

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher will present the method of the study, which is important as a guideline to reach the objectivity of the study. It is provided with research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR).

#### **3.1 Research Design**

This study uses action research design because this study wants to purpose a new strategy or method to solve the problem of the teachers in their class, and especially will solve the problem in pronunciation class to find how to improve students' pronunciation ability.

Action research is a process in which the students examine their own educational practice systematically and carefully, using techniques of research (Ferrance, 2000). Action research can inform teachers about their practice and empower them to take leadership roles in their local teaching contexts (Mills, 2003). In other word, action research is learning by doing. As the teacher, they need to know what happen in the classroom, collect the data, and evaluate their teaching, doing something to solve it and see how successful their effort and if it is not satisfied, the improvement appears.

Here the researcher conducts Classroom Action Research to be research design because the researcher found some problems which are indented in the

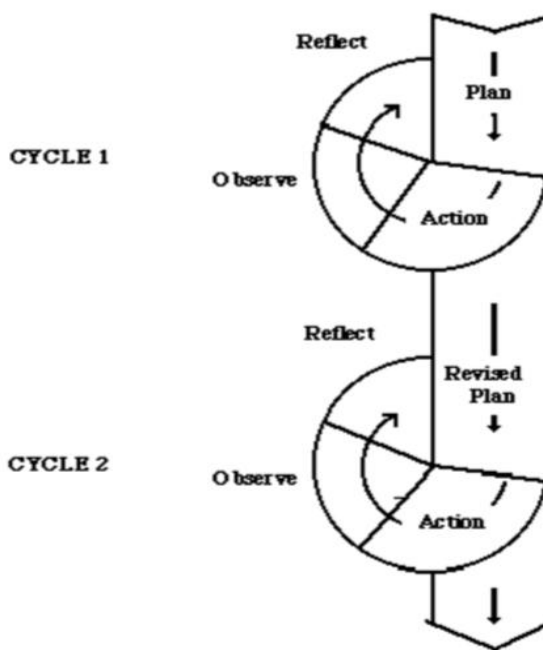
classroom, especially pronunciation ability when the researcher does an observation at Sasana Bamrung School, Songkhla, Thailand.

### **3.2 Research Subject**

The subjects of this study are students of Sasana Bamrung School, Songkhla, Thailand who is eleventh grade students. There are 32 students in the class; they are 8 males and 24 females. They have various levels in English subject; low, average, and high level. The reason of the researcher selected this class as the subject of the study because they have difficulty in pronunciation ability.

### **3.3 Steps of Classroom Action Research (CAR)**

There are four steps of Classroom Action Research, they are planning, acting, observing, and reflecting (Kemmis and Taggart, 1988). Those activities are in a cycle. The cycle can be repeated until the problem gets solved by the method. Here are the steps to conduct Classroom Action Research according to Kemmis and Taggart.



*Action Research Spiral (Kemmis & McTaggart)*

### 3.3.1 Planning

Planning is the first step that the researcher must do before doing the lesson. By the planning, the researcher can be easier to face some problems and it will be more effective in doing research. Here, the researcher prepared everything which needed in doing action in order to improve the students' pronunciation ability. The researcher will make four lesson plans for four meetings. The researcher made plans which consist of some steps.

These are the steps of planning:

#### 3.3.1.1 Problem Identification

Based on the observation the researcher found the problems that happen there. The student's problem is difficulties in pronunciation ability because of some reasons. First, they are always afraid when the teacher wants them to say

some words or sentences. Second, they were usually confused how to read the words correctly because they write down the words not in alphabet, but in Thai phonetics. So, when the teacher writes a word, they forget and cannot say the words correctly. Third, there was no media to help teaching and learning process. For example, LCD for showing how to shape the mouth by the model on BBC and the speaker for know how to pronounce the words correctly. It makes the students confused, bored and not interested.

### **3.3.1.2 Designing Lesson Plan**

In this study, the researcher will prepare four lesson plans for four meetings. The lesson plan proposed in this action research is based on the purpose to improve the students' pronunciation ability. The lesson plans adapted into the conditions of students in Thailand. The lesson plan in Thailand cannot be compared with the lesson plan in Indonesia, because Indonesia's lesson plan is more complicated. So, the researcher makes a simple lesson plan to facilitate the students. The activity in lesson plan is stressed on how to pronounce the words correctly.

### **3.3.1.3 Preparing Instructional Material**

The researcher prepares all the material; it is about words and native videos from BBC. By applying the material, the researcher hopes that the students can improve their pronunciation from under to high score.

#### **3.3.1.4 Preparing Criteria of Success**

Based on the finding the problems, the researcher formulated the criteria of success. The criteria of success are developed based on the problems which would be solved in the classroom to improve the ability and the behaviour of the students. The criteria of success of the study are determined as follows:

1. The students' average score for pronunciation is 7.5 from 10.
2. The students can speak better than before with good pronunciation.

#### **3.3.2 Acting**

Acting is the second step after planning to implement the instructional strategy that has been planned. In this step, the researcher does implementation by conducting four meetings in the class to improve their pronunciation ability. In here, the researcher as a teacher will teach the students.

The study 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 study.

#### **3.3.3 Observing**

After communicative drilling is used toward the subject, this observation result is a basic for doing reflection so that the research should be able to show the real situation.

In the observation, the researcher uses observation checklist on the process of observing the students and the situation in the classroom while conducting research in the class (appendix 6.1-6.4 pg. 80-83).

In here, the researcher must get the data collection. Data collection is an important thing in deciding what action should be taken. It will be collected in the second semester.

The sources of data in this study are the students as the subject of the study, the researcher as English teacher and observer, those data is use to find out any information about the teaching learning process implementing communicative drilling strategy.

The first meeting the researcher will give test. The test is conducted to obtain responses on the basis of which numerical score can be assigned. Here the researcher uses British English to take score, but the researcher give tolerance for their dialect. The researcher will give two tests, they are pre-test and post-test. The researcher will conduct the pre-test in the first meeting after socialization pronunciation and Communicative Drilling to the students. Pre-test consists of a sentence and eight words in one card (each card contain vowel /ɑ:/ /ʌ/ /e/ /æ/) and there are eight cards so there are eight sentences, and sixty four words. The students choose one card and read the sentence and the words correctly. The post-test will be given after all parts of the lesson plan have been done. The post test is the same items like the pre-test, there are eight cards; there are eight sentences, and forty words.

The second observation in second meeting will conduct when teaching learning process by using communicative drilling, the observation covers: how the

student pronounces the vowel well, application about strategy that have already used by the researcher and all that needed to collect data. The researcher analyzes the data from students score in the end of every cycle as long as applying communicative drilling. If the student's pronunciations during learning process are still low, the researcher will revise some parts of lesson plan that need to improve based on the finding of reflection section.

### **3.3.4 Reflecting**

Reflecting is an activity that consists of analysis, synthesis, explanation, and conclusion. The reflection result is revision of the planning or lesson plan which has been done and further it will be used to revise the students pronunciation ability in the future. So, the action research cannot be hold in only one meeting because it needs more time to do observation result as a planning for the cycle.

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

The first is test, the researcher needs to analyze the students' pronunciation from pre-test and post test. The students have to get score minimally 7.5 in the test. If there are students cannot to get score the words minimally 7.5, so the researcher will revise the planning.

Secondly, the researcher will analyze data from the students score that is taken from the implementation of communicative drilling it is done in order to know whether they get high score than before or not. If the students score during learning process are still low, the researcher will revise some parts of lesson plan.

Finally the researcher analyzes all information then discusses it to get research findings. After the researcher gets the results from the students score and observation the researcher compares them with the criteria of success whether continue to the second cycle or not.