. These steps will be elaborated below. For the details, see Appendix A.

**a. Planning**

Having identified the main problem and determined the area of focus in this research and research questions, the teacher and the researcher planned the intervention and innovation to be implemented (Kemmis & McTaggart, 1988 in Burns, 2010; Latief, 2009). Then, they looked for an alternative intervention by choosing a strategy considered as an effective way to solve the problem (Latief, 2009). After that, Latief (2009) suggested that they should made criteria of

success to measure whether the strategy has succeeded to solve the problem or not yet. Finally, they formulated that strategy into lesson plan including the source of learning and media (Latief, 2009).

Here are the highlights of the plan of each cycle in this research. For the details, look at appendix A.

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>
<b>Topic</b>	At a restaurant	Having boy/girlfriend	Losing something	Being an actor/actress
<b>Language Focus</b>	Expression of offering something or services and its responses	Expression of asking permission and its responses	Expressing sympathy and its responses	Describing activities in progress (Present Progressive tense)
<b>Drama Technique</b>	Frozen Image Building and role-play	Empty chair and role play	Miming and role play	Miming

**Table 3.1 Overview of Plan from cycle 1 to cycle 4**

#### **b. Acting**

Latief (2009) stated that in this step, all activities made in scenario were implemented. The researcher applied the scenario while other teachers became the observers. Educational Drama was used in this scenario. Before implementing the lesson plan, the scenario had been carried out in another class to make sure that the lesson plan would flow in natural of order of things (Latief, 2009).

This step was mainly divided into three activities; presentation, group discussion, and role play. Presentation was researcher's term which referred to the activities in which the technique of Educational Drama carried out. It was considered as controlled practice since students practiced the target language in restricted situations in which they had little or no choice of what language they used and the possibility of making mistakes was minimized (Thornbury, 2005). Here, the teacher focused on accurate use of the target language. Group discussion constituted the activity which was carried out after presentation. It was based on the belief that was claimed by Sowden (1985);

...students will voice their thoughts and opinions within their own peer group with freedom and spontaneity; they will gain an increased confidence and ability in oral language (Sowden, 1985: 8).

Role play was activity that was carried out in second meeting of each cycle to provide wider opportunities for students to practice the expression that they had learned. Harmer (2007) argued that role play can be used to encourage general oral fluency and or to train students for specific situation. It constituted less controlled practice since students practiced the target language more freely; with more choice of what they said and what language they used (Thornbury, 2005). The highlight of those three activities could be seen in table 3.2.

<b>Activities</b>	<b>Purpose</b>	<b>Description</b>
<b>Presentation</b>	To facilitate students to speak. (controlled practice)	Several students were asked to perform a technique of Educational Drama, while others became the audience. After that, the audiences were asked some questions related to the performance.
<b>Group Discussion</b>	To record each individual's performance at various points during the program.	Students were asked to answers the questions which were given by the teacher in group of six. Teacher observed their attitude in group discussion using framework adapted from Sowden (1985). See page 29.
<b>Role-play</b>	To provide wide opportunities for learners to use language freely and creatively (less controlled)	The teacher provided some situation related to the materials which had been learned. The student acted out the situation in pairs. Then, the teacher recorded their role-play and then evaluated it using Speaking Scoring Rubric, adapted from Linse (2005). See page 31.

**Table 3.2 Main activities which were done by students in each cycle**

### **c. Observing**

In this step, the scenario was observed to see how successful it was. The aims of observation itself was to collect the data which became indicators of success as an impact of the scenario which had been planned before (Kemmis & McTaggart, 1988 in Burns 2010) and to see how far the scenario had been successful to overcome the problems as what had been determined in criteria of success (Latief, 2009).

### **d. Reflecting**

In this step, the teacher and the researcher analyzed the data and made conclusion based on the data gathered then compared them to the criteria of success (Latief, 2009). Latief adds that if the result of data analysis showed that the target of criteria of success had been achieved, it proved that the strategy had been successful to solve the problem. Therefore, the research was terminated. However, if the target had not been achieved, the teacher and the researcher would review the strategy to determine what should be modified, be improved and be implemented in the next cycle (Latief 2009; Kemmis & McTaggart, 1988 in Burns 2010).

## **3.2 Site and Participant**

In Classroom Action Research, there is no population or samples are taken.

According to Arikunto (2006),

“ ...penelitian tindakan kelas tidak mengenal populasi dan sampel, karena dampak perlakuan bagi subjek yang dikenai tindakan saja. Dengan kata lain, hasil penelitian tindakan kelas hanya berlaku bagi kasus yang diteliti” (Arikunto, 2006:27).



The data in this research were gathered from the first grade students of Chemical Analyses Class (1An2) of one SMK in Bandung which consists of 36 students—12 males and 24 females.

### **3.3 Data collection techniques**

The data were collected through four instruments, namely test, observation, questionnaire and interview. The researcher applied a triangulation to keep the validity of the research itself. Gall et al (2003) stated that triangulation is a process of using multiple data collection methods, data sources, analysis, or theories to check the validity of the research findings.

#### **3.3.1 Test**

The test applied achievement test since it is designed to measure learners' language and skill improvement in relation to the syllabus they have been following (Harmer, 2007). In this research, test was used to measure the improvement of the students' speaking ability using criteria which was adapted from Linse (2005) including comprehension, fluency of the language, pronunciation, vocabulary, and accuracy of content and grammar. See table 3.5.

The Student Oral Language Observation Matrix constitutes test which used to test children's speaking skill. However, it was used in this research to test SMK students speaking ability because of some reasons. First, their speaking ability was in novice level which was characterized by the ability to communicate minimally with learned material (Brown, 2001; p. 100). Second, English they

learned was English as foreign language (EFL) in which students did not have ready-made context for communication beyond their classroom.

There were two kinds of test—pretest and posttest. Pretest was administered to measure students' initial ability in speaking and also to find out their problems in speaking. Posttest was administered at the end of each cycle to measure their improvement in their speaking ability. It also was used to help researcher decide whether to terminate the research or continue it to the next cycle.

The test was applied by providing students some situations related to the topic. Then, they had to choose one of the situations and make a dialogue in pairs or groups. After that, they should act it out. See table 3.3.

There were three persons involved in assessing students' performance including the researcher. They are the researcher, the teacher, and the colleague. It was done to keep the data objective.

### **3.3.2 Observation**

Observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste (Arikunto, 2006). This research applied participant observation since the researcher studies a setting in which he is already a member or becomes converted to genuine membership during the course of the research (Gall, Gall, & Borg, 2003).

The observation was conducted in four weeks at English subject. Observations were done by using observation checklist which was adapted from



Sowden (1985), speaking checklist which was adapted from the book entitled *Glencoe Literature the Reader's Choice* and using video tapping.

Cycle	Situations
1	1. A: B comes to A's house. A offers B food and drink. B: Accept. 2. A: A is a waitress. A offer some juice to B (customer). B: refuse. B wants a cup of coffee. 3. A: B is bringing heavy box. A offers a help to B. B: Accept.
2	1. A: A is invited by his friend to have group-study in his house at 7 p.m. A has to ask permission to B (A's mother). B: giving permission 2. A: A is doing a task in classroom, but he does not bring pen. So, A should borrow it to B. B: refusing 3. A: A is in B's house. A needs to call his mother to tell that he will go home late. A needs to borrow B's telephone. B: giving permission.
3	1. A: A tells B that A has just lost his laptop. B: say sympathy. A: give response. 2. A: A tells that his uncle had passed away. B: say sympathy. A: give response. 3. A: A got bad mathematics' score in the midterm test. B: say sympathy A: give response.
4	Each student should take a picture. They should describe what they are doing based on the picture to his friend.

**Table 3.3 Situations which were used in test**

No	Name	Initiate Ideas	Ask Questions	Answer Questions	Listen Carefully	Interact with Others

**Table 3.4 Checklist for Students' Activities in Group Discussion, adapted from Sowden (1985)**

	1	2	3	4	5
Comprehension	Cannot be said to understand even simple conversation	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.	Understand conversation and can use it either in formal or informal situation.
Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	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 fluent and effortless
Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary, comprehension quite difficult.	Student frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary	Student occasionally uses appropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabularies and idioms appropriately
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 in appropriate intonation patterns.	Pronunciation and intonation are used well so that they make conversation intelligible.
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning	No grammatical and/or word order errors that do not obscure meaning.

**Table 3.5 Speaking Scoring Rubric, adapted from Linse (2005)**

<p><b>Voice</b></p> <p>The student</p> <p><input type="checkbox"/> waited until everyone in the audience focused on him/her.</p> <p><input type="checkbox"/> spoke loudly enough to be heard in the back of the room.</p> <p><input type="checkbox"/> spoke clearly so that each word was distinct.</p> <p><input type="checkbox"/> kept a steady tempo—didn't speak too slow or too fast.</p> <p><input type="checkbox"/> was relaxed and conversational.</p>	<p><b>Comments</b></p>
<p><b>Face</b></p> <p>The student</p> <p><input type="checkbox"/> kept head up.</p> <p><input type="checkbox"/> looked at the audience, moving eyes from person to person.</p> <p><input type="checkbox"/> used facial expressions to express emotions conveyed in the speech.</p>	<p><b>Comments</b></p>
<p><b>Body</b></p> <p>Student</p> <p><input type="checkbox"/> stood up straight and tall.</p> <p><input type="checkbox"/> made gestures with hands and arms to help describe speech.</p>	<p><b>Comments</b></p>

**Table 3.6 Speaking Checklist** adapted from *Glencoe Literature The Reader's Choice: Rubrics for Assessing Student Writing, Listening, and Speaking.*

### 3.3.3 Questionnaire

The questionnaire consists of a group of statements that should be completed. It used closed questionnaire. It consisted of four response categories: strongly agree, agree, disagree and strongly disagree. This format was based on Likert scale.

Category of Response	Strongly Agree (SA)	Agree (A)	Disagree (DA)	Strongly Disagree (DA)
Score	4	3	2	1

**Table 3.7 the Scoring System of the Questionnaire**

Consist of 14 positive statements; here is the framework of the students' Questionnaire:

No	Categories	Item Number	Total
1	Response to the implementation of Educational Drama in teaching speaking	1, 2	2
2	Response to the importance of Educational Drama in teaching speaking	3, 4, 5, 6	4
3	Response to the lesson content given in teaching speaking using Educational Drama	7, 8, 9, 10	4
4	Response to the role of the teacher in teaching speaking using Educational Drama	11, 12, 13, 14	4
<b>Total</b>			14

**Table 3.8 Framework of the Students' Questionnaire**

### 3.3.4 Interview

Interview was done to find out the students' opinions on the use of Educational Drama in improving their speaking ability. It was used to get deeper information which was likely uncovered in questionnaire and observation. Alwasilah (2002) argued that the data which likely cannot be covered through observation can be gained by using interview. It involved 6 students from 36 students. The interview was delivered in *Bahasa* to avoid misunderstanding and

to make them comfortable in giving response. It was audio taped and transcribed.

Here were the main issues to be asked in the interviewed.

1. Students' opinions on the use of Educational Drama in teaching speaking.
2. Aspects which they like or dislike using Educational Drama
3. Students' hopes for the future teaching.

Complete questions see appendix B.

### **3.4 Data analysis**

In action research, the process of data analysis is done in each cycle. In the case of this research, qualitative data and quantitative data were used. As cited in Gall at al (2003), Davydd Greenwood and Morten Levin state:

...action research is inherently multimethod research, including scientific experiments, quantitative social research, and qualitative research methods from as many disciplines as necessary to address the problem at hand.

Qualitative data described some information about students' comprehension, perception, or attitude toward a new method. Quantitative analysis was used to calculate and analyze data from the tests. Meanwhile, qualitative analysis was used for data from observation, questionnaire, and interview.

#### **3.4.1 Analysis Data from Test**

The data from the student oral language observation matrix (The English Language Learner Knowledgebase, 2004 in Linse, Caroline T.: 2005) were analyzed by using descriptive statistics because the data cannot be used for

generalizing results beyond the context and research participants. Descriptive statistic fits in well with the local and specific characteristic of action research (Dornyei, 2007 cited in Burns, 1999).

### 3.4.2 Analysis of Data from observation

The data from observation were analyzed by categorizing it into some categories based on Table 3.4 and 3.6 which were related to the use of Educational Drama in improving their speaking ability during the teaching learning process. Then, they were interpreted to answer research question.

### 3.4.3 Analysis of Data from Questionnaire

The percentage of each response was calculated based on the frequency by using this formula

$$P = \frac{f_o}{n} \times 100 \%$$

(Ridwan, 2009)

where: p = percentage

f<sub>o</sub> = frequency of answers

n = total respondents.

Finally, the scores were interpreted by looking at the following table:

No	Score	Category
1	0%	None
2	1% - 25%	A few of
3	26% - 49%	Nearly half of
4	50%	Half of



5	51% -75%	Best part of
6	76% - 99%	Nearly all of
7	100%	All of

(Moch. Ali: 184)

**Table 3.9 Percentage Classification**

#### **3.4.4 Analysis of Data from Interview**

The data from interview were analyzed by transcribing the data from interview, reducing inappropriate data, and interpreting the data from interview in accordance with the research questions.

#### **3.5 Reliability and Validity**

The reliability of this research was established by observing and recording the activities in the lesson. In addition, the data were collected using various instruments to gain reach, deep, and comprehensive insight about the implementation of Educational Drama in improving students' speaking ability. It is in line with what had been said by Baumfield (2008) that the reliability in action research is achieved if the researcher records the data occurring in the setting of the study. On the other hand, the validity was established by collecting the data from test, observation, questionnaire and interview and then was triangulated. Triangulation such as the use of multiple data sources is a means of checking integrity of the inferences of one draws (Merawati, 2010 in Alwasilah 2011).

### **3.6 Concluding Remark**

This chapter has displayed research methodology consisting of research method, site and participants, data collecting techniques, and data analysis. The whole research findings will be discussed in chapter IV.

