

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the author describes the research methodology used In this research. The research methodology includes the research design, research subjects, data collection techniques and instruments, as well as data analysis.

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

Research design is a plan or strategy used by researchers to obtain answers to research questions in a systematic and valid manner. This design includes methods, techniques, and procedures chosen to collect, analyze, and interpret data to achieve research objectives effectively. In the context of this research, the method used is Classroom Action Research (CAR), which is designed to improve the quality of learn. Action research is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning through reflective and systematic actions to enhance teaching practices.

This research design is structured to ensure that the collected data allows researchers to answer research questions comprehensively. Classroom Action Research involves systematic observation and reflection conducted in the classroom environment, aiming to gather data directly related to the learning process. In this research, the researcher collaborates with English teachers at the school to address students' challenges in developing their speaking skill.

According to Kemmis and MC Taggart cited in McNiff (2013, p.45) Classroom Action Research consists of four main stages in each cycle: planning, action, observation, and reflection. This model is depicted as a continuous spiral, where each cycle serves as a foundation for the next. In the context of this research, the main objective of CAR is to address issues related to students' speaking skill, with the ultimate goal of improving the quality of learning experiences and their oral communication skills.

Classroom Action Research is defined by four distinct phases in each research cycle: planning, action, observation, and reflection. Each of these phases has a specific function and its own significance in the research process. The four essential stages in this process developed by Kemmis and MC Taggart cited in McNiff (2013, p.45) are as follows:

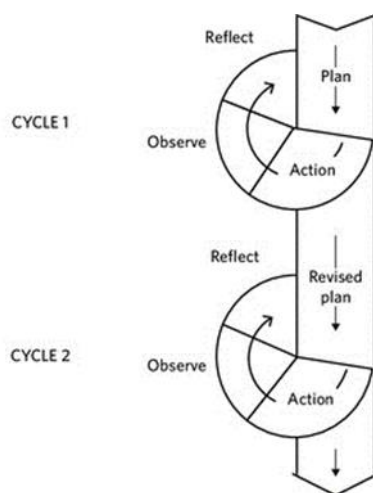


Figure 3. 1 CAR Model

Classroom Action Research consists of four main phases in each research cycle: planning, implementation, observation, and reflection. Each of

these phases has its own role and significance in the research process. The four essential stages in this process are as follows:

### 1. Planning

Planning in this research involves a series of strategic steps to ensure the effective implementation of the Collaborative-Word Picture Chain Cards technique in storytelling learning. The planning process begins by identifying the main issue: students' difficulties in telling stories in English. To address this, the research aims to improve their storytelling skills through a collaborative approach using the technique.

A syllabus and lesson plans are designed to integrate the Collaborative-Word Picture Chain Cards technique, tailored to the needs and level of 8th-grade students. Learning materials are adapted accordingly and supported by clear instructions and essential teaching media, such as picture cards, and keywords.

Research instruments are prepared, including storytelling assessment rubrics, observation sheets, and interview guidelines to evaluate aspects such as fluency, pronunciation, vocabulary, creativity, and student engagement. Teacher training and preliminary trials are conducted to ensure smooth implementation in the classroom.

Time management and group division are also carefully planned. The learning process is structured into several cycles, encouraging students to work in collaborative groups that promote interaction and teamwork. Through this thorough planning, the research aims to

systematically enhance students' storytelling abilities at SMP NEGERI 12 Sepauk.

## 2. Action

Action in this research refers to the implementation of the previously designed strategy to improve students' storytelling skills in English. In this stage, the researcher puts the plan into practice by applying the Collaborative-Word Picture Chain Cards technique during classroom learning.

The process begins with the introduction of storytelling using the technique. The researcher explains the concept and demonstrates how to tell a story using picture cards and keywords. Students are then guided in organizing story elements based on the visual and textual prompts. The learning is carried out in small collaborative groups, where each student contributes by developing part of the story using their assigned cards. This setup promotes active participation and teamwork.

After constructing their stories within their groups, students take turns practicing storytelling in front of the class, using the cards as visual aids. During this activity, the researcher observes how students develop storylines, apply vocabulary, and maintain fluency. Following the group presentation, each student is given the opportunity to retell the story individually. This individual task helps assess their understanding, ability to structure a story, and overall speaking confidence.

The researcher provides feedback on aspects such as pronunciation, intonation, and creativity. Students are also encouraged to reflect on their storytelling experience using the technique. Data is gathered through classroom observations, interviews, and questionnaires to evaluate student engagement and response. The results from this action stage are used to inform revisions and improvements in the next cycle, with the goal of further enhancing students' storytelling abilities in English.

### 3. Observation

The observation stage involves collecting data and monitoring the implementation of actions to assess their effectiveness. The researcher records all activities during learning, focusing on student participation in storytelling using the Collaborative-Word Picture Chain Cards technique, group interactions, and comprehension of storytelling concepts in English. Student expressions, enthusiasm, and responses are also observed.

Data collection includes classroom observations, student interaction sheets, field notes, and video recordings. Collaborating teachers provide feedback, while informal interviews and questionnaires capture student experiences and challenges. This stage identifies both the method's effectiveness and its shortcomings, serving as a foundation for refining teaching strategies to enhance students' English-speaking skill.

#### 4. Reflection

Reflection is the process of analyzing and evaluating observations to understand the impact of the actions taken. In this research, researchers and English teachers assessed the effectiveness and shortcomings of the applied method and formulated improvement steps for the next cycle.

The reflection process involved discussions on the effectiveness of the Word-Picture Chain Cards technique in enhancing students' storytelling skills, their participation in groups, ability to construct and deliver stories, and understanding of narrative structures. If challenges arose, such as low student engagement, difficulties in story development, or vocabulary limitations, solutions were sought to address them.

Interview and questionnaire data were also analyzed to understand students' responses to this method. Their feedback was considered in determining whether the technique needed modification or integration with other methods for better effectiveness.

Based on this reflection, improvement decisions were made for the next learning cycle. If the method was effective, it would continue with adjustments, whereas significant shortcomings would lead to refinements in the teaching strategy. This reflection stage ensures continuous improvement in the learning process, aiming to enhance students' storytelling skills optimally.

In this research, the planned cycle is two cycles, where each cycle consists of two meetings. If the first cycle does not achieve the expected

results, such as less than optimal improvement in students' storytelling skills, low student participation, or there are still obstacles in using the Word-Picture Chain Cards technique, then improvements and adjustments to the strategy will be made in the second cycle. Researchers and teachers will analyze the shortcomings in the first cycle through reflection, then apply more effective solutions in the next cycle to ensure improved learning outcomes.

## **B. The Subject Of This Research**

As in other types of research design, the source of information that is being studied can be an object or an individual. In Classroom Action Research, the data is collected from a subject. Coghlan & Brydon-Miller (2014, p.22) illustrate a subject as an individual or group of individuals involved in a research and acts as the focus of observation by the researcher and other activities of data collecting. This research involved students of class VIII of SMP Negeri 12 Sepauk as the subjects of research. The class consisted of 26 students in total. The researcher chose this class because during the initial classroom observation, it was found that many of them experienced difficulties in speaking English. Most students lacked confidence, hesitated to speak for fear of making mistakes, and preferred to use their first language instead. Limited vocabulary and challenges in organizing ideas also hindered their ability to speak fluently. Moreover, low motivation was identified as one of the major obstacles in engaging students during speaking activities. The English teacher of the class, who also served

as the researcher's supervisor during preliminary observations, suggested that this issue should be addressed if this research receives approval to be implemented.

### **C. Data Analysis**

In this research, the researcher uses a combination of qualitative and quantitative data. Qualitative data is obtained through several techniques, namely observation, interviews, and field notes. For quantitative data, the author conducts a speaking test to obtain students' English speaking ability scores. After the data is collected, the author analyzes it using qualitative and quantitative analysis methods.

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

In this research, various data collection techniques were used to obtain comprehensive results. As Creswell (2009, p. 166) suggests, data collection involves organizing strategies and tools to gather relevant information accurately. Some of the main techniques applied In this research are as follows:

#### **1. Data Collection Technique**

In an effort to collect relevant data, the researcher took several important steps. The techniques employed include observation, interviews, measurement, and documentation Creswell (2009, p. 166). Each of these methods contributes to providing deeper insights into the speaking skill and participation levels of 8th-grade students at SMP Negeri 12 Sepauk.



a. Observation

Observation is one of the primary techniques for collecting data in qualitative research. According to Angrosino cited in Cresswell (2018, p.166), observation is the act of noting a phenomenon in the field setting through the five senses of the observer, often with an instrument, and recording it for scientific purposes. In this study, observation was used to directly observe students' activities during the storytelling learning process using the Word-Pictures Chain Cards technique in a collaborative group setting.

The researcher used an observation checklist as a tool to systematically record various aspects of student behavior. This instrument included indicators related to student engagement in the activity, interaction among group members, responses to the learning media, and students' verbal behavior during storytelling. The checklist helped ensure that data was recorded in a structured and consistent manner throughout the implementation of the actions.

Observation was conducted in every meeting during the implementation of the cycles to document the learning process as it occurred naturally. The data gathered from observation provided insights into how students participated and interacted within the applied learning context.

b. Interviews

In conducting this research, interviews were used as one of the primary techniques to collect qualitative data. As stated by Schostak cited in Alshenqeeti (2014, p.40), an interview is an extendable conversation between partners that aims at having an in-depth information about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. This means that interviews are not merely question-and-answer sessions, but rather a dialogic process in which the participants and the interviewer collaboratively construct meaning. The focus is on exploring participants' experiences, feelings, and interpretations in depth.

In this study, interviews were conducted to obtain a deeper understanding of students' thoughts, feelings, and reflections related to the storytelling activities using Word-Pictures Chain Cards. Through this method, the researcher aimed to explore how students perceived the learning process, what challenges they encountered, and how they evaluated their own speaking performance. The interviews also provided an opportunity to clarify or expand on findings that emerged from classroom observations and performance assessments.

The type of interview used was one-on-one interview, which is considered the most common and effective technique for collecting rich, personal data. This approach allowed the researcher to focus on each student individually, enabling them to speak more openly and

honestly without peer influence. It helped foster a comfortable environment where students could express their opinions freely.

Moreover, interviews played an important role in revealing detailed perspectives from the students, interpreting their experiences based on their own views, and clarifying unexpected or ambiguous data from other sources. Therefore, the interview functioned as an essential technique that complemented the quantitative data and offered a more comprehensive and nuanced understanding of the learning process in the classroom.

c. Measurement

Data collection is more than merely assembling information. In this research, a quantitative method was employed to gather the data. Measurement is among the most frequently used techniques in quantitative research like This research.

As stated by Creswell (2015:p.55) measurement is a objective reality that exists. This numerical data plays an important role in research, as it can be used to determine the interpretation or meaning of the measurement results and serves as the basis for selecting appropriate statistical procedures for data analysis. In other words, measurement is not only about collecting numbers, but also about providing an objective picture of the phenomenon being studied and supporting decision-making based on accurate statistical analysis. Therefore, in this research, the measurement process is carried out

systematically to ensure that the data obtained is valid and can be analyzed accurately.

d. Documentation

Documentation involves collecting and analyzing written records, as well as visual or other materials, that offer additional insights into the learning process. In this research, the researcher will gather student worksheets, storytelling scripts, and recorded videos of storytelling sessions using the Collaborative-Word Picture Chain Cards technique. These documents will serve as supporting data to track students' improvements over time and to verify findings obtained through observation and interviews.

Each of these techniques will contribute to a comprehensive understanding of how the word-picture chain card storytelling method influences students' speaking skill in 8th grade at SMP Negeri 12 Sepauk.

2. Instrumentation

The instruments in this research refer to the tools used to collect data systematically and accurately during the research process. The researcher utilized various instruments, such as observation checklists, field notes, interview guidelines, student tests, and video recordings. These tools were designed to obtain complete data on students' performance, engagement, and development in improving their speaking

skill through the Teaching Storytelling through Collaborative- Word Picture Chain Cards method.

a. Observation Checklists

Observation is one of the key tools for collecting data in qualitative research. According to Angrosino cited in Cresswell (2013, p.166), observation is the act of noting a phenomenon in the field setting through the five senses of the observer, often with an instrument, and recording it for scientific purposes. In this study, observation was conducted to directly observe the students' activities, responses, and engagement during the storytelling learning process using the Word-Pictures Chain Cards technique in a collaborative group setting.

The instrument used for this observation was an observation checklist, which included behavioral aspects to be observed during the learning process. This checklist helped the researcher systematically record student engagement, media usage, group cooperation, and speaking performance throughout the activities. Each indicator in the checklist was developed based on the learning objectives and the research focus to ensure the relevance and quality of the collected data.

The observation checklist was used by the researcher and the collaborator as a guide to record students' behaviors during the learning cycles, both in Cycle I and Cycle II. The data gathered

from the observation were used to identify students' participation in the learning activities and served as a basis for reflection and improvement in the following cycle.

b. Field Notes

Field notes are written documentation that records all events occurring during the learning process, including classroom dynamics, students' expressions, and challenges encountered during the implementation of the Collaborative-Word Picture Chain Cards method. These notes describe in detail what is observed, such as who is present and paraphrased statements, while leaving out interpretations. Field notes are a form of documentation that helps capture the nuances and meaning of classroom events. By documenting aspects that may not always be captured through observation checklists or interviews, field notes provide richer context for data analysis.

In this research, field notes were used to record changes in students' attitudes and motivation, their interactions with classmates, and how teachers guided the learning process using the Chain Cards method.

c. Interview Guidelines

To collect in-depth data through interviews, the researcher developed interview guidelines consisting of open-ended questions. These questions were designed to explore students'

perceptions, challenges, feelings, self-assessments, and suggestions related to the storytelling activities using Word-Pictures Chain Cards.

As Schostak cited in Alshenqeeti (2014, p.40) states, an interview is an extendable conversation between partners that aims at having an in-depth information about a certain topic, which highlights the importance of a flexible, conversational approach. Therefore, the guidelines served as a framework rather than a strict script, allowing the interviewer to follow up naturally on students' responses.

The guideline helped gather detailed insights into students' learning experiences and allowed them to express their own interpretations of the activities. It also ensured that the data collected was focused, relevant, and meaningful for the research objectives.

#### d. Student Test

Student tests in this research were designed to measure improvements in speaking skill before and after implementing the Collaborative-Word Picture Chain Cards Technique in a collaborative group setting. The tests assessed various aspects, such as fluency, vocabulary, grammar, and pronunciation.

The speaking tests were conducted in the form of storytelling tasks, where students were required to construct and

deliver a story using Chain Cards. The results of these tests were compared between the pre-test and post-test to analyze the extent to which the method was effective in enhancing students' speaking abilities.

e. Video Recording

Video recordings were used to document the entire learning process and students' interactions during storytelling activities. These recordings served as an additional data source, allowing for a more in-depth analysis of students' speaking skill, particularly in non-verbal aspects such as facial expressions, gestures, and eye contact.

Video recordings helped identify progressive changes in students' speaking skill from the beginning to the end of the research. They also allowed the researcher to evaluate the effectiveness of the Chain Cards method more objectively, especially in observing student interactions and how they used language in a storytelling context.

1. Qualitative Data Analysis

Qualitative data in this research refers to descriptive data obtained from observations, interviews, or student reflections on the use of Chain Cards Technique in storytelling. This data reflects how students respond to this technique, how their storytelling skills change, and the challenges they face during the learning process.



According to Creswell (2012, p.98), the process of qualitative data analysis begins with preparing and organizing the data for analysis, followed by reducing the data into themes through coding and summarization, and finally presenting the data in forms such as discussions, tables, or visual charts. Unlike the linear processes often associated with quantitative research, qualitative data analysis is iterative, interactive, and cyclical, requiring researchers to engage continuously with the data. In this research, qualitative data can be collected through:

a) Observation

Classroom observation is used to directly see how students use the Collaborative-Word Picture Chain Cards technique in storytelling. Creswell (2009:p.25) state that developing numeric measures of observations and studying the behavior of individuals becomes paramount for a postpositivist. Through this observation, researcher can monitor students' interactions with the chain cards, their responses to teacher instructions, and the development of their storytelling skills. Observation in this context provides valuable real-time data, capturing students' natural behavior and engagement in the learning environment. This method allows for a more contextual understanding of students' actions and participation compared to other methods like interviews or questionnaires.

## b) Interview

Interviews with students are also planned to explore their experiences and opinions regarding the potential application of the Collaborative-Word Picture Chain Cards Technique in storytelling learning. This interview will employ a semi-structured format, in which the interviewer prepares a set of main questions but still allows respondents the freedom to elaborate on their thoughts and express personal perspectives. This flexible structure is considered effective for obtaining in-depth and varied information that may not emerge through more rigid data collection methods.

The aim of conducting these interviews is to gather rich qualitative data that can support the analysis of how the Collaborative-Word Picture Chain Cards Technique might be received and implemented in a real classroom context. Interviews are useful for learning enough about the topics under research from the participants' points of view. It is expected that students will share their perceptions of storytelling activities and how they think visual aids like Chain Cards might help them express ideas more easily. Teachers, on the other hand, may provide insight into the practicality, benefits, and possible challenges of applying such a technique in a collaborative group setting. The data from these interviews will serve as a valuable complement to other sources

and contribute to a deeper understanding of the technique's potential to improve students' storytelling and speaking skills.

In Cycle 1, a total of 10 students were interviewed. The selection was based on the Performance Level for Speaking as outlined in Table 2.2, which categorizes students into five levels according to their speaking scores: Excellent (90–100), Good (80–89), Average (70–79), Poor (60–69), and Very Poor (50–59). Two students were selected from each performance level to ensure a balanced representation of perspectives across the achievement spectrum. These same ten students were also interviewed again in Cycle 2 in order to observe any changes or improvements in their perceptions and experiences. This continuity allows the researcher to assess whether the revised strategies implemented in Cycle 2 had a positive impact on students' engagement and storytelling performance.

#### c) Field Notes

Field note analysis is the third method used to collect qualitative data. These field notes contain written records of everything observed during the study, including descriptions of the classroom environment, student interactions, and the researcher's reflections on the application of the Collaborative-Word Picture Chain Cards Technique in storytelling. Field notes are crucial in qualitative research as they provide a detailed picture of the social

and cultural context that influences learning. They allow researchers to analyze in depth how the technique is implemented and how it impacts students' experiences in storytelling.

## 2. Quantitative Data Analysis

Quantitative data plays a complementary role in this research by providing measurable evidence of students' speaking skill development before and after the implementation of the "Chain Cards" technique in storytelling instruction. Through a quantitative approach, students' progress can be objectively assessed using numerical data analyzed through statistical methods. Speaking scores collected from various assessments will be compared across research cycles to identify measurable improvements in areas such as vocabulary usage, pronunciation, and fluency.

This data analysis not only supports the qualitative findings but also strengthens the overall evaluation by offering concrete, data-driven insights into the use of the Collaborative- Word Picture Chain Cards technique. In line with this, Creswell (2012, p.535) explains that quantitative data analysis is a systematic procedure used to examine numerical data either from a single researchor a series of studies in order to provide scientific explanations for research questions or problems. By applying statistical techniques, researchers can uncover patterns, relationships, or trends that may not be immediately visible through qualitative observation alone.

Therefore, quantitative analysis contributes to the objectivity and reliability of the research, allowing conclusions to be drawn based on structured, evidence-based methods. Creswell emphasizes that this approach ensures the findings are both measurable and generalizable, thereby reinforcing the validity of the research outcomes.

#### **E. Indicator of Success**

This research will be conducted in two cycles, with each cycle consisting of two sessions. The success of the research will be measured based on the improvement in student participation and the development of their speaking skill.

The criteria for success will be evaluated through an analysis of qualitative and quantitative data collected in each cycle, allowing for necessary adjustments to achieve optimal results.

Table 3. 1 Criteria of Success

Aspect	Description
Observation	The cycle is considered successful if at least 75% of the students actively engage, feel motivated, and enjoy the learning process during classroom activities
Interview	The cycle is considered successful if the interview results indicate that the majority of students respond positively, such as expressing happiness and enjoyment in learning through the chain cards technique.
Test	The cycle is considered successful if at least 75% of the students show an improvement in their scores in Cycle 1 compared to the previous cycle.

The success of each cycle in this research is determined through a combination of quantitative and qualitative indicators, with a minimum

benchmark of 75% of students reaching the "good" category. However, success is not measured solely by test scores; it also includes students' active participation, responses, and observable behaviors during the learning process. A comprehensive evaluation will be conducted using several instruments, including observation sheets, interviews, field notes, and video documentation.

In terms of observation, a cycle is considered successful if at least 75% of the students are actively involved, enthusiastic, and appear to enjoy participating in the learning activities, especially during storytelling using the chain cards technique. For the interview aspect, success is indicated by positive student responses, such as expressing happiness and enjoyment in the learning process. Meanwhile, for the test aspect, the cycle is considered successful if at least 75% of the students show an improvement in their scores compared to the previous cycle, reflecting progress in their speaking skills.

The "good" category in assessment is defined not only by test results but also by the level of student participation and their ability to express stories orally. The use of the chain cards technique is expected to help students structure their stories more effectively, thereby enhancing their speaking skills, particularly in storytelling. Through this comprehensive assessment approach, student engagement and development in learning speaking skills can be evaluated more thoroughly and meaningfully.