

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Form of Research

The research design is very important when a researcher wants to do research, because research design may reflect on the entire research process, from conceptualizing a problem to the literature review, research questions, methods, and conclusions. The other reason was an appropriate research design would determine the result of the research. So, the researcher had to choose an appropriate research design to be applied in their research in order to make the research objective can be achieved well. The research design of this study was Classroom Action Research (CAR). According to Cresswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.

Classroom Action Research or CAR was a kind of research design conducted in cycles and it was carried out to increase the quality of teaching and learning activities in the classroom. Furthermore, in the context of teaching English, CAR was aimed at developing innovative instructional strategy that can help enhance the success in students' learning English (Latief, 2011: 145).

In this study, CAR was conducted to help the students improve their speaking skill. The technique offered was by using presentation. The researcher did collaborative CAR, researcher directly worked together with the English teacher of the first grade students at SMA Negeri 1 Kembayan. As a collaborator, the teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

2. The Procedure of Classroom Action Research

Classroom action research in four stages includes a plan, action, observation, and reflection described as follows:

The cycle form of Classroom Action Research:

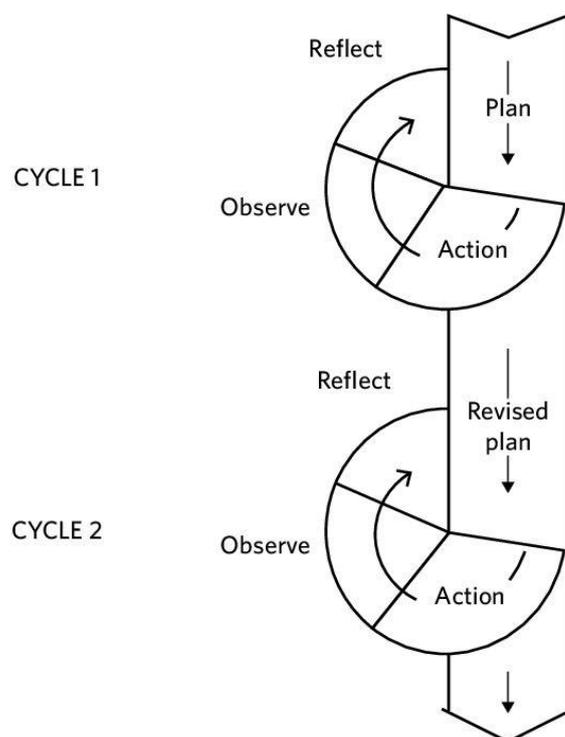


Figure. 3.1: Cyclical Action Research model

(Adopted from Kemmis & McTaggart, 1988, in Burns, 2010:9)

The procedure of doing classroom action research would be explained below.

a. Plan

In this part, there are many things prepared by the researcher to start the action. First, for cycle one the researcher prepared lesson plan and make a scenario of the action. Then, media or materials for presentation, choosing teaching materials about descriptive text, and then prepare technique and the tools of data collecting such as observation checklist, field note and making test items which appropriate with the

aspects of fluency, pronunciation, vocabulary, and grammar to get the satisfy result in the first cycle. Burns (2010:8) stated that in this phase identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context with students. The media in the form of picture. Then the researcher prepared technique and the tools of data collecting such as observation checklist, field note and making test items which appropriate with the aspects fluency, pronunciation, vocabulary, and grammar to get the satisfy result in the second cycle.

b. Action

In action the English teacher taught the students based on the lesson plan and technique as formulated in planning. Then the researcher as the collaborator to observed the student's activity in the class during teaching and learning by using observation checklist and field note. The actions divided into three parts of activity in one section or in one meeting such as: pre activity, main activity and post activity. In the pre activity, the teacher greets the students, praying, and checking attendances. In main activity, the researcher prepared the mater. In the post activity, the researcher gave feedback toward their discussion activity. Same like the first cycle in action, the second cycle also do the same activity from pre activity, whilst activity, and post activity. The researcher used observation checklist and field note in observed the teaching learning process in the classroom. Burns (2010:8) stated that the plan is a carefully considered one which involves some deliberate interventions into the teaching situation that you put into action over an agreed period of time.

c. Observe

This phase involved the researcher in observe systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses observation checklist and field note tools to collect information about

what is happening. The English teacher as the teacher and the researcher as the collaborator to observe the result of planning and acting stage. The researcher observe about the whole process and try to identify the strength and weakness of students' learning process. Burns (2010:8) stated that this phase involves in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. In this research, the researcher used an oral test to measure the student's speaking skill improvement. The researcher used oral test in the form of presentation. There are four elements of speaking that used to assess students speaking ability, there are: pronunciation, vocabulary, grammar, and fluency. The speaking test would be conducted in the third meeting of every cycle or in the end of every cycle to measure the students' speaking skill improvement

d. Reflect

In this section, the researcher and collaborator discussed about the activities happen when the teacher implement presentation during teaching and learning process. It is use to make the preparation in the next cycle be better. This section aim to evaluate and describe the outcomes in effect of action. Based on the result of observation checklist, field note and speaking test the researcher and collaborator discussed to analyze, interpret and evaluate the information and data which are obtained from the classroom observation activity. If there are still some problems, so it will need to start to the next cycie. Burns (2010:8) states that at this point, reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly.

Those phases above make CAR systematic in its process. The researcher concluded that the researcher need to making plan first to consider what the good action that will do in the research in order to make the research running well. Then, action is needed to apply the plan that has made before. After that, the researcher observes the planning and

the action that has applied in order to know that effect, is it improve or not. The last, the researcher makes a reflection to evaluate and describe the action during do the research.

B. Subject of Research

The subject in this study are students in class X MIPA 3 of SMA Negeri 1 Kembayan for the academic year 2022/2023. There are 30 students, 20 male students and 10 female students.

Research Setting :

The Research is carried out in class X MIPA 3 of SMA Negeri 1 Kembayan in learning English, the time of this research will be carried out in semester 1 of the 2023 school year, namely in June 2023. The timing refers to the school's academic calendar because classroom action research requires several cycles in learning effective.

1. Techniques of Collecting Data

The technique of collecting data that researcher used to do the research is the form of qualitative data and quantitative data. According to Glanz (1998:142) data collection is the process of collecting information to answer one's research questions and/or confirm or reject a hypothesis. In this research, the researcher was used two techniques in collecting data, those are: observation and measurement. The data collection technique was used observation technique as qualitative data that collecting based on the situation of teaching and learning process and measurement technique as quantitative data that collecting based on the students' score after giving the test.

a. Observation Technique

The observation is used to analyzed the students' attitudes in the process of teaching learning. According to Koshy (2005:98), stated that observation is a natural process the researcher observes the students and incidents all the time and based on the observations the researcher makes judgment. Furthermore Ary et al. (2010:431) stated that observation is a basic method for obtaining data in qualitative research and is more than

just hanging out. Qualitative observations rely on narrative or words to describe the setting, the behaviours, and the interactions. The researcher and the collaborator observed the teaching and learning process by made notes and fill the observation checklist.

b. Measurement

The measurement is a process that assigns a numerical descriptive to some attributes of an object, person, or event. According to Kothari (2004:69), measurement is a process of mapping aspects of a domain on to other aspects of a range according to some rule of correspondence. Cresswell (2012:263) states that measurement means that the researcher observes and records the score on an instrument. Researcher used the measurement technique to know about the students' English speaking skill and to determine how well improvement of the students' English speaking skill by using presentation.

c. Observation Checklist Table

In this research observation checklist table is one of the tools that was used by researcher in classroom action research. Observation checklist table was used to observed the students in classroom activity in the form of checklist table which cover the students activities in answering some questions after they have been given speaking items during the lesson. Burns (2010:65) stated that, this type of checklist gives researcher an objective picture of the patterns of activities occurring in a classroom and to identify how well they relate to a particular or desired, teaching approach.

d. Field Note

In this research field note is one of the tools that was used by researcher to record the process of all the activities in form of a note and record what actually happening in the classroom when the strategy applying in the class. Field notes are the main way of recording the data. According to Hopkins (2008:105), field notes can be "isued oriented" as far as the observation focus on particular aspect of one's teaching or

classroom behavior and constitute an on going. On the other hand, they can reflect general impression of the classroom, its climate or incidental events.

e. Speaking Test

In this research, the test is the tool to get data of students' result study. According to Ary et al, (2010:201) stated that a test, is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. In this research, the test is the tool to get data students' result study. Because of this research used classroom action research design, the test that was used in this research is only post- test Achievement test was used in this research is essay and multiple choices which consists test items (questions) for each cycle. Meanwhile, the post-test given after presentation applied in the class. And the scores of the students are describing into classically achievement percentage by using the formula of mean score. Speaking test used to assess students' speaking ability by using the assessment of point of scoring rubric. The aspects of that would be assessed are fluency, pronunciation, vocabulary. and grammar.

2. Technique of Data Analysis

Technique of analysis data comes from the interpretation of data collection. In order to find out the answer of research questions and to test the hypothesis of research so the procedures of data analysis are required. According to Singh (2006 233) defined that analysis of data means studying the tabulated material in order to determine inherent fact or meanings in analysis data the researcher used qualitative and quantitative technique. It will be specific as follow:

learning process, from student's performance and activity, researcher performance, and class environment. The specification are 80-100 (Good to excellent), 60-79 (Average to good), 50-59 (Poor to average), 0-49 (Poor) The observer have to give check of the statement based on the real situation.

a. Field notes

To analysis the data the researcher used Miles and Huberman (1994: 291) to take place simultaneously with the process of data collection with the flow of the following below: a. Data Reduction Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written- up field notes. Data reduction means making summaries, choosing, focusing on important thing, and deleting unused date. In this case, the researcher will reduce the data found to make easier for the researcher to draw conclusion.

b. Data Display

After reducing the data, the second major flow of analysis activity is data display. Data display is to getting the numbers of matric or list of categories in every data use in descriptive form. In this step, the researcher will use the data taken from data reduction into chart, table photos and descriptive paragraph in order to make easier for making conclusion or to make understandable. c. Conclusions Drawing and Verification The third steam of analysis activity is conclusions drawing and verification. In this step, the researcher would conclude and describe the research after reducing and displaying the data based on the data have been found.

c. Quantitative Analysis

to analyze the data of speaking test the researcher used individual score and mean score in analyzing the data.

The data that has been conducted was converted to get the students individual score,that researcher would calculate by using the formula as follow:

1) The students' individual score

After gave the speaking test,the researcher analyzed student' score by using the formula as follow :

$$X = \frac{A}{N} \times 100$$

Where :

X : The students individual score

A : The students' total score

N : The total number of test item

Taken from Cohen et al (2007:423)

2) Mean Score

After the researcher calculate the individual score of students, then researcher counted the mean score by using the formula as follow :

$$X = \frac{\sum x}{Max}$$

Where :

X : Mean score

$\sum x$: Sum of students' individual score

Max : Maxium score

Taken from Fraenkel, Wallen (2009:192)

The Table Specification speaking

Score	Specification
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor