

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

In this point, the research was carried out in SMA Negeri 2 Sungai Kakap, which is situated in the West Kalimantan Province's Jeruju Besar Village, Sungai Kakap District, and Kubu Raya Regency. In the school academic year 2022/2023, this study involved XI Mia I students. Additionally, this study was carried out between May 3, 2023, and May 10, 2023. The instrument was created following pre-observation on April 12, 2023, after which the pre-action was completed before cycles 1 and 2, and then cycle 1 speaking tests and cycle 2 speaking tests were completed at the conclusion of each cycle.

#### **B. Research Design**

##### **1. Classroom Action Research**

Classroom action research is research that pragmatically aims to improve quality or address problems in a group of subjects under study and keeps track of the degree of success or the effects of its actions in order to suggest additional actions that are improvements of those actions or adjustments to conditions and situations in order to produce better results. Classroom action research, according to Wiriaatmaja (2005), is a technique by which a group of teachers establishes the parameters of their teaching strategies and learns from first-hand experience. They can experiment with improving the learning process and see the actual effects of their efforts. Action performed by a teacher or in cooperation with others to enhance the caliber of the teaching and learning process in the classroom is known as classroom action research (Kunandar, 2008). There are four steps to conduct classroom action research namely:

1. Planning is the process of thinking and evaluating events that occur

and trying to find ways to overcome the problems encountered.

2. Acting is considering what action is provided by the method.
3. Observation is an activity consisting of collecting data to identify the results obtained from teachers and students.
4. Sections are data distribution activities to make several improvements and revisions to increase teaching success.

## **2. Procedures of Classroom Action Research**

According to studies, classroom action research is a useful method for bridging theory and practice in teacher development situations (Bissonnette and Caprino, 2014; Ratnawati & Idris, 2020). To systematically develop both themselves and their students, instructors must perform classroom action research as one of their crucial responsibilities in tandem with learning management (Wongwanich, 2017). Gall and Gall explained that there are seven steps of action research, which are discussed as follows:

1. Select a research question that is relevant to the classroom.
2. Check any relevant research that relates to the subject.
3. Third, decide which instructional design would best help to respond to the study question.
4. Fourth, gather the data required to help answer the research question, such as survey findings, anecdotal notes on the classroom, or student grades.
5. Fifth, examine the information gathered to make inferences.
6. Sixth, put strategies into action based on the analysis' findings.
7. Finally, classroom action research involves a number of iterative procedures. the first cycle is finished, after which the cycle starts again with adjustments incorporated into fresh, noticed activities, and so on.

The steps for doing classroom action research that the researcher would take in the classroom are as follows:

1. Cycle 1

a. Planning

In the planning stage, to define the research topic, set the research objectives and object of study, and create a thorough research action plan, the researcher would collaborate closely with the classroom teacher during the planning stage. This could be choosing the best speaking resources to use when using Canva, creating educational activities, and creating a research timeline. research.

The activities in the planning :

1. Make the lesson plan about Speaking material.
2. Design the steps in doing concept of speaking skills using Canva.
3. Prepare materials that would be used for teaching in class.
4. Prepare observation sheets for classroom observation. To know the situation of teaching and learning process when the strategy would be applied.
5. Prepare teaching material, namely syllabus, lesson plan, and learning materials from Canva.
6. Prepare the test, which is a speaking test.

b. Action

The research would be carried out in the classroom during the implementation stage. Together, the researcher and the teacher would introduce Canva as an additional teaching tool to help students' speaking abilities. This can entail using Canva to create speaking resources, incorporating Canva into speaking classes, and advising and supporting students as they use Canva for speaking activities encouraging students to use Canva for speaking exercises.

#### Teacher Activity :

1. The teacher welcomed the students before class began.
2. The teacher explained what the class would cover.
3. The teacher told the students about the purpose of learning the topic.
4. The teacher shows the material designed using Canva in the form of audio visuals with the topic of text explanation.
5. The teacher requested to share their knowledge of the item that teacher had shown them.
6. The teacher described the materials
7. The teacher gives examples of different things and instructs students on how to talk to describe with their own ideas.
8. The teacher encouraged the students.
9. The conclusion on the subject was reached by the teacher and the students
10. The teacher dismissed the class.

#### Students' activity:

1. The students responded to the teacher's greeting.
2. The students paid attention to the subject.
3. The students listened while it was explained why the subject was being studied.
4. The students watch the teacher's audio-visual presentation.
5. The students respond by describing what they learned from the teacher's lesson content.
6. The students listened to the materials' explanation.
7. The students pay attention and pay the teacher attention.
8. The students listened to some teacher inspiration.
9. Together with the teacher, the students came to a conclusion regarding the subject.
10. In response to their teacher's concluding question, the students provided an answer.

c. Observation

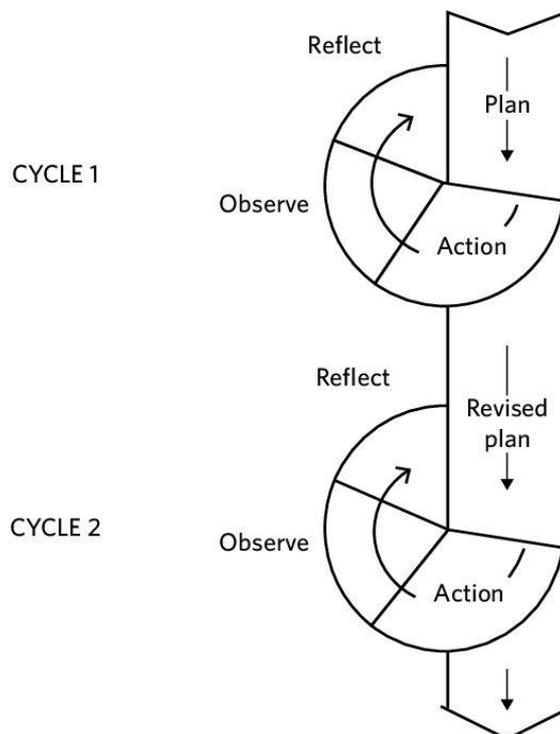
Data on teacher and student activities, attitude, and learning processes were collected through observation. This section contains the formal observations made by the researcher. An instructor of English, the researcher was an observer.

d. Reflection

Reflection served as a means of receiving feedback from an action. The teacher uses reflection to aid in decision-making. Using observation sheets, field notes, and speaking tests, the teacher and researcher examined all of the information that was recorded regarding the learning process.

2. Cycle 2

If the revision is needed in cycle 1, it was revised and continued in cycle 2.



**Figure 1.1 The action research in ELICOS Program: Refining the development of a national model.**

*(Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)*

### **3. Subject of Research**

The subject in this classroom action research are the students in SMA Negeri 2 Sungai Kakap class XI Mia I. Since students in this class had a variety of difficulties learning English, this class was chosen as the study's subject. In particular, speaking skills, such as challenges with pronunciation, grammar, vocabulary, fluency, and comprehension when speaking English, are difficult to master. Additionally, students lack confidence when speaking English, so there needs to be encouragement in the classroom in order to help them become more proficient and confident when speaking English.

### **4. Technique and Tools of Data Collection**

#### **1. Technique of Data Collection**

##### **1. Observation Technique**

More than just gathering information is involved in the data collection process. In this section, the methods for gathering participant data would be covered. To gather data, researcher w employ a variety of techniques, including observation. According to Sutrisno Hadi (1986), cited by Sugiyono (2020), observation is a complicated process made up of different biological and psychological processes. The goal of this observation is to comprehend the context in which students' speaking abilities in the eleventh grade at SMA Negeri 2 in Sungai Kakap, including the media used during the class, are used.

##### **2. Measurement Technique**

Measurement is an attempt to assign numerical values to things or things that happen in accordance with a norm. Therefore, measurement can be thought of as a relationship's description. Variables in research are subjected to

measurements, which assign numerical notations to the values of the variables.

## **2. Tools of Data Collection**

### **1. Observation Sheet**

A data collection tool called an observation sheet is created in order to collect data from research variables. The main reason for creating the observation sheet is that the data collection method relies on observation to get information about the research being done. Additionally, the observation sheet can be used to identify certain strong teaching practices that were seen but not on the list, adding more items to the checklist for good practices.

### **2. Field Notes**

Field notes were used by researcher to quickly record their observations while they were out in the field. The importance of field note taking is so generally acknowledged that including a field note collecting statement in the publication is encouraged by the standard requirements for qualitative research reporting (O'Brien, Harris, Beckman, Reed, & Cook, 2014; Tong, Sainsbury, & Craig, 2007). There are several purposes for field notes. Their main contribution is to the production of thorough and in-depth summaries of conferences, focus groups, interviews, and other crucial background research.

### **3. Speaking Test**

Speaking test is a test that the researcher administers to the study subject in order to gauge each student's degree of speaking proficiency and evaluate the speaking component. In order to gauge each student's proficiency, each student would

be given the chance to speak in class on a variety of relevant themes.

### 3. Technique of Data Analysis

The definition of data analysis according to Noeng Muhadjir (1998: 104) is "a systematic effort to look for and arrange the data analysis records in the same way that "a systematic effort to look for and arrange the records of observations, interviews, and other data to enhance the quality of data" is described. outcomes of observations, interviews, and other methods to enhance the researcher's comprehension of the situation being studied and communicate it as findings to others.

#### 1. Quantitative Data

Quantitative research is described as research that heavily relies on statistics throughout the entire process, from data collecting to data processing to data visualization. (Siyoto & Sodik, 2015). The focus of research that takes a quantitative approach is on the examination of numerical data (numbers), which is then done using the right statistical techniques. In this research, researcher would use quantitative and qualitative research techniques, which would be discussed as follows:

#### 1. Student's Individual Score

$$X = \frac{\text{Student point}}{\text{Max point}} \times 100$$

Max Point : 25

Min Point : 5

*(Modified from Cohen, 2007:423)*

Where :

X = the students individual score

P = the students characteristics of pronunciation

G = the students characteristics of grammar

V = the students characteristics of vocabulary

F = the students characteristics of fluency

C = the students characteristics of comprehension

## 2. Mean Calculation

$$M = \frac{\Sigma X}{N}$$

Where :

M = the mean score

$\Sigma X$  = total score of students

N = the number of students

*Adapted from Blerkom(2009:245)*

## 2. Qualitative Data

The analysis, in accordance with Miles & Huberman (1992: 16), comprises of three concurrent streams of activities: data reduction, data presentation, and conclusion drawing/verification. The following is a more detailed explanation of these three flows:

### 1) Reduction Data

Data reduction is the process of choosing, concentrating on simplification, abstracting from, and converting the rough data that results from field notes that are written down. A project focused on qualitative research is continuously reducing data.

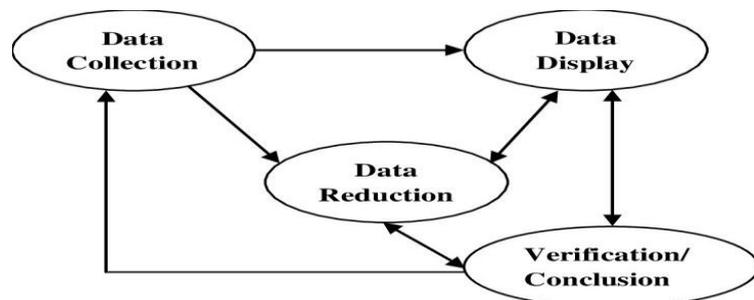
### 2) Data Display

According to Miles & Huberman, data display is defined as a structured collection of facts from which decisions may be made and actions can be taken. They hold that more effective visual representations, such as

different kinds of matrices, graphs, networks, and charts, are a key component of a good qualitative study.

### 3) Conclusion Drawing

According to Miles & Huberman, drawing conclusions is a complete configuration's activity. Additionally, findings were checked throughout the study. The verification can be as quick and simple as the researcher's (analyst's) thoughts as he writes, a review of the field notes, or writing, a review of the field notes. It can also be as thorough and labor-intensive as peer brainstorming and revisiting. and peer brainstorming to produce intersubjective agreement or agreement, as well as significant efforts to replicate a discovery in a different set of data. of a result from a different collection of data.



**Figure 1.2 Schematic of Interactive Data Analysis Model**  
(Milles and Huberman Model, 1992:20)

### 3. The Qualification

To know well, the improvement of speaking ability experienced by students after the use of canva as a learning media in the classroom. The researcher divides the score data based on the table below, to get the score of each student's speaking test results.

**Table 3.1 Scoring Rubric Speaking Skill**

<b>Aspects</b>	<b>Score</b>	<b>Indicator</b>
Pronunciation	5	Has few traces of foreign language
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problem, most frequently be asked repeat
	1	Pronunciation problem to serve as to make speech virtually unintelligible
Grammar	5	Make few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
	3	Make frequent errors of grammar and word order, which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and vert limited vocabulary makes

		comprehension quite difficult
Fluency	1	Vocabulary limitation so extreme as to make conversation virtually impossible
	5	Speech as fluent and efforts less as that of native speaker
	4	Speed of speech to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant, often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed without repetition
	2	Has great difficulty following what is said can comprehend only “social conversation” spoke slowly and with frequent repetition
	1	Can not be said to understand even simple conversational English

Based on the table above, the researcher used scoring rubrics from 5 aspects in speaking, namely pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher used these five aspects to assess students' speaking ability on the speaking test in cycle 1 and 2.