# CHAPTER III
# RESEARCH METHODOLOGY

## A. Research Design

      In this research, the researcher used the form of action research as stated by Wallace that is kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[1] It means that in action research a researcher not only needs the theoris which supports research but also needs to practice and to act with the subject of research. Action research is the one of action for teacher to incorporate and to organize knowledge, instrument in curriculum so that the teacher can accomplish the work effectively in teaching .[2]

      Action research is the name of procedures to improve the aspects of their teaching, or to evaluate the success of certain activities and procedures.[3] Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved.



---
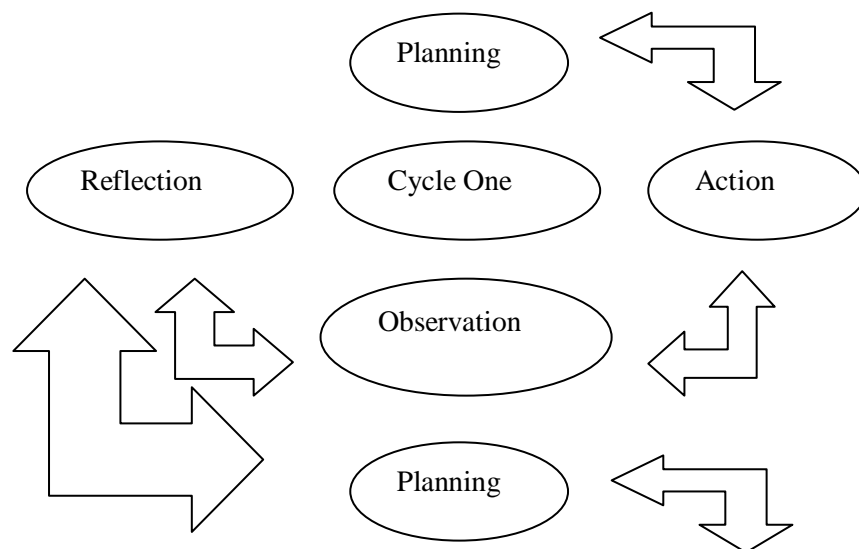
[1] Michael J Wallace, *Action Research For Language Teacher,* (New York: Cambridge University, Press, 1998), p.17.
[2] Ernest T Stringer, *Integrating Teaching, Learning and Action Research,* ( USA: SAGE 2010), p.7.
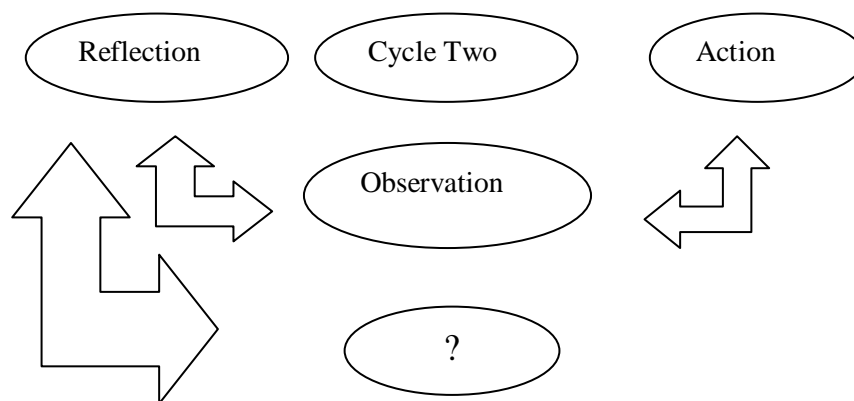[3] Jeremy Harmer, *The Practice Of English Language Teaching*, p.344

Figure 3.1  The model of classroom action research[4]

There are four steps in classroom action research. They are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develope an action).[5]

Classroom action research has several characteristics which will be elaborated as follows: *Problem oriented,* the problem is the real problem faced by students everyday. *Problem solving oriented,* this research is oriented in the problem solving. This research puts the researcher as the agent of change. *Improvement oriented,* this research gives emphasizes on the improvement of quality. *Multiple data collection,* in fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test and questionnaire. And the last is *Cyclic,* the sequences of the classroom action research are identify of a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting).[6]

In this research, the researcher planed to conduct it in three cycles approaches, they were identifying problems (planning), collecting data (acting), analyzing and interpreting data (observing), developing and

---

[4] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta:PT Rineka Cipta,2006) p.16

[5] Jean Mc Niff, Jack Whitehead Falmer,  *Action Reasearch Principles and Practice,* (London: Rootledge, 2002), p.41
[6] Geoffrey E. Mills, *Action Research; A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

auctioning plan (reflecting).[7] Before the researcher did the cycles in action, she done preliminary observation (pre cycle). Research design done with some steps as follows:

1. Preliminary observation

    In this step, the researcher intended to:

    a) Collecting data such as documentation included the number of the students, students name list, and average scores' of students.

    b) The researcher interviewed an English teacher interrelated teaching learning process in English subject.

    c) Identify the problem

    Based on the interview with an English teacher, the researcher identified the problem of teaching learning process at XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen. The problem of this research was some students faced difficulties in vowels pronunciation, less of students have motivation in learning activity because teaching learning process was not satisfied and less of students understand how to pronounce vowels in English words.

2. Planning in Action

    In this research, the researcher planed to conduct three cycles of classrooom action research. There were four steps in each cycle for doing classroom action research:

    a) Planning

    An action by focusing on who, what, when, where, and how the action was done.

    b) Action

    The planning strategy was applied in teaching laerning process.

    c) Observation

    In this case, the reseracher madee an observation and took notes during teaching learning process.

    d) Reflection

---

[7]Anne Burns, *Collaborative Action research for English Language Teacher,* p.35.

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the reseacher observed wether the activity had resulted any progress, what progress happened, and also about the possitives and negatives.

In this classroom action research, the researcher planed to conduct three cycles. The cycle was consists of:

a. Pre-Cycle

The first step in making classroom action research , the researcher started observation to know the condition of teaching learning in the classroom. The researcher tried to get the information about students' understanding and problem in pronouncing vowels. In this activity the teacher taught students with conventional method. After the researcher got the data from observation, the researcher decided to analyze problem faced by the students. Then the researcher was designing a plan which reflected the problem.

b. First cycle

Table 3.1

| No | Steps | Activity of Researcher as Collaborator | Teacher activity |
|---|---|---|---|
| 1 | Planning | • Arranging a lesson plan based on the teaching material <br> • Preparing the teaching material <br> • Preparing the test instrument | • Preparing the teaching material <br> • Preparing students' attendance list |

| | | | |
|---|---|---|---|
| | | • Preparing the observation scheme | |
| 2 | Acting | • The researcher as observered during teacher taught vowel pronunciation using self-correction | • The teacher introduced the self-correction technique <br><br> • The teacher taught vowel pronunciation using self-correction <br><br> • Teacher gave a test to evaluate students |
| 3 | Observing | • The researcher was as observer of teaching learning process <br><br> • observing students' respond | • The teacher applied this technique <br><br> • Observing the teaching learning process |
| 4 | Reflecting | • The researcher and teacher discussed about teaching learning process that had been done to find weakness and how to improve it | • The teacher and researcher evaluated the step in teaching learning process and discussed the |

| No | Steps | Activity of Researcher as collaborator | Teacher activity |
|----|-------|----------------------------------------|------------------|
|    |       | in the next cycle | result of observation for students' ability in vowel pronunciation<br>• The teacher and researcher reflected the activity that has been done |

c. The second cycle

Table 3.2

| No | Steps | Activity of Researcher as collaborator | Teacher activity |
|----|-------|----------------------------------------|------------------|
| 1 | Planning | • Arranging the lesson plan based on the teaching material<br>• Preparing the teaching material<br>• Preparing test instrument<br>• Preparing the observation scheme | • Preparing teaching material<br>• Preparing students' attendancce list |
| 2 | Acting | • The researcher was a observer during the teacher taught | • Teacher asked to students about their |

| | | | |
|---|---|---|---|
| | | vowel pronunciation using self-correction | problem on the previous lesson |
| | | | • The teacher taught vowel pronunciation using self-correction |
| | | | • Teacher gave the test |
| 3 | Observing | • The researcher was as observer of teaching learning process | • The teacher applied this technique |
| | | • Observing students' respond | • Observing students' participation |
| 4 | Reflecting | • The researcher and teacher discussed about teaching learning process that had been done to find weakness and how to improve it in the next cycle | • The teacher and researcher evaluated the step in teaching learning process and discussed the result of observation for the students' ability in pronunciation |

d. The third cycle

Table 3.3

| No | Steps | Activity of Researcher as collaborator | Teacher activity |
|---|---|---|---|
| 1 | Planning | • Arranging the lesson plan based on the teaching material <br> • Preparing the teaching material <br> • Preparing the test instrument <br> • Preparing the observation scheme | • Preparing the teaching material <br> • preparing students' attendances list |
| 2 | Acting | • The researcher was as observer during the teacher taught vowel pronunciation using self-correction | • Teacher asked to students about their problem on the previous lesson <br> • The teacher taught vowel pronunciation using self-correction <br> • Teacher helped students to understand about vowel pronunciation |

| | | | and gave a test |
|---|---|---|---|
| 3 | Observing | • The researcher was an observer of the teaching learning process<br>• Observing students'respond<br>• Observing students' preparation | • The teacher applied this technique<br>• Observing the teaching learning process |
| 4 | Reflecting | • The researcher and teacher discussed about teaching learning process that had been done to find weakness and how to improve in the next cycle. | • The teacher and reseacher evaluated the step in teaching learning process and discussed the result of observation for students' ability in vowel pronunciation<br>• The teacher and reseacher reflected the activity that had been done. |

## B. Source of Data/ Subject of Study and Setting

The source of data was the subject where the data was got in detailed, those data were the field data, they were:

1. Data from the teacher especially the English teacher of XI IPA 3 Full Day School involved teaching learning process and students' name.

2. Data from the students' involves, students'achivement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

   The research was conducted in Madrasah Aliyah Negeri 1 Kebumen, jalan Cincin Kota, Gemeksekti Kebumen and the subject of this study was students of XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen where the number of students was 23.

## C. Focus of Study

In this classroom action research, the researcher focuses on:

1. Students

   Students as subject of the study could be seen from students' activity in teaching learning process. Students are one of the source of data.

2. Teacher

   In this research focused on teacher's way to teach vowel pronunciation using self-correction. Teacher held an important role, because teacher was arranging a lesson plan based on teaching material, preparing the teaching material, and holding the nets of teaching learning activities.

3. Teaching learning process

   Teaching learning process was the most important part in this research because to maximize the accuracy of students' vowel pronunciation, teacher and students should be involved in teaching learning process activities.

## D. Technique of Data Collection Method

Method of data collections is very important in a research. Because it is the guiding principle behind the data collection process that the

information collected should be compelling enough.[8]The method was used by the researcher to get the data in this research is a follow:

1. Observation

   Observation is one of the key tools of the teacher to see what is happening and to asses to progress of each student, or the quality of the students' works.[9] It means that observation is used to monitor students' activity during teaching learning process to get a data. To collect a data through observation used checklist technique. The checklist technique defines certain behaviours or events that can be checked off as they occur during a lesson.[10]

2. Documentation

   The first way of getting data was documentation method. It refered to the archival data that helped the reseacher to collect the needed data. The reseacher used the document related to the object research such as, students' name list, geographical location, profile, documentation of teaching learning in English subject and other document. It helped the researcher in doing the research.

3. Test

   In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.[11] In this test, students read aloud the words that teacher was given for them. This regardly only focused on the accuracy of the vowel pronunciation and was not observing reading comprehension. This research needed to record the students' voice.

   The choice of the test type was based on some convincing considerations. They were:

---

[8] Richard Sagor, *How to Conduct Collaborative Action Research,* ( USA: ASCD, 1992), p.28.
[9] Richard Sagor, *How to Conduct Collaborative Action Research,* p. 80.
[10] Jeffrey Glanz, *Action Research an Educational Leadre's to School Improvement,* (Norwood: Christopher-Gordon,1998), p.142.
[11] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (San Fransisco: Longman, 2004), p. 3.

a. The material is vowels of English

b. It was imposible for students to avoid the pronunciation point by reading aloud test.

c. This is a sensitive measure of achievement. It allows teachers to diagnose the students' problems on vowel pronunciation.

It had pre-test in this research. Pre-test was given before the teacher thaught new material by the self-correction. The teacher asked students to read aloud the material.[12]

### E. Instument of The Study

Research instrument is measuring tool or facilities are used by researcher to collect data.[13]An instrument can be form of questionaire, observation checklist, interview guided, and test. In this research, the researcher used documentation, observation checklist and test.

1. Documentation

The researcher used documentation which relate with this research. They were students' name list, lesson schedule, and photo of teaching and learning process.

2. Observation

In arranging observation checklist, the researcher listed some students' observable participate that indicated their activeness during teaching and learning process. Besides those, the researcher also listed teacher's activity during teaching learning process. In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing.

In addition, the researcher also observed what was going on in the classroom and the effect of her teaching to increase students' ability in vowel pronunciation.

---

[12] Richard Sagor, *How to Conduct Collaborative Action Research,* p. 80.

[13]Purwanto, M. Pd, *Intrument Penelitian Sosila dan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2010), 2nd Ed. p. 9

3.  Test

In this test, students read aloud the words that teacher given for them. This regardly only focused on the vowel pronunciation and did not observing reading comprehension. This research needed to record students' voice.

**F.  Technique of Data Analysis**

The researcher analyze the data using percentage descriptive quantitative analysis in giving the score to find out the enhancement of students' vowel pronunciation by using self-corection.

1.  Observation

After giving observation in every cycle, the result of the observation analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

$$\text{Score} = \frac{\sum x}{S\ max} \times 100\%$$

$\sum x$      : score got

S max  : score maximum

From the formula above student's participation can be categorized as follow:

Table 3.4
Scoring level in observation

| Grade | Percentage | Note |
|---|---|---|
| A | 91% - 100% | Excellent |
| B | 76% – 90% | Good |
| C | 61% - 75% | Fair |
| D | 51% – 60% | Sufficient |
| E | < 50% | Less |

2. Test

   After collecting the data through test, the researcher analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring was aimed at giving description of the improvement students' achievement. The processes are:

a. Determining the interval grade of students, the score of the test was measured by the number of correct answer. The counted of the percentages of the score test by using the following formula[14]:

$$X = \frac{\Sigma fx}{n} \; x100\%$$

   Note:

   $\overline{X}$   : The mean

   $fx$   : The sum offset score

   $n$   : The number of students

   After giving percentage of score, then the researcher give five letters: A, B, C, D and E to classify the grade of students' scores level as follows:

Table 3.5
the grade of students' scores level

| Grade | Score | Note |
|-------|-------|------|
| A | 80 – 100 | Excellent |
| B | 66 – 79 | Good |
| C | 56 – 65 | Fair |
| D | 40 – 55 | Less |
| E | 30 - 39 | Poor |

---

[14] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta:PT Rineka Cipta,2006), p.235

b. Finding The Classical Mean

After analyzing the data, the researcher find the *sum* of the score in distribution that used to calculate the *mean*. The researcher calculate the mean of test to measure the improvement of students' score in every cycle after calculating the percentages of individual students' score. The mean is formulated as follows[15]:

$$\overline{X} = \frac{\Sigma fx}{n} \; x100\%$$

Note:

$\overline{X}$ : The mean

$fx$ : The sum offset score

$n$ : The number of students

**G. Collaborator**

Collaborator in classroom action research was person who helped the researcher to collect the data. The collaborator in this research was Dra. Eli Samodrati the English language teacher who taught XI IPA 3 Full Day School students in MA Negeri 1 Kebumen.

**H. Procedure of The study**

1. Asking permission to the principal of school
2. Pre-cycle
   a. Sharing about problem faced by students with English teacher.
   b. Doing observation
   c. Collecting some list of participants and mark of students.
3. Cycle I
   Teacher used Self-Correction to maximizing the accuracy of students' vowel pronunciation. The procedures as follow:

---

[15] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* p.246

a. Planning

   1) Identifying problem in pre-cycle, then formulating the problems

   2) Arranging a lesson plan

   3) Preparing material and test

   4) Preparing observation scheme

   5) Preparing students' attendance list

b. Acting

   In this activity, teacher introduced the Self-correction. Steps of self-correction are:

   1) Students accepted concept of material

   2) Teacher explained the material

   3) Teacher asked the students to read the words and record it

   4) Students listened the original recording

   5) Students was correcting their vowels pronunciation error

   6) Students read the words and record it after correcting their vowel pronunciation

c. Observing

   1) Observing classroom activity such as students' interest, students' behavior and students' response by this technique.

   2) Observing students' participation in teaching learning process.

d. Reflecting

   Reflecting was analyzing the result of observation and test in cycle I. The activities in this stage were:

   1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students'vowel pronunciation after using self-correction.

   2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in cycle II.

4. Cycle II

      After conducting in the first cycle, the researcher conduct cycle II. The second cycle did based on the result of first cycle, if the result from observation showed that students' score still low, it needed to be continue to the next cycle to fix the previous weakness. The procedures as follow:

a. Planning

   The activities in this stage are:

    1) Identifying the problems in cycle I

    2) Formulating the problems.

    3) Arranging improvement lesson plan

    4) Preparing the material and test

    5) Preparing the observation scheme

    6) Preparing students' attendance list

b. Acting

    1) Teacher informed the result of first cycle

    2) Students accepted the concept of material

    3) Teacher explained the material

    4) Teacher asked the students to read the words and record it

    5) Students listened the original recording of the words

    6) Students were correcting their vowels pronunciation error

    7) students read and record it after they were correcting their vowels pronunciation error

c. Observing

    1) Observing classroom activity such as students' interest, students' behavior and students' response by this technique

    2) Observing students' participation in teaching learning process.

    3) Observing each student's note and comprehension

    4) Evaluating students' result in cycle I

d. Reflecting

1) Analyzing the data from the observation checklist and result of the test to find out the enhancement of the students' vowel pronunciation after using self-correction.

2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in cycle III.

5.  Cycle III

   The third cycle did base on the result of the second cycle. There were several aims of cycle III; to fix the weakness in cycle II, to improve the teaching learning process, to give more opportunities to students to improve their ability in pronouncing vowel. The designs of third cycle were:

 a. Planning

   The activities in this stage are:
   1) Identifying the problems in cycle II
   2) formulating the problems
   3) Arranging a lesson plan
   4) Preparing the material and test
   5) Preparing the observation scheme
   6) Preparing the students' attendance list

 b. Acting

   1) Teacher informed the result of first cycle
   2) Students accepted the concept of material
   3) teacher explained the material
   4) Teacher asked the students to read the words and record it
   5) Students listened the original recording of the words
   6) Students were correcting their vowel pronunciation error
   7) students read and record it after they were correcting their vowels pronunciation error.

c. Observing

    1) Observing classroom activity such as students' interest, students' behavior and students' response by this method.

    2) Observing the participation of students in teaching learning process.

    3) Evaluating students' result in cycle II

d. Reflecting

    1) Analyzing the data from the observation checklist and result of the test to find out the improvement of the students'vowel pronunciation after using self-correction

    2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in next cycle.

## I. The minimal standard of successful

The students' success and failure in doing the activities planned above was assessed by referring to the criterion of KKM. The criterion said that a student could be said to pass the test if the students' mean score could solve 75 of the whole problems.