CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted at SMA Negeri 1 Sungai Kakap, Gg. Tuadi, St. Sungai Raya Kakap, Sungai Rengas, Sungai Kakap District, Kubu Raya Regency. In addition, this research was conducted on April 12th 2023 to May 17th 2023. The researcher conducted pre-obsevation on March 20th 2023. Then the instrument was made after the preliminary research. After the instrument was given, pre-action was carried out before cycle 1 and cycle 2. At the last meeting of each cycle, students were given a speaking test.

B. Form of Research

This research used Classroom Action Research (CAR). According to Burns (2010: 2), action research is the notion of 'reflective practice' and 'teacher as researcher'. Moreover, he also said that to explore the context of teaching, action research involves a self-reflective, critical, and systematic approach. Burns (2010: 5) claimed that a teacher who is reflective, and committed to developing as a professional thinking, action research is an interesting way to dig deeper into perplexing classroom problems and investigate teaching dilemmas. Action research also encourages teachers to reach their own solutions and conclusions and this is much more interesting and has greater impact than being presented with unattainable ideals (Burns, 1999 in Burns, 2010). In addition, (Burns, 2010: 7) said that conducting action research can revive teaching, bring positive change, improve awareness of the complexity of work, and show us what drives our personal approach to teaching.

Based on the definition of the experts above, it can be concluded that Classroom Action Research (CAR) is a method of finding out what works best in one's own classroom so that teachers can improve student learning.

C. **The Procedure of Classroom Action Research**

Research procedure is steps that must be carried out by researcher in the process of completing tasks or solving a problem that is being studied, where this research procedure makes it easier for researcher to find accurate and valid data. The researcher used Kemmis and Mc.Taggart class action research procedures. Each cycle has four stages of activity; planning, action, observation and reflection.
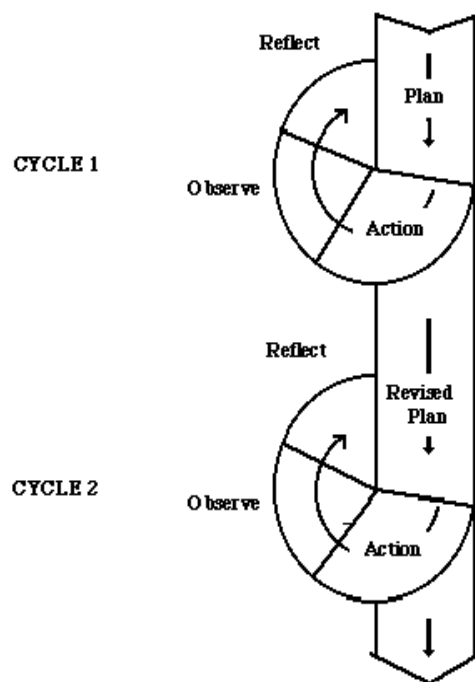
Figure 3.1 Action Research Procedure by Kemmis and Mc. Taggart

a. Planning

This plan prepares everything needed during the action phase. According to Kemmis et al (2014), Planning research means breaking away from changing practices to make them more reasonable, productive, sustainable, more equitable, and inclusive. Identify the problem and think of an action plan to fix the problem. At this phase the researcher makes a learning plan about Speaking material, designs steps in working on the concept of speaking skills using Canva, then prepares materials to be used for teaching in class after that prepares observation sheets for class

observations to find out students' conditions. the teaching and learning process when the strategy will be implemented and preparing teaching aids, namely the syllabus, lesson plans, and teaching materials from Canva as well as preparing tests, namely speaking tests.

b. Acting

Furthermore, the researcher implements plans that have been made in the previous phase in earnest. Starting with opening the class then continuing with displaying the media and delivering lessons then inviting students to conclude the material learned that day. During the learning activities, the researcher asked the collaborator to record the learning activities on the observation sheet and field note. Based on the explanation by (Kemmis et al., 2014), in this action what needs to be done is to continue and try to do what was planned at the beginning. It is very important to monitor what is happening while executing the plan.

c. Observing

After carrying out the implementation, the next step that must be taken is to prepare an explanation of the impact in the first cycle and so on, then document the action as evidence about what happened (Kemmis et al., 2014). In this step, namely collecting data, the researcher asked collaborators to observe and then recorded information on the observation sheet about the actions that occurred during the teaching and learning process.

d. Reflecting

The final step in this procedure is that the researcher evaluates the impact that occurred when carrying out the action in the first cycle, if the results are still not good then the researcher must do a second cycle to get the desired results. According to Kemmis et al (2014), reflection is the activity of analysing, synthesizing, interpreting, explaining and making conclusions about what happened. This is also the time to start thinking about the implications of future actions, what to do next.

D. **Subject of Research**

The subject of in this research is students of class XI SMA Negeri 1 Sungai Kakap for the 2022/2023 academic year, eleventh grade IPA 1 consist of 31 students. The researcher chosen eleventh grade IPA 1 which has clear problems compared to other classes. The main problems of students are the lack of vocabulary they have, they also still make mistakes in pronouncing English words, and they are also still not fluent when speaking English. This problem was obtained from an interview with an English teacher at SMA Negeri 1 Sungai Kakap.

E. **Techniques of Data Collection**

In this research, to collect data researcher used qualitative and quantitative data. To collect quantitative data, the researcher used the students' scores after being given a speaking test. Meanwhile, to collect qualitative data, researcher used observation sheet and field notes containing situations during the teaching and learning process.

1. **Observation Technique**

Observation is a data collection technique that can be used to provide conclusions or diagnoses. According to (Sidiq et al., 2019: 68), Observation is defined as the process of seeing, observing, and observing and recording behaviour systematically for a specific purpose. In other words, researcher collect data based on facts found in the field during the teaching and learning process in class. During the teaching and learning process, the researcher asking the collaborator to observe and record any incoming information.

2. **Measurement Technique**

Measurement is also important in data collection. According to Kothari (2004:69), Measurement is a relatively complex and demanding task, especially when it comes to qualitative or abstract phenomena. This measurement technique is used to determine the progress of students' English skills through the Canva application. Which results will be used as

data on the achievement of speaking skills.

F. **Tools of Data Collection**

Researcher used several tools to collect data, such as observation sheet, field note, and speaking test. Which will be explained below:

1. **Observation Sheet**

The observation sheet is an instrument use for observation during the teaching and learning process in the classroom when Canva is implemented. Observers record the things they observe as categories of events, for example behaviour, or types of interactions (Burn, 2010:62). In this research, the researcher ask collaborator to observe the activities of researcher and student while Canva is being implemented in the teaching and learning process. There are three aspects that collaborator must pay attention, namely the development of students' speaking skills using Canva, class management when Canva is implemented and the condition of the class atmosphere when Canva is implemented.

2. **Field Note**

In this research, researcher used field note to obtain more data and information regarding the process of teaching and learning activities. Field note collection is so widely recognized as important that standard criteria for reporting qualitative research encourage researcher to include field note collection statements in manuscripts (O'Brien et al., 2014). Field notes have a variety of uses. They are especially helpful in producing detailed and in-depth meeting reports, focus groups and other important background research.

3. **Speaking Test**

The test is a series of stimuli given to an individual to get a response on a basic numerical score that can be given. The score, based on a representative sample of individual behaviour, is an indicator of the extent to which the subject has the characteristics being measured (Ary et al., 2010, p. 201). In this research, the speaking test is used to measure

students' achievement in speaking English. In the first cycle the researcher gave explanation text to students and then students recounted the text using their own language. Then in the second cycle the researcher gave dialogue, in pairs they are asked to understand the situation and converse, after which it is demonstrated in front of the class in turns. The speaking test is assessed for vocabulary, pronunciation, grammar, fluency and comprehension.

G. **Technique of Analysing Data**

In this research, researcher used two types of data, namely qualitative and quantitative which will be explained as follows:

1. **Qualitative Data**

Qualitative data is in the form of descriptive, in the form of spoken or written words about observable human behaviour (Taylor and Bogdan, 1984: 161). There are three paths of qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1992).
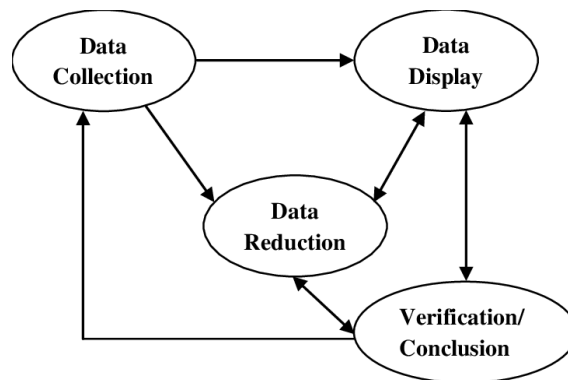
Figure 3.2 Schematic of Interactive Data Analysis Model
(Milles and Huberman Model, 1992)

a. Data Collection

Data obtained from observation and measurement techniques in the form of observation sheet, field note and speaking test. Observation sheet and field note in this research used to observe and record the teaching and learning process, while the speaking test is used to

measure students' speaking skill

b. Data Reduction

After the data is collected, the next step is to carry out data reduction to select which data are relevant and meaningful for problem solving, discovery, and answering research questions. Then the data is simplified and systematically arranged and describes the results of the research findings.

c. Data Presentation

Presentation of data can be in the form of writing, words, graphics, and tables. The presentation of this data aims to combine information so that it can describe the situation that occurred.

d. Conclusion/Verification

Conclusions are made during the research process as well as data reduction, after the data has been collected provisional conclusions will be drawn, and after everything is complete then the final conclusions can be drawn.

2. **Quantitative Data**

a. Student' Individual Score

To measure students' achievement in speaking, researcher used individual student scores. Then proceed with assessing individual student scores with the formula used is:

$$X = \frac{P + G + V + F + C}{N} \times 100$$

(Taken from Cohen, 2007;423)

Where:

X: The students' individual score
P: The student' characteristic of pronunciation
G: The student' characteristic of grammar
V: The students' characteristic of vocabulary
F: The student' characteristic of fluency
C: The student' characteristic of comprehension

N: The number of characteristics

b. Mean Calculation

The next step that the researcher took after getting the individual scores was to calculate the students' average scores to find out the development of students' speaking skills after the test was carried out. Calculating the average value of students using the following formula:

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

(Taken from Blerkom, 2009; 245)

Where:

M: the mean score

$\sum$X: total score of students

N: the number of students

Table 3.1 The Classification of Range Score

Test Score	Classification
81-100	Excellent
61-80	Good
41-60	Average
20-40	Poor

Taken from Heaton (1988:96)