

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer presents the research methodology which covers research design, research method, site and participants, data collection technique and data analysis.

#### **A. Research Design**

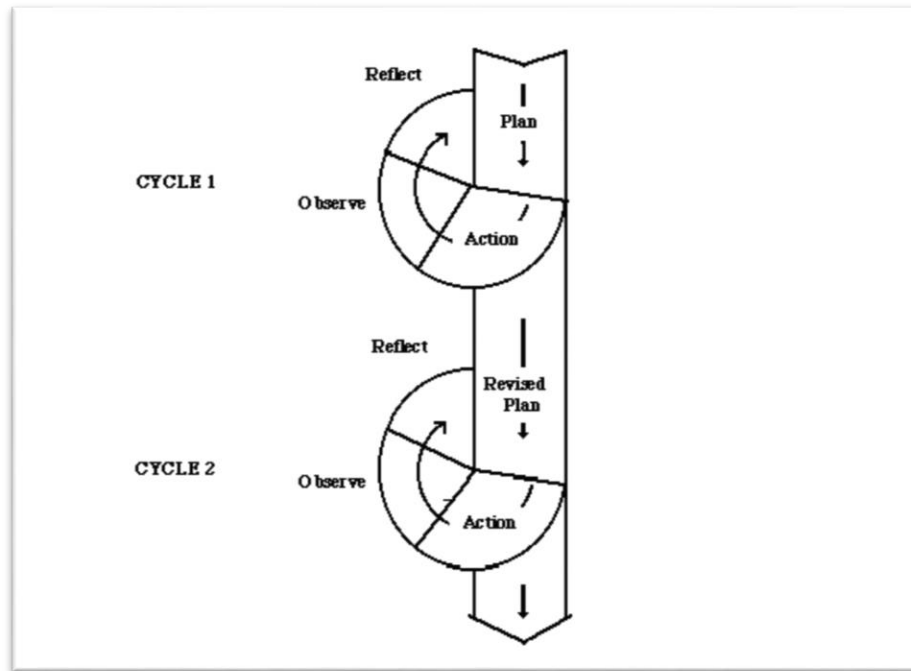
This research is classroom action research which is used to increase student's pronunciation ability. The process of action research implementation is done in the stages until it succeed.

##### **1. The Steps in Action Research**

Kemmis and Mc Taggart in Burns (1999:32) explain that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process. Each step is explained as follows:

- a) Planning is the step in which the writer plans every things to be applied in the classroom.
- b) Acting is the implementation of the planning in the classroom.
- c) Observing is the observation activities when the teaching and learning process in the classroom.
- d) Reflecting is the step which the writer analyzes the all result of observation of the study after conducting the research.

The spiral model can be illustrated as follows:



Picture 3.1 Action Research Spiral (Kemmis & McTaggart)

## 2. The Procedure of Action Research

The four steps at the model can be expanded into six steps which included in the procedure of action research. The procedures are:

- |                             |                               |
|-----------------------------|-------------------------------|
| a) Identifying the problem; | d) Observing the action;      |
| b) Planning the action;     | e) Reflecting the action; and |
| c) Implementing the action; | f) Revising the plan.         |

Each step will be explained as follows:

### a) Identifying the problem

The teacher asked the students to make some critics and suggestion in the pronunciation class. Then the teacher concluded the problem based on critics and the suggestions. The problems were identified by using three elements:

- 1) Test The pre - test was given in order to know the students' pronunciation ability.
- 2) Interview the Teacher and the Students. The interview was held in order to know the problems faced by the teacher during teaching learning process.
- 3) Observation The observation was held in order to know the students' pronunciation ability, teaching method used by the teacher, and the students' behavior during teaching-learning process.

#### **b) Planning the action**

General plan will be made before implementing the action. The writer will prepare everything related to the action as follows:

- 1) Preparing the student samples.
- 2) Making lesson plan and designs the steps in doing the action.
- 3) Preparing material (laptop, video film, speaker, script of scene film "Harry Potter 8 – The Deathly Hallows Part 2 at minutes 01:32:15 – 01:36:37", paper, pen, room, etc).

#### **c) Implementing the action**

In implementing the action, the writer did the planning which had been made. The writer applies the lesson plans the writer had made. The writer used film "Harry Potter 8 – The Deathly Hallows Part 2 at minutes 01:32:15 – 01:36:37" in order to improve students' pronunciation ability.

The real implementation was presented as follows:

- 1) The writer prepared materials about pronunciation.
- 2) All of sampling students are given script of a film “Harry Potter 8 – The Deathly Hallows Part 2 at minutes 01:32:15 – 01:36:37.”
- 3) The writer asked the participants to read the script.
- 4) The writer played the scenes of film that would be imitated by the participants.
- 5) The writer records pronounce of participants’ script.
- 6) The writer asked about the participants’ feelings and their comments dealing with dubbing scenes film and the activities done.
- 7) A test had made to conduct between pronunciation and dubbing scenes of a film.

**d) Observing the action**

When the implementing action has done, the writer will observe action. There were some aspects which were observed: dub act situation, students’ behavior, how they pronounce the script and students response when they were given the materials. The result of the observation was written in field notes as the data while the writer writes her observation result in diaries. The observer also takes some photographs of dubbing process.

**e) Reflecting the action**

The writer evaluated the dubbing activity that had been done. The writer reflected the field note and diaries in order to find out the strengths and weaknesses of the participant pronunciation been done. The weaknesses are refined in the next cycle, so that finally the effectiveness of using dubbing scenes to improve students' pronunciation ability is determined.

#### **f) Revising the Plan**

Revising plan was needed when the action cycle did not make any improvement on the students' pronunciation ability. Based on the weaknesses which are found in reflecting process, the writer revises the plan for the next cycle. Furthermore, This research is will conducted in two cycles.

### **B. Research Method**

The research employed qualitative method. The specific method was descriptive qualitative method. Descriptive method was a method used in study which was not searching or making the prediction, it described the situation or phenomenon.

According to Creswell, J. W. (2009) "Qualitative research is used to examine questions that can be best answered by verbally describing how participants in a study perceive and interpret various aspects of their environment."

### **C. Site and Participants**

The research is conducted at MA Nurulhidayah Batujajar. One of senior high schools in Bandung, West Java. It is located in Jl. Batujajar Bandung Barat.

The participants of this research are the students of class XI-MIA MA Nurulhidayah Batujajar. This class consisted of 31 students and 5 students as a student sampling to act the dubbing.

#### **D. Data Collection Technique and Analysis**

##### **1. Data collection**

In this research, the writer uses techniques of collecting the qualitative data. The techniques of collecting data used are observation, questionnaires and interview.

In detail, the techniques of collecting data are as follows:

##### **a) Observation**

The observer observed and took notes of all that happened before and during the implementation of dubbing films from 5 students of participants. There were some aspects which were observed, namely: students' behavior, teacher technique in delivering the materials and students response when they were given the materials. The observation was aimed to know the situation of the teaching learning process when the media was used.

##### **b) Questionnaire**

In this questionnaire, the writer tries to collect the data about how much the students are interesting about the pronunciation, learning by media, teaching techniques from the teacher when learning by media, etc.

##### **c) Interview**

This technique was held at the beginning and the end of the research to know the students' and the teacher's view of the teaching-learning process and when the

student conducts teaching with media especially using dubbing scenes. The interviews were conducted to teacher and students.

## **2. Data Analysis**

To analyze qualitative data, the writer uses constant comparative method. Miles and Huberman (1992: 15-19) say that in general, the data analysis process includes data reduction, data presentation, data synthesis, and conclusion/verification.

### **a) Data Reduction**

Data reduction is included:

- 1) Unit identification. First, the smallest unit that is found in the data is identified. It must have close relationship with the research problems.
- 2) Having got the unit, the next step is making codification. It means that writer had to code every unit in order to know where the data come from.

### **b) Data Presentation**

Data Presentation is included

- 1) Data presentation is the step to combine some information into a compact and an achievable unit.
- 2) Data are presented using matrix, graph, web, and draft.

### **c) Conclusion/Verification**

In conclusion, the writer formulates proportional statements that come from the data. Writing conclusion is a just part of an activity from the whole configuration.

The conclusions are verified during the research. Verification is a frequent study of the data to test data validity.