

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the description of research method including research design, setting and subject of the study and procedure of the study that consist of preliminary action and four steps in action research; planning, implementing the action, observing (data and source and technique collecting data) and reflecting.

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

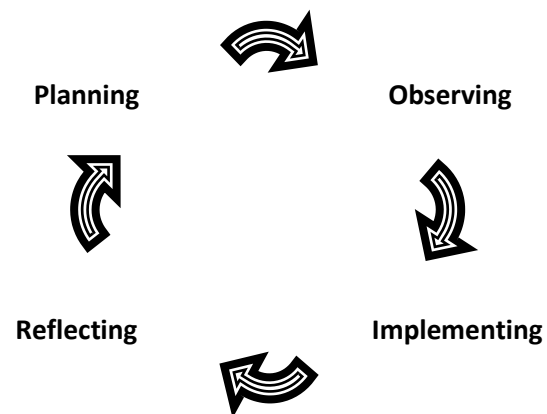
In teaching English, a teacher usually makes and needs development and empowerment into his class. One of the ways to improve the quality of the teaching of English is conducting Classroom Action Research (CAR). In this study the researcher employed Classroom Action Research to solve students' speaking problems. This is called Classroom Action Research (CAR) because it is used to distinguish action research carried out within the scope of education by action research in other field. Basey in Khosy (2005: 8) describes action research is an enquiry which is carried out in order to understand, evaluate and then modify educational practice. Beside of that CAR can be applied in a variety of subjects. It is good used for solving the problem in many subjects, such as Mathematics, English, Indonesia, Science, and etc. Classroom research is process involving teachers in the formal study of teaching and learning.

This research was conducted by Classroom Action Research in second grade of Mts Al- Huda Bandung. The purpose of this Classroom Action

Research was to solve students' speaking ability by using Short Movie. The researcher wants to know how the short movie can improve students' speaking ability.

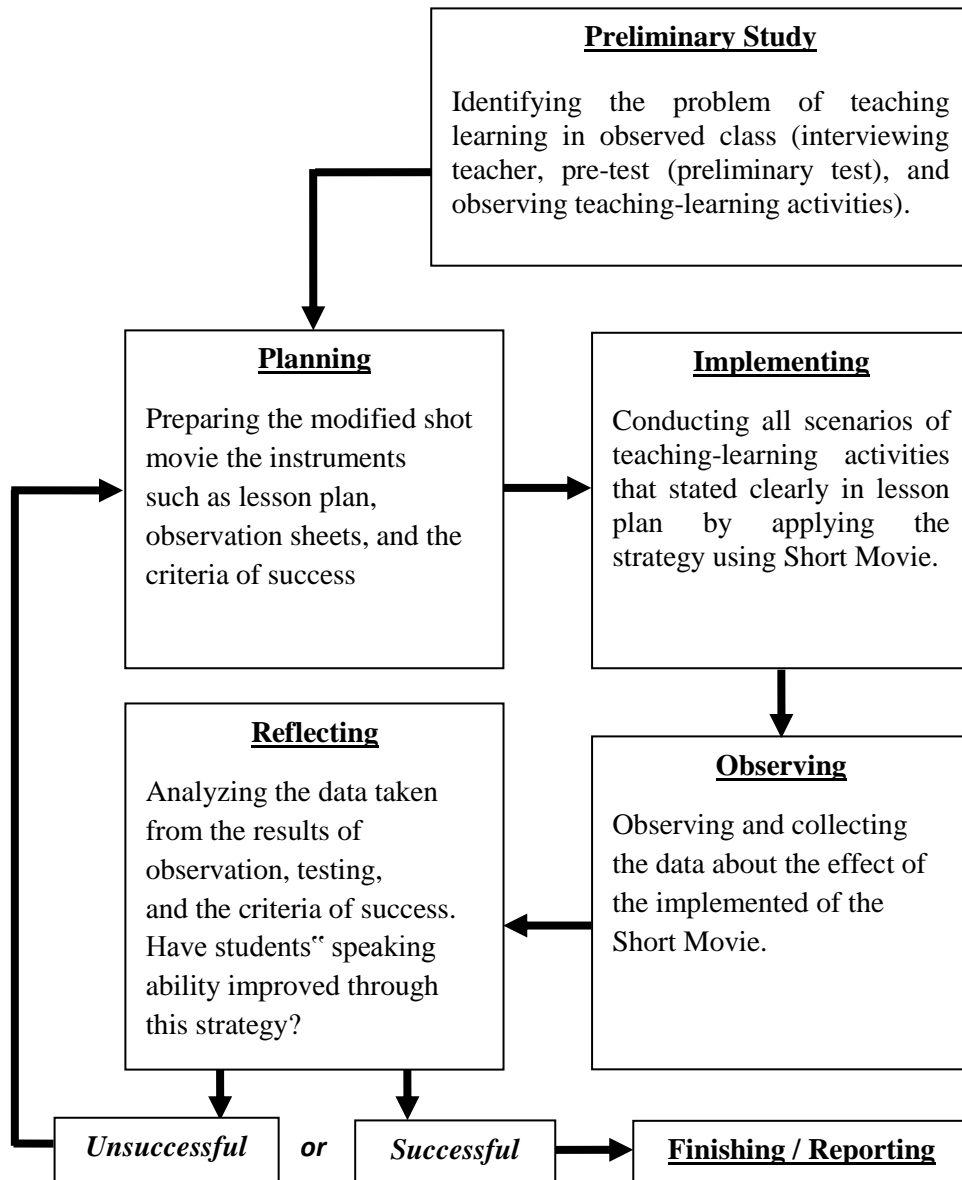
This research was done in cycles, each of which consisted of four steps: planning, implementation, observation, and reflection.

**Figure 3.1 Stage of Classroom Action Research**



The practice of the Classroom Action Research done to improve the students' speaking ability could be designed in the figure below:

**Figure 3.2 Classroom Action Research Design**



Planning was the first step of the cycle concerned with teaching preparation designed by the researcher. It included the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media used, and the task given to the students as the evaluation of the applied strategy. Then, the implementation or action was conducted during the learning-teaching activities based on the prepared lesson plan to solve students' problem. Action involved the improvement of practice, the improvement of understanding individually and collaboratively and improvement of the situation in which the action takes place. The third step was observation. Observation was done to collect data about the effect of the applied strategy. The last was reflecting. It was an activity to analyze the collected data from each cycle to determine whether or not the following cycle was necessary to be conducted.

#### **B. Subject and Setting of the Study**

The classroom action research was conducted in may 2016 for the second semester students in the academic years 2015/2016. The subject of the research was VIII-F students of Mts Al- Huda Bandung. The number of students were twenty five students. They were taught speaking by using short movie. The scedule of the research can be seen in the Appendix 1.

The researcher choosed VIII-F of Mts Al- Huda Bandung because the researcher found the students problem in their speaking. To solve the problem, the researcher used short movie to facilitate the students' speaking. The researcher used this strategy to stimulate the students to be more interest,

enthusiastic, enjoy, and motivated in studying speaking. The movie practically could help the students knew the characters, problems, and also setting of the story. These aspects were beneficial to facilitate students to speak a lot.

### **C. Procedure of the Study**

In the classroom action research, there are four stages within one cycle. They are planning, implementing, observing, and reflecting. Before elaborating the procedure of the study covering planning, implementing, observing and reflecting, this part is initiated by describing the result of preliminary study. Preliminary study is important for researcher to design the modified strategy applied in Cycle I. It was intended to find out practical problems of the class.

The preliminary study was done on April, 18th 2016 before the researcher conducted the research. It was done in class VIII-F of Mts Al- Huda Bandung. The preliminary observation was done because it was important to know the students problems in speaking. Before doing the research, the researcher choosed the materials that was appropriate with students level. And then, the researcher search the story and give to the students as preliminary test. After doing the preliminary observation and preliminary test the researcher identified that there were some problems faced by students in speaking. There were twenty five students in VIII-F class. The problems of students were many students can not speak fluently because they did not how to retell well. Students' participation was low, they were not feel interested in learning activities. Basically the students were not also anthusiastic. The

students often made mistake to pronounce English words. Moreover, some of them were shy to speak because they were worried about making mistakes. Other problems were six or 24% of them got the score equal to or above 70 and the majority of students got score less than 70. Hence, in this study the researcher facilitated the students who got the score less than the KKM in order they can reach the criteria of success and those whose scores were equal to or more than the KKM could which improve their ability.

After doing preliminary observation, the researcher provided the strategy to solve the students' problem in speaking ability. The researcher used short movie to facilitate students in speaking. Meanwhile, the procedures of study covering planning, implementing, observing, and reflecting are presented below.

### **1. Planning**

Planning was the first step prepared before implementing the action. It was made on the basis of analyzing problems found in the preliminary observation. The researcher stacked out the effective strategy and thought how students can improve their speaking ability. The preparation was made by the researcher before doing actions of the cycles done in the class. They were activities included in covering (a) Socializing the research program, (b) Providing a suitable strategy, (c) Designing a lesson plan, (d) Preparing the criteria of success.

### **a. Socializing the Research Program**

To get an approval for conducting the research, the researcher had a plan to meet the headmaster and teacher in Mts Al- Huda Bandung, to ask permission and discussion about the strategy that would used to be improve students' speaking ability. After getting permission, the researcher and the teacher discussed the time table of doing the action. The researcher shared the main point of the research program and the activity in research.

Besides discussing the schedule and the process how to the study would be conducted, the researcher and the teacher decided who would be the observer and the researcher.

### **b. Providing a Suitable Strategy**

After knowing the class problem, the researcher provided the suitable strategy to solve those problems. The researcher applied an innovative instructional strategy, namely Short Movie. The strategy solved the students' problems in speaking. They could imitate the pronunciation by native speakers of the movie. moreover, they could develop their speaking ability. Additionally, the topic of subject was retelling Narrative story. It would contribute much over toward their instructional goal.

### **c. Designing the Lesson Plan**

After presenting the strategy, the researcher prepared the steps and the activities applying those modified strategies by Short

Movie. In this section, the researcher provided lesson plan consisting (a) course identity, (b) instructional objectives, (c) procedure of teaching and learning employing the developed strategy, (d) instructional material. For more detailed description of the lesson plan, it can be seen in Appendix II.

#### **d. Preparing the Criteria of Success**

The criteria of success were set to see whether the implementation of the modified strategy was successful or not. Classroom action research was believed to be successful if it can exceed the criteria which have been determined. The criteria of success were not only determined the students score in speaking test, but also students' motivation and behaviour, students' responses toward strategy, target of learning objectives, students' enthusiastic with the strategy used.

In this classroom action research, the researcher prepared criteria success in form of score test and observation sheet. The researcher used the observation checklist to know the students' participation doing teaching and learning. For more detail about observation checklist can be seen in Appendix IV.

Beside that, the quantitative criteria of success were determined by the students, scores attainment that was equal to or more than. Practically, when the students got the score less than 70 the teacher continued to next cycle, but when the score of students



was equal to or more than 70 the study was stopped. To assess the students speaking test, researcher used the speaking rubric in Appendix V.

#### **e. Training the Collaborator Teacher**

In this research the researcher helped by her friend as observer and collaborator teacher. As the collaborator teacher she helped the researcher to conduct the class and give feedback about miming game. So, the modified strategy could be apply during the teaching and learning process.

### **2. Implementing**

In this stage, the made planning above was implemented. The researcher implemented the Short Movie which had been modified to solve students' speaking problems. The researcher conducted teaching and learning based on the lesson plan. Practically, this research was conducted in 2 cycles consisted of 6 meetings. It was conducted on :

- a. First Meeting of Cycle 1 was done on April, 22th 2016
- b. Second Metting of Cycle 1 was done on April, 25th 2016
- c. Third Meeting of Cycle 1 was done on April, 29th 2016
- d. First Meeting of Cycle II was done on May, 9th 2016
- e. Second Meting of Cycle II was done on May, 13th 2016
- f. Third Meeting of Cycle II was done on May, 16th 2016

Each of the meeting was done differently, in terms of its topics and activities.

### **3. Observation**

The purpose of this step was to collect data. Observation is the process of collecting data about the effects of the applied strategy during and after the implementation of the action.

Observation in this research would be used to monitoring the students' activities during teaching and learning process of English study by using Short Movie. Observation was used in every cycle to make a conclusion of teaching and learning process. The instruments used to collect te data were (1) observation checklist and (2) test.

#### **1) Test**

Test is a set of questions that used to measure students ability in speaking. Test was used by researcher to know the students' progress in learning speaking that was facilitated by using short movie. The test required the students to include retell story in front of the class. The test was administrated at the end of the meeting of every cycle. The students' gained scores were watched with the criteria of success to determine whether or not the cycle continued.

#### **2) Observation Checklist**

Observation checklist is a set of list about the students' participation during the teaching and learning process. It was used to know the students' participation and enthusiast during teaching and learning process in the class. These are the criteria of students' behavior and response : (1) Students anthusiastic to participate the

teaching and learning process (2) Students active and pay attention of teachers' explain in teaching and learning process, (3) Students watch the movie carefully, (4) Students more interest and enjoy to follow teaching and learning process using short movie, (5) Students able to find the word from the movie and pronounce it., (6) Students able to analyze the short movie, etc. For more detail could be seen in Appendix IV.

The observation checklist was filled by the observer based on the students activity during the teaching and learning process. By this observation checklist the teacher would identify the students' participation in studying speaking by using short movie.

#### **4. Reflecting**

After doing the observation, the researcher and the observer did the next step that was reflect the strategy. The aim of this phase was to analyze the collected data through doing interviews, doing observation, and administering test. Through this phase the researcher could find out whether the research problem was solved or not and whether there were problem appear during the acting phase. Beside that the researcher could make a decision whether the study would be continued to the next cycle or stopped it. In conclusion, the cocting data doing interview, observation, and administering test are used to revise the planning in the first cycle to be implemented in the second cycle if the criteria of

success of the study have not been achieved yet the study has to be continued to the cycle II.

After all data were collected by using the predetermined instruments, the next step was data analysis. To analyze the data, the researcher attempted to match the students' score with the criteria of success.

Quantitatively data from result of speaking test 1 would be analyzed. As mentioned above that the students could passed the test if their score was more or equal to 70. In fact, based on the result of Test 1, there were 15 students or 60% passed the test and there were 10 students or 40% failed the test. However, if it was compared with their scores in preliminary test, the students' speaking score improved.

The strategy has solve the students' speaking problems although some of them still failed in the tes at Cycle 1. In the preliminary result, researcher found that the mean of speaking test was 47.16, after teaching by using Short Movie the students was reached their speaking score. The mean of speaking test was 65.44. it was also showed by the number of passing the speaking test, the preliminary study found that 6 students whom passed the test, but in the Cycle I researcher found 15 students have passed the speaking test.

Absolutely, it indicated that strategy using Short Movie continously effective to improve students' speaking ability. But, to cover all students in passing the speaking test and get score  $\geq 70$ , the researcher

had continue the strategy to Cycle II. After applying the other modified strategy using Short Movie, the researcher did the speaking test. The result of speaking test was all of students have passed with mean of the speaking test was 78.48.

Other result from Observation checklist. During teaching and learning, students' participation always monitored by observer. Actually students were controllable. In preliminary study, the researcher found that students difficult to improve their speaking, they also feel bored with situation in the class. The students was shy to speak and they not able to pronounce English words. But, after the researcher doing the modified strategy in Cycle I, this condition of class was active enough. Actively, the students did all the researchers' instructions. They asked if they found the difficulties, asking the pronunciation of the words if who they did not understand, etc. This strategy has built up continously the students' participation.

During Cycle II, the researcher always motivated them and gave the more applicable strategy that make them did not really frustate doing speaking. They were more active and anthusiastic in every activity. It made the modified of the Cycle II applied easier, and then obviously improved their speaking ability. it affected their performance at the final speaking, they were confidence to deliver their retell. They were not shy if making mistake in their speaking. It happened because

they were prepared the material seriously and during teaching and learning process they were followed all researchers' instructions.