

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will describe the methodology of the research. The procedures of the research consists of research design, setting and subject of the research, research procedures, research implementation, research instrument, and data analysis.

3.1 Research Design

In the learning process, the teacher needs a method or media to teach in the classroom. The researcher used Classroom Action Research (CAR) methodology in this research. It has an important role to solve the problems of the learners and improving the learners' quality. This research is direct research in the classroom. Usually, this research is carried out by someone who is familiar with the class condition and ability of the students. According to Cohen, Manion, and Morrison (2000: 226), Action research is a powerful tool for change and improvement at the local level.

Hopkins (1985: 32) and Ebbutt (1985: 156) in Cohen, Manion, and Morrison (2000: 226) suggests that the combination between action and research into an action that is a form disciplinary investigations, where efforts are made to understand, improve and update practice. Zuber-Skerritt (1996: 2) said that action research is that collaborative, critical, and self-critical investigations that become big problems by practitioners such as teachers or managers, or problems in their own practice.

From the statements above, it can be concluded that action research is an action carried out by someone who understands the situation of the place and person to be addressed and aimed to increase or improve a procedure that has been carried out but has not received results.

In this research, uses Kemmis and McTaggart model. According to Kemmis and McTaggart in Burns (1999: 32–33), there were four steps in classroom action research that is planning, action, observation, and reflection. The model of classroom action research as the following:

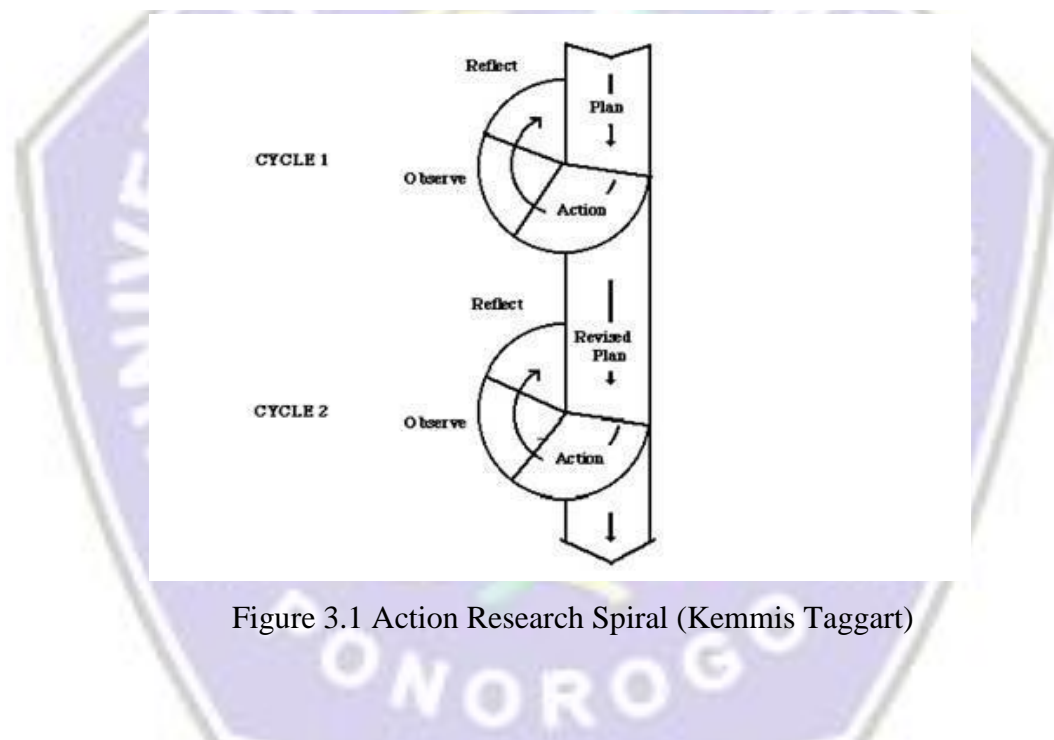


Figure 3.1 Action Research Spiral (Kemmis Taggart)

According to Kemmis and McTaggart in Burns (1999: 32), action research consists of four essential moments: Planning, action, observation, and reflection. The essential moment is important in action research.

1) Planning

In this stage, the researcher made a lesson plan before implementing the action. The researcher also prepares the material and media that can improved the learners' ability.

2) Acting

In this stage, the researcher applied the previously lesson plan which had been made. In this research, the researcher used cartoon conversation video to teach pronunciation to improve a student's ability. After that, the researcher gives the task and test to the learners.

3) Observing

In this stage, the researcher observed the activities, responds, attitude, and abilities of the learners during the learning process. The researcher made notes that related situation in the classroom.

4) Reflecting

In this stage, the researcher identified the problems found during the learning process. In this stage, the researcher must overcome the problems.

3.2 Subject and Setting of the Research

The subject of the research was the students of class VIII of SMPN 1 Kauman. The students were observed by the researcher in their English lesson. The research is conducted at SMPN 1 Kauman, It is located on Jl. Candi No. 15, Nongkodono, Kauman, Ponorogo. The reason of choosing SMP N 1 Kauman as the place of the research is the researcher has conducted the preliminary study in

SMP N 1 Kauman, so that the researcher can obtain more information from them.

3.3 Research Procedures

In this study, the researcher used cartoon conversation video. The researcher is doing a preliminary study and identifying the problems before teaching pronunciation. In this research, the researcher uses two cycles; each cycle consists of four stages, such as planning, observing, acting, and reflecting.

3.3.1 Doing a Preliminary Study

The preliminary study phase aimed to the in Junior High School SMP N 1 Kauman related to the students' pronunciation ability. Based on a preliminary study it showed that the students have less ability in pronunciation.

3.3.2 Analyzing and Identifying Problem

After doing a preliminary study, the research identified the problem in eight grade of SMP N 1 Kauman :

- 1) The students' lack of pronunciation
- 2) Most of the students were less confidence in speaking English.

3.4 Research Implementation

3.4.1 Planning

- 1) Lesson plan

The researcher made the lesson plan that contains of the pronunciation material. The material is a cartoon conversation video with English subtitle. The researcher made a research instruments that is observation, questionnaire, and test.

2) Criteria of success

The criteria of success are standard of the student's score on the pronunciation test. If the students can reach:

1. Affective, if the students can reach 75% in a learning activity that focused on motivation, and willingness, it can be interpreted that the increase in pronunciation skills through cartoon conversation video can be successful.
2. Psychomotor, if can reach 75% in a learning activity that focused on attitude, enthusiastic, and concern, it means that the students have succeeded in improving pronunciation skills through cartoon conversation video,
3. Cognitive, if the students can get scores above 75 in English pronunciation, the students have succeeded in improving pronunciation skills through cartoon conversation video,

3.4.2 Acting

The researcher displays cartoon conversation video, and then students pay attention to pronunciation in the video. There were two cycles and each cycle the researcher gave material about pronunciation that is cartoon conversation. After the students got the material, the researcher gave test to checked the students' ability in pronunciation

3.4.3 Observing

The researcher observed the activity of the students in the learning process. The researcher made the observation checklist about the student's participation, response, performance, achievement, attitude, and class situation. It

aimed to know the student's responses and can help the researcher to give a response to the next meeting.

3.4.4 Reflecting

The researcher identified the problems found during the learning process. In this stage, the researcher must overcome the problems and fix them at the next meeting.

3.5 Research Instrument

In classroom action research instruments are needed to record and collect the data during the observation process. According to Cohen et al (2000: 245), there were eight kinds of instruments in research: Questionnaires, interviews, accounts, observation, test, personal constructs, multi-dimensional measurement, and role-playing. In this study, the researcher uses observation, questionnaire, and test.

3.5.1 Observation

The researcher used observation to get information about the real condition in teaching learning activities. The researcher makes notes about the situation in the class while the teaching-learning process occurred, such as the activity of the students, and students' pronunciation ability. The researcher used an observation checklist to find the students' psychomotor and to obtain data from observation.

3.5.2 Questionnaire

The questionnaire consists of the statements about the students' response toward learning English with cartoon conversation video, their motivations, and

their problems in learning English. The questionnaire will be used to support learning English and to obtain the students' affective assessment. The results of the questionnaire will be used to support the teaching class.

3.5.3 Test

The researcher used a test to know the students' cognitive assessment, whether in teaching and learning English is successful or not. The model of test is recording students' pronunciation based on cartoon conversation video. The test in this study consists of two tests in each cycle.

3.6 Data Analysis

3.6.1 Data Classification

Data will be classified into two categories: there are qualitative and quantitative. Qualitative data obtained from observation in the teaching learning process, while the quantitative data obtained from questionnaire and test results.

3.6.2 Data Presentation

The data from observation are described in a qualitative way, while the data from the students' questionnaire and test are calculated using quantitative data. Below is the technique of data analysis:

1) Observation

The researcher used observation to get information about students' behavior in the class. The observation check will be analyzed by the following formula:

Table 3.1 Criterion of Observation by (Riduwan, 2015)

Score	Criteria
0%-20%	Poor
21%-40%	Less poor
41%-60%	Fair
61%-80%	Active
81%-100%	Very active

To find out the conclusions from the observation checklists, the researcher used the formula below:

$$\text{Complete percentage} = \frac{\Sigma \text{amount of obtained score}}{\Sigma \text{all of maximal aspect}} \times 100\%$$

If the students can reach >75% it means that implementation of cartoon conversation video to improve pronunciation has been successful because the students were active in the class.

2) Questionnaire

The researcher used a questionnaire to find out the students' responsibilities by the formula below:

$$\text{Complete percentage} = \frac{\Sigma \text{amount of obtained score}}{\Sigma \text{all of maximal aspect}} \times 100\%$$

If the students can reach >75% it means that implementation of cartoon conversation video to improve pronunciation has been successful because the students were agree with the researchers' statements.

3) Test

The researcher used a test to know whether teaching and learning English is successful or not.

To obtain the score of the data collected from the subjects, first of all, the writer used the rubric score as follows:

Table 3.2 Rubric scoring of pronunciation

Criteria	Score
Right word	1
Error word	0

The maximal score is 100 points

$$\text{Students score} = \frac{\sum \text{ amount of obtained right words}}{\sum \text{ all of total words}} \times 100$$

In scoring the students test, there 2 assessors in each cycle test. To interpret to student's score of performance test, the researcher used score classification as below:

Table 3.3 Criterion of test by (Riduwan, 2015)

Score	Criteria	Category
90-100	Extremely good	A
80-89	Good	B
70-79	Fair	C
50-69	Low	D
0-49	Extremely low	E

If the students can get score more than 75, it can be conclude that used cartoon conversation video at the eighth grade of SMP N 1 Kauman can improved student's pronunciation ability.

3.6.3 Data Interpretation

The researcher concluded and analyzed the data after got the data from the instrument. The researcher made the results of this research whether used cartoon conversation video can improve student's pronunciation ability or not.

