CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the methodology of the study. It consists of research purpose of study, clarification of key terms, research site and participants, research design, data collection techniques, and data analysis.

3.1 Purpose of Study

The purpose of this study was to find out the implementation of the use of video in teaching speaking skill which employs the classroom action research. Thus, this study was conducted to answer this question: How is the implementation of the use of video in teaching speaking?

3.2 Clarification of Key Terms

In order to give a clear understanding about the study, some terms are clarified here.

1. Classroom Action Research

According to Kemmis and Mc Taggart (1988, cited in Burns, 2010:9), action research consists of cycles, there are four basic steps in the action research; they are planning, acting, observing, and reflecting.

2. Speaking Skill

According to Lado (1961, cited in Anggraeni, 2007:25), speaking ability is the ability to use in essentially normal communication, stress, intonation, grammatical
structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.

3.3 Research Site and Participants

The study was conducted in one of junior high schools in Bandung. There were some reasons in selecting this school for this study. The first one is that this junior high school is one of the best and favorite schools in Bandung. The results of the study can be useful for other schools as a teaching learning model. The second one is this school has been an international standard pioneering school (RSBI) for about six years. Most teachers have used English in the teaching learning process. It makes the students have to be active in speaking English. The last one is this school has media in supporting the teaching learning process, such as: LCD projector, two computers, and loud speakers in each class. The media made it easier for the researcher in conducting the research in this school since the researcher needed the computer, loud speakers, and LCD projector to show the video in the classroom in order to get all students watch the video.

The participants of the study were an English teacher in this school who has taught more than fifteen years, two students of English Education Department in one of state university in Bandung, and one class of the seventh graders (class 7C), consists of twenty nine students. The reason for conducting this research in the seventh grade of junior high school students was that it would be better if an appropriate technique in teaching speaking skill was applied in seventh grade, as this school is the international
3.4 Research Design

The design of this study was classroom action research (CAR). In classroom action research (CAR), the teacher finds out the solution to solve the problems in classroom and makes the improvement of teaching learning process. Ebbutt (1985, cited in Hopkins 2008:48) states that classroom action research is the efforts to improve the teaching learning process by a series of practical actions and to reflect towards the results of actions.

According to Zuber-Skerrit (1996, cited in Cohen, Manion, and Morrison, 2007:298), “the aims of any action research project or programme are to bring about practical, improvement, innovation, change or development of social practice, and the practitioners’ better understanding of their practices”. While, Hult and Lennung (1980) and McKernen (1991, cited in Cohen, Manion, and Morrison, 2007:299) say that action research has some principles and characteristics; namely, it tries to understand the processes of change within social systems, tries to improve the quality of human actions, has evaluation and reflection as a part of series.

Some stages are undertaken in action research. Cohen, Manion, and Morrison (2007:304) propose that there are two simple stages in action research, firstly, a diagnostic stage that the researcher analyses the problems and creates the hypotheses; secondly, a therapeutic stage that the action-researcher tests the hypotheses by doing

Finding the problems in the classroom was conducted in the first meeting by the researcher. It was called preliminary observation which was important in classroom action research. The purpose of gaining the data in the preliminary observation was to make planning and strategy for the next teaching learning process.

In this study, the researcher acted as an observer. Meanwhile, the researcher provided second observer to observe the teaching learning process. The observer was a student of English Education Department in one of state universities. In this study, the second observer is as a non-participant observation. As stated by Burns (1999:82), non-participant observation means “watching and recording without personal involvement in the research’s context.”

According to Kemmis and Mc Taggart (1988, cited in Burns, 2010:88), action research consists of cycles, where in each cycle there are four basic steps; planning, action, observation, and reflection. The model of action research is illustrated in the figure 1.1 below:
The explanations of each stage are elaborated below:

1. Planning

Planning is a stage of analysis the problem and then creating a plan to make the improvements in teaching learning process (Kemmis and McTaggart, 1988 cited in Burns, 2010:8). The researcher also thinks about the possibility of the improvements in the study by implementing the strategies.
2. Action

In this point, there are a series of actions in applying the arranged plan. The teaching strategies are implemented to achieve the target improvement. It is in line with Kemmis and McTaggart (1988, cited in Burns 2010) who state that the plan is “a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time”.

3. Observation

This phase requires the researcher to observe a series of actions in the classroom. It is a data collection technique that all classroom activities are recorded. The data gained are treated as reference in the reflection stage.

4. Reflection

In this stage, the results of the action stage are explained, evaluated, and then concluded to see the further improvements of the teaching learning process. The action researcher may stop the cycle if the target has been achieved.

(Adapted from Kemmis & McTaggart, 1988, pp. 11–14, cited in Burns, 2010:8)

The explanations of each stage conducted in this study are elaborated in chapter four.
3.5 Data Collection Techniques

There were two techniques in collecting the data in this study; observation and interview. The instruments used in collecting the data are described below.

3.5.1 Observation

One of a basis in action research is observation (Burns, 1999:80). The observation was conducted to get the information about teaching learning activities. As proposed by Burns (ibid), the observation allows “the researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur”.

The observation was recorded in the observation sheet adapted from the Community College of Aurora’s Mentor Program Handbook and Staffordshire University’s “Guidelines for the Observation of Teaching” (taken from http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_46461.pdf) in order to make the researcher easier in gaining the data.

The researcher as the observer focused on observing the teacher implemented the use of video in teaching the procedure text. The students’ improvements in the aspect of vocabulary, grammar, and pronunciation when retelling the steps in the procedure of making food and drink were also observed.

3.5.2 Interview
An interview, in this study, was conducted to get deeper information about students’ responses towards the use of video in teaching speaking skill. It was carried out to both the teacher and the students after the teacher implemented the use of video in teaching learning process in cycle two. The researcher conducted formal interview in the end of cycle two to the teacher as well as to seven students who low, middle, and high achiever by using audio recording. The students were interviewed one by one to make them not be nervous while answering the questions. The type of interview that was chosen was semi-structured interview. As stated by Burns (1999:120), in the semi-structured interview, there are a number of questions which were prepared or set in mind as the alternative. When the interview is being conducted, the questions are not delivered in the fixed order. It makes the interviewees free in answering the questions. On the other hand, the researcher still can get the information which is needed.

3.6 Data Analysis

The data from observation, and interviews were collected then analyzed qualitatively. The data from observation were used to describe the activities in the classroom during teaching learning process in the implementation of the use of video in teaching speaking skill. The data were reported narratively containing descriptions of practice, explanations for practice, and an articulation of the theory of practice (McNiff and Whitehead, 2006:192). The data from interview were analyzed by transcribing the conversations into written texts and then interpreting the data to answer the research question (Seidman, 2006:128).