

CHAPTER III

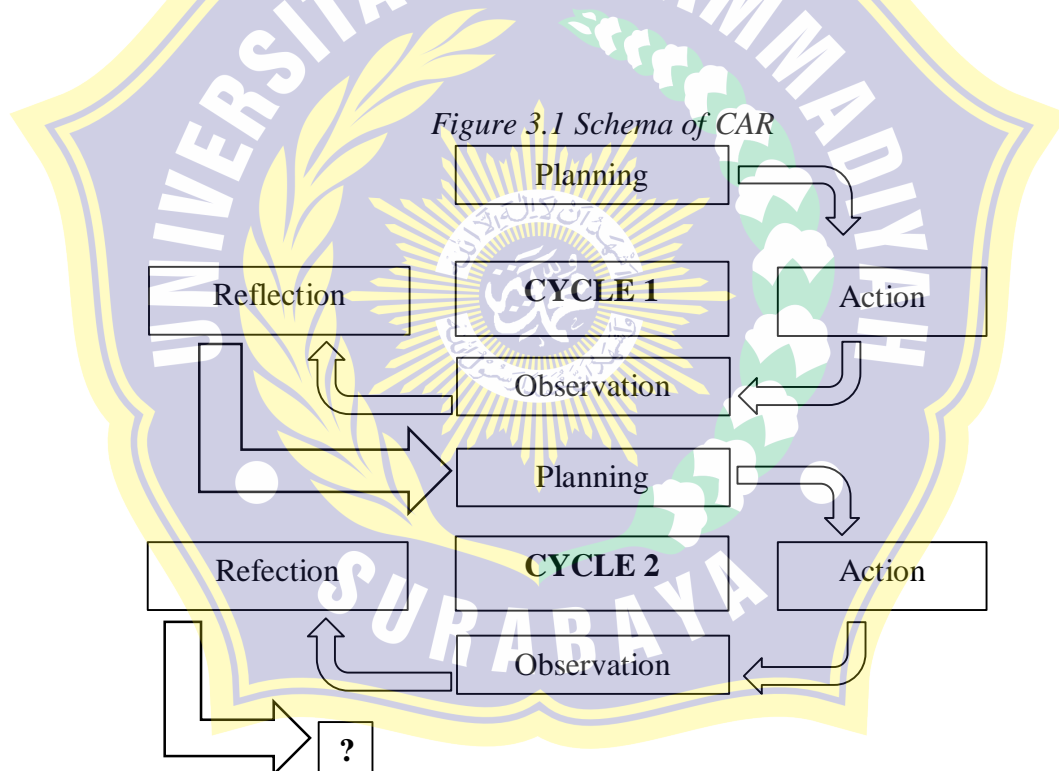
RESEARCH METHODOLOGY

3.1 Research Design

The researcher uses Classroom Action Research (CAR) to conduct this study. According to Arikunto (2014) explained that CAR is an understanding towards classroom activity in action which is being shown and happened in the class at a time. Therefore, it is more likely for researcher and the teacher to know how to make a class activity that can be used to learn by the students and solve their problem in learning the material. Classroom Action Research will be done not only by the researcher, as mentioned by Ary et al (2010) this kind of research design involves teacher or group of teachers to examine the common issues in the classroom. Creswell (2012) cited from Mills (2011) in his book that action research design is systematic procedures done by teachers or other individual in the educational setting to gather information and subsequently improve the way of particular educational setting operated, their teaching and their students learning. Thus, the researcher alongside with teachers and learners, including the materials, facilitator and the problems, are all in learning process. Creswell (2012) also said action researchers explore a practical problem with an aim toward developing a solution to a problem. Hence, the researcher uses CAR to complete this study by cooperating with teacher. Furthermore, the reseacher aim to implementing Task-Based Learning method to teach integrated skills at SMK KAL 2 Surabaya to solve the problem of the unwillingness and unmotivated to learn English language, including to improve the scores. This study will be start from the basic until the last, those are interviewing the teachers, finding the difficulties in learning integrated skills, asking the lesson materials and checking the lesson plan. And of course the previous technique used to teach the students must be questioned.

The Classroom Action Research has four steps, based on Arikunto (2014) mentioned that these steps are planning, action, observation and reflection. After planning, or in other word is preparing, the materials for the teaching and learning activity, the researcher observed the teacher by implementing Task-Based Learning as the method in teaching and learning integrated skills. While doing those steps, the researcher is being helped by the partner to observe the teacher's performances and students' participation. The lesson plan is designed by both the teacher and researcher and will be used during the study is being conducted. While in the classroom, the researcher is observing the process.

The following is the schema of Classroom Action Research (CAR) steps:



Arikunto (2014: 16)

3.2 Subject of The Research

The subject of this study is XI NKN 2 at SMK KAL 2 Surabaya. There are twenty students in this class. The researcher chooses this class

because more than half of the students from this class have a low scores in English subject, the scores they got are between 63 to 72 while the passing grade for English lesson is 75, and it created the unwilling behaviour towards learning English language while their future demand them to fluently do the four basic macro skills anytime. However, compared to the other eleventh class of *Nautika Kapal Niaga* (NKN), this class has taught in vocabulary and quiet good at experiencing reading skill. This is because the teacher taught them with reading only by making them reading a passage and found the new words. Meanwhile the task in text book demanding them to learn the four skills. So, the researcher took this reason to design a materials that suitable and easily learnt by them to help with increasing their integrated skills. It is hope to make the students capable on doing not only the reading task, but listening, speaking and writing.

3.3 Setting of The Research

The research was in the eleventh grader at SMK KAL 2 Surabaya. It is a senior high school which is located at Jl. Teluk Sampit No. 2B, Perak Utara, Pabean, Surabaya. This school has more than fifteen classes in total. The research was held in the second semester at academic year of 2019/2020.

3.4 Research Procedure

As the researcher mentioned in the begining of this chapter, Classroom Action Research (CAR) apparently has two cycles to be done, with in each cycle, the researcher, the teacher and students have to completed the four steps. Those steps are planning, action, observation and reflection. Here is the elaboration of those steps.

3.4.1 First Cycle

3.4.1.1 Planning

The planning phase was started on January 23rd, concerning the finding in the interview, both researcher and the English teacher discussed the way to solve the problem which became the obstacles for students in learning English. planning the lesson procedure, the researcher counting the lesson plan materials like worksheet, media and time allocations. The planning was continued for four more days.

While working on the lesson plan, there was some part of it that needed to change, those were basic competence and indicators. They mainly focused on reading and writing, but to make it fit in with the aim of the research, the focus then had changed into integrated skills. The worksheet was made by considering the four skills activity, and as the Task-Based Learning framework, a presentation was occurred after completing the tasks. The researcher was contrive the other research instruments, those were observation sheet, video and textbook to teach the material. Video as the learning source and media was prepared for integrating learners' English language. As for the teacher, in attempt to make the procedures possible, prepared a laptop, LCD, boardmarker and speaker.

3.4.1.2 Action

For action, the teacher used the lesson plan that had been made together with the researcher in teaching the integrated skills by implementing task-based learning. The researcher was the one who observed the learning process from the beginning until the end of class. In this steps, the teacher also guided

students to sharpen their knowledge by giving them the chance to gather informations with the tasks that had been design.

Mostly, the class activity was described like this. The first activity was giving them the video as media to explain the topic, it was used for their listening skill. Then the teacher gave a passage for each person to practice their reading, and gave them a task in a form of writing. Lastly, the teacher offered an opportunity for learners to speak up what they have been learnt that day, including the summary of the material.

Implementation of first cycle was done on January 28th, 2020. It started from 10.30 a.m. until 12 p.m. this was also the first observation in conducting the lesson plan. This cycle was done in one meeting. In cycle one, the teacher made five groups, with each group consist of four members. The researcher and English teacher chose to create group learning so students could built up their speaking skill through group discussion. The teacher let them practice the integrated skills task by giving several activity such as disussion and presentation.

The order sections of teaching English Integrated skills was begin with listening. In listening, the teacher passed each student listening sheet and made them watch a video about natural phenomenon. They were ask to choose the right information according to the video. The video was given as a media to prevent the students got a low score and more understand of the content in topic material. There were ten information they should choose properly. After listening section, it continued to speaking segment where the group dicussed the information they got. To strengthen their knowledge about topic material, the teacher passed a passage for each group. The reading and writing activies were blended.

The skimming activity happened for reading section. Student had to found the main ideas and supporting details. After they collected the informations of both sources, they got to completed the task by making a short factual report text about topic material that had been taught. The groups had to present or reported their work in front of the class. They explained why they chose or believed at the discovered informations on listening and reading task.

3.4.1.3 Observation

The third phase of action research is observation. In this phase, the researcher observed the learning process which was based on the lesson plan. Gathering all instruments to collect the data while observing all aspects, like the observation sheets for students and teacher performances. To help the researcher for not missing the data, she used camera or recorder to document tthe learning process.

Students still felt strange about the task, so during the learning process, they often asked the meaning of words or how they did their work. The students became more active at speaking and reading task. It was the opposite of them when the video played. The researcher was helped by the second English teacher from the same school in observing the teaching and learning process. The second teacher observed the class situation using observation sheet. In this cycle, the video increased their enthusiasm to learnt English. They worked hard to collect the informations related to the topic although there was no subtittles. So, in listening section, most of the students were silent. But, it was the opposite thing for speaking practice. They were very active during this section and often mixed

English and Indonesian as they spoke. When the talking out of related subject, the teacher stopped them, and asking to focused on their work.

In reading task, some students ask for the meaning of words in the passage to the teacher, group members and or a friend who is not from the same group. The writing task was asking them to make a short factual reports text according to the informations from listening and reading sections. Because this was a big group learning style, there were one to two students in each group which just seeing the group working on the task or opened their smartphones to checked on the social media. After completing the worksheet, each group did a presentation about how they were sure about the material they got to make the short factual report text or why they decided on that information. Each group members got their turn to speak in the presentation. Students whose did not work on the task with their group could not explain properly in the presentation.

3.4.1.4 Reflection

Based on the observation of teaching and learning process in cycle one, the researcher and the English teacher discussed the conclusion. At the speaking segment where the students did a group discussion, some of the students talked about something that was out of topic, and sometimes made a joke. In writing task where each person should presented their idea while making the short passage, there were one or two students which did not participate and kept themselves busy with their things such as talking about what would they had for lunch, what should they buy at canteen and or their level in a game.

That caused the other member whose seriously took the task was disturbed and often lost focused due to the noisy group members. So it came to decision that they needed to plan the next cycle by considering the students interest for the next material to enggage students attention and prevent them from being ignorant towards the task. The time allocation also needed to be longer because in this cycle, only two groups were able to present their works.

3.4.2 Second Cycle

3.4.2.1 Planning

The planning for cycle two was held on January 30th, 2020. researcher and the English teacher planned lesson plan and worksheet at the teacher room on the school. They chose to use video as the media and source material again to strengthen students listening skills. But, the different activity from previous cycle was in this cycle used true or false informations for listening section. The change for the kind of task was because more students got confused when they got to chose the right one of three informations. So, the researcher agreed to make the activity more simple but the impact for students were deeply understand about the subject. For speaking skill, researcher and the English teacher decided to stick on group discussion but with more topic to talk about. The reading and writing task also the same kind with last cycle but slightly different to gain students interest.

The researcher once again prepared the observation sheets for both students and teacher while the teacher helped in prepared the equipment like laptop, LCD and speaker. The topic material for this cycle was also about natural phenomenon with different issue. The

planning was last for four more days and ended on February 3rd, 2020.

3.4.2.2 Action

Research implementation for the second cycle was held on February 7th, 2020. It began at 9.30 a.m. until 12 p.m. The teacher made five study groups with four members per group before explaining the material. The students must watch the video while deciding whether the given informations was true or not. For listening task, students got their own paper to help them concentrate. After the first practice finished, the teacher asked them to discussed their result in a group. So, this was where the speaking activity happened. They had to match their answers and decided which one was the right one and gave a reason why those informations correct according to them. The topic for speaking task was more variant than the previous cycle. For the reading section, the teacher passed a passage related to subject material and the students had to indentified each sentence with the structure of factual report text. They also needed to find the action verbs from the passage. The writing activity still made a short factual text report to sharpen their writing skill which still messed up on the previous one. After all skills exercise was completed, the students presented their result as a group in front of the class. At this time, the other can ask or give their opinion towards the group which presenting the work.

3.4.2.3 Observation

The performance of the teacher and students was being observed in this stage. Most of the students adapted with Task-Based Learning in learning integrated skills. Students seldom asked the

meaning of words or how they did their task. In this cycle, the video effect was able to raise their enthusiasm to learn English. They listened carefully to find the informations related to the topic related. They were very active during speaking section and became more confident to voiced out their opinion when the discussion began. The teacher reminded them about what they should speak out was before the talking out of related subject. It was to prevent the lost concentration in completing the group task and avoided wasting time.

In reading task, less students asked the meaning of words in the passage to the teacher, group members and or a friend which not the same group. Some of the group member brought a dictionary to translate the new words they found. The writing task was the same as the previous one, that was asking students to make a short factual reports text according to the informations from listening and reading sections. After completing the worksheet, each group did a presentation about how the discovery of new things in the material when they got to make the short factual report text or why they decided to included those things.

3.4.2.4 Reflection

Based on the observation of teaching and learning process in cycle two, the researcher and the English teacher discussed the conclusion. In writing task, the making of short passage had the good structure as the rule of factual report text and each member tried to deliver their ideas. The researcher and the English teacher decided they did not need to plan the next cycle because the result of observation sheets shown there were improvement in students performance while completing the task. The result of worksheet also shown improvement, especially in writing task. The words were more organized as how the

rule of simple present tense which became the language focus in factual report text. The accuracy of informations in listening task was good and students able in finding the right ones so they got more score. The skimming activity also could be done in more faster than at the cycle one. The time allocation also enough to made all groups had the chance presenting their works.

3.5 Research Instrument

There are some instruments that needed to complete this study. To get the data, researcher needs interview, lesson plan, observation, field notes, post test and questionnaire.

3.5.1 Interview

This activity is done to get the data collections by interviewing the English teacher. The researcher held an interview with the teacher in open-ended questions. In this interview concerns the condition of classes, difficulties that faced by students in learning English, the technique used by the teacher to taught English language and the source of lesson materials.

3.5.2 Lesson Plan

This instrument is very important to the operational of lesson materials. From the start of teaching and learning integrated skills, the teacher needs lesson plan to make sure the arrangements of instructions are accomplished without missing anything. Lesson plan contains the aims which should be achieved, materials and strategy instructions, media, teaching-learning procedure, assessments and passing score criteria.

3.5.3 Observation Sheet

The researcher observes the class during learning process to gather informations. The goal is to identifying the obstacles in implementing this study. By observing directly, the researcher witness the real condition of the class activities, including the students participation in learning process. There are two observation sheets needed, one is for observing the students while the other one is for the teacher. This instrument will be used by researcher from the beginning of conducting the first cycle.

There are two observers in each cycle, observer one is the researcher while observer two is another English teacher whom also teaching in this school. There are twelve indicators in students sheet and seven indicators for teacher observation sheet. Each indicators have four aspects that are possible to shown during the observation in each cycle. The assessment for observation sheet is by giving a score from the provided scala, that is 1 to 5. An indicator gets 5 if all the four aspects appear, score 4 if there are three aspects shown, score 3 for just two aspects and 2 if the aspect appear only one. If there is no aspects shown in an indicator, it automatically get score 1. Total score for student observation sheet is 60 and as teacher sheet is 35. The calculation formula will be written in the next point.

3.5.4 Recording

The researcher uses camera and or smartphone to record all the process while the study being conducted. This instrument can be the evidences for anything happen during the class

hours. To collect the data related to the preparation and implementation of the research in learning and evaluation process, the recording device really helps. The result is written in a form of transcript.

3.5.5 Task

The task instrument is used to help students obtain a deep understanding towards the lesson material. The task given has been design by both the researcher and teacher to make it more suitable for the implementation, and also help them find a solution for the problem. The worksheet for each cycle consists of four sections (listening, speaking, reading, writing). In worksheet one, the listening section activity is giving a cross to the true information based on the video played. There is ten questions for this section. For speaking activity, the researcher prepared two discussion material for the group. In reading activity, the students need to read a passage which the topic related to the video played and ask the to skimming through the text in order to find out the topic sentence of each paragraph and find the meaning of some new vocabulary. The writing section is to make a short factual report text with minimum three paragraphs, but first they need to indentified the similar and different information of video and the passage.

Worksheet on cycle two also has four sections as cycle one.

The listening section true or false statements and continued to discuss the possible true answer from incorrect statements in speaking section. The reading section and writing section is the same with previous one because the researcher and teacher need to make the students used in writing exercise by making a short passage. The scoring method used by the researcher and teacher was adapted from Harris and McCann (1994) by

escalated the band scale which usually observe in the classroom activities. In speaking, there are five points need to be marked such as fluency, intonation, accuracy and pronunciation. As for writing, the bands scale are for length, accuracy, relevancy and words selection. The rubric is include in the lesson plan.

3.5.6 Post-Test

It is a kind of test given in the last step of each cycle of the method implementation to find whether the treatment is success or not. Post-test is way to get the result of the research's conduction. For the post-test, the researcher will give students an English language test by combining the four macro skills with the topic related. If the score is surpass the passing grade , it is safe to say this study indeed a success. While assessing the writing and speaking sections the researcher and teacher using scoring rubrics.

3.5.7 Questionnaire

The last instrument would be questionnaire. It will be passed to the students after the post-test being held. This instruments concerns about students feeling during the learning activites, about how they get more understand, confident and enthusiast in classroom. The questionnaire is rated by giving it a checklist for each points with the scale are variate from very agree, agree, not agree and very not agree. There are seven statements with the scales of success $\geq 85\%$ for very agree and agree statements.

3.6 Source of The Data Collection

There are two forms of the data source, they are post-test and questionnaire. The first data is collected from the result of post-test after implementing task-based learning to teach English integrated skills. And second is the result of questionnaire which given after the post-test being held. The questionnaire consists of students response during the implementation of this research.

3.7 Data Collection Technique

In this stage, the researcher collecting the data through stright observation, test and questionnaire. The role of the researcher is an observer, as it task is taking notes of the detail activities during the implementation process. The notes also used as recorded evidence to describe anything happen in this study. The researcher also prepare the post-test to find out the result of the effectiveness in task-based learning to teach integrated skills. The scores is calculated to know that it is under or exceed the passing grade. If the major score surpassed the passing grade, then the research is successful. As mentioned before, at last, the researcher used questionnaire to know if the students content with the materials too.

3.8 Data Analysis Technique

To analyzing the data, the researcher needs some data collection by doing some of the steps like as calculating observation data analysis, post-test data analysis, passing grade and questionnaire data analysis.

3.8.1 Observation Data Analysis

This data analysis is the observation from teaching and learning activity in using task-based learning method to teach integrated skills. The

data analysis elaborated the detail in field notes or video recorder and written in the descriptive ways. One of the purpose for observation itself is to collect the data evidences for the reflection of the lesson plan and classroom ativity. This data analysis is also help by providing observation sheets for both student and teacher.

The following is how researcher calculating the result for the observation sheet:

$$\text{Percentage of mean score} = \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\%$$

3.8.2 Post-test Data Analysis

The researcher using the following formulas to count the mean score of post-test results:

$$\bar{x} = \frac{\sum x}{\sum N}$$

Notes:

X = The mean scores

$\sum X$ = Total of students score

$\sum N$ = Number of students

3.8.3 Passing Grade

$$P = \frac{\sum \text{Total of students score which } \geq 75}{\sum \text{Number of students}} \times 100\%$$

3.8.4 Questionnaire Data Analysis

Here is the formula that used by researcher to find out the result from questionnaire sheet:

$$\text{Percentage} = \frac{\text{Students answer}}{\text{students total}} \times 100\%$$

