

CHAPTER III

RESEARCH METTHODOLOGY

A. Research Design

The design in this research is a Classroom Action Research (CAR). The researcher conducted a classroom action research to know and learn the phenomenon which occurred in the teachings learning process and purposely tried to offer the solving for the problem happened. Classroom Action Research is different from quantitative and qualitative research, but has characteristics of both. Action research utilizes and appropiates intervention to collect and analyze data and implementations to address educational issues. In this research, the researcher tried to explain some theories related to the definition of action research. Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and, the teacher as a researcher. Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, an educator turns into an examiner or investigating of their own showing setting, while simultaneously being one of the members in it Consume Burn (2019: 4) It meant that one of the main aims of action research is to identify the problematic situation or issue that the participants who may include teachers, students, or even parents consider worth looking into more deeply and systematically.

The statement above becomes the basis for researcher in considering how important Thesis is to conduct a study. Because Classroom Action Research is called unique research. In the definition of the plan, classroom action research is action research carried out by teachers who are looking for solutions in the teaching and learning process of students speaking using English. To solve problems that arise in the classroom and to make improvements in teaching and learning activities through a cyclical process involving several phrases of planning, action, observation, and reflection.

The design of this research, this research would collaborate with English teachers at SMP Negeri 2 Sungai Kakap. In carrying out the learning, the role of the collaborator is the researcher who teaches speaking using the Comic Strip Media. While the role of a teacher as an observer is to observe teaching and learning activities during the speaking learning process. Here the role of the researcher is not only as a teacher but also as an observer who helps teachers design lesson plans.

B. Procedure of the Research

The procedure for action in this research is Classroom Action (CAR) The research phases can be described through the following figure:

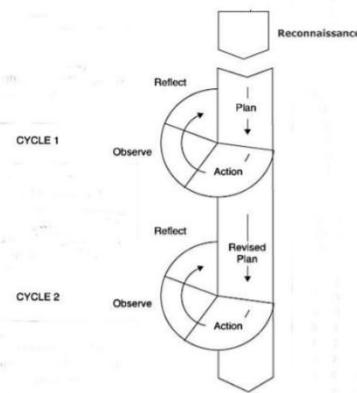


Figure 3.1: The Action research Procedure
Taken from *The Spiral Model Stephen Kemis (2014:67)*

From the figure above, it can be seen that the research was done through five phases in a cycle of research: reconnaissance, planning, action, observation, and reflection. The model of action research above shows its iterative or recursive nature. It means that the first cycle may become a continuing spiral of cycles until the action researcher has achieved a satisfactory outcome. To be more specific, the steps in action research are explained as follows:

1. Reconnaissance

In this phase, the researcher conducted preliminary information gathering to gain a better understanding of the nature and context of the research problem. The Researcher observed the teaching and learning process in class VIII.

2. Planning

After investigating the realities and constraints of the teaching situation, the researcher developed a plan of action to improve the classroom condition. Moreover, the researcher prepared the resources and materials that would be used to do the action. In this study, the researcher used comic strips to improve students speaking skills and collaborated with the English teacher to discuss the scale of priorities of the implementation.

3. Acting

In this stage, the researcher acted to implement the plan. In doing the action, the researcher used English comics as media in teaching speaking and asked the collaborators to observe during the teaching learning process. Based on the field notes, and notes on students responses in the actions, the researcher and collaborators discussed the implementation.

4. Observing

Here, the researcher observed the effects of using comic strips as media to teach speaking. The collaborators helped her to observe and write everything that occurred during the implementation of the action.

5. Reflection

In reflection, the researcher discusses and evaluates whether the action is successful or not. The researcher and subject teachers were involved in discussing the effectiveness of the action as well as problems that occurred in the classroom during the implementation of the action. Weaknesses that are still found would be corrected in the next cycle.

C. The Subject of Research

The subjects of this study second grade students of SMPN 2 Sungai Kakap for the academic year 2021/2022. The researcher only took class A. The researcher discussed with the English teacher as a collaborator in this study.

D. Technique of Data Collection

The data gathered in this research both qualitative and quantitative. The qualitative data in the form of opinions, obstacles, preferences, and expectations of the participants. They used as the main data. Meanwhile, the quantitative data in the form of scores. They were used only to support the qualitative ones. Qualitative and quantitative data purpose is to delineate the features and function of the joint display of integrated data collection Guetterman et al. (2021).

In this research, the researcher used two techniques to collect the data, they were observation and measurement.

1. Observation

The observation was the technique that used to observed and analyzes what did happening in the class, the exactly condition in the teaching learning process. According to Efron, Sara Efrat, and Ruth Ravid (2019), observation is a natural process, we observe people and incidents all the time and based on the observation, we make judgments. Otherwise, Burn (2019: 80) states that observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur. So, by using observation technique, the researcher observed the students behaviors and the classroom situation during the teaching learning process.

2. Measurement

Measurement is a an activity or process to obtain a numerical description and the level of degree of the special characteristics of the individual. According to Stevens in Ary *et all* (2013: 101), Measurement is the assignments of numerals to object or events according to rules.

In this research, the researcher used speaking test as a tool of collecting data in measurement technique. The test is in oral form and the test that would be given by researcher, then determine how well improvement of the students. It was also used to find out whether there is an improvement or not.

E. Tools of Data Collection

1. Observation Checklists

Arikunto (2010:139) states that observation is focused on the activities of the subject or object of research involving the five senses. This method is easy to use to find concrete data. The observation checklist is to check the procedure actions taken by researcher. The researcher ticks the things the researcher has done. Researcher too may provide comments about the teaching-learning process or suggestions for improvement of implementation at the next meeting.

2. Field Note

A field note was a note that was made to record important events happening during teaching learning process going on. The function of field notes was to back up all the events that did not state in the observation checklist table. In this step, the collaborator made some notes on fields note to record the students' activity and performance, the teachers' performance, and the class condition during teaching learning process especially when the teacher is teaching students speaking English using comic script media.

3. Speaking Test

In tests the researcher Give several topics and ask students to choose one of these topics to tell in front of the class. In assessing students speaking skills, the researcher used oral proficiency scoring categories proposed consisting of four aspects: vocabulary, comprehension, fluency, and pronunciation Brown (2004: 172-173). The study reported here is part of a larger research project that explores various aspects of the validity evidence associated with paired speaking tests, part of the national English test in school systems Borger (2018)

4. Camera and Recorder

The researcher also used a camera, an audiorecorder to get more complete data. The camera was used to capture the classroom conditions during the implementation of the actions while the recorder was used to record students performances while taking part in the speaking activities and studentsresponses toward the actions that had been implemented. To record students'' performances during speaking test.

F. Technique of Data Analysis

Qualitative and quantitative data sets can be linked, preserving the numbers and words in each data set. The data collection procedures were integrated between the qualitative and quantitative strands. Several in tegration strategies have been identified. The use of the in tegration strategy of matching the data collection procedures were integrated between the qualitative and quantitative strands Fettters (2020).

1. Qualitative Data analysis

Qualitative research refers to an approach in which researcher are simply interested in solving a problem, effecting a change, or identifying relevant themes Mihas (2019).

a. Observation Checklist

Observation is to record the teaching and learning process. Prior to implementation, the researcher conducted preliminary observations of the

teaching and learning process to identify problems. Observations were also made when the action was recording related aspects that occurred in the classroom. These aspects relate to students' attitudes in reading activities, and the actions of the teacher in the classroom including their strengths and weaknesses. In conducting action research, researcher observe the learning process. The teaching and learning process is carried out by the teacher, while the researcher only observes the teaching and learning process. That observation consists of two cycles. There are cycle I and cycle II. The researcher used an observation checklist to be more systematic. The observation sheet consists of a checklist of student and teacher observations.

b. Field Note

Field note is a part of the instrument for collecting data in qualitative research. According to Burns (2010:47) the field note or observation note is a record of data, these kinds of data would be recorded in the form of notes made by the researcher or other collaborator's teacher. The result would be used as a description's note and accounts of what happened in the classroom, including - depending on what the researcher are going to focus on-the physical layout, verbal and non-verbal information, the structure of the groups, or the sequences of activities and tasks. shortly, a field note is a documented record deliberately or notes or records of the information during the research, the field note would be put on the last of the lesson plan for each cycle.

Data obtained from observations were analyze qualitatively following the analysis model proposed by Anne Burns (2019). It consists of three steps.

1) Reduction Data

Reduction data is recorded or typed back in the form of detailed descriptions or reports. Reduction data is a helpful analysis of the data from the beginning of the study. Reduce field reports, summarized, select basic things, focused on things that are important, given a more

systematic analyse so easily controlled. Data were reduced to give a sharper picture of the observation also facilitate researcher to lookfor the data obtained when needed.

2) Display Data

After the researcher has been done reducing the data, the next steps that should be done by the researcher is display data. Display data is an attempt to look at the overall picture, or certain parts of research data.

3) Verification

After reducing and displaying the data, the last step needed to do by the researcher is verification is an attempt to search for the meaning of the data conclusion of verification is the meaning of data.

2. Quantitative Data analysis

The researcher analysed data from oral speaking test quantitatively by using descriptive analysis in the form of mean scores. In this way, the students' scores speaking test were compared to see the improvements in the students speaking skills. Qualitative data would be analysed by using descriptive statistics. It is used to know the individual and mean or average score of the students scores in test. Then the individual and mean score would be used to know the students improvement in speaking skills. The following formula would be used to analyse the individual and mean scores:

Individual Score

$$x = \frac{\sum x}{Mx} \times 100$$

Where:

x = Students' individual score

$\sum x$ = Sum of students' score

Mx = Maximum score which was taken from the scoring rubric

Mean Score

$$\mathcal{M} \frac{\Sigma x}{N}$$

M : The mean score

Σx : The sum of students' score

N : The number of students'

(Sugiyono, 2014:49)