

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explain how this study conducted with the subject of research design. That were consists of research design, research variable, instrument, technique of data collection and how to know the technique of data analysis.

3.1 Research Design

This research used qualitative method which related classroom action research (CAR). According to Pelton (2010), classroom action research is what the doing as a teaching professional in the classroom with creating the learning environment, communication with the students, developing the lesson plan, task the homework, and everything that doing in your daily routine teaching that means the action research. Generally the researcher used the research design of CAR because the researcher can know the result of the application using movie in speaking. Pelton said that “action research must follow the process that will be describe below:”

Step 1: Issue of Identification

Issue identification starts with the teacher. The teacher may get a hunch or a feeling about something that would like to investigate. The teacher intuitions and hunches are powerful and valued in the action research process. Some of the most influential and best practices can start with a vague feeling about something.

Step 2: Data of Collection

Data is an essential part of action research. Collecting, organizing, and reflecting on the data begin in the initial stages of action research and is continued through the entire process. The data can serve to guide and validate current actions, as well as assess the final outcomes of work.

Step 3: Action of Planning

At this stage of action research, will create a plan that addresses the issue identified in step 1. When planning action, the teacher should reflect upon the issue by exploring it in terms of expert input.

Step 4: Plan of Activate

Begin the action with the knowledge that have reviewed data, researched best practices, and developed the best possible plan to meet the students' needs.

Step 5: Outcomes assessment of students

At this point in action research should begin to put everything have experienced into perspective by now reflecting upon the outcomes of the actions researcher took in pursuit of excellence as an educator. The researcher has the original data sets from step 1, and researcher have new data generated as a result of the actions. Researcher has diverse experiences, observations,

In this process, there will be instruments used to support this research. The form instruments are pretest, treatment, posttest and questionnaire related to the material given in the classroom.

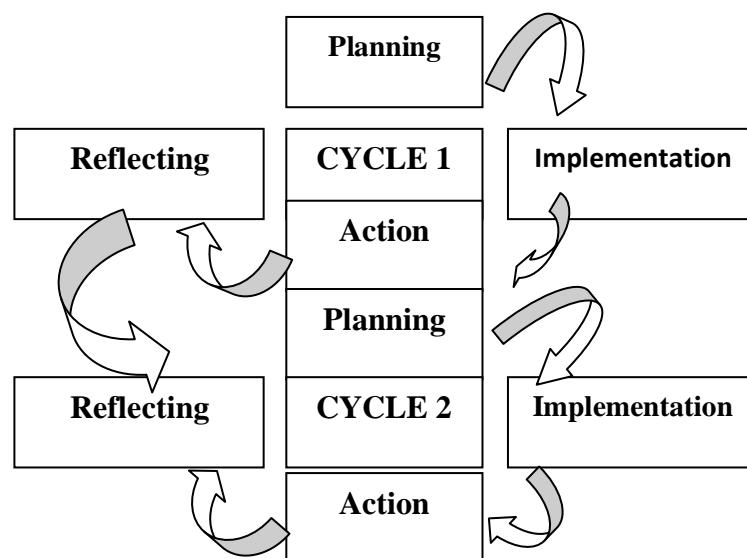
3.2 Setting and Subject of the study

The researcher setting was conducted at SMP Muhammadiyah 1 Babat. The school is located at Tanggurejostreet, Babat, Lamongan. This school choose as the subject of the study because the researcher found the problem and the researcher had observed the real conditions of the school in teaching English learning process.

The subject of this research are the English teacher and students of class VII B at SMP Muhammadiyah 1 Babat. The member of the students in the class 21 students. The students of this school were not motivated when they were speak in front of class and the teacher still allow bring the text when the speak in front of class, so the reason the researcher wanted to know whether different learning model could give any improvement in teaching learning process especially in speaking.

3.3 Procedure of Collecting Data

The researcher can do the activities which are done since the research such as follows:



The cycle of Classroom Action Research (Arikunto, 2006:16)

3.3.1 First Cycle

The researcher conducted in first met on Wednesday, April 18 2018 at SMP Muhammadiyah 1 Babat in VII B class. In the first cycle, the researcher needed 2 meetings. The first meeting held on Wednesday, April 18 2018 and the second meeting held on Monday, April 23 2018. In every meeting to be used 2x40. The first meeting discuss focused on descriptive text and short films that can motivate the students. The first cycle described below:

a. Planning (Preparation)

First, the researcher and the teacher discuss to make a plan in the first cycles based on the problems by the students especially in speaking class. It is an important help the teacher to give concept what the students will do in learning process. Before the researcher implementation movie as the media there are steps to preparing for the researcher:

- (1) Preparing movie to learning process.
- (2) Preparing PPT about descriptive text.
- (3) Preparing a lesson plan and a descriptive text to be observed with the students.

Planning the experiences of the text to make students understand about the text clearly.

b. Action

The teaching steps of the action are :

- (1) The teacher greets the students and check the attendance list of the students.
- (2) The teacher shows the picture about animal
- (3) The teacher explain about descriptive text how to create paragraph using descriptive text
- (4) The teacher play the movie and clear up the students understanding about the text
- (5) Students are asked to movie given as a new identity of each students.
- (6) The students also practiced to understand and repeat pronouncing the difficult word.
- (7) The teacher sums up the material that had gave to the students

d. Reflection

It is the first cycle to analyze the score for the result of the last test. In the first cycle also the researcher can analyzed the score in order to measure enhancing students motivation in speaking using movie.

3.3.2 Second cycle

The second cycle is similar with the first cycle. Actually, the purpose of second cycle to overcome the weakness from the first cycle. The second cycle conducted on Wednesday, April 25 2018. In the second cycle the researcher need just one meeting.

3.4 Instrument of the Study

3.4.1 Questionnaire

According to Brown and Dowling (1998:66-69), questionnaires hold a number of attractions for the researcher who wishes to collect information from a large number of people but has limited time and resources.

3.4.2 Field Note

In this research, the researcher field notes in order to know the information about the situation of the classroom activities. The researcher also took notes since classroom activities about students' participation, interests, or difficulties. These field notes were taken from first cycle, second cycle.

3.5 Procedure of Analyzing Data

In this research, the researcher used the direct test that is measured by five oral proficiency; they are grammar, vocabulary, comprehension, fluency, and pronunciation. According to Brown (2001)

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express him simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is good, able to speak the language with	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interest of competence with reasonable ease.	Errors never interfere with understanding and rarely disturb

	sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		Rarely has to grope for words.	the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers