

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter discusses the methodology of the research. The writer using Classroom Action Research. This chapter divided into four parts. This chapter includes the research design, the subject of the study, data collection technique and instrumentation, and also data analysis.

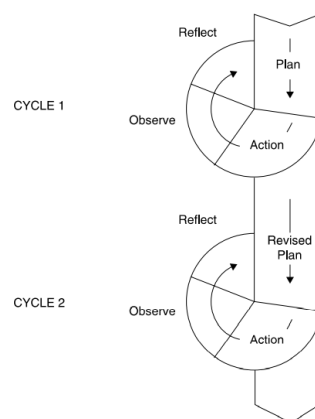
##### **A. Research Design**

In this study using Classroom Action Research. The writer used role play as a technique to improve the students' speaking skill. Burns (2010, p. 2) mentions that action research is a part of a vast motion that has been happening in training typically for a few times. It means that action research is a teaching process in the classroom that was carried out within a certain time. In line with Burns, Kemmis & McTaggart in Burns (2010, p. 7) stated that action research generally includes four large levels in a cycle of research. It means that classroom action research itself has a cycle and classroom action research is generally done to assist the writer in designing research programs in the form of classroom action research, so classroom action research is the best method used in research, especially in this study. This research is a form of the classroom action research program which is to help students increase their knowledge of speaking, especially to increase students' participation and motivation in learning to speak English in the classroom.

This research carried out in class XI Multimedia at SMK Negeri 1 Sepauk. This study used action research to answer research problems. But also in this study the main object in this study is to improve the quality of the learning and teaching process in the classroom. This study tried to illustrate from the application of role-play in teaching speaking that this technique is the right technique for teacher when teaching. In classroom action research this involves collaborative research design. The writer and collaborator namely English teacher to be involved in this research. To find out problems in the classroom, especially in teaching speaking, the writer used role-play technique in the learning and teaching process in the classroom. The writer as practitioners who teach students in the classroom with role play technique to increase student participation and learning motivation in the classroom. To obtain data related to the improvement of students' speaking, the writer used data from student test results which were divided into two cycles, while to observe the data on student responses to role play in teaching speaking, the writer used interview with students.

Action research is a stage in the teacher's instructions and guidance in preparation in the classroom which includes a cycle and an observation process that carried out repeatedly, action research can be divided into three parts of a cycle, namely collecting information, analyzing information and taking action (Stringer *et al* 2010, p. 1). It means that in action research, the writer was focused on solving educational problems and bringing about improvement through a systematic process. The writer used appropriate

interventions to collect and analyze data and then implement actions to solve educational problems. It is suitable for educators as a hands-on process because it generally does not require complicated statistical analysis. Although traditional research methods have shown much interest in generalizability (i.e. applying findings to other settings or populations), it is more concerned with improvement in the research context. Research is concerned with systematic methods to solve educational problems and improve them. The writer used appropriate interventions to collect and analyze data and then apply actions to solve educational problems. It is suitable for educators as a hands-on process because it generally does not require complex statistical analysis (Tomal, 2003, p. 8). It means that the process is directly on the learning so that the learning process can be improved.



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

Figure 3.1 Classroom Action Research Cycles

In this study, the writer described the flow of the research adapted from Kemmis and McTaggart cited in Burn (2010, p. 8) 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 writer conducts his research. In this activity the writer formulates several steps on how to improve students' reading skill in narrative text.

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

The writer prepared materials, strategies in teaching in the classroom, and all of that was needed in teaching speaking in the classroom as a learning process. Preparation included in lesson plans, teaching materials, and data collection tools. The writer 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 writer. Act as the second step for implementing the plan. Writer use lesson plans in the teaching process in the classroom. The stages carried out by writer in the teaching process are based on learning preparation. Specifically, in the learning process in the classroom. At this stage the writer decides on actions based on previous preparations. The actions taken in this study 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

One of an activity carried out by writer in research, the writer observed a condition in which the learning process was carried out. The writer observed the situation, especially students participation and students motivation in learning from beginning to stop. As long as writer teach assisted by collaborator.

#### 4. Reflection

One of the last stage in classroom action research. At this stage, the writer contemplated, evaluated, and described the impact of the action to digest what has been done and to digest the problems that the writer had experienced more clearly. It means that at this stage the collaborator with the writer together discusses, analyzes and evaluates the learning process in the classroom based on the data that has been collected from observation. Therefore, the writer had prepared things to improve and develop the teaching process for the next cycle if the cycle that carried out has not been successful.

It is the final stage of action research in a cycle. It means that the teacher and the writer reflect on and evaluate actions in knowing how effective the teaching process has been in the classroom. After giving an evaluation, the teacher and the writer corrected the plan in the first cycle to improve the ability in speaking English. So that the results of the discussion used in the next cycle.

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

In this study, the writer had the population to be the subject of research in this study. It was carried out at SMK Negeri 1 Sepauk, so in this study, the writer used samples from XI Multimedia at SMK Negeri 1 Sepauk in the academic year 2021/2022. Subjects in this study took grade eleven students, totaling 33 students. The sample took based on the writer's interest in the

problem of learning English at school in eleven grade students of SMK Negeri 1 Sepauk who still need treatment in learning English, especially about the participation and speaking performance during the learning process.

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

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

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

##### **a. Observation**

One of an activity carried out by the writer to obtain information about the research to be carried out. Observations would made through observation checklist. The observation checklist used to find out the situation in the classroom during the investigation. The observers are students of class XI Multimedia, English teacher and outside observers. It is the pillar of this action research. This allows the writer to systematically document and reflect on interactions and events because we believe they actually happened (Burns, 2010, p. 57). It means that the observation form used to collect feedback and comments from observer about the teaching and learning process.

##### **b. Interview**

One of a form of self-reporting, which is a relatively simple approach to data collection. Simple, but can provide a lot of information. Interviews are a relatively inexpensive and efficient way

to collect a wide range of data that can cover a number of content areas and do not require formal testing (Marczyk *et al*, 2005, p. 117). It means that in this research method and the respondent directly face to face to obtain verbal information to obtain the data so that it can explain the research problem. In this study, interviews would conduct only for some students in the class because to make it easier for writer to get research data, namely two students with low scores, two students with medium scores, and two students getting the highest scores.

c. Measurement

One of an assessment that evaluated. The test is designed to identify students regarding weaknesses, strengths, and obstacles, to find out students potential, achievements, talents, and to ensure the readiness of a research (Cohen *et al*, 2007, p. 418). It means that in this research, the writer used the only bag in one meeting. The writer used role playing technique to make students understand in learning to speak English. After the students did the role playing test in front of the class, the writer gave a score based on the speaking rubric.

1) Scoring Rubric and Assessment Indicators

In the rubric design assessment based on indicators of students' speaking In theory related in this study. The assessment rubric only took from Knight, the writer only took three aspects, namely pronunciation, fluency, and non-verbal from Knight's opinion,



although aspects of grammar, vocabulary, conversational skill, sociolinguistic skill, and content not taken because the writer emphasized more on the pronunciation of students speaking, how many students would be able to participate and increased motivation. In this study, the writer emphasized the pronunciation of the ability of each students' in speaking English because the writer want to see an increase in the ability to speak English after using the role play technique. So in this research, the writer changed the aspects of grammar, vocabulary, and comprehension into the pronunciation of the students' speaking English. Writer added up students' ratings based on the assessment rubric below:

Table 3.2 Scoring Rubric and Assessment Indicator

Aspect	Score	Description	Actual score
Pronunciation (40%)	4	If students can pronounce the words like native speakers.	× 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 with major errors.	
Fluency (30%)	4	Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation.	× 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.	
	4	Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking.	

Non-verbal (30%)	3	Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking.	× 7,5
	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 expressions when speaking.	

Adapted from Cameron (2001, p. 230)

This is the formula to calculate the students' score:

$N$  (Student score) = Pronunciation (obtained score x 10) + Fluency (obtained score x 7,5) + Non-verbal (obtained score x 7,5)

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

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

Information's:

$X$  = Average grade

$\sum X$  = Total score

$N$  = Number of students

## 2) Level of student's speaking skill

After the test is completed, the writer would determine the speaking level at this school, adapted from Haris cited in Kurniati *et al* (2015, p.

10) the speaking level is determined based on the table below:

Table 3.3 Level of Student's Speaking Skill

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

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

The speaking level is collected from the total score of students after the learning process is held, the writer can determine the speaking level of each student. For example, when student x gets a score of 80, it means that the student can be said to have excellent speaking level.

#### d. Documentation

One of a way to obtain data. It is carried out by writer to obtain data from research that has been carried out. To get research results, writer used photos of activities, recording video, students attendance lists, students attitudes, as well as low, medium and high scores.

### 2. Instrumentation

The research instrument before the test and after the test. The writer used oral and written tests to obtain data. The writer before the test did ask the students to role play. Students asked for 5 minutes to speak in role play using good English by paying attention to pronunciation, fluency, non-verbal and understanding with good confidence and good learning motivation in role playing in front of the class. After the test gave by the writer after completing the lesson to find out the extent to which students understand the materials. The population of this study is XI Multimedia at SMK Negeri 1 Sepauk. The sample in this study selected class XI Multimedia with 33 students.

This study used qualitative data and quantitative data. Qualitative data in the form of observations of physical activity in the classroom and interview submitted to the teacher. In addition, quantitative data consists of measurements used to measure each student's individual score through an oral test, helping the writer reflect on whether the actions gave result in increasing student participation and increasing student motivation by using

role play technique. There are several research steps used by the writer in this study, as follows:

a. Observation Checklist

One of used to observe the conditions that occur during the learning process which is filled in by the English teacher as an observer to provide an evaluation to the writer and all student activities during the learning process. Observation checklist is also used to observe aspects that can influence and support student learning motivation and students' participation.

1. Observation checklist for students

This research took place during the before test and after the test. At this stage, the writer as an observer saw directly all students and monitored student activities during the learning process such as students' participation, learning motivation, enthusiasm, joy, attention, and confidence students in the classroom with this role play technique.

b. Field Note

The writer write down the impact of the action and record it in field notes. On the one hand, the collaborator took what happened during the learning process in the classroom by the writer, for example, the collaborator write suggestions for comments and some obstacles or problems faced by students and teacher in the classroom. Collaborator was written down the strengths and weaknesses of the writer when teaching students in the classroom when applying role play technique to students.

Field notes are recordings of text or words by writer during observations in qualitative research (Creswell, 2012, p. 216). It means that in this study, writer used field notes to explain the situation. The writer noticed important things and problems that came up in the class. Field notes are the most common way to record the data collected during an observation. Field notes are a tool for collecting data during observations.

c. Interview Guideline

One of simply a list of the highest-level topics that the high-level guest the writer is planning to discuss in the high-level guest interview. In interview research, it is very useful for writer to collect information about certain topics. Research interview allow the interview to develop their opinion in a clear context.

d. Speaking Performance Test

The test is used as a data collection tool for student assessments. The writer asked students per group to present in front of the class a role play, students name and recite each character that is played in front of the class. The writer gave 5 minutes for each group to appear in front of the class. The writer added up how well each student's pronunciation, fluency and non-verbal in role play. The writer used the 3.2 assessment rubric in assessing students. This speaking performance test gave at the stop of the lesson after the application of the role play technique. It is a test that gave to students so the writer seen if there is an improvement in the learning process using role play technique.

e. Video

Video is a visual graphic that displays an image and contains a duration in a file. In this study using video as instrumentation, to see and assess student performance in class, thus helping the writer in processing score taking, especially in seeing the three aspects that have become criteria in every aspect of pronunciation, fluency, and non-verbal in this study.

#### **D. Data Analysis**

In this classroom action research using qualitative and quantitative data. In this study, techniques for data collection qualitative and quantitative data. For qualitative data collection of data from observations, interview, field notes, and documentation. In collecting quantitative data, the writer used speaking test to get students' scores in speaking English. After collecting data, the next step is to analyze the data to be analyzed using qualitative and quantitative methods.

1. Qualitative Data

One of chaotic and non-linear. Analysis of qualitative research data is often carried out simultaneously with data collection through an iterative, recursive, and dynamic process. Data collection, analysis, and reporting are not carried out in separate steps, as is usually done in quantitative studies (Ary *et al* 2010, p. 481). It means that in qualitative is a method that cannot be separated and the process, there are guidelines.

The process of qualitative technique data is divided into five stages by Burns (2010, pp. 104-105). It means that in qualitative there is a process of data collection and guidelines when collecting data, as follows:

a. Assembling the Data

The first step in this research is to analyze the data, in analyzing the data. At this stage the writer collects all the data that had obtained from observation, interviews, field notes and documentation, after that the writer review all the data and revise the research questions in order to find patterns or ideas to answer the research questions.

b. Coding the Data

In this study, coding is very necessary for writer because it makes it easier for writer to control the data and coding the data used in observation, field notes, questions and interviews. Coding also help writer to more easily conclude research results. A code can be in the form of letters, numbers, symbols or other things.

c. Comparing the Data

The third step is to compare the data. At this stage the writer compared each data to be collected, the writer compared the data between the first and second cycles with pre-observation data. The aim of the writer to do this is to see an improvement in the students' ability to speak English.

d. Building Interpretations

In this fourth step, the writer tried to understand each data to be collected, the writer tried to understand each type of data coding data, and

the comparison of each data, the writer analyzed the data in general to asked for answers to questions, and develop an explanation to conclude the research results in this research.

e. Reporting the Outcomes

In this last step, the writer explained again the writer explained the context of the research that would be carried out by the writer in this research, develop finding and how the writer organize the overall research.

2. Quantitative Data

Quantitative research used objective measurements to collect numerical data that is used to answer questions or test predefined hypotheses. This generally require a well-controlled environment (Ary *et al* 2010, p. 22). It means that in quantitative it is more focused on the numbers to be processed.

a) Criteria of success

The indicator of success in this classroom action research is when the students' speaking ability had increased. In this study the writer divided into two cycles. The success criteria of this research are divided into cycle guidelines and the next cycle must have been implemented. There are three aspects of criteria of success. First, observation, if 75 of students participate actively, are motivated, and also enjoy the role playing process in front of the class, then the cycle can be said to be successful. Second, interview, if 75 of students respond positively and gave good opinions regarding the learning process using role playing



technique, then the cycle can be said to be successful. Last, test, if 75 of students experience an increase in test results, then the cycle can be said to be successful.

In this study, a cycle said to be successful if 75 of students are able to get a good minimum score with an average score of 70 to 80, then the cycle is said to be successful. However, the writer also saw several aspects of the success of this research, including looking at observation checklist, interview, field notes and documentation in the form of videos. Criteria in the fort this is also seen from the participation of students and students' speaking performance to learn in the learning process which is carried out using role play technique. If 75 or students respond positively to learning to used this role play technique, a cycle can be said to be successful and the writer does not need to continue to the next cycle.