

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapter has elaborated the theories relevant to the present research. This chapter focused on the methodological aspects of this research. The research methods and design, research procedure, setting and subject of the study, data collection method and data analysis are covered in this chapter.

3.1 Research Design

To conduct a useful research, the appropriate research design has to be selected. In conducting this study, Classroom Action Research would be used. It was designed to describe a condition objectively and information concerning the status of phenomena of the sample. This study also attempts to find the solution of the problems. It attempted to find and implement actual actions by showing the cause-effect relationship between the actions and the results. Action research is a specific type of applied research. Burns (1999: 30) states that action research is the view to improve the quality of action within social situation, involving collaboration and co-operation of researchers, practitioners and laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. The researcher uses classroom action research because it is an approach of improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it. The research design is used to find out the result of how motivational stories would increase students learning English interests at Junior High School.

In addition, Burns (1999:30) also proposes the characteristics of action research as follows:

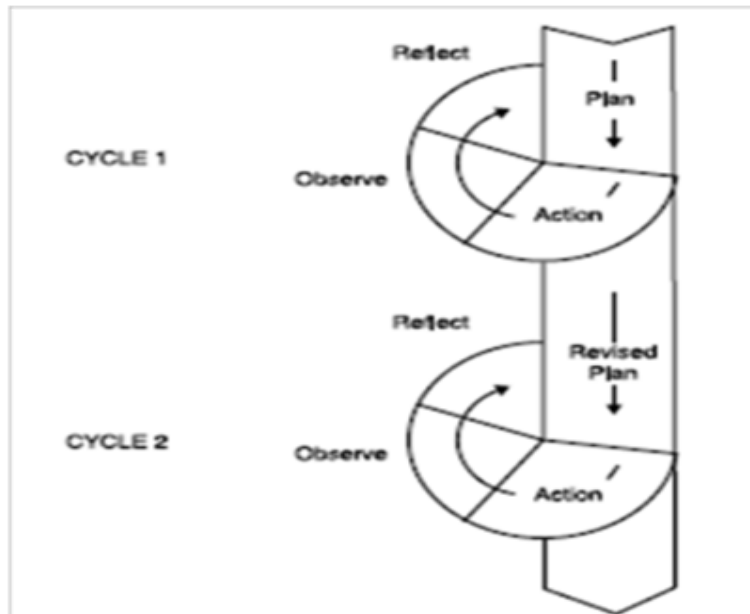
- 1) Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
- 2) It is aimed to bring about change and improvement in practice.
- 3) It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

The explanations above assume that action research is a type of research that aims at changing unsatisfying condition of the teaching and learning process. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It also emphasizes on the participatory and collaborative nature to empower the process in conducting action research. In this research, collaborative actions were implemented. The researcher conducted this research collaboratively with the English teacher. This action research study was conducted through some processes: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action.

Carr and Kemmis (2005:7) state that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve : The rationality and justice of these practices, their understanding of the practices, and the situations in which the practices are carried out. It can be said that an action research is a “learning by doing” action a group of people or person (researcher), identifies a problem, does something to resolve it, sees how successful the efforts which has been made, and if the result is not satisfying, that group or that person will try again the effort in the next action.

Applying the principle of an action research design, the researcher took the model of an action research proposed by Kemmis and McTaggart model Aqib (2006; 23). The action research consists of four main steps. It consist of

(1) planning, (2) acting, (3) observing, and (4) reflecting.



The Procedure of Classroom Action Research

(Adapted from Kemmis and Mc.Taggart`s model)

3.1.1 Cycle 1

Planning	• Finding an institution to do an action (Seventh grade students of SMPN 11 Kota Jambi) • Asking permission to the Headmaster and English teacher to carry out the researcher there. • Designing a well-prepared plan (Motivational Video/Story).
Acting	• First Activity (Giving instruction to the students about planning of the

research)

- Second Activity (Treatment 1)

The researcher	Students
• The researcher give the instruction to the students about the purpose of the research and motivational story first. • The researcher ask the students opinion about their interest while learning English and take a note from them. • The researcher give the students a motivational story (especially in learning English) as a warming up to increase students learning English interests. <u>(Motivational stories based on someone self experience)</u> • The researcher eveluates the student's response through their gestures, expression	• Students give their attention. • Students answer the question and makes a note. • Students give their attention. • Students asking/answer a question and shares their opinion.

	and ask them about their learning English interest (recording a video documentation) after a warming up is shown. The researcher doing an interview about students opinion in their progressing in learning English after class is done.	
Observing	Collecting and analyzing the result of the action. Its purpose was to know to what extent the result of the action reached the objectives.	
Reflecting	Finding out the progress from the first activity to the last activity, evaluating the activities that had been done, analyzing the data (what to repair), and doing discussion with the teacher to decide a further action, either to do further cycles or not.	

3.1.2 Cycle 2

Planning	Designing a well-prepared plan (Motivational Video)	
Acting	Third Activity (Treatment 2)	
	The researcher	Students
	The researcher give the instruction to the students about the purpose of the	Students give their attention.

	research and motivational story first. • The researcher give the students a motivational story (especially in learning English) as a warming up to increase students learning English interests. <u>In cycle 2, Motivational stories that would the researcher give is based on someone self experience, the ways and techniques to increasing students learning English interest (the material is based on the curriculum 2013)</u> • The researcher eveluates the student's response through their gestures, expression and ask them about their learning English interest (recording a vidio documentation) after a warming up is shown. • The researcher doing an interview about students	• Students asking/answer a question and shares their opinion.
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	opinion in their progressing in learning English after class is done.	
Monitoring	Collecting and analyzing the result of the action. Its purpose was to know to what extent the result of the action reached the objectives.	
Reflecting	Finding out the progress from the first activity to the last activity, evaluating the activities that have been done, analyzing the data, making a temporarily conclusion for classroom action research in cycle, then doing discussion with the teacher to decide a futher action, either to do further cycles or not.	

From the cycles above, the main difference of each cycle is the role of the teacher in giving motivational stories to increasing students interest in learning English, so that the students will beyond the previous failure in the cycle 1 from this class action research.

3.2 Research Procedure

The procedure of this classroom action research was conducted in cycle covering four steps on activities, namely the planning, acting, monitoring and reflecting.

a. *Planning*

Before conducting the action, observation is done to find out the students problem in teaching-learning English process. The researcher already observed and consulted her research with the English teacher in SMPN 11 Kota Jambi to find the information about students problem in that school. The problem is students have low interest in learning English and seven grade students in SMPN 11 Kota Jambi would be the sample of the research. In

planning the actions, the researcher worked together with the English teacher. The aim of the actions is to increase seven grade students' interest in learning English.

b. Acting

In this step, the actions that had been developed and approved together were implemented in the classroom. They were done in two cycles. The first cycle was conducted in 2 meetings and the second cycle was conducted in 2 meetings as well. The researcher implemented the actions while the collaborators observed and took notes concerning the students' reactions and behaviors during the activities.

c. Monitoring

Monitoring is the process of recording and collecting data which happened during the implementation of the action. In conducting the observation, the observer is equipped with field notes and video record to record the required data. Then, the data of this research was obtained from the result of the observation checklist and interview.

d. Reflection

During the process using Motivational stories as a warming up to increase students learning English interest, the researcher were got the data. The researcher try to analyse the implementation of her procedure in implementing the research plan. After the analyzing the data, the researcher make the reflection from the action in cycle 1, based on field notes and observation records to decide and plan the next cycle's step. If the result of the analysis from next cycle have match the criteria of success, the action was finished. But, those which are unsuccessful would be revised or improved into the suitable one.

3.3 Setting and Subject of the Study

The seventh graders' students at SMPN 11 Kota Jambi in academic year 2018/2019 was chosen to be the respondents of this research. The school is in Jl. Hos Cokroaminoto and it leads by the headmaster, Bpk. Jamhuri, M.Pd. The school was chosen because it has applied the School Based Curriculum 2013 which is suitable with the implementation of the researcher strategy in increasing students learning English interest based on the one of the aspect in K-13 especially in Bahasa class that might be useful for them to choose the department in the college. This school has 30 classes from the class seven up to class nine. As the sample, the researcher took the seventh students (7B) of SMPN 11 Kota Jambi. In seven grade class, English was taught two times a week. The time was divided 2x45 minutes twiced a week.

3.4 Data Collection Methods

Data collection method is manner, used by researcher in collecting the data. In this research, the researcher used descriptive qualitative data. The instruments of the research study were observation sheets/observation checklist, interview guides, and a camera. The sources of the data were taken from the research participants and the students in the form of field notes, interview transcripts, and also video and photographs. The following are the explanation of each method that is used in this class action research.

3.4.1 Observation checklist/observation record

This research used observation record as the instrument of the research. The researcher takes an observation record of things to record the students' expression and activities of individuals or the class member at the research site. The observations were conducted by the collaborators in every meeting in cycle I and cycle II. It was done to observe the teaching and learning process in VIIB class. The observations were done using

the observation checklist/guide. The collaborators observed and then recorded the observations in the form of field notes during the implementation of the actions. Observation records gave the researcher an evidence about the results of observation. This kind of observation records was adopted from: Lazer, G. (1993). *Literature and Language Teaching*. Cambridge: Cambridge University Press and Slameto. 2013. Belajar dan faktor-faktor yang mempengaruhinya, Edisi Revisi. PT. Rineka Cipta. Jakarta. The observation checklist consists of 7 indicators (was adapted from Slameto. 2013. Belajar dan faktor-faktor yang mempengaruhinya, Edisi Revisi. PT. Rineka Cipta. Jakarta) and 5 questions (was adopted from Lazer, G. (1993). *Literature and Language Teaching*. Cambridge: Cambridge University Press) recorded as the instrument. In this research, the researcher use all of the indicators of interests. They are interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation.

3.4.2 Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. Interviews were conducted during the implementation of the actions. The collaborators and some of the students VIIB class were interviewed randomly after meeting of cycle I and cycle II was done. The interviews were done with the interview guide as the instrument. The interviews were recorded in the form of interview transcripts. In this research, Semi-structured interview is used. According to Abawi (2013), semi-structured interviews include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions. This research used interview guidelines that consist of 10 questions and several follow up questions to get the interview data. The data from the interview was used to investigate how does motivational story increase students' interests in learning English. The researcher as interviewer provided some questions, asked for explanation, recorded, and took notes. The interviewee answered and

explained the questions. The researcher selected six respondents randomly. Three of them are females and the other three are males. Furthermore, using interview in this research was to connect the data result and to ask for the clarification from the observation records.

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3.4.3 Video Recorder and Taking Photograph

To supported the data from the observation and interview, the video recorder and photograph was used. The researcher recorded the activities in the classroom by the researcher's Smartphone and its camera. Photographs related to the teaching and learning process were also taken during the implementation of the actions by the collaborators. The collaborators took many photographs during the actions. However, the collaborators and the researcher only selected some clear photographs to be attached on the appendix. The photographs were used as evidence about what happened during the actions The way the researcher recorded the activities in the classroom also not be too obvious and the researcher recorded the video in the corner of the class, so all the purposive subjects can be recorder and the students behave normally. The purpose of used video recorder as the instruments was to support the observation record. The other point of video recorder also to saw the activities which conducted or happened in the classroom and make sure there was no data missed for this research.

3.5 Data Analysis

Data analysis is an important aspect of the reflectivity of action research. The reflecting steps use to analyzing whether the action success or failed. The whole of action research is that analyzing the data, interpreting it, and developing theories about what it means are constantly feedback into practice burn (1999:155).

3.5.1 Observation Checklist/observation record

All of the data evidence were recorded from the meeting 1 until meeting 4 (cycle 1 to cycles 2). To analyze the data, the researcher transcribed the observation checklist and field notes as well. The video from the meeting 1 until 4 also suitable as the evidence. Then, the transcribed data were interpreted to answer the research question.

3.5.2 Interview

All of the interview data were tape-recorded and based on interview guidelines, it is expected to vary in length from 2 to 5 minutes. The interview was informal, open-ended, and carried out in a conversational style. The researcher took a note, gave follow up questions if needed. To analyze the data, the researcher transcribed the interview from the students. Then, the transcribed data were interpreted to answer the research question.