

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a Classroom Action Research (CAR) by using Kemmis and McTaggart model that consist step (1) planning, (2) acting, (3) observing, and (4) reflecting. Classroom action research is research that is repetitive (reflective) by carrying out recycling actions to improve or enhance classroom learning practices in a more professional and perfectionist manner (Kunlasomboon, Wongwanich, & Suwanmonkha, 2015). Classroom action research typically involves teachers utilizing qualitative and interpretive research methods for data collection, frequently with the support of academic partners. The process of classroom action research is employed to gauge the enhancement of speaking skills through the implementation of a corrective feedback strategy within the classroom. This method aims to evaluate how teachers enhance their students' abilities through the use of corrective feedback and the impact of such feedback on the learning process.

In this research, the researcher used qualitative and quantitative design, these methods use close observation and collection of data regarding the progress of the students. The researchers in the analyzed studies focus on the occurrence of corrections during speaking English whereby most of the subjects are students undertaking in subject English languages. This research primarily gathered information about the frequency of feedback and how students put such feedback into practice to enhance their speaking skills. Information obtained from the classroom, including observation notes, field notes, and students' speaking test results, is scrutinized to complement the quantitative data acquired in this research.

B. Subject of Research

The subjects in this research were class XI students of SMA Negeri 1 Pengkadan. This class has 25 students consisting of 15 women and 10 men. Researcher conducted this research based on initial observations. The researcher chose this class as the subject because the researcher found problems related to students' lack of skills in speaking English in the classroom during classroom

learning. Students experience difficulties in mastering vocabulary, grammar, fluency and pronunciation.

The researcher knows about this problem because the researcher has made initial observations during an internship at this school. During pre-observation, the researcher had taught in class and saw that students had difficulty speaking and needed effective and efficient methods to master English speaking skills in the classroom. Researchers also gave assignments related to vocabulary, pronunciation, grammar but many students got low scores, only a few students got high scores. Therefore, researchers are interested in finding out solutions to improve students' speaking skills by implementing corrective feedback strategies.

A. Technique of Data Collection

Technique and tools of data collection is very important in a research. Technique and tools of data collection was used by a researcher to collect data (Japhet & Usman, 2013). Researcher also use techniques and tools of data collection to analyze the collected data.

a. Observation

The researcher used observation technique to record qualitative data of the teaching and learning process. Sullivan (2002) defined “Observation is direct or recorded data of “live” interaction or writing behaviour”. In this research, the researcher observed the teaching and learning process using corrective and feedback strategy.

b. Measurement

The measurement technique used to analyze the quantitative data such as score of using the corrective and feedback strategy and improvement of students' speaking skill

B. Tools of Data Collection

In terms of conducting research, researchers certainly need research tools. To get good research results, tools are needed that become the basis or support for the research to be carried out (Sugiyono, 2015).

a. Observation Checklist

An observation checklist is a list of things an observer will see when observing a class. This list may have been prepared by the observer or the teacher

or both. According to Ong et al (2017: 35), observation checklists can use to facilitate useful observations in a variety of ways. The observation checklist not only provides the observer with a structure and framework for observation but also serves as a contract of understanding with the teacher, who as a result may be more comfortable, and will get specific feedback on aspects of the classroom. In this research, the researcher makes an observation checklist based on the teacher's performance when starting learning and carrying out the teaching and learning process, student performance during the teaching and learning process, and class condition.

b. Field Notes

In the research when conducting observation, field note is also very useful for the researcher as an intermediary tool that the researcher see, hear, and feel in the context of collecting data. Kawulich cited in Deggs & Hernandez (2018: 2555) explained that the field notes functioned as a record of the activities or ceremonies observed and informal discussions from the field. This is to facilitate the preparation of the report because the data obtained would be easily forgotten by researcher. Field note should be descriptive, dated and timed, and recorded with basic information such as where the information would obtain, who would be present, the physical setting of the environment, social interactions, activities that took place, etc.

c. Speaking Test

Speaking is a test of aspects of language knowledge, from a list of selected words that are often used as part of a speech intelligence test. The speaking test is a tool that researchers will use in research to see the level of success of students after being given an understanding of the material, giving what aspects are important in speaking and also being given motivation so that a student has a strong mentality in speaking in front of the class or among friends. at school. From here, researchers can see whether this research was successful or not after seeing the results of students' speaking :

- 1) Pronunciation: A few words are incorrectly pronounced but meaning is not affected.
- 2) Grammatical Accuracy: One or two major errors which affect meaning.

- 3) Vocabulary: Some content words are repeated a number of times. One or two words are not correctly used.
- 4) Relevance of content or ideas: Some ideas are directly related to the topic. Others are indirectly related.
- 5) Fluency: Hesitation is shown in almost every sentence.
- 6) Manner of expression: Show some signs of nervousness.

C. Technique of Data Analysis

After the data is collected, the researcher would analyze the data using qualitative and quantitative data. Qualitative data would obtain from the observation checklist and field note. Next, the researcher would obtain quantitative data from the Speaking test.

a. Qualitative Data

Qualitative data is the type of data used to explain or describe information narrative manner and not numerical. Goodrick & Rogers (2015: 562) explained that qualitative data analysis often involves sorting data into a category and labeling the category. Qualitative data is a type of non-numeric data that cannot be processed in the form of numbers. In this research, there are three steps for qualitative data analysis according to Miles and Huberman (1994:10) as follow:

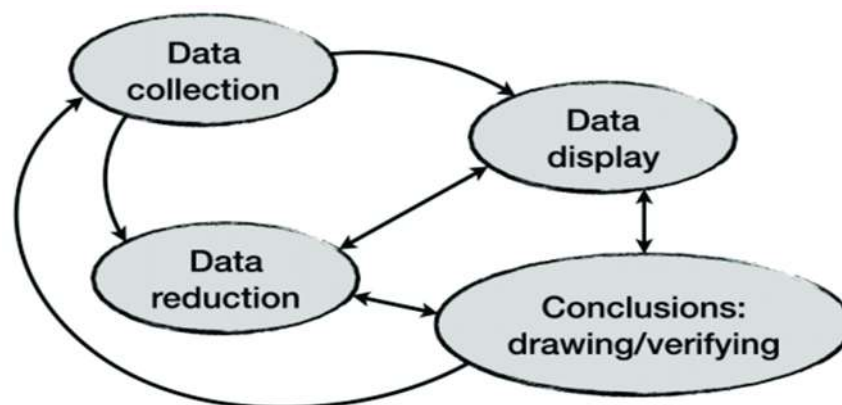


Figure 3.1

The Components of Qualitative Data Analysis Miles and Huberman (1994:10)

a) Data Collection

In the research, it is important to collect data. Collecting data is the main activity in any research. At this early stage, the researcher conducted a general

exploration of the situation/social object under study. Then the researcher obtained a lot of data and varied after collected the data. Collected the qualitative data used the observation technique.

b) Data Reduction

Researcher does the data reduction first. Data reduction is the first step in analyzing data in qualitative analysis. Data reduction means choosing the main things, focusing on the important things, looking for patterns and themes, and discarding the unnecessary. Researcher chose things that are important to be described in qualitative data. Thus the data that had been reduced provide a clear picture and make it easier for researcher to conduct further data collection, and look for it when needed.

c) Data Display

After the researcher reduced the data, the next step that the researcher took was displaying the data. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flow charts, and others. By displaying the data, it was easier to understand what is happening and plan further work according to that understanding. In this research, the researcher presented the data by compiling a short description or narrative text based on the results of data reduction.

d) Conclusion Drawing/Verification

The last step was drawing conclusion and verification. Researcher drew conclusion based on the data reduction and data display. Researcher provide preliminary conclusion that was still temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusion determined at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward are credible conclusion.

b. Quantitative Data

In calculating the data, the way to calculate the percentage of the students' score, the formula was used as follow:

$$P = F/N \times 100\%$$

Note :

P = Number of percentage

F = Frequency of correct answer

N = The total number of students

Taken from Sugiyono., (2007: 128)

In completing numerical data, the researcher tries to get the average of students' speaking score within before the implementation and every cycle in order to know how well corrective feedback method in classroom, it is the formula :

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

Note :

X = The mean of the students score

$\sum x$ = The total score

N = The total number of students

Taken from Ary et al., (2010: 108-109)

After attaining the mean of students' score per action, the researcher identified whether or not there might have students' improvement scores on speaking skill from pre-observation and speaking test scores in cycle 1 and cycle 2. In analyzing it, the researcher applied the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where :

P = Percentage of students' improvement

y = Pre observation result

y₁ = Cycle 1 Test

Taken from Sugiyono., (2015: 155)

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where :

P = Percentage of students' improvement

y = Pre observation test result

y₂ = Cycle 2 test

Taken from Sugiyono., (2015: 155)

D. Research Procedures

In order to achieve the research objectives, researcher is required to follow procedures from Mctaggart (2014) classroom action research procedures described which are divided into four, they are planning, action, observing, and reflecting.

1. Planning

During the planning stage, the researcher developed a plan of action to address the teaching problem at hand. This involved preparing a strategy, designing a lesson plan, selecting appropriate media, creating an assessment sheet, and establishing the criteria for success.

2. Action

During the action stage, the researcher put the plan into action by employing a new strategy, such as the corrective feedback strategy, in order to achieve the desired results. Here are the action repeat in each cycle :

- a. The teacher initiated the activities by assessing attendance, recording it, and arranging the seating.
- b. The teacher presented the learning approach and articulated the study's objectives.
- c. The teacher provided the students with a physical copy of the material, written on a piece of paper, and instructed them to attentively listen to the teacher's instructions.
- d. In choral imitation, the entire class or large groups of students echo the teacher's words by following instructions such as "repeat after me" or "everyone." Subsequently, a few students are selected to come forward and practice the material.
- e. During the correction phase, the teacher rectifies and reiterates any errors or assigns the students the task of correcting them.

3. Observation

In classroom action research, observation entails focusing specifically on areas of interest for investigation while temporarily disregarding other events that are of lesser relevance. During the observation stage, the researcher documented and gathered data on any occurrences or information related to the teaching and learning process.

4. Reflecting

During the reflection stage, the researcher assessed the outcomes of the strategy's implementation and determined whether it was successful or not by

comparing it to the predetermined criteria for success. Here are the activities of reflection:

- a. A researcher and an English teacher engaged in a conversation regarding their experiences in teaching and learning. They explored the work they had accomplished, identified areas of improvement, and strategized ways to enhance future teaching methods.
- b. The researcher examined the data derived from the observation and test outcomes, uncovering enhancements in students' speaking proficiency.
- c. The researcher engaged in introspection and arrived at a conclusion regarding the students' test outcomes in each cycle.

The connection of four procedure from Kemmis and McTaggart above can describe as bellow :

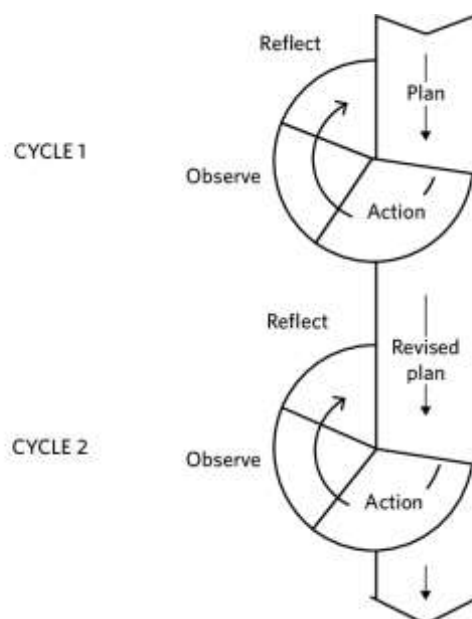


Figure 3.2 Kemmis and McTaggart Model (Classroom Action Research)

In this research, the researcher are using classroom action research procedures, the table consist :

	Activities	Tools	Products
1	CYCLE 1		
	Planning	-	Lesson plans, instruments, etc.

	Acting&Observing:	Action	Observation	
	Meeting 1	Provide an understanding of the subject matter	Student field assessment notes	Data in forms of: Observation Field note 1
	Meeting 2	Provide an understanding of the subject matter	Student field assessment notes	Data in forms of: Observation Field note 2
	Test 1	Speaking Practice		Data in forms of: Students scores 1
	Reflection	Reflection		Supporting data 1
	<i>Planning for the next cycle</i>	-		-
2	CYCLE 2			
	Planning	-		Lesson plans, instruments, etc.
	Acting&Observing:	Action	Observation	
	Meeting 3	Provide an understanding of the subject matter	Student field assessment notes	Data in forms of: Observation Field note 3
	Meeting 4	Provide an understanding of the subject matter	Student field assessment notes	Data in forms of: Observation Field note 4
	Test 2	Speaking Practice		Data in forms of: Students scores 2
	Reflection	Reflection		Supporting data 2