

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher write about the Research design, subject of the research, research technique and instrument and Data Analysis.

A. Research Design

In this research the researcher applied Classroom Action Research (CAR), the researcher choose this design because this related to Learning activity in the classroom, the researcher confirm how to see the improvement and describe students responses through dialogue in the classroom. Therefore Choose Classroom Action Research design because it is in accordance with the needs of the research. Based on the research objective, this research was categorized into action research. Classroom Action research is a study aimed at identifying problematic situation that the participants consider worth looking into more deeply and systematically.

Burns (2010, p. 2) argued that Classroom Action Research involves identify a situation or issue that participants, such as teachers, students, managers, administrators, or parents, consider worthy of thorough and systematic investigation. It's important to note that calling the situation "problematic" doesn't imply that the teacher is ineffective. Instead, it acknowledges that as educators, we often notice disparities between the current teaching situation and our ideal expectations. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see gaps between

what is actually happening in our teaching situation and what we would ideally like to see happening. She also mentions some essential features of action research. First, it involves teachers in evaluating and reflecting on the teaching and aims to result in continuing changes and improvements. Second, since the teaching and learning problems are investigated within a specific social situation, action research is a scale and contextualized study. Third, it is participatory and inclusive since the participants can get opportunity to investigate issues collaboratively. Moreover, changes and Improvements in practice will be based on collecting and analyzing data systematically.

Furthermore Kemmis et al cited in Nova, M (2022) claims that the research cycle in Action Research typically involves four main phases. The initial phase may involve a continuous or repetitive spiral of cycles that continues until the action researcher attains satisfactory results and decides it is time to conclude. In line with Burns, Kemmis & MCTaggart in Burns (2010, p. 7) states that argued Action research typically consists of four main phases during each research cycle. The initial cycle might evolve into a recurring, or iterative, spiral of cycles that continue until the action researcher reaches a satisfactory conclusion and decides to halt.

The researcher uses this method because the researcher has seen a problem in the SMP N 1 Binjai Hulu, especially in the eight-grade students, the ability to master the speaking is very low, they lack of vocabulary, and they feel nervous when speak in English and not active during in the class, this consistent with the research of experts that the purpose of Classroom Action Research Is to improve

the quality of educational practices to be better. There are four stages that must be passed to conduct research with the Classroom Action Research, namely (1) planning, (2) acting, (3) observation, (4) reflection. The four stages are an element in forming a cycle, namely by one of successive activities the returning to the first stage. This classroom action research will be conducted participatory collaboratively, research by doing a collaboration the collaboration doing between teacher and researcher.

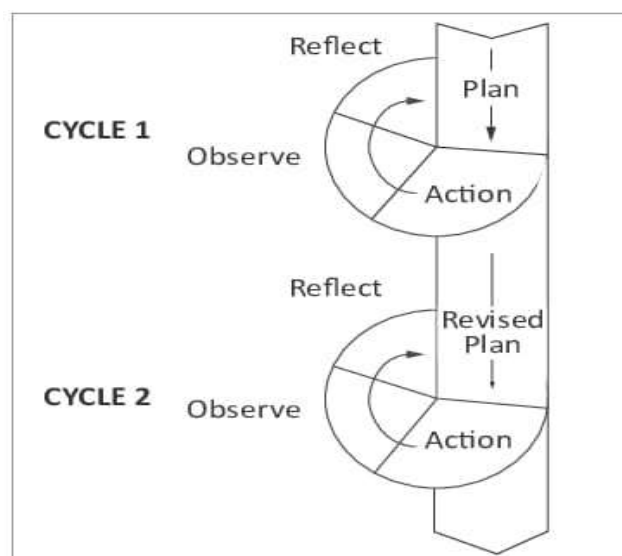


Figure 3.1 (Kemmis and Mc Taggart,1998) in Burns 2010, p.9)

1. Planning

In this stages, the researcher prepared to design lesson plan from the syllabus which conducted with English teacher, creating the topics that are appropriate with the matter, preparing the materials that used at the cycle. The researcher also makes the evaluation from the students to know students' achievement at the end of this cycle. In this research the researcher plans two cycle will be takes in this research.

2. Action

In this step, the teacher and the researcher collaborators to carried out the planned action. The researcher gave some explanation about materials and gave the example from it. The researcher gave some related vocabulary items needed when students do a role play activity. Then the researcher gave the example of short dialogue and read together before the students practice in front of the class. Before the students practice the researcher of course gave the example how to pronounce the word by word. After that the students practice in group or in pairs.

3. Observation

In this stage the researcher observed the students' participations, responses and achievement which are found during the teaching and learning process. Then the researcher also asked the students' opinions about the process of teaching and learning using short dialogue technique. The observer also taken the notes and wrote the real situation in the class when the teaching and learning process.

4. Reflection

In this stage Reflection it means to remembering, evaluating and reflecting on students behaviour as video record in observation. This step is also called understand process, problems and reals obstacles in strategy action. the researcher also analyzing, interpreting and explaining all the information obtained from observing the implement of action.

B. The Subject Of The Research

In this research the researcher need a population to be study as a research subject. This research conducted at SMPN 1 Binjai Hulu. In this research, used sample of the eight class A grade students, consist of 26 students in the class, 15 female and 11 male students of SMPN 1 Binjai Hulu academic year 2023/2024.

C. Data Collection Technique And Instrumentation

1. Data Collection Technique

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

a. Observation

In this research the researcher used participant observation, the researcher observed the activity during the lesson in teaching and learning process in the class situation to write all the phenomena in the class teaching and learning process. According to Burns (2010, p. 57) gathering the data used observation is to help the teacher to observed the students' activities during the teaching and learning activities.

The researcher just do observation without interacting and participating in the teaching and learning process, the researcher also present and observe all the students activities happened in the class and concerning how the teacher deliver outdoor activities in teaching speaking through short dialogue technique. All the teaching process is done by the English teacher.

b. Interview

The researcher had personal contact with the participants in the class and have time for interview the students in the class and the teacher after before, during and after action. This process the researcher can get a lot of data about the students' activity and the students' ability. In accordance with Cresswell (2012, p. 225) claims that interview used to collect the data by taking careful notes the researcher prepared the question to asked the students.

Interview was used to get data about students' response after the teaching learning process. The researcher asked some questions, which were prepared to the respondents. The researcher interviewed the English teacher to get information related to the research. The researcher used the general interview guide to make the interview process run smoothly. Furthermore, the detail instruments of the research were presented on the following table.

c. Measurement

The researcher used tests instruments to know the students' ability about speaking and to got data result about teaching and learning process. The test is held in the action of each cycle. It is to get learning outcomes to get the data. The test will have by giving the test to the students after teaching in the class. To get This data is the students' achievement. Therefore Stevents cited in Aftanas, M. S. (1988) explains that

Measurement is defined as the "assignment of numerals to objects or events based on principles.

Then divided the several kind of test and other measuring instrument, such as personality test and achievement test. Test can concern achievement what students can do and knows, by given the test to students of eight grade at SMPN 1 Binjai Hulu, the researcher knew the strength and the weakness by using short dialogue technique to improve students speaking skills. This test also helped the researcher immediately to see students' ability.

The test have important way to see students ability to understand and how the students to memorize the dialogue and the way for the students how to speaking well, and to see how students are able to pronounce the dialogue that given by the researcher. The researcher also gave the students time for memorize the dialogue and the students practice it, the researcher asked one by one based on the students groups have already defined before and students should do the short dialogue. The researcher sees how good the students speaking in English and give the students 10 minutes to practice it after that the students' performance in front of the class.

The researcher seen how good and fluent of the students speaking skill. The researcher also access pronunciation, spelling and assess weather the students can mention the correct dialogue. In the test here, the

researcher uses scoring rubric below as guide in assessing students' speaking skills.

d. Documentation

Creswell (2012, p. 2023), states that documents consist of public and private records that qualitative the researcher obtain about a site or participants in the research, and they can include newspaper, minutes of the meeting, personal journals, and letters and videos. The document needed as support method to get the data because it can be obtained the histories of data. Documents provide information which is relevant with the problems' investigation. There are many documents included in the research, they are: a course grid, a lesson Plan and students' score. Documentation in research is use to know some information of data such as, the data profile of SMPN 1 Binjai Hulu. The documentation about the teachers, the student staff and others. The researcher also collects the photo, video recording, syllabus, lesson plan in teaching speaking through short dialogue technique, and the researcher collect of students score, evaluation in every cycle.

2. Instruments Of Data Collection

In this research, to collect the data the researcher used some tools of data collection, there are: observation sheets, interview guideline, test sheet, documentation and field notes.

a. Observation checklist

According to Burns (2010, p. 63) observation checklist used to see the students' behaviour and students' activity during the teaching and learning classroom. The observation checklist the researcher used observation sheets is to write down the problems, facts and description during the teaching and learning process using short dialogue technique. The observation sheet is a detailed guided containing the procedures for observation, beginning with problem formulation, a theoretical framework for describing observed behaviour, recording procedures and techniques, analytical criteria, and finally interpretation. Observation checklist for measuring the students learning autonomy in the learning process in the class. This viewing sheet is then also used as a circular reflector. Observation checklist are worksheets use to observe and measure the success or achievement of learning objectives in classroom teaching and learning activities students in the class.

b. Field note

Field note is used by the researcher's per collaborator. Field note are used by qualitative research to record information about context during the research process. In line with Creswell (2012, p. 216) states that field note are the word note used by the collaborator to note the phoneme in the class during the teaching and learning process. The researcher noted the effects of their actions and recordings in filed notes. The collaborator collect all information about what happening during the teaching and

learning process in the class. The collaborator can give a suggestion, and obstacles or problems that students teacher face in the class and also employees can post some comments in teaching and learning process. The researcher also gave a chance for the staff notes the researcher's strengths and weakness as they teach the students.

c. Interview guideline

The Interview guideline helps the researcher easy to interview the students. It is useful to guide the researcher in ask important question related to the information needed in this research. The interview guideline helps the researcher to conduct in a sequenced order. From this interview guide used to identify, the researcher know the students' reaction in the class when the teaching and learning process. Furthermore the interview guide served to make the interview more focused so that the interview can run smoothly. Through the interview guide, the researcher can find out what to ask, how to ask questions, and how to follow up. During the process of interview, the researcher used audio tape to record the interview. It enables the researcher to keep the information safely (Creswell, 2012).

d. Test Sheet

The test sheet is a tool used to collect the data from the students' score. The researcher asked the students in turn according to the groups that have been determined to come in front of the class then the researcher ask them to do the short dialogue that has been given before from the

researcher. Then the researcher gave the time during 10 minutes for the students prepare themselves. The researcher also should pay attention to the students' pronunciation and their fluency when they do a short dialogue in learning process in the class. The researcher will calculate how good the students' fluency and the pronunciation in speaking. Test sheet will be given by the researcher at the end of teaching and learning process of implementation short dialogue technique in the class. Test sheet is really important to see the students' improvement in students learning outcomes by using short dialogue technique that gave by the researcher.

e. Video Recorder

In teaching and learning activity in the class the video recorder is used to recording by the students' activities in the class when their learning activities. The video recorder was help the researcher to collect the data and also help the researcher to seen the students' participation.

D. Data Analysis

This Classroom Action Research (CAR) are used both qualitative and quantitative data. In this research, the techniques will used to collect the data are qualitative and quantitative data. The qualitative data were collected from observation, interview, field notes and documentation. The researcher in collecting the quantitative data, the researcher uses a speaking test to get the students score in students' speaking ability. After the researcher collecting the data, then the researcher was to analyzing the data used qualitative and quantitative method.

1. Qualitative Data

The researcher used qualitative technique suggested by Creswell (2012, p 238) process of qualitative data analysis consists of five stages.

a. Preparing and Organizing the Data

The researcher in the first step is to analyze the data. In this step the researcher putting the data into format, and document. To make the researcher easier to manage and analyze the data. The researcher also refining the question and finding patterns and ideas to answer them.

b. Describing and presenting the Data

This is the second step to help the researcher in analyze the data. The researcher was describe and present the data by the result of interview, observation, documentation and test. The researcher collect the data based on the data source.

c. Analysing the data

The researcher do comparing the data, in this step help the researcher compares each data that has been obtained. The researchers compared the data between cycle one and cycle two with the pre-observation data. The function is to see if there is an increase of students' abilities.

d. Interpreting the data.

The researcher assemble the information need in this research and also develop findings, develop conclusions, and develop recommendations. The following sections describe each step. The

sections on findings, conclusions, and recommendations suggest questions that the researcher should answer at each step.

e. Reporting the Findings

The researcher do the last step reporting the findings, elaborate the findings and how the researcher organized the whole research.

2. Quantitative Data

Descriptive statistic method is used to analyze quantitative data. This done to compare students' speaking ability before and after doing an action by giving a test for the students through this way the researcher could determine the students' abilities through short dialogue technique .In this research the quantitative data is obtained from the results of students' speaking test, and also from the result the researcher can find out an increase from students speaking ability itself which is marked by the students' scores in test result.

The researcher was analysis the students from the students' test giving by the researcher to get the quantitative data in this research. After the test done, the researcher will determine the level of speaking at this school, the speaking level is determine based on the table. After that the researcher write and see the level of speaking from overall average of students after the learning process in the class , Thus the researcher also can determine the speaking level all students in the class .The researcher give an example if a student A and B in the class gets a score of 70, it means that the level of the student's is classified is good . The researcher

can see the level of students from the scoring rubric which is guide in assessing students' speaking ability in teaching learning process.

a. Criteria of Success

The researcher have the indicators of success in the Classroom Action Research (CAR) Is when the students' speaking ability has increased. In this research, The researcher carried out two cycles, namely cycle one and cycle 2. In this research the researcher need several criteria to determine whether the cycle was successful or not. These criteria of success are used as a guide by researcher to decide whether this cycle has been successful or not and whether another cycle should be done to see that short dialogue technique improve students' speaking ability. The criteria of success in this research are described in the table below:

Table 3.1 Criteria of success in two cycles

Aspect	Description
Observation	If students in the class are participate actively, enthusiastically, and enjoy during the lesson at 75%, that's mean the cycle considered to be successful.
Interview	Students respond positively and give good opinions to the learning process in the class at 75%, the cycle considered to be successful and if students' give a good answer, to be

	honest in answer the question. The cycle considered to be successful.
Test	Students' scores increased at 75%, the cycle considered to be successful.

In this research, the researcher found out in each cycle will be said to be successful if students are able to get score at least in good criteria with the score range between 70 until 80 then the cycle will be considered successful. In other criteria of success also see from the observation checklist, field notes, documentation (video recorder form), and interview. The criteria of success in this research are also see from the students' motive, enthusiasm, actives in teaching learning process in the classroom. The cycle can be say to be successful if the students respond positively using short dialogue technique in the class. And also the researcher do not need to do the other cycles if the students respond positively and enthusiastically in teaching learning process.