

CHAPTER III

METHODOLOGY

This chapter consists of the methodology in this research, place and time, participants, data collection procedure, data analysis procedure, and collaborator.

3.1 Methodology and Design

The method used in this research is action research. It is social research carried by a team to improve their situation. The researcher and the advisor define the problems to be examined, create relevant knowledge about them, learn and execute social research techniques, take actions and interpret the results of action based on what they have learned (Greenwood, 1998: 4). It means that in a condition of a situation there is a problem that occurs and needs to be analyzed. Action research aims to increase the ability of the involved community or organization members to control their own destinies more effectively and to keep improving their capacity to do so (p.6).

Action research refers to conjunction of three elements: research, action, and participation. It is a form of research that generates knowledge

claims for the express purpose of taking action to promote social change and social analysis (Greenwood, 1998: 6-7). Lewin (in Mills, 2000: 17) stated that action research consists in analysis, fact-finding, conceptualization, planning execution, more fact finding or evaluation and then a repetition of the whole circle which describes as “cycle”. Furthermore, he added a “spiraling” cyclical process that included planning, execution and reconnaissance. Kemmis and Mc. Taggart (1990) stated that action research shows the cyclical process in nature involving multiple cycles. The first cycle moves through the major steps of reconnaissance, planning, action, observation and reflection, and then are used to revise the process in the next cycle.

The action research process that was used in this research was the one by Kemmis and Mc. Taggart (1990). Its aim is to improve the teaching learning process in the class. In this action research, there are five steps of procedure. They are reconnaissance, planning, action, observation, and reflection. The research procedures consist of the following items in Figure 1:

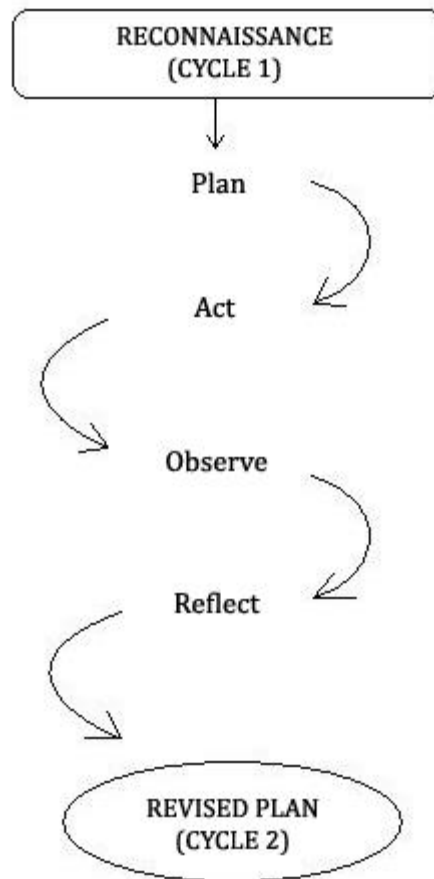


Figure 1. A cyclical process based on Kemmis and Mc. Taggart (1990).

3.1.1 Reconnaissance

In this part, there are five parts as the introduction before doing the next steps. They are description of the situation, problem identification, problem analysis, hypothesis, and collaborator.

- a. Description of the situation. This part explains the description of the class understudy from general situation such as the situation of the school to specific situation such as condition of the students in the class.
- b. Problem identification. This part identifies the problem that the students are facing in the class along with the mistakes that often appear during the lesson related to the topic chosen.
- c. Problem analysis. This part analyzes the problem understudy by stating the reason of the students' difficulties.
- d. Hypothesis. This part proposes solution of the problem.
- e. Collaborator. This part describes a collaborator who knows about English language teaching-learning that is included in the research to help the researcher. The collaborator's job is to observe and take notes of the difficulties of the students that are identified in the class as well as the strength and weakness of teaching-learning process.

3.1.2 Planning

In this part, the researcher and the advisor discuss how to implement the theory, what activities will be done in each stage and what materials that are going to be used.

3.1.3 Action

In this part, the researcher has some meetings with the collaborator, and then applying the activities discussed in the planning to the classroom situation.

3.1.4 Observation

In this part, the researcher observes the activities during action research in the form of notes.

3.1.5 Reflection

For this reflection part, the researcher consults the activities to the collaborator, and the collaborator gives feedback and input for the next activities.

3.2 Place and Time of the Study

The researcher conducted the research at SDN Cibubur 05 Pagi, East Jakarta. The research itself was conducted tentatively from October until December 2012 in which eight times the total of the lesson that only takes place once a week.

3.3 Participants

The participants of this research were second grade elementary students of SDN Cibubur 05 Pagi. The class being understudy was only one class that consists of 45 students. There are 28 boys and 17 girls of 7 years old. All of the students are using Bahasa Indonesia as their first language both at home and at school.

3.4 Data Collection Procedure

The teacher designed a plan that was appropriate with the hypothesis. The researcher used four meetings to collect the data.

- The first meeting, the researcher asked the students one by one to pronounce some vocabulary based on the topic chosen. This was a pre-test to the students.
- The second meeting, the researcher provided a song based on the topic chosen and taught it to the students. The researcher focused on its music and sounds production.
- The third meeting, the researcher used the same song and this time she was stressing on teaching the pronunciation of the vocabulary in the song. The researcher repeated the pronunciation of the vocabulary using the song. After that, the researcher started to assess the students one by one.

- The fourth meeting, the researcher assessed the students again using the same song, to check the improvement of students' pronunciation. This was a post-test to the students.

Based on the proposed plan, the researcher taught pronunciation by following each steps design previously. After evaluating the teaching-learning process that has been done, the researcher will decide the next cycle is needed or not. In this study, two cycles had been done. In Cycle 1, not all of students passed the KKM (Kriteria Ketuntasan Minimal). That was why Cycle 2 is needed, not only to make the entire students pass the KKM but also to strengthen the use of song and its effectiveness as the media to teach pronunciation.

3.4.1 Instruments

In gathering data, the researcher used some instruments. The instruments are as follow:

- Observation during teaching-learning process.

Observation was used in teaching-learning process in the form of notes to find out the progress of the students and the situation of the process itself.

- Pre-test and Post-test

The pre-test was used to measure students' pronunciation before the application of the proposed technique. Meanwhile, post-test was used to measure students' pronunciation after the application of the technique to know whether it is a success or not.

3.5 Data Analysis Procedure

The data used by the researcher was the pre-test and post-test. From those tests, the researcher would conclude whether songs are effective to improve students' pronunciation from the first cycle to the second one or not. The test given was each student pronouncing the vocabulary provided within the lessons directly to the teacher. Right after the student pronounced the word, the teacher would listen to the pronunciation of the same word from her laptop, using Cambridge Advance Learner's Dictionary: Third Edition that has been installed in it. The students were asked to repeat the words for about five to seven times until the teacher got the best achievement. The score of the test is ranged from 40 – 100 in which 40 is the lowest and 100 is the highest. Then, the score is calculated to know the percentage of the students who have less than/and or more than KKM scores in pre-test and post-test in each cycle.

The KKM score in SDN Cibubur 05 Pagi is 60. The following is the formula:

$$\frac{\sum_n}{\sum_s} \times 100\%$$

Symbols: \sum_n : total students of less/more than standard KKM
 \sum_s : total students in the class
100% : the percentage

To know the difference of the score from pre-test to post-test in each cycle, the following formula is used.

$$\frac{\sum_1}{\sum_s} \times 100\% = x\sum_1$$

$$\frac{\sum_2}{\sum_s} \times 100\% = x\sum_2$$

$$x\sum_2 - x\sum_1 = x\sum_3$$

Symbols: \sum_1 : total students' pre-test score
 \sum_2 : total students' post-test score
 \sum_s : total students in the class

100% : the percentage

$x\sum_1$: average pre-test

$x\sum_2$: average post-test

$x\sum_3$: the difference

3.6 Collaborator

The collaborator on this research is one of the English teachers at SDN Cibubur 05 Pagi, Mr. MA.