

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents the methods used in this research. Research design, Setting and subject of the research, Time of the research, Research Procedures

#### **A. Research Design**

The design of this research was Classroom Action Research (CAR). Based on Hermida in Mettetal (2001) Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Latief (2011) states that Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. There are some definitions of Classroom Action Research quoted from Prendergast in Arifin (2012) based on the fourth of teachers' competences as follows: Lewin says that "Classroom Action Research is way of teachers to organize the teaching and learning process based on either their own experiences or their collaboration practice with the others." Meanwhile, Calhoun and Glanz explain that "Classroom Action Research is a method to empower the teachers to be able to support creative performance school (professional competence)."

Cole and Knowles assert that "Classroom Action Research could aim at the teachers to collaborate, reflect, and ask to the others with the purpose not only about program and teaching method, but also help them to develop personal

relationships (personality competence).” Noffke also mentions that “Classroom Action Research could boost the teacher to reflect toward teaching practice to build comprehension exhaustively and develop personal relationships and social with the teachers (personality and social competence).” Then, Whitehead states that “Classroom Action Research could facilitate the teachers to develop pedagogy comprehension in order to improve the teaching and learning process (pedagogy competence).” Additionally, Prendergast says that “Classroom Action Research is a facility for the teachers to reflect and act systematically to reform the process of teaching.”

Hopkins in Wiriaatmadja (2010:11) also gives the definition that Classroom Action Research is a research that combines research procedure with substantive action, means that an action was done by using discipline inquiry or an effort to understand what is it doing and involve in the process of reparation and change.

Based on the theories of Classroom Action Research from some experts, the researcher concludes that Classroom Action Research is a research aiming at developing innovative instructional strategy to improve the teaching and learning process. It is reflective way for the teacher specially to increase their duty and also to repair their teaching and learning process in the class.

In Classroom Action Research, English teacher assess the use of their own teaching activities and plan the improvement based on the result of the assessment. For English instruction, it is aimed at developing innovative

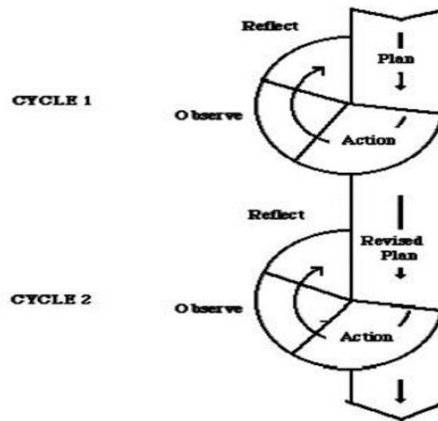
instructional strategy that can help enhance the success in students' learning English. Truly, the concept of Classroom Action Research is derived from the terms of Action Research itself. Kemmis and McTaggart in Sukardi (2013) only reveals action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others.

The subjects of action research could be classroom, industry, and society (Sudikin in Sukardi, 2013). Further, Rapoport in Samsudin & Damaianti (2011) said that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. Then, Ebbutt in Samsudin and Damaianti (2011) states that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions. Meanwhile, McNeill in Arifin (2012) states that action research is a term which refer to a practical way of looking at your own work to see that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice.

Talk about the definition of action research, Kemmis in Arifin (2012) also suggests that action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out. Elliot in Arifin (2012) also comments that action research is a term of social situation within an action in order to improve the quality of situational in it.

Research design in Classroom Action Research refers to how the study is conducted. This research was done in collaboration between the researcher and the collaborative teacher. The researcher collaborated with the two of English teachers at Thampitayakhan School Pattani, South of Thailand. The teachers as collaborator, were involved in the process of the research activities. The collaborator teachers completed an observation sheet and check lists given by the researcher.

In the Classroom Action Research, the researcher implemented the innovative instructional strategy. The researcher acted as English teacher who attempted to apply Activity based English Learning Strategy in the class. So, the researcher also observed students' activities during the process of learning English all at once.



*Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart*

The procedures of research are performing by administrating two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about speaking skills. The model of action research used in this research is the model developpe by Kemmis and Mc Taggart in Burns (1999:32). According to them, classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections. In the implication of action research, those steps make a spiral. It means that when we do one step, we can come back to previous step to see what we are already done or we the new cycle not from beginning.

## 1. The Model of Action Research

### a) Planning

Before implementing the action, the researcher needed to make general plan. At this stage the researcher prepared documents and equipment needed in doing the action in order to enhancing speaking skills students.

### b) Action

Action is act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plans which had been made. In this research, the researcher used conversation in teaching and learning process in order to enhancing students' speaking skills.

### c) Observation

Observation is a step where the researcher observed the effects of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. The researcher did observation during teaching and learning process.

### d) Reflection

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflected what she had done through a succession of stages. The process in action research can be shown in the schema below.

## **B. Setting and subject of the Research**

The classroom action research was done at Tampityakhan school with the total of the students second year in class IX are 11 students as the subject of this research. The classroom action research was done on January 09 to February 18, 2019.

## **C. Time of the Research**

The research study was conducted in the second semester of the academic year of 2018/2019. The actions were carried out in January-February 2019. The observation was done on February 2019.

## **D. Research Procedures**

This action research used the model developed by Kemmis and McTaggart in Burns (1999:32). In this model, the implementation of the action research included four steps, namely planning, action, observing and reflection. These four steps were included in part of procedures of action research. The procedures of action research in this research are as follows:

### **1. Instrument of Collecting Data**

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).
4. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
  - a) Pre-test is done before implementing the Classroom Action Research (CAR).
  - b) Post-test is implemented after implementing the Classroom Action Research (CAR).
5. Documentation: To collect all the data, a camera was utilized to record the students' performance in the teaching and learning process.



## 2. Planning

In the planning, the researcher did four things, which were: (a) preparing the lesson, (b) preparing research instruments, and (c) determining criteria of success.

### a) Preparing the lesson plan

The researcher uses explanation text audio monologue as the main source. The researcher and the teacher collaborate to make the teaching media and the instruments for classroom action research.

### b) Preparing the research instruments

Preparing the research instruments the researcher prepared the instruments used for collecting the data that were observation test.

### c) Determining criteria of success

The criteria of minimum score (KKM) is 75, so if the students get 75 minimally, it means that they are successful in their teaching and learning process. So the students who get score 75 minimally must reach 80% of the students in the class with the average score 75. The formula used in this study is:

Students who get 75 minimally

Percentage= \_\_\_\_\_ X 100%

Total students

There are some aspects that are measure in the speaking skill. Those are grammar, pronunciation, vocabulary, fluency and comprehension.

### 3. Implementing

In this stage, everything has been planned. The researcher implemented the Activity Based English Learning Strategy to increase student's speaking mastery. The researcher as the English teacher managed the class based on the lesson plan. The class was organized by applying the Activity Based English Learning Strategy and the material about Based English learning. It can be seen in the lesson plan, the instructions, steps, time allocation, and activities of the teacher and students are stated clearly.

### 4. Observing

Observation is the process of collecting data about the enhancing of the applied strategy which happened during and after the implementation of the action. In this part, the researcher with the teacher observed the teaching and learning process. The researcher also observed student's activities in

learning. Then, she observed the students' respond, students' interest on this method.

The observation was done during the teaching and learning process. In this step, the English teacher of Tampityakhan school acted out as the observer. He observed all activities happening in the classroom and take notes related to the process of teaching and learning. There were some aspects observed: class situation, students' behavior, teacher's technique in delivering the materials and students' response when they were given the materials. The result of the observation was written in field notes as the data, while the researcher wrote her observation result in diaries. The English teacher as the observer gave some input and suggestion to the researcher. The observer also took some photographs of the teaching and learning process.

## 5. Reflecting

Reflecting was the final of these stages. The objective of the reflecting was to analyze the result of the observing phase. This phase was intended to show whether the practical problem was solved or not and whether there was new problem found during the implementation phase. The main point of this phase was making decision whether stopped the research or continued to the next cycle.

In this section, the data analysis was done by getting the data of students' score from test administered at the end of the meeting of every cycle. The researcher expected the students' score would increase if the innovative instructional strategy used was suited applied in the class. To analyze the data, the researcher attempted to compare the students' score with the criteria of success. As mentioned above that the students' could pass the test if their score was more or equal to 75. In the fact, however, there were some students' got the score less than 75 based on the result of post-test.