

CHAPTER III RESEARCH METHODOLOGY

A. RESEARCH APPROACH

Research methodology plays an important role in the research. The classroom action research was used in this research as the approach. As we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Action research is a systematic inquiry that is done by teachers (or other individuals in the teaching/learning environment) to gather information about the ways their particular schools operate how they teach and how well their students learn.¹

In doing this research, the researcher used a classroom action research as an attempt to improve students' self confidence in speaking by implementing socioaffective strategies.

B. THE SUBJECT AND SETTING OF THE RESEARCH

In this study, the participants are the students grade 8 in second semester specifically class VIII A of SMP Pondok Modern Selamat – Kendal who are learning English as Foreign Language. There are 39 students as participants; it consists of 21 male students and 18 female students, they are 14 – 15 years old. The researcher is interested to observe these participants because of their problems in speaking. Some of them are not confident in speaking. So, the researcher wants to implement the socioaffective strategies to improve their self confidence in speaking.

C. TIME OF DOING THE RESEARCH

DATE	ACTIVITIES
October, 29 2009	<ul style="list-style-type: none"> ▪ Doing pre observation ▪ Looking for the documents of students VIII A

¹ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall Inc. Pearson Education, 2000), p. 21.

November, 05 2009	<ul style="list-style-type: none"> ▪ Doing cycle I ▪ Explaining the material based on the lesson plan
November, 10 2009	<ul style="list-style-type: none"> ▪ Doing cycle I ▪ Doing first observation
November, 17 2009	<ul style="list-style-type: none"> ▪ Doing cycle II ▪ Explaining the material based on the lesson
November, 19 2009	<ul style="list-style-type: none"> ▪ Doing cycle II ▪ Doing second observation
November, 24 2009	<ul style="list-style-type: none"> ▪ The interview to the teacher and the students

D. TECHNIQUE OF DATA COLLECTION

The techniques of collecting data in this study are:

1. Observation

The guided observation was used to observe the participants in their teaching-learning process, especially in speaking class. The researcher observed three times during the research. The first observation focused on their problems in speaking and their initial condition before the action. The next two observations more focused on the students' improvement of their self confidence in speaking after implementing Socioaffective strategies. The "observation check list" was used as the instrument of the observation (see appendix 1-3). There are five indicators of self confidence in speaking these are having strong desire, comprehension what they speak, visual contact, gestures, speaking aloud.

a) Having strong desire is indicted by:

- 1) Being Enthusiastic during the teaching learning process.
- 2) Often asking questions to the teacher.
- 3) Having desire to practice the speaking activity in front of the class without being asked by the teacher.

- b) Using visual contact is indicated by:
 - 1) Looking the audience straight in the eyes.
 - 2) Not looking at the ground.
 - 3) Showing expressions such as: happy, worried, interested, angry, sad etc.
- c) Speaking aloud is indicated by sharing the voice with the whole class.
- d) Using gestures is indicated by:
 - 1) Standing up straight, but do not stand “frozen” in one place for the entire speech.
 - 2) Waving the hand.
 - 3) Pointing the index finger to show the specific location.
- e) Comprehensible speech is indicated by the listener understands the speakers’ speech.

Not only the improvement of students’ self confidence in speaking was observed after implementing Socioaffective strategies but also the speaking achievement during the speaking class. This speaking achievement as the proof of the improvement of students’ self confidence. There are five components are generally recognized in analysis of the speech process:

- a) Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)
- b) Grammar
- c) Vocabulary
- d) Fluency (the ease and speed of the flow of speech)
- e) Comprehension or mastering the topic²

2. Interview

The six students were interviewed as the respondents of eighth grade from the observant class. This interview was useful to support

² David P. Harris, *Testing English as a Second Language*, (Georgetown University, 1969), p.81.

the results from the observations. The semi-structured design was used in interviewing the respondents. The instrument is enclosed at appendix 10 and 11.

The interview was used to get information from the teacher to know the students' actively during the treatment in the classroom, and to know whether the use of socioaffective strategies may improve students' self confidence in speaking English or not during the speaking class.

3. Field note

Note is useful to know something had been watched, heard and felt in the field research. This note is aimed to arrange the field note. Bodgan and Biklen said, "Field note is the written note about something had been heard, watched, happened and thought in collecting the data and reflecting to the data in Qualitative research"³.

In this research, the researcher used the field note to know the students condition, situation of the class and everything happened during the research.

E. DATA ANALYSIS

Observation and interview were used to describe the success of improving students' self confidence in speaking during the speaking teaching learning and also used to know the students' speaking achievement.

Data analysis can be defined as the process of analyzing data required from the result of the research. After collecting the data, it was analyzed by using descriptive quantitative.

The score of students' self confidence will be analyzed per aspect. It can be calculated by using this following formula:

$$\text{Score of self confidence (per aspect)} = \frac{\text{Number of students}}{\text{Total number of students}} \times 100\%$$

³Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), p. 153.

The score of students' achievement can be calculated by using this following formula:

$$\text{Speaking score} = \frac{\text{The gained score}}{\text{Total maksimum score of all aspects}} \times 100$$

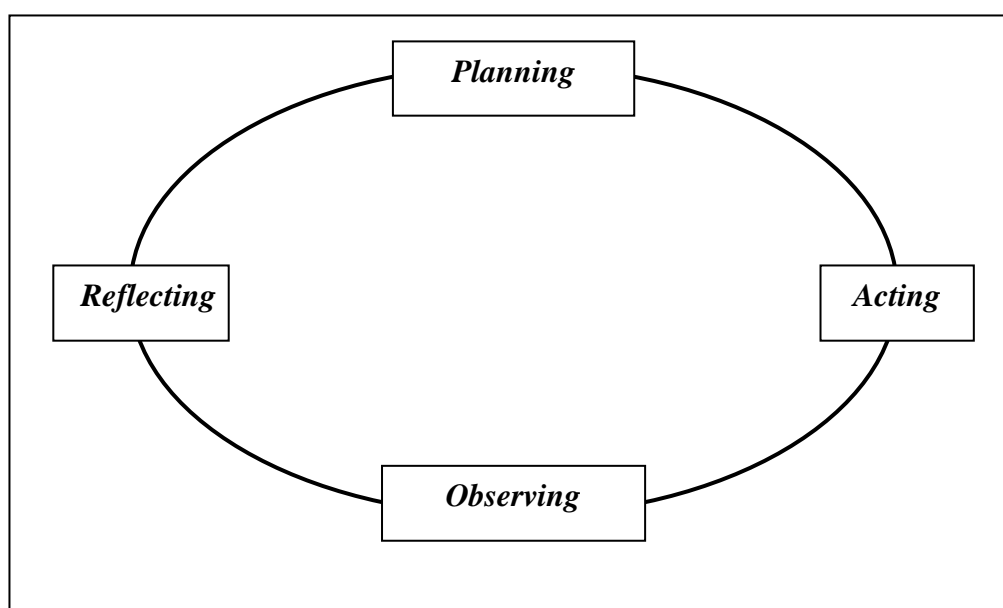
The mean score of the class can be searched by using this following formula:⁴

$$\text{Mean} = \frac{\text{Total speaking scores of all students}}{\text{Frequency (the number of students)}}$$

F. RESEARCH PROCEDURE

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I, and cycle 2. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycles and it was implemented to improve students' spirit to solve their problems. The four components consisted of planning, acting, observing, and reflecting.

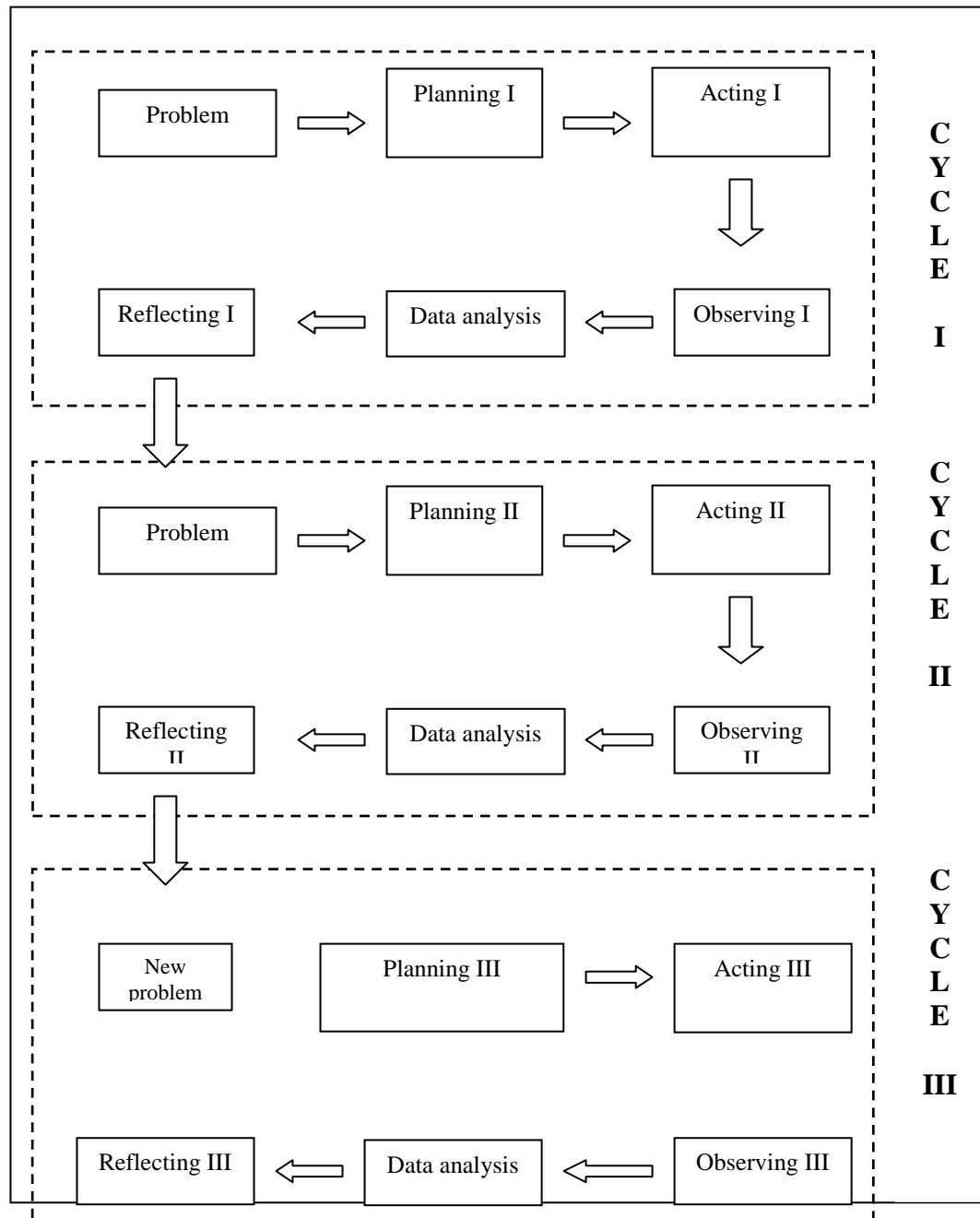
The Broad Outline Of Classroom Action Research Procedures



⁴ J. B. Heaton, *Writing English Language Tests*, (London: Longman, 1976), p. 169

The steps of action research (adapted from: Penelitian Tindakan Kelas, Direktorat Jenderal Pendidikan Islam DEPAG RI 2008)⁵

Classroom Action Research Procedures



⁵ Direktorat Jenderal Pendidikan Islam DEPAG RI, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Tulis Ilmiah Bagi Guru Madrasah*, 2008, p. 28.

Cycle I

Before entering cycle I the researcher will do the pre cycle to know the initial condition of students' self confidence in learning speaking. The results of pre cycle will give information about students' self confidence in learning speaking before they were taught using socioaffective strategies.

<p>Planning</p>	<ol style="list-style-type: none"> 1. Conducting preliminary observation. 2. Looking for the most appropriate lesson plan model for teaching speaking. 3. Selecting the material for the speaking class that would be used in teaching. 4. Making the lesson plan for speaking class (To ask for, give and refuse to give help/something). 5. Preparing present list in order to know students' activeness in joining teaching learning process. 6. Preparing the observation check list. 7. Preparing the speaking score sheet.
<p>Acting</p>	<ol style="list-style-type: none"> 1. The researcher will introduce herself to the students. 2. The researcher will give an example the expression of asking for, giving and refusing to give help/something. Then, ask students to guess what expression is it. 3. The researcher will begin to explain the material. 4. The researcher asks students to give some examples of asking for, giving and refusing to give help/something. 5. The researcher writes the examples on the blackboard. 6. The researcher asks the students to make a dialogue of asking for, giving and refusing to give help/something with their partner (work in pairs). 7. The researcher asks students to practice the dialogue in their seat.

	8. After that, the researcher asks students to practice the dialogue in front of the calss.
Observing	<ol style="list-style-type: none"> 1. The colleague will become an observer of the class using observation sheet in order to know the effectiveness of socioaffective strategies in improving students' self confidence in speaking. 2. The colleague will observe the students' self confidence and the speaking achievement. 3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.
Reflecting	<ol style="list-style-type: none"> 1. Analyzing the data from the observation. 2. The teacher and the researcher will discuss the results of the observation. 3. Make a conclusion from cycle I.

Cycle II

There are several aims of cycle II such as to handle the weakness in cycle I, to give more opportunities for students to improve their self confidence in learning speaking by using other strategy of socioffective strategies; group work.

Planning	<ol style="list-style-type: none"> 1. Preparing the material of speaking (To offer, accept and refuse an offer of some help). 2. Designing lesson plan of cycle II. 3. Designing observation sheet of cycle II.
Acting	<ol style="list-style-type: none"> 1. The rsearcher will give some examples of dialogue using expression of offering, accepting and refusing an offer of some help. 2. The researcher will explain the expression of offering,

	<p>accepting and refusing an offer of some help.</p> <ol style="list-style-type: none"> 3. The researcher will ask students to give some examples of expression of offering, accepting and refusing an offer of some help. 4. The researcher will pronounce the expressions and ask students to repeat after her. 5. The researcher will ask students to discuss in group for preparing the role-play using the expression of offering, accepting and refusing an offer of some help. 6. The researcher will ask the students to play the role-play in front of the class.
Observing	<ol style="list-style-type: none"> 1. The colleague will become an observer of the class using observation sheet in order to know the effectiveness of socioaffective strategies in improving students' self confidence in speaking. 2. The colleague will observe the students' self confidence and the speaking achievement. 3. Writing the success and the problems when the teaching learning in progress which was not sufficient enough in reaching the objectives.
Reflecting	<ol style="list-style-type: none"> 1. Analyzing the data from the observation. 2. The teacher and the researcher will discuss the results of the observation. 3. The teacher and the researcher will compare the students' self confidence in speaking English between pre observation, cycle I and cycle II to find out the improvement of students' self confidence.