

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

This research was conducted at SMAS Hidayatul Muhsinin which is located at Jalan Arikarya Indah 4, Pal IX, Kec. Sungai Kakap, Kubu Raya Regency, West Kalimantan 78114. In addition, this research was conducted from April 12, 2023 and April 13, 2023 for cycle 1 and then Mei 3, 2023 to Mei 4, 2023 for cycle 2. Researcher conducted a preliminary research on march 20th , 2023. Then the instrument was made after the preliminary research. After the instrument was given, pre-action was carried out before cycle 1 and cycle 2. At the last meeting of each cycle, students were given a speaking test.

B. Form of Research

1. Research Design

Classroom Action Research (CAR) is a technique used by researcher in this research. CAR according to Wiriaatmaja (2005), is a technique by which a group of teachers establishes the parameters of their teaching strategies and learns from first-hand experience. This research that pragmatically seeks to enhance quality or solve issues in a group of subjects under research and monitors the level of success or the effects of its actions in order to provide additional actions that are improvements of those actions or adjustments to conditions and situations in order to produce better results. CAR is a kind of intervention done to teaching and learning process based on real problems found and faced by the teachers in their classroom (Madya, 2013). They can experiment with learning process enhancements and observe the true results of their work.

From the explanation above, it can be seen that CAR is a method that can be used by researcher to solve a problem encountered in the teaching and learning process with the aim of improving students' abilities.

2. Procedures of Classroom Action Research

There are several things that need to be considered in conducting classroom action research, namely plans, observations, actions, and reflection descriptions.

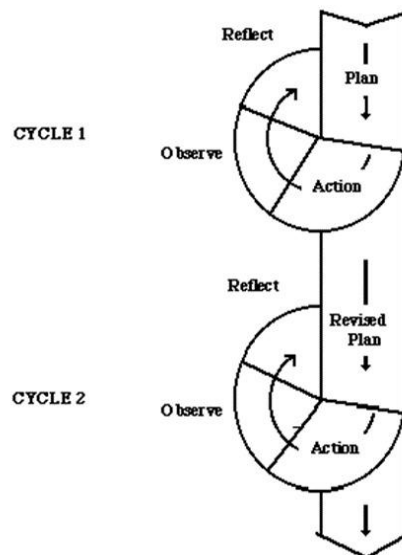


Figure 3.1 Taken From Action Research Protocol by Burns (2010:9)

a. Planning

According to Burns (2010:22) states the planning stage in CAR the researcher must be clear at this stage what it is what want to focus on even though it feels keen on the idea of looking into the practices and behaviors in your classroom in more detail. At this stage the researcher planned the steps takes accordance to the problem which had been recognized. The planning here covered making determining the problem solution, the strategy used, lesson plans, media, materials and preparing the tools of data collection.

b. Action

In action stage, the researcher applied the plans that have been planned in planning stage. That was teaching in the real field with components have been arranged in planning stage. It would an act to implement the plan. In this step, the researcher would teach the students based on the lesson plan she had made. The researcher also would

implement the technique already chose to solve the problem deal by the students when the teacher are observing the teaching learning process in the class.

c. Observing

Observe the effects of the critically informed action in the context in which it occurs. According to Burns (2010: 24), the stage of observing included thinking deeply about what the data are saying by reflecting beyond the immediate surface details. In this step, the teacher observes the researcher in teaching learning in the class. Here, the teacher of the school was the observer to observe during the teaching learning process. At this stage, the researcher planned the steps taken accordance to the problem which has been recognized. The planning here covers making determining the problem solution, the technique used, lesson plans, media, materials and preparing the tools of data collection.

d. Reflection / reflecting

It is a step to reflect these effects as the basic for further planning, subsequent critically informed action and so on, through a succession on stages. According to Burns (2010), educators who were involved in doing action research with pre-service and in-service teachers found that teachers became more reflective, critical and analytic about their own teaching behaviors in the classroom. Deep reflecting served to build knowledge about curriculum development in the widest meanings of that term. In this stage, the researcher had the collaborator made a reflection based on the observation and make a planning for the next cycle.

C. Subject of Research

The subject of this research was one of class XI SMAS Hidayatul Muhsinin for the 2022/2023 academic year. Class XI which became the population and sample of this research consisted of 23 students. The researcher chose this class as a sample because this class had problems in the speaking section, especially the vocabulary they mastered was still very low and also

they had problems with pronouncing words and were not fluent in speaking English.

D. Technique of Data Collection

1. Observation Technique

The data collection process involves more than just collecting facts. Researcher used various methods, including observation to collect data. Sugiyono (2020) stated that observation is a complex process consisting of various biological and psychological processes. The purpose of this observation is to understand the context in which students' speaking skills in the eleventh grade of SMAS Hidayatul Muhsinin, including the media used during the lesson.

2. Measurement Technique

Measurement is an attempt to assign numerical values to things or things that happen in accordance with a norm. Therefore, measurement can be thought of as a relationship's description. Variables in research are subjected to measurements, which assign numerical notations to the values of the variables. According to Kothari (2004:69), Measurement is a relatively complex and demanding task, especially when it comes to qualitative or abstract phenomena.

E. Tools of Data Collection

In this research, researcher uses several tools for data collection such as observation sheets, field notes, and speaking tests.

1. Observation Sheet

Researcher used observation sheets to collect data while the implementation of Canva in the teaching and learning process. Burn (2010:62) argued that observation sheets are used to records the things he or she observe as categories of events.

There are three aspects in the observation sheet, namely the development of students' speaking skills using Canva, class management when Canva is implemented and the condition of the class atmosphere when

Canva is implemented. with this aspect researcher can see how Canva is used in the teaching and learning process. how to use this tool is by filling in the blanks according to the state of the class when using Canva.

2. Field Note

Researcher used field notes to make quick research notes based on what they see or notice while out in the field. Field note collection is so widely recognized as being crucial that the standard criteria for qualitative research reporting encourage researcher to include a field note collection statement in the manuscript (O'Brien, Harris, Beckman, Reed, & Cook, 2014; Tong, Sainsbury, & Craig, 2007). Field notes have a variety of uses. They primarily help in creating detailed and in-depth accounts of meetings, focus groups, focus interviews, and other important background research.

The use of field notes in this research is to determine the number of student attendance, the indicators developed, the stages of the procedure, the focus of the material and the exercises given to students during the teaching and learning process, especially when implementing Canva as a learning media. Field notes function to back up all events that are not listed in the observation sheet.

3. Speaking Test

Speaking test is a test that carried out directly by the researcher on the research subject, this speaking test is used to find out how the level of speaking ability of each student, with an assessment of the speaking aspect. Each student given the opportunity to speak in class and given several related topics, so that research can assess the ability of each student.

The test is a series of stimuli given to an individual to get a response on a basic numerical score that can be given. This score, based on a representative sample of individual behaviour, is an indicator of the extent to which the subject has the characteristics being measured (Ary, 2010: 201). In this research, a speaking test is used to see students' ability to speak English. In the first cycle the researcher will give an explanatory text to the students then retell the text using their own language. Then in the second

cycle the researcher will provide several choices of explanatory text which are then explained again by the students in their own language in front of the class. The speaking test is assessed for vocabulary, accuracy, grammar and pronunciation.

F. Technique of Data Analysis

The definition of data analysis according to Noeng Muhadjir (1998: 104), a systematic effort to look for and arrange the data analysis records of observations, interviews, and other data to enhance the quality of data" is described. outcomes of observations, interviews, and other methods to enhance the researcher's comprehension of the situation being studied and communicate it as findings to others.

1. Quantitative Data

Quantitative research is described as research that heavily relies on statistics throughout the entire process, from data collecting to data processing to data visualization (Siyoto & Sodik, 2015). The focus of research that takes a quantitative approach is on the examination of numerical data (numbers), which is then done using the right statistical techniques. In this research, researcher will use quantitative and qualitative research techniques, which will be discussed as follows:

1.) Student Individual Score

$$X = \frac{P + G + V + F + C}{N} \times 100$$

(Modified from Cohen, 2007:423)

Where :

X = the students individual score

P = the students characteristics of pronunciation

G = the students characteristics of grammar

V = the students characteristics of vocabulary

F = the students characteristics of fluency

C = the students characteristics of comprehension

N = the number of characteristics

2.) Mean Calculation

$$M = \frac{\Sigma X}{N}$$

Adapted from Blerkom(2009:245)

Where :

M = the mean score

ΣX = total score of students

N = the number of students

3.) the classification

To find out the improvement in students speaking skill after using canva as a media to support the English learning process, can be seen in the following table :

Table 3.1 The Classification of Range Score

Test Score	Classification
81-100	Excellent
61-80	Good
41-60	Average
20-40	Poor

Adapted from Heaton (1988:96)

2. Qualitative Data

According to Miles & Huberman (1992: 16) the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. Regarding these three flows in more detail is as follows:

a. Data Collection

Data obtained from observation and measurement techniques in the form of observation sheet, field note and speaking test. Observation sheet and field note in this research used to observe and record the teaching and learning process, while the speaking test is used to measure students' speaking skills.

b. Data Reduction

After the data is collected, the next step is to carry out data reduction to select which data are relevant and meaningful for problem solving, discovery, and answering research questions. Then the data is simplified and systematically arranged and describes the results of the research findings.

c. Data Presentation

Presentation of data can be in the form of writing, words, graphics, and tables. The presentation of this data aims to combine information so that it can describe the situation that occurred.

d. Conclusion/Verification

Conclusions are made during the research process as well as data reduction, after the data has been collected provisional conclusions will be drawn, and after everything is complete then the final conclusions can be drawn.

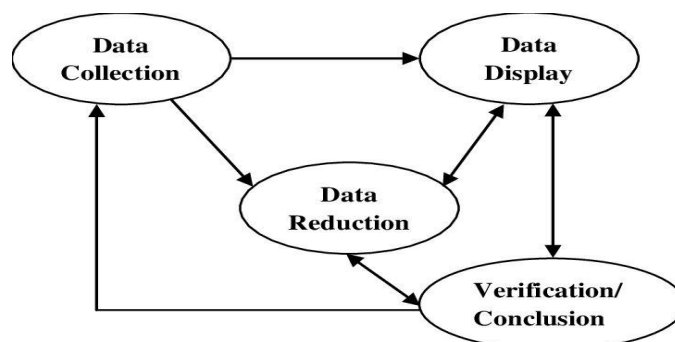


Figure 3.2 Schematic of Interactive Data Analysis Model (Milles and Huberman Model, 1992:20)