

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer would like to discuss some topics related to the methodology such as Research Design, Subject of The Study, Type and Sources of Data, Research Instrument, Techniques of Data Analysis and Standard of Measurement.

#### **1.1 Research Designs**

This research is categorized as classroom action research. It is an application of fact finding to practical solving in social situation with a view to improve the quality within it, involving the collaboration and cooperation of the research, practitioners, and laymen (Burns, 1999).

This Action Research was conducted collaboratively to improve what was going on in the classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation systems, classroom management, and classroom setting used in the teaching learning process.

In this case, the writer would like to know if the use of pictures able to improve the speaking ability of the tenth grade students of SMAN 2 Kupang.

The research was conducted with pre-test and post-test by doing some steps as follows:

1. Identifying the problems and planning the actions.
2. Applying the pre-test.

3. Carrying out cycle one.
  - a. Planning: the writer prepared the instructions ( syllabus, lesson plan, teaching material, pictures, and the test). But in this step the writer provided some pictures to be used in teaching material.
  - b. Acting: in this step teaching learning activity in the classroom based on prepared lesson plan. The writer used pictures in teaching speaking.
  - c. Observing: the writers' on ability classroom management was observed by the collaborators. They wasalso observed the students behavior during teaching and learning process using pictures.
  - d. Reflecting: in this stage, the writer was discussed the result of observation with the collaborators and make reflection based on the action that has been implemented. If the result didn't not show an improvement then corrections were needed and the next cycle was conducted.
4. Revising the plan for the next cycle.
5. Applying the post-test.

### **3.2 Subject of this Study**

This study was conducted at SMA N 2 Kupang and the subject in this study was tenth grade student of SMA N 2 Kupang. Based on information that the writer got from the data of school the total number of students was 397 students, and they were divided into 12 classes. The writer used purposive sampling

inchoosing the subject of the study. So the writer chose class 10A IPA which consisted of 18 students. The writer treated them all as the subject.

### **3.3 Types and Sources of Data**

The type of data in this study the writer used qualitative, with classroom action research. The writer focused on the effectiveness of using pictures as media in teaching speaking. Data was collected from the result of the pre-test and post-test 1 and 2 of students as the subject of this study. The source of data was the students in case of tenth grade students of SMA N 2 Kupang.

### **3.4 Instrument of the Study**

Teaching speaking as the material used to test the student comprehension by using pictures was take from the source books, observation sheet, interview guide for student and a camera. Besides that, the writer used pictures to teach speaking because the writer believed that teaching speaking using pictures as media can help students to express their ideas and interested in improving their speaking.

The writer used three of tests in the treatments. They were pre-test, post-test 1 and post-test 2. The writer used pictures of profession and students described the activities of the professions.

The test was used in this research to know the ability of students comprehension about the material of speaking. the writer gave questions about the pictures and every student has 10-20 minutes to answer the question.

Type of Research Instrument	Purpose
1. Pre –test and Pos-test 1 and 2  2. Classroom performance	<ul style="list-style-type: none"> <li data-bbox="911 450 1380 638">➤ The result obtained from the test would be used to compare student’ performance</li> <li data-bbox="911 667 1380 958">➤ A checklist used to asses students’ reaction toward the use of pictures during the speaking lesson</li> </ul>

Pre-test was given at the beginning of the research study to tenth grade students. The function of test was to know initial students ability in speaking.

### **3.5 Method and Techniques of Data Compilation**

#### **3.5.1 Classroom Action Research**

In compiling the data, the writer used some techniques to see the success of the actions were in the forms of observations and interviews:

To carry out the action research, the researcher used the following action research procedures as suggested by Kemmis quoted by Winter (1989: 12).

1. Planning; rooted in the identified problems choose to solve, the researcher planed some action to implement in order to improve the condition in which the problems occur.
2. Observing the actions; the research together with the action research team members implement the activities planned and at the sometime observed the implementation as well as recorded the whole process.

3. Reflection; the researcher and the researcher team members analyzed and they discussed the result of observation during the implementation of actions. They identified the success and occurred problems. Moreover, this reflection was used as the basic for action in the next cycle.

The researches used some techniques which was used to see the success of the action were in the form of observations and interviews, which are explain as follows:

### **1. Observation**

In this research, real time observation was conducted. It meant that the teaching and learning process was observed and analyzed by using any electronic media to generate evidence from data. Then, making checklist or simply taking notes or writing diaries were talking out.

### **2. Interviews**

According to Brinkmann (2008: 470), an interview is a conversation where information is obtained and interviewees. In this research, it was conducted to get the information about student' and teachers' personal opinion, experiences, and ideas related to this research.

### **3. Test**

Brown (2004: 3), says that “a test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, a pre-test and post-test 1 and 2 were administered to compare the students' speaking ability before and after being taught by using pictures. The instruction of the test was the students were asked to describe the pictures”.

#### 4. Teaching steps of Teaching using Describing Pictures

Steps
1. Teacher explained about descriptive text and gave example about descriptive text to the students.
2. Teacher described picture in front of class as example to the students.
3. Teacher divided students in pairs and every pairs get one picture.
4. Teacher asked the students to describe about the pictures.
5. Teacher asked them to describe the pictures in front of class.

#### 3.5.2 Data Collection

There are two steps what the writer followed in data compilation. They are Library consultation and field research:

##### 1. library Consultation

this was done by consulting literature that were relevant to the topic of the study. Those theories were put in the review of related literature us as reference for study.

##### 2. Field research

1. Asking permission from the Head of the English Department of FKIP UNWIRA KUPANG.
2. Asking permission from the Dean of the Teacher Training and Education Sciences.
3. Asking permission from the Headmaster of SMAN 2 Kupang.
4. Conducting the research at the research school.

### 3.5.3 Standard of Measurement

The score will give after the writer has already finished in analyzing the data. The degree in quality will be observed through the scores ranged from the highest level: excellent to the lowest one: bad. This measurement is based on Jhon Anderson's scale. The following are levels:

6: excellent

5: very good

4: above average

3: average

2: below average

1: bad

(Source Testing For the language Teacher: 1990)

The score above based on the point that should be considered offered by Hughes (1990:111).

They are as follows:

#### **Grammar**

1. Grammar almost entirely inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequently errors showing some patterns uncontrolled and causing occasional irritation and understanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding

5. Few errors, with no patterns of failure
6. No more than two errors during the communication

### **Vocabulary**

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas(time, jobs, food, transportation, family, etc.)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest; general permits discussion of any non-technical subject with some circumlocutions. Broad and precise; general vocabulary adequate to cope with the complex practical problem and varied social situations.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with the complex practical problem and varied social situations.
6. Vocabulary apparently as accurate and extensive as that an educated native speaker.

### **Pronunciation**

1. Pronunciation frequently unintelligible
2. Frequent gross and very heavy accent make understanding difficult, required frequent repetition.
3. Foreign accent concentrated listening and mispronunciations lead to occasional misunderstanding.

4. Marked foreign accent and occasional mispronunciations that do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of foreign accent.

The personal score is derived from the total of the score of pronunciation/accents divided by four. The class Average score is derived by the total of the final score of each student divided by the total of respondents. For the clearer can be seen in the table score.

### **3.7 Method and Technique of Analyzing of the Data**

To find out whether the students' speaking ability is enhanced or not after being taught by using pictures as media pictures, descriptive analysis is used both qualitatively and quantitatively. Qualitative analysis is presented in descriptions of the personal analytic habits of research and general principles of the action research methodology and theoretical perspective. Meanwhile, Quantitative analysis included the analysis of central tendencies of pre-test and post-test 1 and post-test 2 scores.