

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer will present with the method of the study, which was important as a guideline to attain the objectivity of the study. It provided with research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR). These will be mentioned as follows:

3.1. Research Design

This study uses action research design because this study aims to solve the problem of the teachers in their class, and especially for this study will solve the problem in speaking class to find out how to improve students' speaking ability.

Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Action research is not a library project where we learn more about a topic that interests us. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is not about doing research on or about people, or finding all available information on a topic looking for the correct answers. It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students. (Eileen Ferrance, 2000).

The classroom action research is design to implement conversational strategy using CrazyTalk 6 application in teaching speaking. The research is intended to

implement a strategy – media of technology to solve the problem that found by the teacher in teaching speaking. It is conducted by giving certain action to improve the quality of teaching practice in the classroom activities more effective. The goal of this study is to improve the student's speaking ability through conversational strategy using CrazyTalk 6 in MTs Muhammadiyah 9 Wotan.

3.2. Setting and Subject of the Study

Focusing on the topic of this research, this research will conduct in MTs Muhammadiyah 9 Wotan; the subjects are limited to the eighth grade students which have the problem in speaking subject. The total numbers of the students are 22 students which include 14 males and 8 females. The subject of the study are limited to the students who never been taught speaking through conversational strategy using Crazytalk 6 in their class.

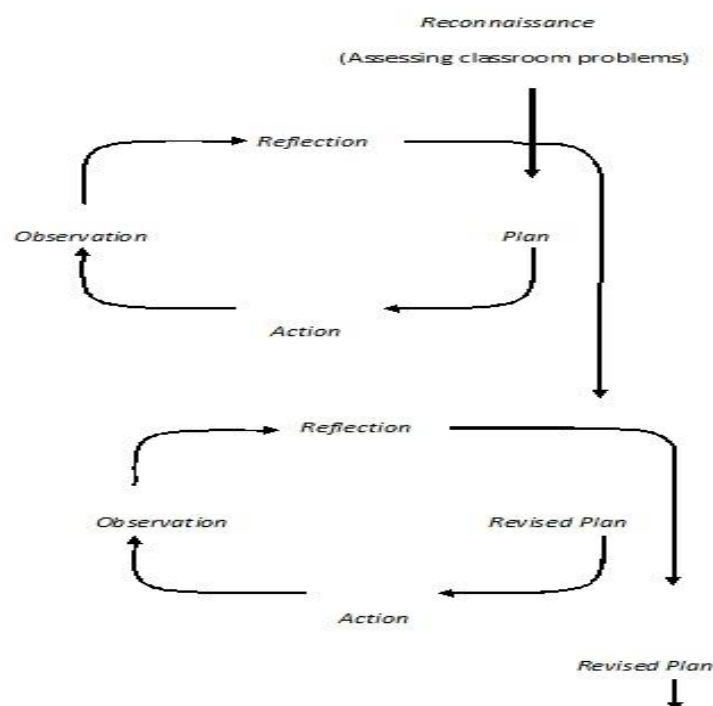
3.3. Problem Identification

As the result of observation, the researcher found that there are several problems in MTs Muhammadiyah 9 Wotan especially students in the eighth grade. There are some problems when the teacher taught, the learners not too interested in studying English lesson and has low motivation in English, especially in speaking. In the first observation was known that most of the learners assume that English speaking lesson was too difficult for them and they just often got the theories of English (Grammar and reading) in English class which made them confused and they were very rarely in speaking practice. Teacher also used methods still monotonous and teacher center so that the learners felt bored in classroom activities, the students are not given many chance to

explore or express their speaking ability by the teacher. The teacher said that many students were shy or not confidence when the teacher asked them to speak English orally, it makes student's speaking achievement to be lower than another English lesson skill. So the general problem in classroom activity gets started with the lack of speaking practice of the students.

3.4. Steps of Classroom Action Research

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy Kemmis & McTaggart (1988) in Mohammad Adnan Latif (2009) see the picture below:



Kemmis, S., McTaggart, R. (1988)

3.4.1. Planning

The planning step was done in the beginning of every cycle before implementing the real action research. In the planning step, there were stages which consist of three steps. Namely designing lesson plans, preparing materials and media, and preparing the criteria of success

3.4.1.1. Designing Lesson Plan

The lesson plan proposed in this action research based on the purpose which was to improve the student's speaking mastery, especially in expression of asking and giving opinion and also admitting and denying fact.

3.4.1.2. Preparing Instructional Material

Based on the teacher's syllabus, the teacher determined the topic of the lesson were expression of asking and giving opinion and also admitting and denying fact. The researcher prepares all the material about examples of the expression use, how and when the expressions are used, and the picture to be identified. It is given by using conversational strategy using Crazytalk 6 application that contains the materials which is match with the students' material.

Before of that, the researcher checked the media which used in teaching the material, which was computer. The researcher installed Crazytalk 6 application in the computers for the first before conducting the research. The researcher also explained about the tutorial to run Crazytalk 6 to the students before conducting the research.

3.4.2.3. Preparing the Criteria of Success

Based on the problems found on preliminary research to the English speaking teaching and learning method and students' enthusiasm, the researcher formulates the criteria of success. The criteria of success were developed from the problems which will be solved in the classroom to the improvement of the ability and the enthusiasm of the students. The criteria of success of the study were determined as follows:

The first, the students' average score of speaking test is ≤ 60 ; it means that the students who get below 60 will fail. That scoring criteria is based on the standard assessment score from Center of Educational Assessment Balitbang Depdiknas 2006. There are two aspects in assessing the student's speaking. These two scoring criterions are stated below:

No	The aspect to be assessed	score
1	Pronunciation and intonation	
	• Pronunciation and intonation are very clear	4
	• pronunciation and intonation are clear although there are some ambiguous languages but it does not effect the meaning	3
	• Pronunciation and intonation are less clear and effect the meaning	2
	• Pronunciation and intonation are not clear and omit some meanings	1

	• Pronunciation and intonation can not express the meaning	0
2	Interactive Communication	
	• Have self confident and fluent in taking the turn to speak and can do introspection if doing the mistake	4
	• Have self confidence although sometimes ask repetition and show hesitation	3
	• Giving more respond than initiating	2
	• Have difficulty to be asked to speak although has been invited to speak	1
	• Can not respond and initiate	0

The researcher uses these scoring criterions above because the points of assessment above are suitable with the purpose of the research and the research object which will be assessed.

The second, the students are motivated to join activities in the classroom. It can be seen in the students' activity/ participation and classroom atmosphere when they use Conversational strategy through Crazytalk 6 in learning and practicing speaking. The number of students who participate in the classroom increase significantly 70%.

3.4.2. Acting

Acting is the second step after the planning step to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the implementation in class. The researcher does the implementation by conduct seven meetings in the class to

improve students' low ability in term of speaking. In this stage the researcher as a teacher will teach the students.

In every meeting will conduct same topics. The strategy which used in each part of meeting will be same that is conversational strategy using Crazytalk 6, but the activity in each meeting will be different.

In the research acting, the teacher implemented Conversational Strategy through Crazytalk 6 to teach speaking in expressing opinion and expressing fact. In the action in implementing the Conversational Strategy using Crazytalk 6, the teacher used lesson plan. There were three parts of lesson plans. They were pre teaching, whilst teaching and post teaching.

This research action was conducted in seven meetings. The cycle was conducted on 12th January 2013 – 2th February 2013, with the consideration, if the first cycle was not success, the teacher would continue to the second cycle.

The teacher had two roles as a teacher and as a teacher in the classroom. The students studied English was twice in a week, the days were Saturday and Sunday and the time allotment to study was 2x40 minutes. On Saturday the teacher began the class at 11.20 – 12.40 and on Sunday he began at 10.00-11.20.

During the teaching learning process, the teacher was accompanied by the teacher partner. The teacher assisted the teacher to observe the class. In the first cycle, there were four meetings.

In the acting section, the researcher will deliver the acting which was done during doing the observation. The actions which were done by the researcher are described as follows:

A. The First Meeting

The first meeting was held on Saturday 13th January 2013. The subjects were the students in eighth grade. There were 22 students. The time allotment was 2x40 minutes. The teacher partner helped the teacher to observe the class. The action of the first meeting in implementing teaching learning process using Conversational Strategy through Crazytalk 6 were described as follows:

a. Pre Teaching

In this stage the teacher began to give the brainstorming to the students. The teacher asked one student to come forward and the teacher continued by asking the students to give opinion about that students' physical appearance who had come forward. After that, the teacher asked to the students whether they had studied about expression of asking and giving opinion or not. Then the teacher continuing by asking the students to say some expressions about asking and giving opinion, most of the students could answer that although some of them opened the book to answer.

Then the teacher strengthened their understanding by re explaining about that material. After re explaining the material the teacher started to divide the students to be eleven groups and each group consisted of two students.

b. Whilst Teaching

In this stage, the teacher started to ask the students to practice the dialogue by reading the book. After that, the teacher started to bring the students to the

computer laboratory to start implementing conversational strategy using Crazytalk 6. The teacher asked the students to take a seat with their group partner. Each group got one computer. Then the teacher began to implement conversational strategy using Crazytalk 6 in teaching.

The first, the teacher shared the task to the students to make the dialogue. The second, the teacher asked the students to open Crazytalk 6 application. And the third, the teacher asked the students to record their voice when they did their conversation using Crazytalk 6 application. The students could choose the characters they like which were provided by the teacher in the computer. After doing the conversation, the teacher gave the freedom to the students to edit their character or their voice in doing the conversation.

c. Post Teaching

In this stage, the teacher gave the chance to the students to check again their works. The teacher let the students to edit their result of conversation in Crazytalk 6 application if they found some mistakes in their conversation.

After the time was over, the teacher asked the students to save their task result in computer. In the last, the teacher asked to the students whether they have understood the material or not. Then, the teacher gave the reflection about the whole activities in the first meeting.

B. The Second Meeting

The second meeting was held on 19th January 2013. The time allotment was 2x40 minutes. In this meeting, the teacher taught about the expression of asking

and denying the facts and also degree of comparison as the additional material, the actions of the second meeting were described as follows:

a. Pre Teaching

In this part of teaching, the teacher tested the students understanding about the previous material by showing two pictures to the students. The teacher asked them to respond the teacher question related with the both two picture.

After that, the teacher brought the students to the computer laboratory and divided them into several group directly. Computer laboratory was the main place in implementing conversational strategy using Crazytalk 6.

b. Whilst Teaching

In this stage, the teacher continued to re explain about the material, the material was about the expression of admitting and denying the fact (degree comparison as the additional material). In explaining the material, the teacher asked the students to read the dialogue of conversation directly. The teacher asked them to say the expression which they found the conversation.

Then, the teacher started to implement the conversational strategy using Crazytalk 6. For the beginning the teacher gave the order to the students to make conversation with their partner then practice them via Crazytalk 6.

After doing the conversation, the students had the chance to edit their characters in Crazytalk 6. They have the freedom in editing the result of their task.

c. Post Teaching

In this stage, the teacher asked the students to save the result of their task in the computer. Then, the teacher gave the feedback to the students about the activities in this meeting.

C. The Third Meeting

The third meeting was held on 20th January 2013. The time allotment was 2x40 minutes. In this meeting, the teacher explained the two materials which were explained in the two previous meeting to the students directly, the materials were about the expression of asking and giving opinions and also admitting and denying the fact. The actions of the third meeting were described as follows:

a. Pre Teaching

In this stage, the teacher started to explain the two materials which were explained in the two previous meeting to the students directly, the materials were the expression of asking and giving opinion and the expression of admitting and denying the fact. Then, the teacher divided the students to be several group. Each group consisted of two students.

b. Whilst Teaching

In this stage, the teacher gave the order to the each group of the students to make their own conversation related with the task given. After all the students finished in making the conversation, the teacher implemented conversational

strategy using Crazytalk 6 in the teaching. The teacher asked the students to practice their conversation by recording it using Crazytalk 6 application.

c. Post Teaching

In this stage, the teacher gave opportunity to the students to check the result of their conversation. When they were convince with their performance, the teacher asked them to save it in the computer. The order of the task covered all the material that the students had learned. Then, the teacher asked to the students whether they had difficulty.

D. The Fourth Meeting

The fourth meeting was held on 26th January 2013. The time allotment was 2x40 minutes. In this meeting, the teacher asked the students to take a seat with their partner and asked them to watch the video containing the result of their previous task. The actions of the fourth meeting were described as follows:

a. Pre Teaching

In this stage, the teacher asked the students to work individually. The teacher allowed the students to choose with whom they take a seat in the class without dividing them to the group liked the three previous meetings.

b. Whilst Teaching

In this stage, the teacher showed the video to the students via LCD. The video contained the result of the student's task in the previous meeting. The teacher gave chance to the students to think about the video and then ask them to share their opinion with the teacher. In this meeting, the teacher was involved in the

conversation. Then, the teacher asked the students to give their opinion about the videos and asking them about the fact related with the videos.

c. Post Teaching

In this stage, the teacher gave opportunity to the students to ask about the previous material which they had not understood. The teacher gave the feedbacks to the student related with the whole activities in this meeting.

The research will stop until the data is enough, and then the researcher will draw the analysis, but if this cycle is not good enough the researcher will continue with the second cycle to re-follow the first cycle with adding, deleting or revising some inappropriate items in this research.

The schedule of action research will be conducted by researcher, as follows:

Meeting	Activity	Topic
First	Socialization and pre test	Expression of asking and giving opinions / admitting and denying the facts
Second	First teaching	
Third	Second teaching	
Fourth	Third teaching	
Fifth	Fourth teaching	
Sixth	Post test	
Seventh	Questionnaire	

The findings of every meeting can be seen in chapter IV.

3.4.3. Observing

The third step is observing. Observing is used to see and capture some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation.

In the observation, the researcher using the diary journal of the process in observing the students and the situation in the classroom while conducting research in the class. In this case the researcher cannot observe the classroom by himself, because to get a valid data, the researcher should be accompanied by a teacher partner.

In observing, the researcher must get the data collection. The data collection is an important step in deciding what action should be taken. It will collect in the second semester. The researcher used three techniques to get complete the data from the subject. They are; giving speaking test, observing, and giving questionnaire.

The sources of data in this study are the students as the subject of the study, the English teacher as the observer, the researcher as the teacher and as the observer in this research to find out any information about the teaching learning process while conversational strategy using CrazyTalk 6 is implementing.

To collect the data, the researcher uses three instruments, they are: test, observation and questionnaire in order to be able to identify whether or not it was an effective strategy to teach speaking to junior high school students. The three instruments in collecting the data are stated below:

The first is giving test. In this study, the researcher will conduct to obtain responses on the basis of which a numerical score can be assigned. The researcher will give two test, they are: pre-test and post-test. The researcher will conduct the pre-test in the first meeting after socialization. Pre-test consist of 12 questions using oral test. The second is post-test; it will be given after all parts of the lesson plan have been done. The Post-test consist of 12 items in the form of oral test. The materials of the test will take from guidebook for the eighth grade.

The second is observation. In this study, observation will conduct when teaching learning process, they are: students attention, students interaction, and all that will needed to collect the data. There is one instrument in observation will use by the researcher; the researcher analyzes the data from diary journal observation in determining student's performance in the class. If the student's participation during learning process still low. The researcher will revised some of part lesson plan.

The last instrument is questionnaire. In this study, the researcher gives the questionnaire for the students to find out the students' responses toward the use of conversational strategy using CrazyTalk 6 in teaching English. The questionnaire will conduct after all activities are completely done. It consists of ten questions and it will in the form of multiple choices. In which, the respondents only select one of the provided answer (by checking 1, 2, 3, or 4 in each question).

3.4.4. Reflecting

Reflecting is the activity that consists of: analysis, synthesis, explanation, and conclusion. The reflection's result is having revision of the planning which has

been done, and it can be used for repairing the teacher's performance in the future. So, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

In this step, all of the data that will be analyzed have collected and the result will be reported in descriptively. All the instruments that the writer used in conducting this research will answer the research question. In this step, the researcher analyzes the data from the test, observation, and questionnaire to check trustworthiness of data analysis.

The first is test; the researcher needs to analyze the students from pre-test and post-test. The passing grade for speaking is 60. It means that the students' minimum score is 60, if there still students' average score get under 60, so the researcher has to revise the planning.

Secondly, the researcher analyzes the data from diary journal observation and the students' performance form in determining student's performance in the class. If the student's participation during learning process still low. The researcher will revised some of part lesson plan.

The last, the data is analyzed from questionnaire. The questionnaire is used to find out the students' responses toward the implementation of Conversational strategy using CrazyTalk 6 application in teaching speaking. The questionnaire was given after doing the post test. Finally the researcher analyzes all information then discusses it to get research findings. After the researcher gets the result from students' score, observation, and questionnaire, the researcher compare them with the criteria of success whether continue to the second cycle or not

3.4.5. Planning for the Future Action

Planning for the future action is used to measure then consider whether the result of the study gives a significant change and improvement for the students' progression or not. Planning for the next step can be taken based on the report at the end of the research. If the research does not show the students' improvement, the researcher can continue to the cycle2. If the research shows the students' improvement, the researcher can stop in cycle 1.