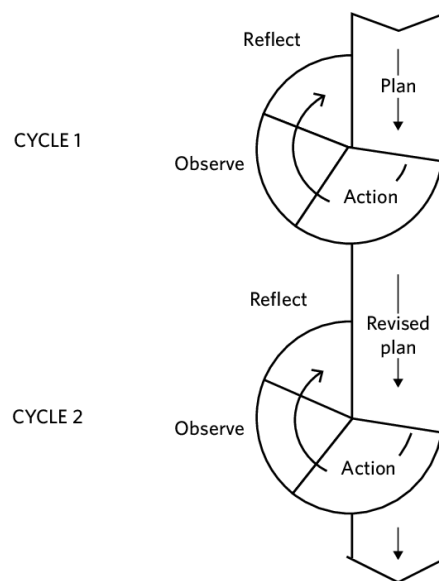


CHAPTER III

RESEARCH METHOD

3.1 Research Design

From the start of the study to the end, the researcher actively participated in the teaching and learning process while conducting CAR (classroom action research). It was certainly a combination of planning, acting, observing, and reflecting because it was action research. Susanto (2010) says that classroom action research is research about the implementation of teaching and learning in the classroom. As classroom action research, this study follows a cyclical process adapted from the model proposed by Kemmis and Mc Taggart “Action research starts with small cycles of planning, acting, observing, and



*Figure 3.1 Kemmis and McTaggart (1990) Cycle
Action Research*

reflecting which can help to define issues, ideas, and assumptions more clearly so that those involved and defining more powerful question from themselves as their work progresses”. Finding out what works best in a classroom was the purpose of this research's

classroom action research (CAR), which was aimed to provided teacher used the *F.R.I.E.N.D.S.* movie series as a learning media to helped students' speaking skills.

A. Planning

In this first step, the researcher considered about the following step to plan. First, the researcher had to choose the school that wanted to study and meet the teacher who taught English in that school. Next, the researcher thought about the problem that the students met in the classroom. Then, the researcher made the lesson plan based on the problem. The lesson plan consisted of the instruction, material, procedure of teaching, the media, and test.

B. Acting

In the second step was the main role of the procedure classroom action research. This part determined the success or not the classroom action research. In this part, the researcher became the teacher of the class to give the students treatment which is using *F.R.I.E.N.D.S.* movies to improve their speaking skills from the lesson plan that the researcher had made. The researcher became the real teacher because he wanted to observe whether his strategy was helpful or not.

C. Observing

In the third step, the collaborator helped the researcher observe the teaching and learning process, all the student's activities, and the atmosphere of the class. The researcher made a note of the whole student's activity. The notes would be useful for evaluating the last activity.

D. Reflecting

The last step was reflection that the diagnostic of the result from the observation from the action step. In this part, the researcher analyzed the result of using *F.R.I.E.N.D.S* movies to improve the speaking skills of the students.

Although classroom action research was included in qualitative research but the data were collected by qualitatively. This activity was followed by improving the speaking skills of students in their speaking test score. Speaking test score was quantitative data to support the qualitative data. The researcher described it by using *F.R.I.E.N.D.S* movies to Improve the speaking skills of the 2nd Semester students majoring in the English Department at the Wijaya Kusuma University of Surabaya. Then related to the success indicator to determine if it was continued to the next cycle or stopped.

3.2 The Location and Setting of the Research

This research was applied on 4th and 11th June 2024 at Wijaya Kusuma University of Surabaya which is located in Jl. Dukuh Kupang XXV No.54, Dukuh Kupang, Kec. Dukuhpakis, Kota SBY, Jawa Timur 60225. To be specific, the setting of this research was the 2nd Semester students majoring in the English Department at the Wijaya Kusuma University of Surabaya. The researcher decided to do this study to help students improve their speaking skills.

3.3 Subject of the Research

The subjects of this research were the 2nd Semester students majoring in the English Department at Wijaya Kusuma University of Surabaya who were learning about Speaking. 2nd Semesters English Department students consist of 15 students which consisted of 3 male and 12 female students. The researcher chose this class because after the researcher interviewed with an English lecturer as collaborator who handled the 2nd English Department, the researcher got information that the students' speaking skills were low.

3.4 Data Collection Procedure

Observation and testing were two methods used in the data collection process. To measure students' achievement, the researcher compared data from the student test taken from preliminary study data and after the *F.R.I.E.N.D.S* movies was implemented in cycles 1 and 2. The investigator used 2 methods to gather data for this study:

1. Observation

The researcher made an observation sheet to collect qualitative data. Observation sheets were utilized for observing the students' focused perception and behaviors while the *F.R.I.E.N.D.S* movies was being implemented into the classroom activities. Observation sheets were also used to gather data regarding the teacher's challenges with teaching speaking in the classroom. During the learning process, the teacher or senior educator supervises the implementation of the learning activities to assess the researcher's weaknesses in handling the class and to compare the steps the researcher prepared before

the learning was carried out to the current conditions at the time the learning was carried out, determining whether or not they were appropriate.

2. Speaking Test

Quantitative data was taken from student speaking test scores. This speaking test was used to find out whether there was an improvement in students' speaking skills after implementing the Movies. The teacher asked the students to make a dialogue and did a speaking test about the speaking skill material indicators that the teacher explained and submitted in *Google Drive* that the teacher prepared.

3.5 Research Instrument

For this research, data collection was necessary. The instruments of the study were observation checklists and speaking test. The purpose of the test was to determine the use of the *F.R.I.E.N.D.S* movies affects students in speaking skills and the observation sheet was used to observe students' and researcher's responses or activities throughout the project. These instruments were given for measuring the observed phenomena.

1. Observation Sheet

Throughout the project, the observation was used to monitor the students and the researcher's activities. It made any interactions or problems that occur in the classroom noticeable to the researcher.

a. Students Activities

Table 3.2 Observation Checklist for Student Activities

Aspects	Yes	No
Students came to the class on time		
Students paid attention and then gave a response		
Students engaged in active learning and studied seriously		
Students were interested in doing the speaking test after watching <i>F.R.I.E.N.D.S</i> movies		
Students asked for explanations from the teacher on parts of speaking that they found difficult to understand		
Students made a dialogue and did the speaking test		
Students were excited about the implementation process		
There was engagement between the teacher and the students		

b. Teacher Observation Checklist activity

3.3 observation checklist for teacher activity

Item Observed	Yes	No
Pre-activity		
The teacher greeted, prayed, and checked the attendance list of the students		

The teacher motivated students and demonstrated the goals of their studies			
While-Activity			
The teacher gave a chance to student to the student to watch <i>F.R.I.E.N.D.S</i> movies prepared by the teacher			
The teacher asked the students to identify how the actors' pronouns, fluency, vocabulary, grammar, and comprehension			
The teacher explained the speaking skill material indicators			
The teacher asked the students to make a dialogue and do a speaking test about the speaking skill material indicators that the teacher explained and submitted in <i>Google Drive</i> that the teacher prepared.			
Post-Activity			
The researcher gave the conclusion of the lesson			
The teacher closed the lesson with a greeting and advises the student			

2. Speaking Test

The speaking test was used to measure students' utterances. This instrument was used to identify student errors in Speaking English words on speaking indicators and to

observe the sources that influence students in making errors in speaking English words. In the cycle 1 test was with the material of telling stories about students vacation experiences, the maximum duration was 2-3 minutes. Then in the cycle 2, the test was about making plans about students vacation with the same duration as cycle 1.

3.6 Research Data

1. Qualitative Data

The qualitative data for this study came from observing students' and researcher classroom activities during the implementation process.

2. Quantitative Data

Measures of student achievement, such as test scores or performance grades, were used in this study to gather quantitative data. This achievement was expressed based on the minimum adequacy criteria for this subject minimal is 80 because the material or topics in the Speaking 1 course had been mastered by students at the junior and senior high school levels.

3.7 Data Analysis Procedure

The procedure of data collection was the steps applied by the researcher which used to collect data and answered questions in the research. This research was planned by the researcher through 2 cycles. Each cycle carried out refers to changes in learning to make the process and results better. There were 4 steps in each cycle namely planning, acting, observing, and reflecting. If in this class action research problems or deficiencies

were found and the targets determined were not achieved, then the next cycle would be carried out with the planning that had been done.

A. Cycle 1

The cycle was done on Tuesday, June 4, 2024. The researcher prepared some activities which done in this first treatment, those were:

1. Planning

In this first step, the researcher considered about the following steps to plan;

- a. First, the researcher made observations in the Speaking 1 class by conducting a preliminary study of how students in the class were learning speaking and what were the difficulties in the speaking aspect. and consulted the lecturer in the course as a collaborator.
- b. After the problem had been identified, the plan of action activates the present situation in the form of a lesson plan which contained formulated objectives, and selected and organized materials.
- c. The detailed plan would need to inform what the modification of the implementation of *F.R.I.E.N.D.S* movies as a media in teaching English, especially in Speaking 1 class, and how revision teaching technique would be implemented.
- d. The researcher prepared the *F.R.I.E.N.D.S* movies to use during the learning of English.

2. Acting

In this step the researcher as the teacher explained the material of Telling stories and thought of speaking to the students using *F.R.I.E.N.D.S* movies as media. The activities in this stage were applying the lesson plan that had been prepared. Firstly, students watched the video that contained a conversation about Telling stories. The second, the teacher asked to the students to make a dialogue and did the speaking test and submitted it in *Google drive* that the researcher prepared about sentences from the speakers in the *F.R.I.E.N.D.S* movies that the teacher provided. After that, the teacher discussed together about that task together and corrected their wrong pronunciation, fluency, vocab, grammar, and comprehension, and observes the classroom activities by using the observation checklist.

1. Introduction and Viewing:

- a) The teacher started the lesson by introducing the "*F.R.I.E.N.D.S*" movie series to the students, provided some background information about the show and its popularity.
- b) The teacher explained the Telling Story material in the Speaking 1 course
- c) The teacher explained the purpose of watching the series in relation to improving speaking skills.
- d) The teacher provided access to the selected episodes or clips either through streaming platforms or by preparing DVDs or digital files.

2. Analysis and Identification:

- a) After watching the movies, the students conducted a class discussion to identify and analyze various language aspects.
 - b) The teacher guided students to observe and take note of pronoun usage, fluency, vocabulary choices, grammar structures, and comprehension cues.
 - c) The teacher provided guiding questions to help students analyze the language patterns used by the actors.
 - d) The teacher encouraged students to compare and contrast the language features observed with their own language usage.
3. Explanation of Speaking Skill Material:
- a) Based on the analysis conducted, the teacher explained the specific speaking skill material indicators to the students.
 - b) The teacher brooked down each indicator and provided examples from the movie series to illustrate its application.
 - c) The teacher discussed the importance of each indicator in effective communication and how mastering these skills could enhance their speaking abilities.
- 4 Practice and Assessment:
- a) The teacher designed speaking activities that require students to apply the identified language patterns and skills.
 - b) The teacher asked students to work in pairs or small groups to create dialogues inspired by scenes from the series, incorporating the language features analyzed.

- c) The teacher conducted speaking tests where students are assessed on their ability to demonstrate the speaking skill material indicators discussed in class.
- d) The teacher provided feedback and guidance to help students improve their speaking proficiency.

5. Conclusion and Reflection:

- a) The teacher wrapped up the lesson by summarizing the key points covered and the insights gained from analyzing the movie series.
- b) The teacher encouraged students to reflect on their learning experience, discussed what they found challenging and what strategies helped them improve their speaking skills.
- c) The teacher invited students to share their thoughts on the relevance of using multimedia content like "*F.R.I.E.N.D.S.*" for language learning.
- d) The teacher provided opportunities for students to offer feedback on the lesson structure and activities to inform future teaching practices.

3. Observing

Throughout the teaching and learning process, the observation was conducted. It would be carried out by the research collaborator/lecturer. The collaborator watched the researcher as they worked on the teaching and learning process. In addition, the collaborator assisted the researcher in observing the students' activities. Utilizing the previously prepared observation list or format observation was how it was done. The researcher determined what needs to be improved upon and increased in the upcoming cycles.

In this step, the researcher would carry out several activities:

- a. The teacher observed students' speaking scores
- b. The teacher calculated students' scores by calculating with the statistic pattern
- c. The teacher calculated the observation checklist.

4. Reflecting

The last step was reflecting the diagnostic of the result from the observation from the action step. Those activities purposed to find out the improvement of students' speaking tests in the cycle. However, the test results did not complete the success indicator, from 73% which should be 75%. Some students had not met the KKM standard, namely with a score of 80.

In this step, the researcher did some activities such as:

- a. The teacher evaluated the teaching and learning process
- b. The teacher evaluated students' activities since the teaching process
- c. If the results of this cycle were not successful, the researcher prepared for further research by creating a new lesson plan.

B. Cycle 2

The cycle was done on Tuesday, June 11, 2024. In this activity, the researcher replied from cycle I, but the researcher analyzed the problem from cycle I in learning Speaking 2 Courses. And the researcher was more active in building the atmosphere of the class.

a. Planning

Cycle 2 planning would be done in the same way as cycle 1 planning. When researchers found some deficiencies or problems or problems in cycle 1, researchers made some changes needed in cycle 2 such as improving the lesson plan so that the problems in cycle 1 did not recur.

b. Acting

Before starting the lesson, the instructor said greetings to the students and checked the attendance list. The instructor then went over the objectives of the lesson and the topics that would be addressed that day. To help students understand definitions and how to speak, the teacher began by briefly reviewing speaking topics covered in Cycle 1 (e.g., linking sounds, intonation patterns), group students based on their performance in Cycle 1 and individual needs:

- High Success Group: Challenge them with complex tasks like fluency activities or shadowed longer dialogues.
- Low Success Group: Offer additional scaffolding and support:
 - Slower speech practice with simplified dialogues.
 - Removed the Indonesian subtitle to make the student focused on the actor/actress and how to speak correctly.
 - Partner recordings and peer feedback with prepared rubrics.
 - Individual consultations with the teacher.

This enhanced Acting Phase in Cycle 2 provided a more targeted and differentiated approach to improving speaking skills for students with low

success indicators. By offering personalized support, active learning activities, and ongoing assessment, you could guide them toward achieving higher levels of success.

c. Observing

Using an observation list, the researcher and their collaborator would watch the teaching and learning process. Its goal was to gather information from cycle 2.

d. Reflecting

The researcher compared cycle 1 and cycle 2 scores. The researcher would next assess if cycle 2's outcome fulfilled the research indicator. Its outcome would establish whether the second cycle works or if the next cycle had to be started.

3.8 Success Indicator

The indicator of success in this research was, if $\geq 75\%$ of students in the class achieved the lowest school (Minimum Completeness Criteria) score (Minimum Completeness Criteria) 80 or higher, then they were considered successful in understanding the subject. On the other hand, if students who got a score above the lowest standard score, namely 80, are less than 75% of students in that class, then this research was not successful.