

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the method used to conduct the research and the subject that was studied. This study was done in line with the rules and procedures. This chapter explains the research design, subject and object of research, research instruments, research procedure, data and source of data, data collection technique, technique of data analysis

3.1 Research Design

This research describes the implementation of improving speaking skill by using role play at seventh grade students and how the result this method, the researcher using the qualitative research. It concerning with the problem that the students faced, the teacher who conduct the research in improving speaking skill by using role play technique. This research is qualitative research in which goal showed intent to explore the central phenomenon. According to Creswell, qualitative research study indicates the intent to explore or understand the central phenomenon with specific individuals at a certain research site. (2002 : 275).

Denzin & Lincoln in Thomas (2001 : 1) say :

Qualitative research involving an interpretive, naturalistic approach to its subject matter. He also says that qualitative involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moments and meanings in people's live.

This research uses Classroom Action Research. Fraenkel and Wallen (2009:589) say action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. It is an approach that was used by the teacher and conducted with one researcher to improve the quality of education by first getting evaluation from the unsuccessful previous research. According to Susanto (2010 : 7) “*PTK adalah penelitian yang permasalahannya diangkat dari konteks kelas*”. Before conducting the research, the researcher must know skills and weakness a student on previous research.

Action reserch design above, the researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two as following :

Cycle contains four phases : planning, acting, obeserving, and reflecting.

Table 1

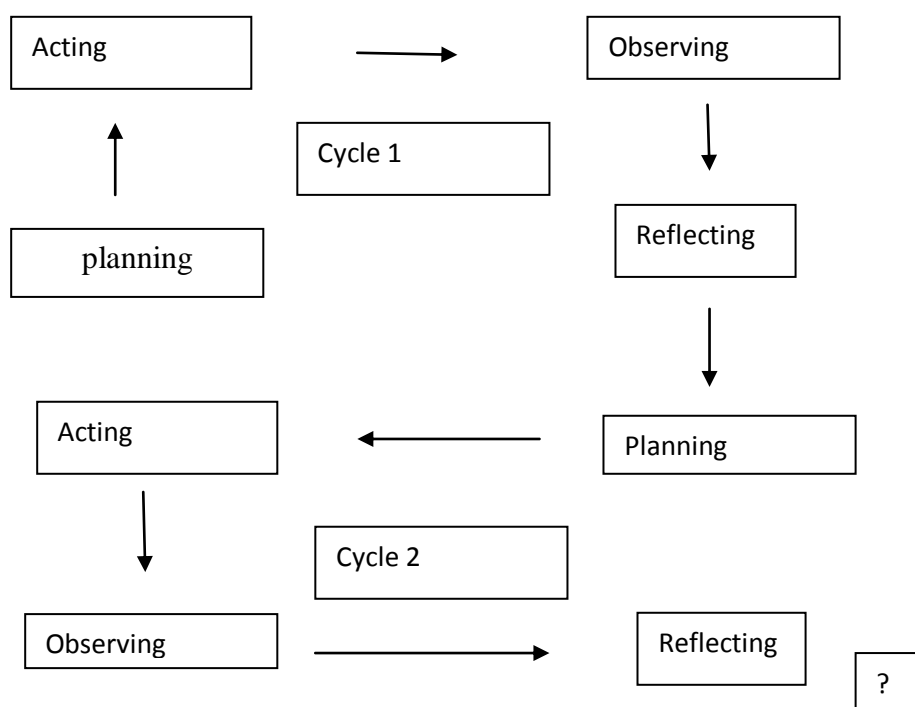
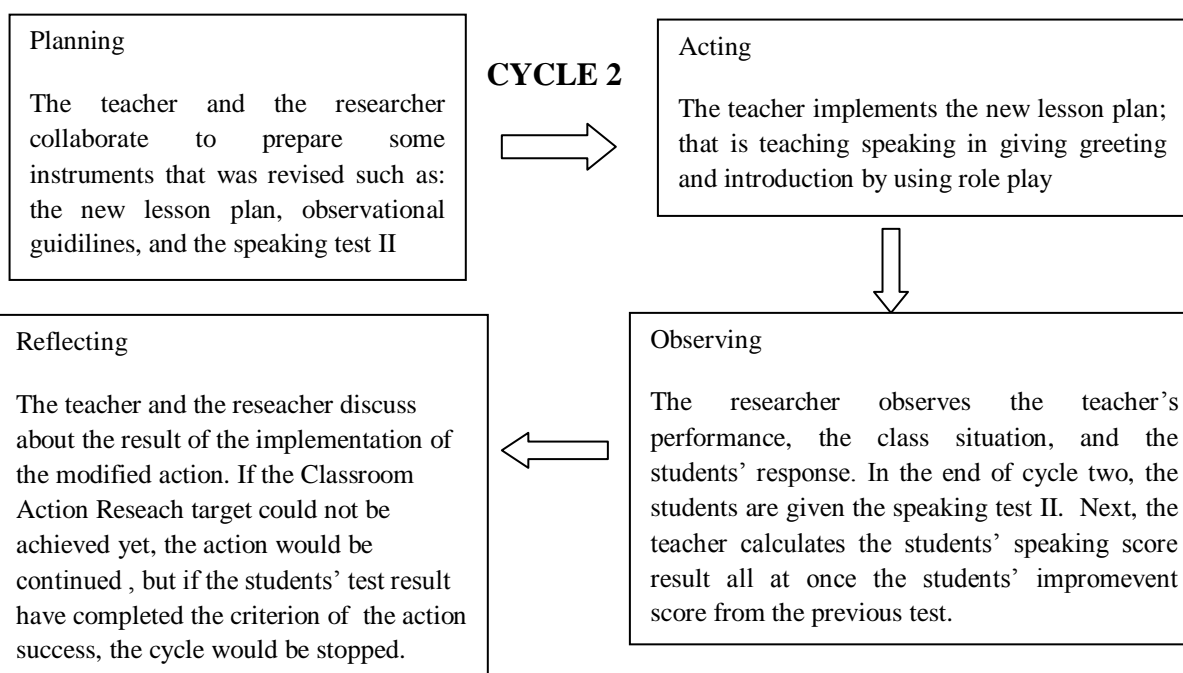
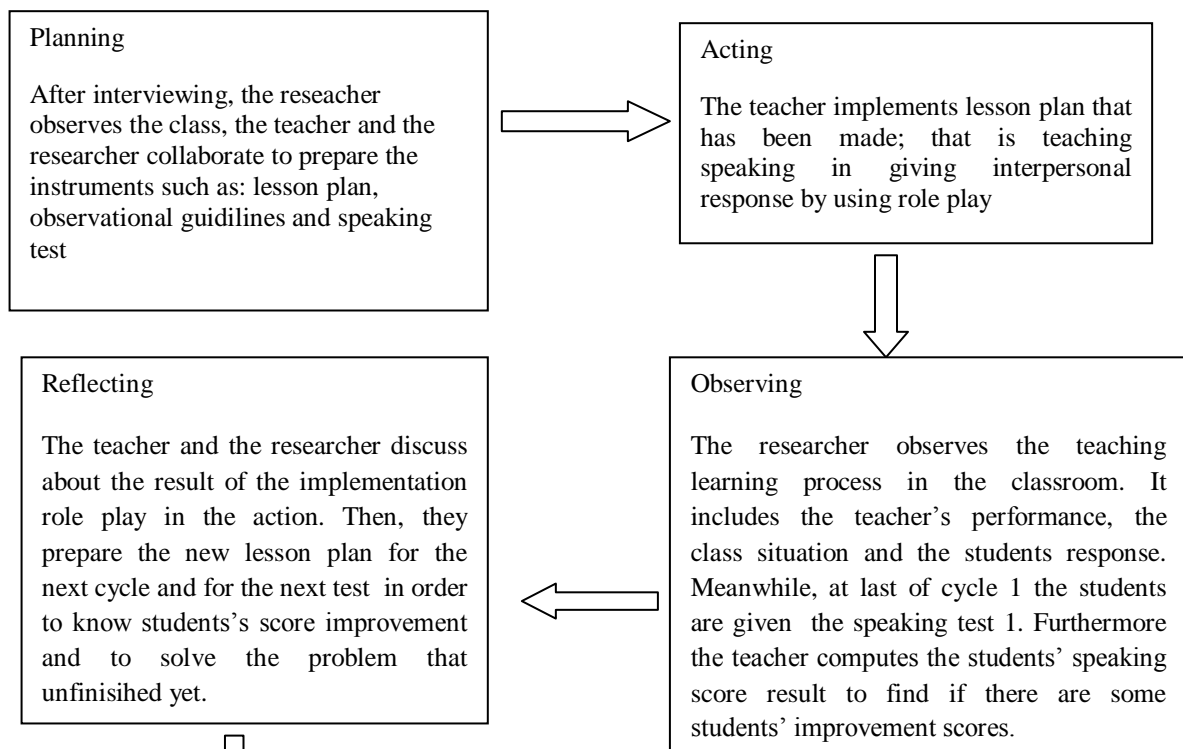


Table 2

The Phases of Classroom Action Research

CYCLE 1



3.2 Subject and Object of Research

The subjects of this research are students and the teacher of MTs Al-Ihsan Krian. The students are VII C in the 2013/2014 academic year and all of student are about 30 students. The located of school is in Krian, Sidoarjo. The research aims to improve the speaking skill by using role play for the seventh grade students of MTs Al-Ihsan Krian in the academic year of 2013/2014.

3.3 Research Instruments

In this research, the reseacher used three kinds of instruments. They are in the form of observation, interview, and field note.

3.3.1 Observation

Observation is the first instument used to collect the data. The researcher conducted observation to get the information about the real condition in teaching learning activities, teacher's performance in teaching speaking and student speaking skills such as; pronunciation, grammar , vocabulary and fluency in speaking activity. The purpose to know the teaching learning process directly before implementing the class action research especially techniques used by teacher in teaching speaking. Furthermore, the researcher can see the real condition in the classes and observe the teacher about the material related to speaking.

3.3.2 Interview

Interview is the second instrument used by the researcher to collect the data. The researcher interview the teacher about the general condition of classes, student's difficulties in speaking skill, and the technique used by the teacher in

teaching speaking. The researcher also interview after accomplishing Classroom Action Reasearch to know the teacher's response toward the ideas of role play technique.

3.3.3 Field Note

Field note is the third instrument that is used by the researcher to collect data. It would be used to note the teaching and learning process in speaking class during action step in each cycle.

3.4 Research Procedure

The Classroom Action Research consist of four phases within one cycle. Those are planning, acting, observing and reflecting. One cycle consist one meeting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the cycle 2 in line with the same concept of the first cycle.

To make clear what happens in every phase . Here are the explanations:

3.4.1 Planning Stage

In this phase, the researcher designed a lesson plan from the syllabus which is consulted with English teacher, creating the topics that are appropriate with the matter, making role card that will be used to student's activity in class, field notes, and preparing materials that will be used at the cycle. The researcher also makes the evaluation form to know about student achievement at the end of these cycles.

Cycle 1 :

| Phase | Teacher's activities | Student's activities |
|---------------------------|---|---|
| Pre-teaching activities | <ol style="list-style-type: none"> 1. Opening the class by saying greeting, asking students' condition and checking students' attendance list. 2. Explaining the specific goal of learning. | <ol style="list-style-type: none"> 1. Answering to the teacher's greeting. 2. Paying attention to the teacher's explanation |
| While teaching activities | <ol style="list-style-type: none"> 1. Introducing and explaining about role play technique in teaching English by using the topic that has been determined. 2. Giving a dialogue which expression asking for and giving services 3. Reading the dialogue about asking and giving services. 4. Asking to practice the dialogue in pairs and then the researcher give list new vocabularies for students. 5. Explaining the expression asking for and giving services. 6. Having students to make a group 7. Training to the students by giving role play card. In role play card the researcher only give a situation and what the students will be, such as : <i>You are at the book store. You want to reach a book on the highest self.</i> | <ol style="list-style-type: none"> 1. Listening to the explanation given by the researcher about role play techniques. 2. Receiving a dialogue of the researcher about asking for and giving services. 3. Listening when the researcher read the dialogue. 4. Practicing to the dialogue in pairs 5. Listening when the researcher explais about expression asking for and giving services. 6. Making a group Receiving the role play card given by the researcher. 7. Receiving the role play card given by the researcher. |

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| | <p><i>A shop assistant offers you his help.</i></p> <ol style="list-style-type: none"> 8. Giving a time for students to discuss together what they may presenting. 9. Let them all try out the role play privately, then calling on one or two groups to act out in front of the class. | <ol style="list-style-type: none"> 8. Discussing together with group about what they may presenting. 9. Practicing in front of the class. |
| Post teaching activities | <ol style="list-style-type: none"> 1. Asking about the difficulties during the teaching and learning process. 2. Giving some advices to students to motivate them to always practice their English. 3. Closing it by saying greeting or salam. | <ol style="list-style-type: none"> 1. Answering questions from teachers about difficulties when learning process. 2. Listening to motivational delivered by Researcher. 3. Answering to the teacher's greeting. |

Cycle 2 :

| Phase | Teacher's activities | Students's activities |
|-------------------------|---|---|
| Pre-teaching activities | <ol style="list-style-type: none"> 1. Opening the class by saying greeting and asking students' condition. Beside she also asks student's readiness to learn. 2. Explaining the specific goal of learning. | <ol style="list-style-type: none"> 1. Answering to the teacher's greeting. 2. Paying attention to the teacher's explanation. |
| While teaching activity | <ol style="list-style-type: none"> 1. Giving a them introduction and explaining about theme. 2. Showing the video about role play activity. 3. Having divides the group into 6 groups, each group consisting of 5 students. 4. One student has the role as teacher and four of other students has the role as students who come | <ol style="list-style-type: none"> 1. Listening to the explanation given by the researcher about material. 2. Paying attention to the video 3. Making a groups. 4. Gathering with the groups for divides the part of character. |

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| | <p>from different countries.</p> <ol style="list-style-type: none"> 5. Giving a name pad and the small flags as properties. 6. Giving a time for students to discuss together what they may presenting 7. Calling one or two groups to show the performance of its in front of the class. | <ol style="list-style-type: none"> 5. Receiving a name pad and the small flags as the properties. 6. Discussing together about what they may presenting. 7. Practicing in front of the class with groups. |
| Post-teaching activity | <ol style="list-style-type: none"> 1. Asking difficulties during the teaching and learning process. 2. Giving some advices to students to motivate them to always practice their English. 3. Closing it by saying greeting or salam. | <ol style="list-style-type: none"> 1. Answering questions from teachers about difficulties when learning process 2. Listening to motivational delivered by Researcher. 3. Answering greeting. |

3.4.2 Acting

In this phase, the researcher and the teacher collaborates to carry out the planned action. The researcher as the observer. The teacher first provide an explanation about how plays a role, and give an example from it by showing a video about role play technique. After the students finishing watching the video, the teacher also provides some related vocabulary items needed in accordance with theme that will be used when the role-play activity. Then, the teacher gives a role card for the students to make one conversation topic of the role cards that provided by the teacher. That tells the students who he/she is, something of this

background, what his/her opinion about a given subject are, and possibly suggests a course of action that he/she should try and carry out, and ask the students to practice in pairs or in a group.

3.4.3 Observing

In this phase, the observer observes the student's response, participations and achievements which are found during the teaching learning process. The observer asked some the student's opinion about the process of teaching and learning using role play activity. The observer also took the field notes to write the real situation when the action was occurred.

3.4.4 Reflecting

In this phase, the researcher and the teacher identified the problems that were found in seeing the result of the observation which should be solved. Then, those were used to make plan for further cycle and correct its weakness.

3.5 Data and Source of Data

The researcher intended to illustrate that used of role play technique by observing the student's activities in speaking class. The data of the research were the student's utterances are from transcription of pronunciation, grammar, vocabulary and fluency.

The researcher got more information about it in detail. Including the data collection was both verbal and non verbal behaviour. They were described activity means of words, phrases, and sentences. For example : students' verbal behaviour in this activity that they use pronunciation, grammar, vocabulary and fluency. Another data is in the form of students' non verbal behavior. Non verbal here

refers to hands or body movements, gestures and facial expression that were done by the students to help them overcome the problem happened during the conversation.

3.6 Technique of Data Collection

In conducting a qualitative investigation, the researcher did the observation that could get more information. Observation in speaking class was done to find some information about the class as the setting of the research. During the observation, the observer also recorded the students' activities, recorded the students' utterances and made notes as well.

The teacher also uses speaking test to measure the improvement of students' speaking skill. The purpose was to know how far the students could speak English fluently by performing the simple dialogue relating to the given material. The teacher asked the students to performance in front of the class with pairs. Before performance, the teacher asked the students to make a group, after that the students got the role play card. In role play card the teacher only gave a situation and what the students will be. The teacher gave a time for students to discuss together what they may presented. The teacher let them all try out the role play privately, then calling on one or two groups to act out in front of the class. In the last activity, the teacher took the score of the students in each group. The purpose of which was to measure the students' progress and result of the teaching-learning activities. Then submitted their pronunciation, grammar, vocabulary and fluency will be analyzed by the reseacher and the teacher.

3.7 Technique of Data Analysis

The collected data found in this research are analyzed qualitatively. It means that all the data gathered from the observations during teaching learning process before and after classroom action research in speaking skill by using role play technique. The assessment of speaking test are in pronunciation, grammar, vocabulary and fluency.