

CHAPTER III

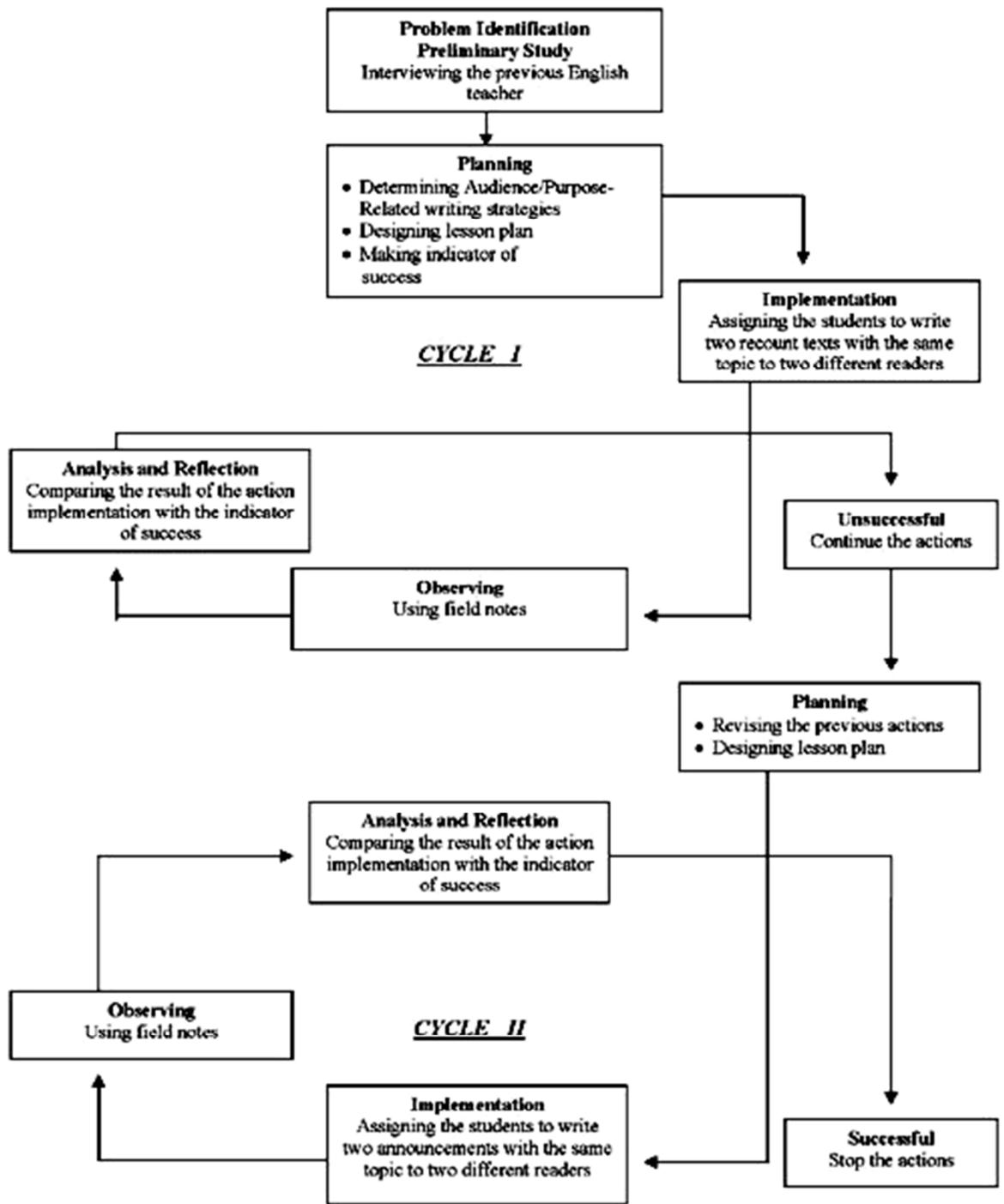
RESEARCH METHODOLOGY

A. RESEARCH DESIGN

This is a class action research that was focused on the use of film as media to improve students narrative speaking. The writer focused on using film as media to improve students' narrative speaking especially at the IIB class of MTs al Hidayah NU 03 Kendal in the academic year of 2010/2011. There are 42 students involved in this research consist of 20 males and 22 females. Furthermore, this research was conducted from March 1st until April 6th 2011.

In this research, the writer used two films as media in teaching narrative speaking. The first film entitled "Up" produced by John Lasseter in 2009. This is an adventure film about the struggle of an old man namely Carl Fredericksen and an 8 old boy named Russell to reach a paradise waterfall in South America and the struggle to release from Carles Muntz traps before reaching paradise waterfall. Then, the second film entitled "Jack and The Beanstalk" by Gary J. Tunncliffe in 2010. This film is a folktale film about a young man named Jack and his mother who tried to survive to live and finally became rich because of the help from the magic beans given by a mysterious man and also the Jack's struggled to defeat the giants as his enemy. The researcher chose the films because it was suitable to be watched in Junior High School students as the language spoken by the character were easy to be understood by the viewers because the films had been translated into Bahasa Indonesia.

In this research, there were two cycles that were applied in this research and in every cycle there were planning, acting, observing and reflecting steps of each cycle in this research. The design of classroom action research used in this study is presented by the figure below:



Design of Classroom Action Research

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¹Kemmis and Mc Taggart, "Research on Classroom Management I" (Research Design), Infoskripsi, <http://www.infoskripsi.com/Resource/Research-on-Classroom-Management-I.html>. cited on August 15, 2009.

From the figure above, briefly, the design of a classroom research in this research is under these following cycles:

1. Pre-Cycle

In this pre cycle, the researcher focused on problem identification of students' ability on narrative speaking, the process can be explained as follow:

- a. Planning the action
 - 1) Organizing actions involves preparing observation list, interview guideline and test material to the students.
 - 2) Preparing media (tape recorder and cassette) to record the research activity.
- b. Implementation of action
 - 1) The researcher conducted interview to teacher to know the difficulties faced by him to teach narrative speaking to his students.
 - 2) The researcher conducted interview to the students to know their difficulties in mastering a narrative speaking material.
 - 3) The researcher asked students perform speaking narrative in front of the class.
- c. Observing
 - 1) Whilst conducting the test, the researcher observed the class performances in order to be able to identify the problem occurred by students when performing a narrative speaking.
 - 2) Through field notes, researcher wrote it down the importance point of students problem in order to ease in conducting the next cycle.
- d. Analysis and reflection
 - 1) The writer analyzed the result of interview to teacher and students.

- 2) The writer concluded the students' difficulties in performing narrative speaking in order to be easy on giving treatment to them in the next cycle.

2. Cycle 1

a. Planning the action

- 1) Organizing actions, arranging lesson plan and making indicator of success.
- 2) Choosing appropriate movie, preparing note books to observe class.
- 3) Making some quizzes and prepare some cards as a tool to observe in teaching learning process.
- 4) Preparing media.

b. Implementation of action

- 1) The researcher as a teacher gives explanation to students directly about narrative.
- 2) The researcher gives some examples related to narrative.
- 3) The researcher informs students that they will learn narrative speaking using film.
- 4) The researcher delivers the abstract of the movie in order to ease students' understanding on the movie.
- 5) The researcher gives students a set of question related to the movie.
- 6) The researcher plays the movie and asks students to write important points related to the movie that will be presented to their performance.
- 7) The researcher asks the students perform a narrative speaking in front of the class.

c. Observing

- 1) While playing the movie, the researcher observes students activity.

- 2) Through field notes, researcher wrote it down when the class has finished, it aimed to know the result of the observation in the class.
- d. Analysis and reflection
- 1) Evaluation and analysis of students' progress in order to rearrange some plans in the next cycle.

3. Cycle 2

- a. Planning the action
- 1) Organizing actions, arranging lesson plan, making indicator of success and preparing media.
 - 2) Choosing appropriate movie, preparing note books to observe class.
 - 3) Making some quizzes related to movie
- b. Implementation of action
- 1) The researcher asks students perform a monologue in front of class.
 - 2) The researcher introduces the next movie played to them.
 - 3) The researcher gives students a set of question related to the movie.
 - 4) The researcher delivers the abstract of the movie in order to ease students in understanding the movie.
 - 5) The researcher plays the movie and asks students to write important points related to the movie that will be presented to their performance.
 - 6) The researcher asked the students perform a narrative speaking in front of the class.
- c. Observing
- 1) The researcher observe and take a note on students performance after watching the movie to identify thdir progress on narrative speaking.

- 2) Through field notes, researcher writes it down when the class has finished, it aimed to know the result of the observation in the class.
- d. Analysis and reflection
- 1) Comparing the result of the action implementation and the first tests with the indicator of success.
 - 2) Evaluation.

B. RESEARCH SETTING

This researched was conducted in the IIB class of MTs Al-Hidayah NU 03 Kendal in the academic year of 2010/2011. This class consists of 42 students. There are 42 students involved in this research consist of 20 males and 22 females. Furthermore, this research was conducted from March 1st until April 6th 2011.

C. COLLABORATOR

The presence of a collaborator in a classroom action research will make the method provided will be able to be applied nicely because the collaborator plays significant role in this kind of research. The collaborator of this research was Ms. Indah Setyorini, S.Pd. as the English teacher of the IIB class of MTs Al-Hidayah NU 03 Kendal in the academic year of 2010/2011.

D. PROCEDURE, ANALYSIS AND TIMELINE OF RESEARCH

The research was conducted for six weeks and under this following procedure:

Table 3
Procedure and timeline of research

No	Task Description	1	2	3	4	5	6	7	8
1	Getting familiar with the school situation	X							

2	Pre-cycle (observing the teacher's teaching in classroom and conducting pre-test)		X						
3	Doing the first cycle (using the researcher's method)			X					
4	Doing the second cycle (asking the students to tell the story after watching film)				X				
5	Conducting post-cycle test					X			
6	Analyzing data and accomplishing incomplete data						X		

E. TECHNIQUE OF DATA COLLECTION

To collect the data the writer will use three kinds of instruments those are observation test and interview.

1. Observation

Observation was applied to monitor the students' activities and development during teaching and learning process.

The observation was also used to describe the situation in classroom activities in the pre, first and second cycle either groups or individuals. The researcher as a teacher was doing observation in classroom directly; seeing, feeling, hearing, thinking, and writing about the research subjects. In this research, the concern of research was being paid on the teaching learning process. And to complete data qualitative, researcher used quizzes to know the successful or not and students actives or not after treatment had given

by researcher in every cycle and used field note to write down of the whole activities in class.

2. Test

Test is sequence of questions or exercise that is used to measure achievement, personality, intelligence, attitude and talent of a person or a group of people.² In this research, the test was conducted to know the students' achievements before and after treatment by using film. Hence there will be pre and post cycle test.

In collecting data, the researcher used oral test to get some information about students' ability to practice a narrative speaking in every cycle. The tests were needed to find out some information from students; it was aimed to know the successful or not about treatment that had given by researcher in every cycle. It was also aimed to identify their problems of practicing a narrative speaking. Moreover, it was used as reflection and to rearrange steps and plans in the next meeting or next cycle.

In this research, tests were conducted at the last activities in every cycle. The kind of test applied was oral test. Students must present a narrative speaking in front of the class. There were five criteria to be scored those are pronunciation, grammar, vocabulary, fluency and content.

²Suharsimi Arikunto, PT.RinekaCipta, 2006), p. 150.

Prosedur penelitian Suatu Pendekatan Praktik, (Jakarta:

F. INSTRUMENTS OF THE RESEARCH.

1. Observation Scheme

The observation scheme is applied by the following guideline table:

Table 1
Observation Scheme

No.	Observed Aspect	pre-cycle	1st cycle	2nd cycle
1	Teacher			
	a. Teachers' ability to manage the class			
	b. Teacher's Performance in teaching the material.			
	c. Teacher's ability to motivate and develop students' interest toward the material given.			
	d. Teacher's ability to evaluate the students.			
	e. Teacher's ability to answers students' question.			
2	Students			
	a. Students' attention toward the teacher's explanation			
	b. Students' activeness during teaching and learning process			
	c. Students' respons toward the teacher's order to perform the narrative speaking			
	d. Students' interaction to others and the teacher.			
	e. Students' ability to expand their idea in a speaking form.			
	f. Students' understanding toward the material given			

Scoring criteria:

71-100 : Excellent

41-70 : Good

21-40 : Medium

1-20 : Poor

There are two major object observed those are Teacher's aspect and students' aspect. Teachers' aspect related to five major points those are:

a. Ability to manage the class

It is about teacher's ability to manage the class during teaching and learning process. Some aspect dealing with this aspect as follow:

- 1) Ability to deal with any types of students with different personality and ability to understand the material given.
- 2) Ability to manage the chaos.
- 3) Ability to maintain students' question and response if any.

b. Performance in teaching the material.

This aspect related to teacher's appearance in front of the students during teaching and learning process. Some aspect related to this aspect are:

- 1) Dressing style.
- 2) Pace and intonation.
- 3) Emotion control
- 4) Excitement.

c. Ability to motivate and develop students' interest toward the material given.

This aspect related to teacher's ability to motivate and develop students' interest toward the material given during teaching and learning process. Some aspect related to this aspect are:

- 1) Giving motivation to student that has less or more interest in English.
- 2) Delivering wish word to lift students' interest.

d. Ability to evaluate the students.

Related to ability to evaluate students' with different level of competence. Some aspects related to this as follow:

- 1) Evaluation technique and method appropriateness.
- 2) Time to evaluate students.

e. Ability to answers students' question.

Related to teachers' ability to answer every question given by the students. . Some aspects related to this as follow:

- 1) Teacher's way to answer students' question.
- 2) Teacher's way to answer students' question if he couldn't answer the question or found difficulties to answer.

For students' observed aspect, there are six aspects observed as follow:

- a. Students' attention toward the teacher's explanation.

Aspect observed related to this point as follow:

- 1) Students' focus on the material taught.
- 2) Students' chaos or noisy.

- b. Students' activeness during teaching and learning process.

Aspect observed related to this point is students' activeness to ask question to the teacher and answer the question given.

- c. Students' response toward the teacher's order to perform the narrative speaking. In this case students' response related to their performance after being pointed with the teacher whether they are exited or not.

- d. Students' interaction to others and the teacher.

This aspect related to students' confidences and way to interact with their friend. Some aspects observed are:

- 1) Attitude (politeness)
- 2) The use of English.
- 3) Confidence.

- e. Students' ability to expand their idea in a speaking form.

This aspect related to students' creativity to expand their idea in spoken form, the aspect observed is the same with the criteria in oral test.

- f. Students' understanding toward the material given.

Related to their capability to catch the material. The aspect in this manner as follow:

- 1) Students' ability to perform narrative speaking
- 2) Students' result to complete worksheet given.

2. Test

In this research, tests were conducted at the last activities in every cycle. The kind of test applied was oral test. Students must present a narrative speaking in front of the class. There were five criteria to be scored those are pronunciation, grammar, vocabulary, fluency and content.

G. TECHNIQUE OF DATA ANALYSIS

1. Data from Observation

Those data will be analyzed through statistical analysis and interpretation.

2. Data from Oral Test

Data from students' oral test will be analyzed through the following procedure:

a) Recording the students' performance

Since the test that will be applied is oral test. The writer will record the students' performance to prevent any mis-scoring of the language items criteria that must be scored.

b) Transcribing the students' speech from the recording.

This is done to measure the students' pronunciation, vocabulary, structure, and fluency ability in the test.

c) Scoring the students' performance.

In scoring the students' performance, there are five aspects which will be scored. They are pronunciation, vocabulary, structure, fluency and content. The scoring criteria can be described in the following table:

Table 2
Aspect of Students Score

No.	Categories	Score	Description
1	Pronunciation	1	Incomprehensible or no response.
		2	Many phonetic errors: very difficult to

		3	perceive meaning. Occasional phonemic errors, but generally comprehensible.
		4	Phonemically accurate pronunciation throughout.
2	Vocabulary	1	Vocabulary inaccurate throughout or no response.
		2	Vocabulary usually inaccurate, escape for occasional correct word.
		3	Minor lexical problems, but Vocabulary generally appropriate.
		4	Consistently use appropriate words during presentation.
3	Structure	1	Virtually no correct structure or no response.
		2	Error of basic structure, but some phrase rendered correctly.
		3	Generally accurate structure, occasional slight error.
		4	No error of morphology or syntax.
4	Fluency	1	Long pauses, utterances left unfinished, or no response,
		2	Some definite stumbling, but manages to rephrase and continue.
		3	Speech is generally natural and continues occasional slight stumbling or pauses at unnatural points in utterance.
		4	Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker.

5	Content	1	Incomprehensible.
		2	Some definite stumbling, but manages to rephrase and continue.
		3	Speech can be understood generally.
		4	Totally Comprehensible. ³

The writer chooses these scoring criteria since it is suitable to score speaking ability. Then, to provide the students' overall score, the writer will use the formula below:

$$\text{Score of each student} = \frac{\text{Total score}}{\text{Maximum score}(20)} \times 100^4$$

Meanwhile, to figure out the students' average score, the writer will use the formula below:

$$\text{Students' average score} = \frac{\text{Total score}}{\text{Number of students}}^5$$

H. ACHIEVEMENT INDICATOR

The presence of achievement indicator of this research was to determine the success criteria of the research itself. Moreover, this indicator was prepared to be fulfilled in the implementation of research in form of lesson plan in every cycle; the indicators of this research can be described as follow:

1. Students are able to identify the generic structure of narrative.
2. Students can identify the language features of narrative.
3. Students are able to perform short simple narrative monologue.

³Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE UGM, 2009), 3rd Ed., pp. 307-308.

⁴Sutrisno Hadi, *Statistik*, Vol. 1, (Yogyakarta: Penerbit Andi, 2004), p. 41.

⁵Hadi, *Statistik*, p. 41.