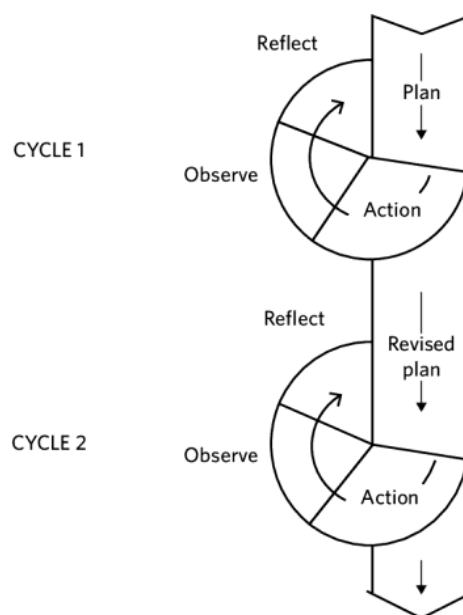


	Score	Description	Actual score
Pronunciation (40%)	4	If students can pronounce the words like native speakers	X 10
	3	If students can pronounce the words well in speaking with some errors	
	2	If students can pronounce the words with many errors	
	1	If students can pronounce the words major errors	
Fluency (30%)	4	Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation	X 7,5
	3	Students are able to express the conversations fluently, clearly, and precisely with little pause or hesitation	
	2	Students are able to express the conversations clearly with much pause or hesitation	
	1	Students are not able to express the conversations clearly	

p. 3) Teachers do action research in their classrooms or schools by designing a study based on their area of interest. To begin the CAR process, researchers or teachers must identify and study problems in a specific context. (Burns 2022; p.992), defined Action research combines action and research into one. Classroom action research works to enhance practice by evaluation and reflection.

In this research, the researcher described the flow of the research



Adapted from Kemmis & McTaggart in Burns (2010; p.9)

Figure 1.1 Classroom Action Research Cycle

Adapted from Kemmis and McTaggart cited in (Burns 2022; p. 994)

mentions that planning, action, observation, and reflection, as follows:

#### 1. Planning

One of an initial process and has a goal to achieve. The plan is the first step in carrying out teaching or after confidently addressing the research problem. Burns explains about how to do and explains the word, why, what, when, and where the researcher conducts his research. In this activity the researcher

### **CHAPTER III**

#### **RESEARCH METODOLOGY**

The chapters provided a thorough overview of the background of the study as well as previous research in the field. At that time, the researcher began an important component in this research, which was research design. In this chapter, the researcher went into depth about the approach and methodology used in this research.

##### **A. Research Design**

Research design is a systematic framework or plan for planning and carrying out research. The research design involves method selection and data collecting strategies. Research design assists researchers in organising their ideas and describes the operational specifics of the research. The researcher uses Classroom Action Research (CAR) that contained of four stages, they are: Planning, Action, Observation, Evaluation or Reflection. (Based on Efron and Ravid 2013, p. 2) stated the terms action research are frequently used synonymously in the field of education since they both highlight the importance of practitioners in carrying out investigations in classrooms and schools. Cooperative action research has the potential to benefit workers while also improving services, circumstances, and functions in the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, students, and some community members, while the quality of teaching and learning is being improved. Based on the above statement, we can infer that Classroom Action Research is used in education to enhance the quality of instructors, administrators, students, the teaching-learning process, and specific community workers. Furthermore, it produces better results when done collaboratively. According to (O'Connor 2006;

formulates several steps on how to improve students reading skill in narrative text.

The stages in solving the problem, the researcher must be able to find the right steps in solving the problem. The researcher made a lesson plan and instruments to get data such as field notes, observation checklist, and students performance test. The researcher made a lesson plan as a guide for teaching students in the first cycle. The researcher made an observation checklist as a guide for student observations in carrying out the learning process in the classroom the researcher prepared test instrument to see the extent of students understanding.

The researcher prepare materials, strategies in teaching in the classroom, and all of that is need in teaching speaking in the classroom as a learning process. Preparation included in lesson plans, teaching materials, and data collection tools. The researcher also prepared field notes, wrote tests as a data collection tool and observation checklist table everything designed based on reflection notes from previous lessons, observations and the learning process in the classroom.

## 2. Action

Actions are activities that are made by someone either indirectly or directly. The goal is a carefully considered one that involves some deliberate emphasis in a situation the teaching is carried out over an agreed time. It means that action is the implementation of the plan that has been designed by the researcher Act as the second step for implementing the plan researcher use lesson plans in the

teaching process in the classroom. The stages carried out by researcher in the teaching process are based on learning preparation. Specifically, in the learning process in the classroom. At this stage the researcher decides on actions based on previous preparations. The actions taken in this research were two cycles. All activities in the photos are written in the teaching stage diary. The data obtained from this stage is important to be applied to the next action in the classroom.

### 3. Observation

When observing the process of implementing learning in class, the teacher is helped by collaborator who observe and share tasks. The teacher gives classes and controls the class, while collaborator observe using observation sheets and field notes. The observation sheet is used to monitor the participation of students, while field notes are used to document actions that are not included in the observation checklist.

### 4. Reflection

The teacher and collaborator discuss about how they reflect back on cycle 1 and what they accomplished and did not accomplish. If it has not been accomplished, it signifies that the following cycle will be carried out with recommendations on specific aspects that still need to be improved.

## **B. The Subject of the Research**

This research will be conducted in the eleventh grade SMA Negeri 1 Kayan Hulu. This research project will use action research for solving the research

questions. However, the primary goal of this research is to improve the quality of learning and instruction in the classroom. The goal of this research is to demonstrate the use of role play in teaching by showing that this is a suitable technique for the researcher to use. Classroom action research takes a research collaborator, such as an English teacher, to take part in the research. To identify problems inside the classroom, especially during teaching speaking, the researcher will use the role-playing technique for classroom learning and teaching. The researcher will serve as practitioners, teaching student contribution and enthusiasm to learn in the classroom. To obtain information about improving students' speaking, the researcher will use data from students' test scores, which is divided into two cycles, and to observe students' reactions to the role-playing teaching of speaking, the researcher will use student interviews.

In this research, the researcher have a population to be the subject of this research. Conducted at SMA Negeri 1 Kayan Hulu, so in this research the researcher will use samples from eleventh grade at SMA Negeri 1 Kayan Hulu in the 2023/2024 academic year, especially 11A. The subjects in this research included seventh grade students as many as 33 students. With 12 male students and 22 female students. Where these students use their mother tongue in their daily lives.

### **C. Data Collection Technique and Instrumentation**

Data collecting techniques and instrumentation are the methods and instruments used to collect information or data for research purposes. The use

of proper methods and instruments is critical for assuring the reliability and validity of the information collected. According to (Cohen et al 2018; p. 469) this stage provides a detailed analysis of data collection instruments, including their use, construction, strengths and weaknesses, working methods, and considerations for selecting the best option. It effectively highlights the key elements that will be explored, providing a path for the following thorough research.

In this research the researcher used the observation, interview, measurement and documentation to collect the data.

#### A. Observation

One of the activities carried out by the researcher to obtain information about the research to be carried out. Observation is an important and diverse research approach in the social sciences (Ciesielska et al 2018;p. 33). Observations will be made through the observation sheet. Checklist observations were made to find out the situation in the classroom during the investigation. This allows the researcher to thoroughly relate and reflect on conversations and events that we believe occurred.

#### B. Interview

One of the form of self-reporting, which is relatively simple approach to data collection. Based on (Griffe 2005; p. 36) Interviews are commonly used to collect qualitative research data as they are viewed as natural communication. Interviews require not any previous statistical knowledge and can be conducted

with interested participants. Furthermore, the lack of needed for statistical skills opens interviews up to a larger range of academics, democratizing the study process. That is, in this research method, the respondent obtains oral information directly face-to-face to obtain information so that it explains the research problem. In this research, only a few classes of students will be interviewed because it would be easier for the researcher to get the research data, namely two students with low scores, two students with an average score, and two students with the highest score.

### C. Measurement

One of an assessment that evaluated. Measurements are used to determine physical system aspects (Busch et al 1996; p.25). The quantitative data needed to assess properties such as size, weight, score, temperature, and other characteristics. It means that in this research, the researcher will use the role play technique to make students understand when learning to speak English. When students take the role play test in front of the class, the researcher will give a score based on the speaking rubric.

#### 1) Scoring Rubric and Assessment Indicators

Assessment based on student speaking indicators in rubric design in theory related to this research. The evaluation rubric took only from Knight, the researcher took only three aspects of Knight's opinion, namely pronunciation, fluency and non-verbal, although grammar, vocabulary, retention skills, sociolinguistic skills and content were neglected because the researcher emphasized more on the pronunciation of the students' speakers, the students'



participation ability and increases the motivation. In this research, the researcher emphasized the pronunciation of each student's English language skills because the researcher wants to see an increase in English language skills after using the role-playing technique. So, in this research, the researcher changed the aspects of grammar, vocabulary and comprehension to the students' pronunciation of spoken English sentences.

#### **D. Documentation**

One way to get information. It is done by the researcher to get information about the research done. The researcher will use activity photos, video recording, student participation lists, student attitudes, and low, medium, and high scores to obtain research findings.

#### **E. Instrumentations**

The researcher employed before the test and after the test research instruments, utilizing both oral and written tests to gather data. Prior to the test, the researcher instructed the students to engage in a role-playing activity, where they will be given five minutes to demonstrate their proficiency in spoken English. They are expected to focus on pronunciation, fluency, non-verbal cues, understanding, confidence, and a strong motivation to learn, while doing role-plays in front of the class. After completing the lesson, the researcher administered a test to assess the students' level of comprehension of the subject matter. The research population consisted of eleventh-grade students at SMA Negeri 1 Kayan Hulu, and the sample selected for this research comprised 33 eleventh-grade students

This research used qualitative and quantitative data. Qualitative data in the form of observations transmitted to the teacher in the form of an exercise practiced in the classroom and an interview. In addition, the quantitative data consists of measurements that measure the individual scores of each student using an oral exam, which helps the researcher to think whether the activities increased student participation and increased student motivation through the role-playing technique. The researcher uses several research steps in this research, as follows:

a. Observation Checklist

One method is to observe the conditions that start throughout the learning process, which is completed by the English teacher as an observer with the aim to offer an assessment to the researcher and all actions taken by students during the learning process. Observation checklists are often used to identify aspects that impact and improve student learning motivation and participation.

b. Field Notes

The researcher notes the effect of the action and records it in field notes. On the one hand, collaborator record what happened during the researcher's classroom learning process. For example, a collaborator writes a comment suggestion or some obstacles and problems that students and teachers face in the classroom. Collaborator noted the researcher's strengths and weaknesses in teaching students in the classroom how to apply role-playing techniques to students. Researchers took field notes to capture their personal

thoughts, ideas, and questions during study observations and interviews (Lauderdale & Phillippi , 2017; p. 381). This means that in this research the researcher will use field notes to describe the situation. The researcher focused on the important things and problems that came up during the class. Field notes are the most common method of recording data collected during observation. Field notes are tools for collecting data during observations.

c. Interview Guideline

An interview guide is a document that contains a list of questions and topics that have been prepared beforehand to guide a researcher in conducting interviews. This guide helps researchers to stay focused on relevant topics and ensures that all important aspects are covered in the interview. Interview guides usually include open-ended questions designed to elicit in-depth information from the respondent.

d. Speaking Performance Test

The test is used as a way to collect information for assessments of students. The researcher allowed each group of students to do a role play in front of the class, with students naming and reading each character. The researcher gave each group 5-10 minutes to present in front of the class. The researcher totaled up each student's pronunciation, fluency, and nonverbal communication in role play. The researcher assessed students using the 1.2 assessment rubric. This speaking performance test was given at the end of the class, after the use of the role play technique. It is a test

given to students so that the researcher will know whether there is an increase in the learning process by using role play technique.

e. Video

A video is a visual graphic that displays images and contains a duration within the file. This research used video as a tool to display and assess student performance in the classroom, particularly in recognizing three dimensions related to criteria in pronunciation, fluency, and nonverbal dimensions. In addition, it helps researcher handle grading skill.

**F. Data Analysis**

In data analysis, researcher will analyze the data obtained in this research and describe and explain the improvement in the assessment of each task in each cycle. The researcher describes everything that happens during learning or learning. Describe everything that happened during research or research, good and bad.

Data analysis methods are qualitative and quantitative. Qualitative, especially data analysis whose components are in the form of questions, observations, measurements and documentation to support learning activities. Quantitative analysis, on the other hand, is secondary data analysis, which includes observation sheets, interview guides, and videos to measure some data and get an idea of the results of the research in reflecting on the data. Qualitative and quantitative data analysis is used to validate and measure research data and validate that the data is genuine and natural.

## 1. Qualitative data

Qualitative research is a method for studying and understanding the meanings that individuals or groups apply to a social or human situation. Based on (Lacey & Luff 2009; p.5) states that Qualitative data analysis involves describing and summarizing words from interviews or observational data. Means that this type of analysis focuses on understanding and summarizing the information collected from interviews or observations. The process of qualitative technique data is divided into five stages by (Burns 2010; p. 104-105). It means that in qualitative there is a process of data collection and guidelines when collecting data, as follows:

### a. Assembling data

The very first step in the research is to analyze the data. This stage captures all data gathered through observations, interviews, field notes, and documentation. The researcher then analyze all of the data and modifies the research question to identify movements and suggestions for addressing the research question.

### b. Coding the data

For easier data management in research, data such as observations, questions, and interviews need to be coded. Coding also makes it easier for researcher to infer research findings. Codes can take forms of letters, numbers, symbols, or other combinations.

c. Comparing data

Researcher will compare all the data obtained. The researcher compared the data between cycles 1 and 2 with the pre-observation data. The purpose is to see if the student's skills have improved.

d. Building Interpretations

In this fourth time, the researcher try to comprehend all of the data acquired. The researcher attempted to understand each form of coding data and compare each data set. The researcher collected the responses to the questions and assessed the complete dataset. A statement that summarizes the findings of this research.

e. Reporting Outcomes

In this degree, the researcher present the background of the research, explain the results in detail, and explain how the research organized all the research.

2. Quantitative Data

Quantitative research use objective measurements to collect numerical data that is used to answer questions or test predefined hypotheses. Quantitative data analysis is a valuable tool for educational research, supporting and improving on qualitative findings (Connolly 2007; p. 2). It means that in quantitative it is more focused on the numbers to be processed.

Non-verbal (30%)	4	Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking	X 7,5
	3	Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking	
	2	Students are able to master the direction of eyes gaze and facial expressions when speaking	
	1	Students are able to master the direction of eyes gaze without facial expression when speaking	

Adapted from (Cameron 2001; p. 230)

Table 1.1 Scoring Rubric and Assessment Indicator

This is the formula to calculate the students' score

$$N \text{ (Student score)} = \text{Pronunciation (obtained score} \times 10) + \text{Fluency (obtained score} \times 7,5) + \text{Non-verbal (obtained score} \times 7,5)$$

To determine the average scores, the researcher use the following to formula:

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

Information's:

X= Average grade

$\sum x$ = Total score

N= Number of students

#### 1) Level Of Student's Speaking Ability

After the test is completed, researcher would determine the speaking level at this school, the speaking level is determined based on the table below:

Criteria	Score range
Excellent	80-100
Good	60-79
Fair	50-59
Poor	0-49

Adapted from Haris cited in Kurniati et al (2015, p. 10)

Table 1.2 Level of Student's Speaking Skill

The speaking level is collected from the total points of the students after the learning, the researcher can determine the speaking level of each student. For example, if student x scores 80, it can be said that the student's speaking level is excellent.



#### a) Criteria of success

The growth in students' speaking ability is an indicators of success in this classroom action research. The researcher divided the research into two cycles. The success criteria for this research are divided into cycle guidelines, and the following cycle must be fulfilled. There are the three kinds of success criteria. First, observation: if 75 percent of the students participate actively, are motivated, and enjoy participating in the role-playing process in front of the class, the cycle is considered successful.

Second, if 75 percent students answer positively and give good opinions on the learning process using role-playing technique, the cycle may be considered to be successful. Finally, if 75 percent of students improve their test results, the cycle can be considered successful.

In this research, a cycle is considered successful if 75 percent of the students get a good enough minimum score with an average score of 70 to 80. However, the researcher noticed many aspects of the research's success, such as looking at the observation checklist, interviews, field notes, and video recordings. Criteria in the Fort. This is also seen in the students' participation and speaking performance during the learning process, which is carried out using the role play technique. If 75 percent or more students respond positively to learning how to use this role-playing technique, the cycle is considered successful, and the researcher does not need to continue to the next cycle.