

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher wants to explain about the research methodology that use in this research. The research methodology consist of research design, the subject of the study, data collection technique and instrument, and data analysis.

A. Research Design

Classroom Action Research (CAR) was one of the research methods used in this study. A study design's behavior is to establish that the proof to reach of allows us to answer the starting query as completely as possible. "Action research is part of a broad movement that has been going on in education for some time, she says of classroom action research. It has to do with the concepts of reflective practice and teacher as researcher (Burns, 2010, p.2). Besides, a class action is a research or observation done out in class, and a class action is carried out to retrieve data in a class. This information was utilized in a study. Action research is a strong form of contemplation in the classroom. Action research knowledge is gained through the hiring of teachers in groups rather than as individuals.

According to Norton (2009, p.52) action research is a type of self-meditation interview with participants in social situations for the purpose of increasing the coherence and impartiality of their own practices, perceptions of those practices, and the circumstances in which they are conducted. Action

research, on the other side, is based on the recommendation that generalized solutions may not fit rundown contexts or groups of people, and that the purpose of inquiry is to find an appropriate explication for the particular dynamics at work in a local situation, according to Stringer (2007 ,p.5). The goal of action research is to achieve exceptional clarity and knowledge of a subject, problem, or issue. It is based on a qualitative research pattern. Based on those statements, classroom action can be applied more broadly to the process of teaching and learning in class as a resource for student research, as well as classroom action that can result in a study that aims to solve problems in the classroom, such as a problem involving students' poor ability to learn speaking.

According to Burns (2010, p.7), the firts can be a spiral of continuous or permanent cycles that repeats itself until action researchers are satisfied with the results and decide it is time to end. It signifies that the cycle is divided into two parts, cycle 1 and cycle 2. Each part is divided into four steps, namely planning the action, executing the action, observing and perceiving the activity, and analyzing and reflecting on the action. If the first cycle fails, the process will move on to the second.

A teacher evolves into a reseacher or discoverer in his or her own educational context while also being one of his colleagues in action research. The rationale for this is that classroom action research is linked to the concept of reflective practice. Classroom Action Research is a project or action that aims to improve understanding by putting theory into practice and

incorporating other people, such as teachers and students. Action research is a method of conducting research that allows individuals to come up with practical answers to problems they encounter in their daily lives. Classroom action research focuses on classroom teaching and learning. Classroom Action Research is made up of three words:

a. Research

When the teaching and learning process progressed to collect data or knowledge to improve the trait of things that were interesting and relevant to researchers, researchers conducted study.

b. Action

For the objective of data collection, a number of activities have been developed. Researchers in this study took action in the form of activities to generate data. This research is part of a cycle of activities. The act of doing something was referred to as action. It was all devising organized's stride of achievement. The first step was to become aware of the idea of education and the learning strategy that had been used previously.

c. Class

A classroom is a place where learning is triggered, and there are numerous pupils in the classroom who are following the lessons delivered by a teacher. A class is a group of students that are engaged in or completing educational tasks. The classroom was a space where the teacher and students engaged in group activities such as classroom practice while learning.

In this research, researcher use Classroom Action Research (CAR). The problems in this study were addressed through a series of cycles, cycle 1 and cycle 2. Each cycle used in this study contained four steps namely plan, action, observation, and reflection. This cycle aims to find out broaden in students' basic knowledge about speaking mastery. "The four steps in did action research that are planning, action, observation, and reflection" (Burns, 2010 ,p.8).

1. Cycle 1

a. Plan

According to Burns (2010, p.8), plan is the first step in regulatory research. Researcher identify problems and develop action plans. A plan is an adjustment of an action under consideration in the future. Adapted as a teacher's guide for use in the classroom. Planning affect thinking convert and appraise to follow the event that have been happened and pursue ascertain ways to conquer problems detect.

The following points specifications of the first planning cycle:

1. Conduct a cycle at the meeting.
2. Manage the learning process about speaking in accordance with the learning plan that will be implemented.
3. Conduct a pre-test to clinch the basic abilities of students in mastering speaking and in understanding speaking that has been learned.

4. Eligible materials for learning speaking.
5. Conduct a speaking mastery test by storytelling.
6. Prepare instruments to collect data, such as diaries and absences.
7. Notes, observations, and interview sheets.

b. Action

In this step, students coached how to understand speaking mastery using storytelling. Students were asked to proceed in front of the class by storytelling and mentioning the speaking they know from a storytelling.

c. Observation

Observations made for all processes implement and the atmosphere of speaking mastery and the learning process. Observation was done while the action done. Observation was movement that consist of association data to classify appear of action. Observation mean to ascertain information of action. Observations were made to see students' understanding of learning speaking through storytelling.

d. Reflection

Writer taken feedback from the mastery of speaking and learning processes from the results of observations, existing problems, and causes of problems. If the results was not reach the specified goals, the researcher made the decision that the researcher desired proceed to the second cycle of research. The reflection was a reaction process from a previously performed action. Reflection was used to help

teachers adjust what to do next. Based on the above statement, we can conclude that Classroom research aims to improve student outcomes and learning and teaching processes. It was an approach to improving classroom practice. Moreover, it concerned to four steps namely: planning, action, observation, and reflection.

Another expert accepts definition of classroom action research to Kemmis and McTaggart (1998, p.10) stated that action research occurs through a dynamic, reciprocal process of four important moments: planning, action, observation, and reflection. Often done by individuals and sometimes in collaboration with outsiders. It is best done by participants in collaboration.

According to Burns (2010, p.7), action research mostly compromise four broad phases of the research cycle. Below are photos of popular models of action research by Kemmis and McTaggart. The researchers used classroom action research designed by Kemmis and Mc Taggart. It consists of four steps: planning, action, observation, and consideration. Improvements to the problems in this study come through a series of cycles. Cyclical AR model based on Kemmis and McTaggart in Burns (2010, p.9).

The estimate is below:

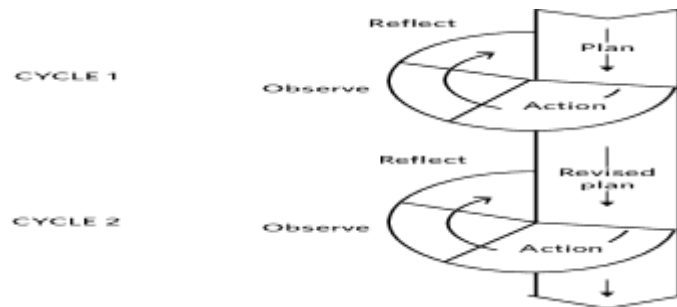


Figure 3.1. CAR Model From Kemmis and Taggart

Adapted From: Townsend (2013:13)

B. The Subject of the Study

The subjects in this research were 23 students VII grade SMP Negeri 03 Belimbing Hulu, 15 males and 8 females. The researcher conducted research at SMP Negeri 3 Belimbing Hulu, specifically with grade VII students, because SMP Negeri 03 Belimbing Hulu still has a personnel shortage in the field of learning English, therefore class VII students at SMP Negeri 03 Belimbing Hulu have a lack of speaking understanding. Students in the seventh grade at SMP Negeri 03 Belimbing Hulu had difficulty understanding what was being spoken to them. To motivate students to speak more, the researchers used storytelling techniques.

C.Data Collection Technique and Instrumentation

1. Data Collection Technique

In general, data collection technique is known as a series of techniques or ways which it commonly uses by the researcher in the research activity in order to dig and obtain any information about the research data in the field. According to David (2005, p.177) data collection procedures include establishing study limits, conducting chaotic or semi-structured observations and interviews, collecting data in written and visual materials, and establishing data recording protocols. Observation, interviews, and artifacts are required to collect data as study material. These three strategies are quite useful for researchers collecting data as a result of their research. The techniques used in this study are observation and interviews. The qualitative data technique used was observation of activities in the classroom and interviews that were presented to the teacher. The distinctive of qualitative research was given in clear. Data collection methods in qualitative research can be divided into four basic types: qualitative observations, qualitative interviews, and qualitative documents. But it wants the reader to have qualitative research expertise. The following are parts of qualitative data, namely:

a. Observation

The researcher makes observations in this example to see if there was an increase in students' vocabulary during the learning process. Researchers evaluated the performance of classroom situations and student responses

to the usage of speaking using storytelling techniques supported by picture series media during Classroom Action Research (CAR).

b. Interview

In general, interviews are used for a number of purposes (Dawson, 2002, p.27) for a qualitative researcher, perhaps the main purpose was to obtain unique information and interpretations from the interviewees, aggregate information from many people numerically, and find a "one thing" that the researchers themselves could not observe. Based on the above statement, the researcher used interview, the researcher do interview the students. By this technique the researcher interview several students to ask how they felt when learning speaking using the storytelling, then the researcher would also ask whether there has any progress in understanding speaking using the storytelling.

2. Instrumentation of Data Collection

The tools used in this study are observation sheets, interview guides, field notes and documents.

a. Observation Checklist

This type of observation involves using a coding system or checklist framed before the lesson begins (Burns, 2010, p.62) the completion from opinion, observation sheet is a worksheet that serves to observe and measure the level of success or achievement of learning objectives in teaching and learning activities in class. Observation sheets are used to

determine the vocabulary breadth of students before and after using the storytelling. The use of observation means that it occurs in the classroom during the education-learning process.

b. Interview guideline

To be able to obtain data researcher conducted interviews. The interview is a question raised by the interviewer to the interview. The guidelines for the interview are to determine to whom the interview was conducted, to prepare the main issues that will be discussed, and to identify the follow-up of the interview results that have been obtained.

c. Field Notes

Field notes is known as an instrumentation that frequently uses in the observation activity in which it is containing a note about the activeness, situation or condition during the research, the continuity of research implementation, and so on. Referring to the explanation of Leavy (2017:136). Field notes in the first notebook should include annotations, maps, diagrams, interview, notes, and observations. In the second notebook, they suggest making random notes, musing, question, comment, and note, and journal like entries.

d. Document

Documentation is done to get detailed information. Documentation can be in the form of recordings of student and teacher activities in teaching educational courses such as photography or video. Documents generated in this study include classroom instruction and learning descriptions,

observation notes, lesson plans, and student assessments. Creswell (2009, p.168) said approve a researcher who knows the words and words of the participants. This document is a record of events that have already been captured. Documents can take the form of human writing, drawings, or monumental works. The function of the documenting method is to make conclusive the results of observation or interview. Documentation is done to get detailed information.

In general the material to be supplied, researcher provide a material. There are 23 students in the class in the first step, and the research call them at random. Each student is given the main word and is assisted by media pictures in telling stories. The writer then provided students time to narrate stories in front of the class in the second step. Students can tell stories based on the primary terms they learn in the third level. In the final phase, the writer assigned grades to students who took part in the class. To know the student's need in each cycle, the writer use statistical analysis. The steps were below:

- a. Scoring rubric and assessment indicators the student's speaking mastery.

The scoring rubric used is as follows:

Table 3.1 Scoring rubric and assessment speaking mastery.

No	Rated Aspect	Criteria	Score
1.	Pronunciation	equivalent to and fully accepted by educated native speaker.	5
		errors in pronunciation are quite rare	4
		errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		accent is intelligible though often quite faulty.	2
		errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
2.	Grammar	equivalent to that of an educated native speaker.	5
		able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	4
		control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	3

		can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
		errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
3.	Vocabulary	speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
		can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
		has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		speaking vocabulary inadequate to express anything but the most elementary needs.	1

4.	Fluency	has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
		able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	3
		can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	2
		(no specific fluency description. Refer to other four language areas for implied level of fluency.)	1
5.	Comprehension	Equivalent to that of an educated native speaker.	5
		can understand any conversation within the range of his experience.	4
		comprehension is quite complete at a normal rate of speech.	3

		can get the gist of most conversation of non-technical subjects (topics that require no specialized knowledge)	2
		within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1

The best performance with a predetermined value using the following formula:

$$S = \frac{O}{T} \times 100\%$$

Where:

S: Score

O: The obtained score

T: The total score

Table 3.2. Mean Score Qualification

No	Category	Value Range
1	Very Good	85-100
2	Good	75-84
3	Sufficient	60-74
4	Poor	50-59
5	Very Poor	0-49

D. Data Analysis

Depend on the data collection techniques and instruments above, the data for this study is a benefaction of quantitative and qualitative data. Qualitative data were taken from observation checklist, field note and interview guideline. Quantitative data were taken from the test sheet.

1. Qualitative Data

The qualitative analysis of the data used in this study was a survey observation of student activity during the learning process. According to Johnston (2005 ,p.7) qualitative research is an intention to comprehend not only the modes of cultural preparations but the ways in which those arrangements are experienced by individuals, in order to provoke certainty and involve one personally and intersubjectively in conscious pursuits of meaning. In order words, from the expert opinion that qualitative research is a study aimed at describing and analysing individual or group phenomena, events, social activities, beliefs, impressions, and thoughts. Hence, the researcher should be validated by themselves about their ability in conducting research.

Qualitative research accentuate the depth of data obtained by researchers. The deeper and amplified the data obtained, the better the quality of this qualitative research. According to Louise (2003, p.4) qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. The essences of

qualitative research are given in detail. The author advises some tips of a qualitative research arrange and explains the researcher's role in it. Data collection methods in qualitative research were divided into four main categories: qualitative observations, qualitative interviews, and qualitative documents. The types, options, benefits, and limitations of qualitative data collection are shown in a table that can be easily estimated.

Submission of data is an activity when a set of information is compiled, thus giving the achievability of drawing conclusions. The form of qualitative data presentation is in the form of narrative text (in the form of field notes). Qualitative data analysis is also in the form of interviews, namely conducting interviews with teachers and asking teachers about understanding students learning speaking using storytelling-picture technique. The analysis qualitative data used in this research observation of student's activities during teaching learning process, and the interview before and after Classroom Action research (CAR).

Qualitative data is known as one of the data in the research activity in which generally uses by researcher in order to give a detail explanation about the content in the research report. Referring to Creswell (2012:16) explain that the data which it is used in the reserch activity in which it has descriptive nature is known as qualitative data. In regard to this explanation, the qualitative data can be defined as kind

of the data that has an explicit and non-numeric nature in which is provides an information in the form description. Then, the qualitative data in the upcoming research is going to obtain from the observation checklist, field note, interview guideline.

a. Observation Checklist

The process to collect the data by using this instrument is done during the research implementation in the classroom in which it involves the collaborator`s role as the observer. This instrument takes the scale of score one to five and it involves the activity of the researcher check, match, and give a mark to the checklist paper that has provided. Then, the whole scores are going to calculate by using a certain formula in order to find out the result.

b. Field Note

Field note is known as one of instrumentations that uses in the observation activity in which it is used in order to record the students` activeness also the classroom atmosphere during the reseacrh implemantation and it can be filled both by the researcher or even collaborator. Besides, the result of this instrument is also used as additional information in order to emphasize the data result from the observation checklist.

c. Interview Guideline

Interview guideline is an instrumentation that is used in the interview activity which it consists of several questions which it is

based on the students` problem and progress during the research implementation. The process to collect the data by using this instrument is going to do after the researcher has finished the research implementation in the classroom in which it involves six students as the representative in order to do interview. Furthermore, the interview process is going to conduct at least three until five minutes for each the result is going to transcript as the supporting data and information for the research report.

2. Quantitative Data

Quantitative research is a means for testing objective theories by examining the relationship among variables” (Creswell, 2009,p.257). In more advance, research is a study that is used to test objective theory by criticizes the relationship between variables. These variables can be analysed using statistical or numbering procedures. Research can use quantitative data techniques.

Data analysis in quantitative research is often done at the same time as or at the same time as the data collection. Nevertheless, Burns (2010, p.104) states that the data analysis of this study can be divided into four phases. They are coding, data reduction, and data display.

a. Coding

The first stage in analysing qualitative data here implicate coding. Coding is steps taken by a researcher to obtain description of facts as a unit of qualitative data analysis and techniques of collecting and drawing conclusions psychological analysis strengthening qualitative data analysis through coding to the data obtained. The data can be in the form of interview transcripts, observation sheets, documents, videos and recordings.

b. Data Reduction

The second step of data analysis is data reduction. Data reduction is the process of selecting and simplifying rough data emerged from written notes in the field. This process continued throughout the research, even before the data is actually poised as can be seen this process continues throughout the study, even before the data is actually in equilibrium, as evidenced by the conceptual framework of the study, the problem of the study, and the approach to data collection chosen by the researcher. From research conceptual framework, study problem, and approach data collection selected by the researcher. At this stage the researcher obtained data from interviews with teacher and student. The results of the interview show how teachers use strategies in teaching speaking understanding. The results of the interview also show how the student's speaking increases after using storytelling. In this step, inappropriate data is reduced and needed accurate data.

c. Data Display

After data reduction the next step in analysing data is data display. Data display is an activity when a collection of information arranged, so as to provide the prospect of withdrawals conclusions and taking action. Form of data presentation qualitative research can be in the form of story text in the form of field notes, matrices, graphics, networks, diagrams.

Based on the explanation above, the researcher deduces that the step in data analysis in including the steps and it consist of coding, data reduction, also the process to the conclusion and its verification. Besides, all squences of these steps are connected between one another andit can give an influence toward the countinuity of the research activity.