

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer explains the research methodology used in this research. The research methodology consists of research design, research subjects, data collection techniques and instruments, and data analysis.

A. Research Design

This research is a classroom action research because the purpose of this research is to find out how the chain drill technique can improve the speaking ability of junior high school students and to explain how the chain drill technique can increase students' motivation in speaking English. According to McNiff & Whitehead (2006, p. 12) the concept of classroom action research has long been associated with individuals taking initiative to better their social and personal circumstances. In addition, through the dynamic process of classroom action research, educators can continuously improve the way they teach (Wiliam. 2020, p. 2). On the other hand, teachers can assess student success every day with the help of classroom action research, a very transparent teaching style (Pelton. 2010, p. 7). Based on the explanation above, it can be concluded that a teacher is able to find solutions to problems that occur in his class through classroom action research. It can be done by applying a variety of relevant learning theories and techniques.

On the other sides, classroom action research is carried out simultaneously with the implementation of the teacher's main task, namely teaching in the classroom, no need to leave students. Thus, classroom action research is a form of research that is attached to the teacher, which raises actual problems experienced by teachers in the field. By carrying out classroom action research, it is expected that teachers have a dual role, namely as practitioner and writer.

Classroom action research is one of the strategic ways for teachers to improve learning services in the classroom. Efron & Ravid (2013, p. 9) explains that classroom action research is an investigation carried out by professionals in their own learning environments with the goal of enhancing their own practice and that of their students. Stringer (2007, p. 1) said that classroom action research is an organized method of inquiry that helps people identify practical answers to issues they face on a daily basis. In line with Tomal (2010, p. 11) classroom action research is procedures to correct problems and improve. In conducting classroom action research, the teacher is the main key in the success of students in improving speaking ability.

Classroom action research itself has a cycle and classroom action research is generally carried out to assist the writer in designing a research program in the form of classroom action research, therefore classroom action can be implemented. Somekh (2006, p. 7) argues that classroom action research is conducted through a collaborative

partnership between participant and writer, whose roles and relationships are flexible enough to maximize mutual support and differentiated enough to allow individuals to make contributions appropriate to the problem at hand. In addition, classroom action research is an investigation conducted by a person or persons authorized to take action with respect to their own actions, with the aim of improving their future actions. On the other hand, classroom action research aims to solve specific problems and make improvements.

Classroom action research relies less on scientific inquiry and inductive reasoning and more on reflection and the practicality and feasibility of addressing a problem. This research provides a clear picture that the success of the learning process depends on several factors. These factors can come from the teacher, students, tools or media and even the learning methods used. The teacher's ability to develop material, deliver material, manage the class, methods used in the learning process, and techniques used by the teacher as a means of delivering material therefore students are more enthusiastic and able to actively participate in learning activities. Factors from students, namely interest and motivation in participating in the learning process, the availability of interesting learning tools / media can help students in participating in learning, so that optimal learning outcomes are obtained.

In this research, writer as the teacher. This research was conducted at eighth grade in SMPN 3 Satap Seberuang. To answer the research problem, the writer used class action research. However, the first object of this research is to improve speaking ability by using chain drill technique and teaching and learning process in the eighth grade of SMPN 3 Satap Seberuang. This research describes the application of the chain drill technique in teaching speaking, especially using English. The writer also tries to illustrate that the technique used is the right technique for teachers when teaching in class. To observe the activities of writer and students during the teaching and learning process, writer need a teacher-collaborator because classroom action research is a collaborator action. Writer and collaborator are English teachers who are involved in this research.

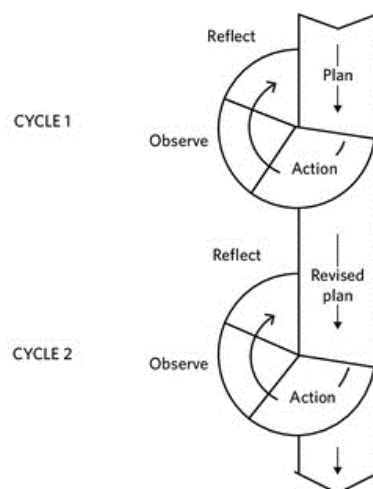
To find out the problems in the classroom especially in teaching speaking, the writer uses the chain drill technique in the teaching and learning process in the classroom. Writer as a practitioner who teaches students in the classroom with chain drill technique to improve students' speaking ability and motivation in English lessons. To obtain data related to the improvement of students' speaking ability, the writer uses data from students' test results which are divided into two cycles, while to observe data on students' responses to the chain drill technique in teaching speaking, the writer uses interviews with students.

To find out the students' ability in speaking ability, the writer conducts a classroom action research. Classroom action research aims to improve, and also develop the teaching and learning process more effectively and also improve speaking ability. Classroom action research is a form of research conducted by teachers in the classroom to improve and increase student learning outcomes. And certainly, writer focus on the syllabus, teaching materials and students. Writer choose classroom action research to improve students' speaking ability and motivation in learning English at eighth grade in SMPN 3 Satap Seberuang.

An intervention to collect and analyze data and then implement actions to solve educational problems. This method is suitable for educators as a practical process because it generally does not require complex statistical analysis. Although traditional research has shown great interest in generalizability, this method is more concerned with improvement in the context of research. Research is concerned with systematic methods to solve educational problems and improve them. The writer uses appropriate interventions to collect and analyze data and then implements actions to solve educational problems that exist in this research. It means that the process is directly on learning therefore the learning process can be used and this research makes it easier for writer to collect data because writer directly apply the chain drill technique during the learning process. The writer hopes that with this

technique, students in SMPN 3 Satap Seberuang, especially at grade eight can improve their speaking ability and motivation in learning English.

Classroom action research is a research that is the answer to solving problems that occur in the classroom and becomes a means to improve the quality of teaching teachers. By using classroom action research as a research design, it is hoped that this research can achieve the research objectives which are expected to improve activism to be more effective, especially can improve students' speaking ability and motivation in learning English. Kemmis and McTaggart (cited in Wiliam. 2020, p. 106) explain that in one cycle of classroom action research there are four components, namely planning, action, observation, and reflection.



Adapted from Kemmis and McTaggart (1988)
Figure 3.1. Classroom Action Research Model

The picture above consists of planning, action, observation, and reflection. Therefore, the writer needs to prepare many things, then the writer takes action based on the steps of the teaching and learning process in preparing the lesson plan. In performing the action, the teacher-collaborator has the right to student activities and the writer finally reflects on the results of observation checklist, interview guideline, and field notes. The writer estimates two opportunities, both successful and unsuccessful.

Classroom action research is research or observation conducted in the classroom, and classroom action research is conducted to collect data in the classroom, and the information is used in a study. This cycle aims to determine the basic knowledge of students' speaking ability. According to Kemmis (2002, p. 21) each cycle used in this research contains four steps, namely planning, action, observation, and reflection as follows:

a. Planning

Based on the problem in the eighth grade of SMPN 3 Satap Seberuang, the writer chooses a teaching technique to solve the problem. Chain drill technique was chosen as the technique in teaching speaking. In this step, writer gets the syllabus, lesson plan, prepare materials, observation checklist, interview guideline, field notes, and video recording. The writer also plans the activities in the first cycle at the first meeting and the second meeting. If the

first cycle is not successful, the writer continues the second cycle. In this research, the writer decided to make a careful plan to improve speaking ability by using chain drill technique.

b. Action

In this step, the writer greets the students, explain the action, teach speaking ability, explain how to use the chain drill technique, give examples, and give assignments, and give conclusions about the material to be taught to the eighth grade of SMPN 3 Satap Seberuang.

c. Observation

Observation is done on the whole process of English speaking learning implementation. Observation is done to ensure and see students' understanding of speaking learning through chain drill technique. In this step, the writer observed the students' activities.

d. Reflection

The final step in classroom action research is for the writer to reflect on activities that include analyzing and interpreting data and evaluating all student activities through observation. The data collected during observation is analyzed, reviewed, and interpreted to find more effective solutions so that improvement occurs. Reflection is the process of restating an action that has been done before.

Research aims to improve student learning outcomes, and the teaching and learning process. This drill is done by asking students to sit in a circle in the room, then one by one students ask and answer questions. The teacher starts this drill by greeting or asking one of the students. Then the student answers the question and asks a friend who sits next to his circle with the same question. The steps of the activities carried out by the writer, students and also collaborator-teachers in each cycle are:

a. Cycle I

In cycle I, the writer needs two meetings. The time allocation for each meeting was 2x45 minutes. The writer follows the classroom action research procedure as follows:

1. First Meeting

At the first meeting, the writer conducted research at eighth grade in SMPN 3 Satap Seberuang in the academic year 2023/2024 school year. Below are some of the action implementation processes, as follows:

a) Planning

In the planning step, the writer carried out several activities, such as:

- 1) The writer finds the syllabus,
- 2) The writer arranges a lesson plan,
- 3) The writer prepares the materials,

- 4) The writer prepares an observation checklist, field notes, interview guidelines, and a speaking performance test,
- 5) The writer prepares tools to record the learning process.

b) Action

In this step, the writer carried out several activities, as follows:

- 1) The writer enters the class,
- 2) The writer greets students,
- 3) The writer introduces himself to students,
- 4) The writer checks the student attendance list,
- 5) The writer asks students to sit in a circle,
- 6) The writer explains the material learned by the students,
- 7) The writer gives some questions regarding the material learned by students,
- 8) The writer introduces and explains the chain drill technique to students,
- 9) Before starting the conversation, the writer prepares a camera to record students speaking,
- 10) During the activity, the writer allows for controlled but limited communication,
- 11) The writer starts the conversation by addressing a specific student or asking a question to the student,

- 12) After the first student answers, the writer moves on to the second student sitting in a circle next to him/her,
- 13) Student 2 answers, then student 2 turns to student 3 and asks the same question or gives a greeting,
- 14) After student 3 answers, student 3 turns to the student sitting in a circle next to him to ask a question or give a greeting until the whole class has spoken,
- 15) The writer provides corrections for students' mistakes and limitations in responding,
- 16) The writer asks students in pairs to practice asking questions and giving opinions using objects around them,
- 17) The writer closes the material and says greetings to the students.

c) Observation

In this step, the teacher-collaborator observed student and writer activities such as:

- 1) Teacher-collaborator observes writer's activity during the teaching and learning process,
- 2) Teacher-collaborators observe each student during the teaching and learning process,
- 3) Teacher-collaborators observe students who give responses and opinions,

- 4) Teacher-collaborators observe students' activities during the teaching and learning process.

d) Reflection

In this step, the writer carried out several activities such as:

- 1) The writer records observation results of student and writer activities,
- 2) The writer analyzes and evaluates the results of student and writer activity observations,
- 3) Writer analyzes and evaluates students' oral tests,
- 4) The writer improves the weaknesses in the first meeting both student activities and writer activities.

In general, the writer provides material about speaking. In this research, there were 18 students in the eighth grade that the author researched. In the first step, the teacher greets the students and asks the students to sit in a circle. Then the teacher gives a question to student A, then student A answers and gives the same question to student B. This activity continues until the last student's turn. The chain drill technique provides an opportunity for students to express their ideas individually. To determine the needs of students in each cycle, the writer used statistical analysis. According to Brown (2004, pp. 172-173) research is considered successful if students

experience significant improvement in grammar, vocabulary, fluency, and pronunciation. For more details, please see the table below:

- a. The assessment rubric and indicators of students' speaking mastery assessment. The assessment rubric used is as follows:

Table 3.1. Scoring Rubric of Speaking Ability

| ASPECT | SCORE | DESCRIPTION | ACTUAL SCORE |
|------------|-------|---|--------------|
| Grammar | 1 | The grammatical errors are so bad that it is difficult to understand. | × 5 |
| | 2 | There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence. | |
| | 3 | Often makes mistake in grammar and it influences the meaning. | |
| | 4 | There are no mistakes in grammar. | |
| Vocabulary | 1 | Uses only basic vocabulary and expressions. | × 2,5 |
| | 2 | Uses limited vocabulary and expressions. | |
| | 3 | Uses a variety of vocabulary and expressions, but makes some errors in the word choice. | |
| | 4 | Uses a variety of vocabulary and | |

| | | | |
|---------------|---|--|-------|
| | | expressions and almost never makes errors in the word choice. | |
| Fluency | 1 | Hesitates too often when speaking, which interferes the communication. | × 7,5 |
| | 2 | Speaks with some hesitation, which often interferes the communication. | |
| | 3 | Speaks with some hesitation, which seldom interferes the communication. | |
| | 4 | Speaks smoothly, with little hesitation that does not interfere the communication. | |
| Pronunciation | 1 | Makes frequent problems with pronunciation. | × 10 |
| | 2 | Pronunciation are sometimes not clear. | |
| | 3 | Pronunciation is clear. | |
| | 4 | Pronunciation are almost always clear. | |

- b. The best performance with a predetermined value using the following formula.

This is the formula to calculate the students' score:

$$N \text{ (Student score)} = \text{Grammar (obtained score} \times 5) + \text{Vocabulary (obtained score} \times 2,5) + \text{Fluency (obtained score} \times 7,5) + \text{Pronunciation (obtained score} \times 10).$$

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

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| No. a | Level of Ability | Score |
|----------|------------------|--------|
| 1. | Very good | 80-100 |
| b 2. | Good | 70-79 |
| 13. | Fair | 50-69 |
| e 4. | Poor | 0-49 |

3.2. Main Score Qualification of Speaking Ability

Adapted from Haris (cited in Azlina et al., 2015)

The speaking level collected from the students' total score after the learning process, the writer can find the speaking level of each students. For example, student A scored 80, which means that the students can be said to have an excellent speaking level.

c. Criteria of Success

The indicators of success in this class action research are when students' motivation, enthusiasm, and understanding of the chain exercise technique increase. In this study, the writer tried to make two cycles, namely the first cycle and the second cycle, and

of course the writer needed some criteria to determine whether this cycle was successful or not. These criteria of success are used as guidelines for the writer to determine whether this cycle is successful or not and whether there is a next cycle. The success criteria in this research are described below:

Table 3.3 Criteria of Success

| Aspects | Interpretation of Success |
|-------------|--|
| Observation | If 70% of students are participate actively, enthusiasccally, and enjoy daring the study of chain drill technique to speak English, the cycle considered to be successful. |
| Interview | If 70% of students are giving respond happily and give good opinions and feedback to the writer explanation and learning process overall, the cycle considered to be successful. |
| Test | If 70% of students experience an increase in score and the cycle is still considered successful. |

B. The Subject of the Study

The subject of this research was eighth grade in SMPN 3 Satap Seberuang which amounted to 18 students, 9 females and 9 males. The

writer conducted research in SMPN 3 Satap Seberuang, especially of eighth grade, because SMPN 3 Satap Seberuang still has a shortage of teaching staff in the field of English language learning, therefore the eighth grade in SMPN 3 Satap Seberuang has difficulty understanding what is being discussed. To improve students' speaking ability, the writer used the chain drill technique.

C. Data Collection Techniques and Instruments

1. Data Collection Technique

In general, data collection techniques are known as a series of techniques or methods commonly used by writer in research activities to explore and obtain information about research data in the field. The process of acquiring and assessing data on relevant variables in a predetermined, systematic method so as to address research questions, test hypotheses, and assess results is known as data collecting. Data collection techniques in this research are observation, interview, and document.

a. Observation

In general, observation is a process of observing some aspects that occur in research. In addition, observation is a process where the writer goes directly to the research field and observes the behavior and some activities carried out by students. On the other sides, observation is a process where the

writer observes all aspects including student behavior and activities that occur in the research itself.

b. Interview

In this research, the writer conducts face-to-face interviews with students. Interviews are used to collect data. It means that in this research method, the writer meet face to face to obtain oral information to obtain data therefore it can explain the research problem. Interview conducted only with some students because it is easier for writer to get research data, namely two students who got low scores, two students who got medium scores, and two students who got the highest scores.

c. Documents

Documents are one way to get data. To get the results of the study, the writer used a list of student grades, student worksheets, and attendance lists. This can make it easier for the writer to analyze the data.

2. Instrument of Data Collection

a. Observation Checklist

The observation checklist is one of the tools used by the writer to observe the conditions that occur during the process of learning which is carried out by the English teacher as an observer to evaluate the writer and all student activities during the process of learning. The observation checklist is also used

to observe aspects that can influence and support students' motivation in learning English. Observation checklist is used to describe students' progress in following the process of teaching and learning.

b. Field Notes

Field notes are used to write activities that occur in the classroom. In the field notes, the writer helped by the teacher-collaborator. On the other hand, the teacher-collaborator noted what happened during the process of learning in the classroom conducted by the writer. For example, the teacher-collaborator noted suggestions, comments, and some obstacles or problems faced by students and teachers in the classroom. The collaborator teacher also wrote down the writer's strengths and weaknesses when teaching in class by applying the chain drill technique to students.

c. Interview Guidelines

Before conducting interviews, the writer needs interview guidelines that are used to help guide the research topic. Interview guidelines usually help the writer to know what to ask the students so that the interview becomes more sequential. After the lesson was over, the writer interviewed all students with the technique to see the students' responses to speaking lessons with the chain drill technique. In conducting the

interviews, the writer used purposive sampling technique. This is a sampling technique by selecting samples according to the writer's needs and knowledge based on the purpose, or problem of the research. The writer hopes that the chosen sample can provide the information needed.

d. Speaking Performance Test

Tests are designed to identify students' weaknesses, strengths, barriers, and to determine students' potential, achievement, and aptitude, and to ascertain readiness to learn. It means that in this research, the writer used the test in one meeting. The writer used the chain drill technique to improve English speaking ability. After the students took the speaking test, the writer gave scores based on the speaking rubric.

e. Video Recording

Video recording is one of the tools used to collect research data. Video recordings were used to record the activities of the writer and students during the process of teaching and learning.

D. Data Analysis

In this classroom action research, the writer uses qualitative data and quantitative data. The data collection techniques used are qualitative data and quantitative data. For qualitative data, data were

collected through observation, interviews, documents, observation checklists, interview guidelines, and field notes. In collecting quantitative data, the writer used speaking tests to get students' scores in speaking English. After collecting the data, the next step is to analyze the data which is analyzed by using qualitative and quantitative methods.

1. Qualitative Data

Qualitative data is a type of data that can be observed and recorded. Usually qualitative data is non-numeric or non-number. Because it uses non-numeric data, in general, qualitative data cannot be calculated like quantitative data. According to Miles (1994, p. 1) certain social sciences, especially anthropology, history, and political science, have long relied on qualitative data, which is usually expressed in words rather than numbers. From the explanation above, it can be concluded that qualitative data describes and explains in detail the phenomena that occur in society by collecting detailed and complete data. In qualitative data, data are obtained through observation checklists, interview guides, field notes and video recordings. There are three steps that writer can take in analyzing qualitative data as follows; first, data reduction is evaluating and classifying data based on its information and must be organized according to the research statement, and then data explanation is data that has been

compiled by writer must be classified to get meaning in the form of tables, graphs or narratives, After that the conclusion is that after explaining the data, the writer draws some conclusions about the data. Qualitative data relating to the results of observations were analyzed.

2. Quantitative Data

In general, quantitative data is data that can be measured, assigned numerical values, and counted. The core of quantitative analysis is the data set. In simple terms, quantitative data is a series of numbers arranged in rows and columns. Samuels (2020, p. 2) argues that factual information involving numbers and categories is known as quantitative data. This data is suitable for statistical analysis. Quantitative data related to the results of oral tests that have been recorded with a video recorder are analyzed by giving scores to the speaking ability of all students. In this case, the writer follows the assessment aspects in table 3.2. Then the writer sees the level of speaking ability by consulting the student's score.