

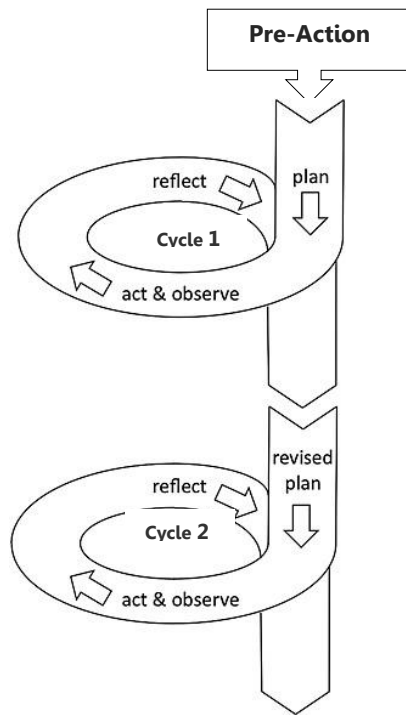
Chapter III Research Methodology

This chapter presents research methodology applied in the research. It is an overview of The Setting of the Research, Type of The Research, The Type of Data, Data Collecting Techniques and the Instruments, and Research Procedure.

3.1 The Setting of the Research

1. Research Design

This research is a Classroom Action Research that conducted in several cycles. Each cycle consists of four stages which refers to the Kemmis and MC Taggart's model. There are plan, action, observation and reflection. Stephen Kemmis describes the stages are as follows:



The Action Research Cycles by Kemmis and Mc

Taggart 1998 in Burns 2010: 9

Figure 2: Action Research Cycles

2. Setting of Place

The researcher conducted the research in SMPN 34 Bandung which is located in Waas street Soekarno Hatta Bandung.

3. Subject of the Research

This research designed for class VII A in which there are 38 students. Class VII A has eighteen male students and twenty female students. In the English lesson, many students kept silent. They are reluctant to speak or to answer the teacher's question. There is no student who hyperactive or trouble maker or disturbing others, but sometimes there were some students who did not pay attention to the teacher very well.

4. Setting of Time

The time to conduct the research would be in the effective time of teaching and learning in school. It would be in the academic year of 2016/2017 in the second semester.

3.2 Type of The Research

The research is Classroom Action Research, as Burns (2010:2) argues that action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same members of the research community, which aims to

identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices.

This research would be conducted in some cycles to solve the problems discovered in the teaching and learning process based on the observation, interview and documenting study.

3.3 Data Collecting Techniques and the Instruments

The research has some techniques and some instruments to gain qualitative data. The techniques are; observation, interview, and documenting study.

a. Observation

The observation conducted to monitor the teaching-learning process before, during, and after the actions were implemented. By using this kind of technique, the researcher observed the teaching-learning process directly. The instrument to collect the data by using this techniques is observation checklists. The result of the observations is in the form of vignette.

b. Interview

By this technique the researcher asked the participants of the research by an in-depth interview which aimed to find out the data that cannot be collected by the observation before, during, and after the implementation. The interviews were

guided, but the researcher was allowed to ask further questions to get more data from the responses. The instrument to collect the data by using this kind of technique is interview guidelines. The result of the interviews is in the form of transcript.

c. Documenting Study

This technique provides data in the form of photographs. The photographs collected by using a camera as the instrument. It's support the main data of this study.

3.4 Data Analysis

In analyzing the qualitative data, the researcher use the processes of analysis proposed by Burns (1999 :156-160). The data analysis is performed in some stages described as follows.

1. Assembling the Data

The first step is to bring together the data that had been collected over the period of the research, such as field notes and interview transcript.

2. Coding the Data

The process is to reduce the large amount of data that could be reducing the large amount of data that could be collected to categories that are more manageable. The researcher scanned recorded data and developed categories of phenomena. These categories were called codes. They enabled the

researcher to manage data by labeling, storing, and retrieving it according to the codes.

3. Comparing the Data

After the data had been categorized, the researcher identified the relationships and connection between different sources of data. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building Interpretation

In this stage, the researcher interpreted the data based on the previous stages to make some sense of the meaning of data.

5. Reporting the outcomes

The final stage of the data analysis is reporting the major process and outcomes that were well supported by the data.

3.5 Research Procedure

The research would be conducted in more than one cycle which consists of four broad phases as suggested by Kemmis and Mc Taggart in Burns (2010: 8-9). The phases are:

1. Reconnaissance (Pre-Action)

It is the first step of conducting this research in which the researcher determined the thematic concern of the research. The researcher directly observed the teaching-learning process in the classroom. Then, the researcher also had some

interviews with the participants (the English teacher, the students) about the existing problems in the teaching-learning process. Based on the result of the observation and interview, the researcher classified the existing problems.

2. Action

a. Planning

The researcher planned to have the action research in VII grade students of SMPN 34 Bandung in several cycles. The researcher discussed with the English teacher to determine the actions to solve the existing problems. Before implementing the English teacher would give the students pre-test, then the next meetings would be the implementation of the action, and the last would be the post test. The action research would be conducted through the process below.

b. Implementation

In the next meeting the researcher would teach the students using speaking board games (implementation).

c. Observation

The researcher would observe the steps of this classroom action research by direct observation in the classroom using observation notes and also record the lesson by making vignette. The researcher will make a vignette of every meeting and attach some pictures taken in the classroom. The researcher will also interview the English teacher and the students.

d. Reflection

The researcher would analyze the data and make the reflection of the actions. If the result of the actions were not significant yet, the researcher would do the next cycle and might give some changes to the actions.