

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This study is included in Classroom Action Research. That researcher conducts classroom action research to find out and study the phenomenon that occurs in the teaching and learning process and deliberately tries to offer solutions to solve problems that occur. Classroom action research is different from quantitative and qualitative research, but class action research has characteristics of both of them. Action research utilizes and tailors' interventions to collect and analyze data and implement addressing educational issues. In this study, researchers explain several theories related to the understanding of action research according to experts. According to Burns (2010), Classroom Action Research is research that explains the causes of the occurrence effects of treatment, as well as explaining what happens during treatment given, and describes the entire process from the start of treatment to the effect of the treatment given to the subject of the action. Class Action Research is research conducted in the classroom by teachers of course, primarily with the goal of solving a problem or improving the teaching and learning process.

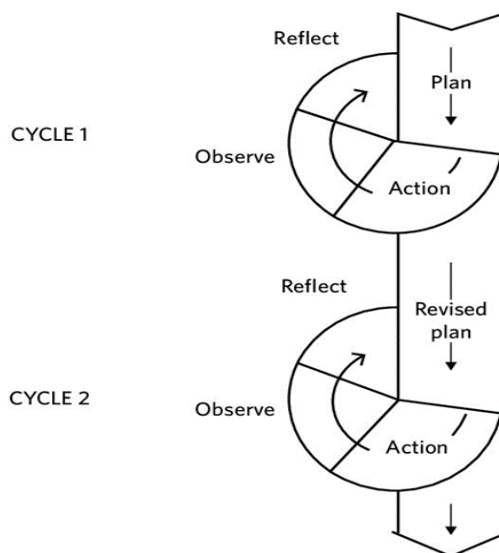
According to Kemmis, 1983 (in Hopkins, 2008) action research is a form of self-reflective inquiry undertaken by participants in a social setting (including education) situation in order to increase rationality and justice from their understanding of these practices, and situations in which practice is implemented. It is most rationally empowering when carried out by participants collaboratively, although it is often done by individuals, and sometimes in collaboration with outsiders.

Based on the definition above, the researcher chooses the right move from Classroom Action Research by Burns (2010) because This is an easy step to do cycle 1 and cycle 2 in this research.

## B. The Procedure of Classroom Action Research

Classroom action research in four stages includes a **plan, action, observation**, and reflection described as follows:

The cycle form of Classroom Action Research:



**Figure 1.1 The action research in ELICOS Program: Refining the development of a national model.**

*(Kemmis and McTaggart model (1988:11-14, cited in Burns 2010))*

The procedure of doing classroom action research would be explained below:

### a. The first meeting of first cycle ( May 16<sup>th</sup> 2023)

#### 1) Planning

At this stage, the researcher has discussed with the teacher to be present in their class, especially class VIII C. The researcher prepared lesson plans and research instruments. The plan is the step in which the researcher considers what is possible with the realities and circumstances of the researcher's teaching and what improvement capabilities the researcher thinks are possible.

In this step, before the, researcher applies the one-minute talk technique in teaching speaking English, the researcher prepares a lesson plan first which guides the teacher during the teaching and learning process. RPP was Prepared based on the syllabus and discussed by the

teacher and researcher, after compiling the lesson plan, the researcher also prepared observation checklists and field notes to observe student activities during the learning process through the one-minute talk technique, before that, the researcher also explained the material to be studied using this one-minute talk technique and explained what one-minute talk was in this lesson.

## 2) Acting

This part or step is called the execution of the act. This stage was carried out for 2 meetings. The first meeting was held at 07.00-08.20 on Tuesday 16 May 2023. At the first meeting the researcher started by opening the class and checking student attendance. Then, previously the teacher explained the material, namely descriptive text. The teacher asks students about their knowledge of descriptive text. then the teacher gives the opportunity to teach them what descriptive text is, its structure, and language elements of descriptive text, and how to make descriptive text. Furthermore, the researcher divided the students in the class into several groups, each group consisting of five students. After that, the researcher gave examples of descriptive texts and applied the one minute talk technique.

The researcher gives an example of how to use this one minute talk technique. when I practiced how to use the one minute talk technique, some students found it difficult and bored when the researcher explained it in front of them, and the researcher gave an example of the one minute talk technique itself. They looked excited to try the one minute talk technique themselves based on the field notes given. carried out by the English teacher and the checklist observation in this phase is based on activities about student performance, students listen when the teacher gives explanations about descriptive texts, interest in working in groups, students can describe something using the one-minute talk technique and wrong words can be concluded enough

or the researcher's performance is sufficient to explain the material and apply the one minute talk technique by doing it at this first meeting.

### 3) Observation

At the first meeting, researcher and collaborator planned to implement a simulation as a combination of reciprocal teaching and cooperative learning. The English teacher and researcher went to the student's class to introduce the researcher and tell the reason why the researcher came to class.

Then, researchers do have to order. First, the researcher introduced himself and told the students about the reasons why he came to their school and especially their class. The two researcher conducted questions and answers regarding the material studied that day. the three researchers explained the material about the descriptive text. starting from the definition, structure, linguistic elements used, and examples. then, the researcher asked several students to give examples of descriptive text based on the material that had been explained by the researcher.

#### a. Student performance

Based on the field notes and the observation list at the first meeting, the students paid attention to the researcher and the teacher after the teacher gave an explanation about the descriptive text and the students' interest in the one minute talk technique was sufficient when the researcher explained it in a descriptive text. and then, students have collaborated enough during learning they are asked to form groups so that the class is more conducive, they can work together in groups because this is the first time they have done and studied this material and practiced with the one minute talk technique,

#### b. Teacher performance

Based on field notes and observation sheets, the teacher explained the material about the descriptive text well enough or

was good at explaining it, the researcher implementing the one minute talk technique on the learning material was sufficient and the researcher's observations of students during the implementation of the one minute talk technique were quite good. Then the researcher carried out reflection activities when the researcher reviewed the material previously given by the students quite well at the first meeting.

c. Class Conditions

In this phase regarding class conditions or class atmosphere, the researcher can control the class quite well after explaining the material, the class is very enjoyable when the researcher and students implement the one-minute talk technique and good interaction occurs between the teacher and students during the teaching and learning process is fine at the meeting First.

4) Reflection

The first meetings featured conversations between researcher and collaborator regarding the first. The Researcher and collaborator were holding a second assessment meeting after reviewing the assessment outcomes. Actions in the following cycle are planned through reflection. Referring to the observation made in cycle I, the implementation of learning and the learning process was successful. Even though the class got loud due to a few rowdy students who were moving back and forth, the majority of students were eager in participating in the teaching and learning activities. They complied with all directions and, for the most part, listened to the researcher explanations. They ask him boldly about a subject they don't comprehend. Interaction between students and researcher as well as within students is beneficial. Researchers discovered this while teaching the content to students.

**b. The second meeting of first cycle ( May 17<sup>th</sup> 2023)**

## 1) Planning

A new lesson plan was created at the second meeting by researcher and collaborator. Field notes and observation checklists were created by researcher and educators. There are three elements in observations and field notes: student performance, Teacher, and classroom condition dynamics. the steps used to observe classroom activities and record them in the observation checklist and field notes. Researcher have also used the one-minute talk technique in the classroom to teach students about descriptive text.

## 2) Acting

The second meeting was held on May 17 2023 at the second meeting in cycle 1 the researcher came to the same class where in the first meeting she had taught them, this stage was carried out at the second meeting in the presence of researcher and teachers. currently reflecting on the next cycle, so far the researcher continues to apply the one-minute talk technique and teaches descriptive text about how to describe something. At this stage the researcher asked students one by one to come to the front of the class by choosing one of the pictures the researcher has prepared and describing the picture for one minute in front of the class, before that the researcher divided the students into 5 groups, each group of 8 students each group was given the opportunity to move forward and those who had not yet advanced were required to provide comments to their friends who had advanced forward, for example commenting on misspellings.

The researcher teaches the same material, namely descriptive text regarding the structure and language features, currently the students are very excited and enthusiastic when the researcher conducts teaching in class using the one-minute talk technique. The students understood the rules regarding the technique itself at this meeting because they

already know it at the first meeting, each of them answered quite well when the researcher taught them about the material.

### 3) Observation ,

The researcher and collaborator evaluated their work at the second meeting using the assignments that had been given at the first. Many students who are reluctant to move forward are fearful of making mistakes when they do, but researchers give motivation so that students are not anxious. Then pupils start to show up according to the subject they select depending on the circumstances in each group's assignments.

### 4) Reflection

This means that the research was carried out in 2 cycles to see the results in cycle 2 which became the last cycle of this study. because most of the students could not improve their speaking skills in the first cycle, the collaborator explained it in field notes to provide time for the researcher to plan, action, observe, and reflect on cycle 2. Related to this, the problems found, by the teacher as the researcher it can be concluded that the application of the one-minute talk technique to class VIII C students of SMP Negeri 01 Ngabang has not been successful. Therefore, there are several main points that need to be revised. Therefore, researchers and collaborators must proceed to the next cycle.

Based on these data it can be concluded that at the last meeting in the first cycle the students were very excited and enthusiastic when the researchers conducted learning using the one minute talk technique. The students would understand the rules regarding the use of this technique, at this meeting because they already knew it at the first meeting each of them is quite good at using the one minute talk technique in describing something in learning descriptive text. when the researcher teaches them about the material.

The researcher carried out reflection activities when the researcher reviewed the material previously provided by the students quite well at the

first meeting, the condition of the class the researcher could control the class when the researcher explained the material, the class was very fun when the researcher and students practiced using the one minute talk technique in learning and there was good interaction between teachers and students. It can be concluded that some and most students who are nervous and less interested this time can be continued for the second cycle

**c. The first meeting of second cycle ( May 23<sup>th</sup> 2023)**

Based on the reflection, one new action was planned, and cycle 2 action was carried out with enhancements and alterations in order to improve the teaching and learning of spoken English. Cycle 2 was scheduled to take place over the course of two meetings on 23<sup>th</sup> 24<sup>th</sup>, May 2023.

1) Planning

In the previous cycle, students had difficulty practicing speaking in front of the class while using the material with descriptive text using the one-minute talk technique because they did not understand what the descriptive text and one-minute technique meant. As a result, they lacked confidence when researcher and collaborators asked them to answer questions in front of the class. the discussions.

Cycle 1 researcher and collaborator observed that there were still many students who encountered many difficulties when they learned and understood how to use the one-minute talk technique and implemented it into English classes in descriptive texts, so the researcher carried out continued cycle 2. Additionally, participants still think that it should be repeated in a classroom setting with researcher. Researcher are still compiling field notes and observation checklist used to collect data, and researcher and collaborator want to help students employ the one-minute talk technique in descriptive text material while describing anything in front of the class.



## 2) Acting

The researcher then divided the class into many additional groups, each consisting of 5 students with the same members, and offered students another example of how to use the one-minute talk technique while describing something. Then, the researcher gave students five minutes to get ready before distributing multiple instruments for the speaking exam in the form of photos that they would observe. Similar to the first cycle, students in this cycle are confident enough to speak in front of the class and describe something in relation to the topic they have chosen. Students who have not advanced to the front are required to comment, for example, on misspelled words or their lack of fluency.

It was simple for them to perform it in front of the class after the researcher requested them to practice it using the one-minute talk technique. While others observe and comment on the pupils who have spoken in front of the class, who have advanced. Students are more self-assured and highly motivated to study English-related topics and other resources, according to researchers. This indicates that the student's speaking abilities, particularly while speaking in front of the class, have improved in the second cycle.

## 3) Observation

The preparation went quite smoothly during this cycle, as evidenced by the observation checklist and field notes taken during the teaching and learning process. The outcome of the second cycle's field notes and observations checklist of student's performance, teacher performance, and class conditions.

### a) Student Performance

Students pay attention to researchers when teaching research and practice how to use the techniques that will be given by researchers, students are enthusiastic in participating in learning and can work together, when they don't understand, they ask

questions, and researchers help them in using these techniques and explanations about descriptive text are still sufficient and students are more interested in the practice of speaking using the one minute talk technique for this cycle in learning descriptive text, they are given a picture and choose one to describe and are given 5 minutes to prepare before advancing in front of the class. students are asked to sit in groups so that learning is more conducive. And for students who have not advanced in front of the class are asked to provide comments to their advanced friends. In this cycle slightly increased from the previous performance by students.

b) Teacher or Researcher performance

The researcher or teacher explains the materials and techniques used, the researcher forms groups so that the class is more conducive. which has increased from before, researchers and students are happy and enjoy in class but, some students still do not understand enough at this time when implementing one minute talk during the teaching and learning process.

And at another time the researcher monitored the students during the application of the one minute talk technique, which increased slightly from before, the researcher enjoyed and remained calm during the implementation of the learning process. Researchers also provide feedback and reflection activities to students, reviewing the material that has been given to students. In this section the researcher feels more confident and enjoys it every time in the second cycle, making students more interested and enjoying the moment in the teaching and learning process. for this meeting is still enough.

c) Class Conditions

In the current class, it has improved slightly from before and can be controlled, the class situation is quite pleasant when the teacher and students apply the one minute talk technique in class

and they are in good interaction by researchers with students and students with students. researcher. This makes the current class atmosphere fun and enjoyable during the teaching and learning process

#### 4) Reflection

In this cycle, collaborator and researcher hold discussions about the results of planning, actions, and observations that have been made. Collaborators and researchers work together to discuss research results and draw conclusions. Based on the results of the field notes and the observation checklist, it can be seen that students get quite an increase in speaking skills and students are also more confident to speak in front of the class using the one minute talk technique.

Some students are very confident to speak in front of the class using the one minute talk technique and some students are confused and do not understand the material and the use of the one minute talk technique in this lesson. In addition, their self-confidence slightly increased in each meeting when the researcher taught the material, they looked happy when they applied the one minute talk technique itself and the students were confident enough to speak in front of the class.

#### **d. The second meeting of second cycle ( May 24<sup>th</sup> 2023)**

##### 1) Planning

The researcher concluded from conversations with the collaborator that Cycle II continued to concentrate on the same issues as Cycle I. A lesson plan is created by the researcher using a grid of topics that were taught to the students. In an effort to make speaking skills better and the teaching and learning process more fun, the researcher chose to carry out the same exercises with fresh subjects and behaviors.

##### 2) Acting

The second cycle was carried out at 09.55-11.15 on Wednesday 24 May 2023, the researcher provided topics as a reference for students so that students would be interested and not get bored all the time with the material. From the student's performance, the students showed satisfactory results. To determine student improvement, the researcher gave a speaking test to determine student scores in the second cycle.

The results are satisfied, they already understand better than before, they know about descriptive text material and have a new way to learn and it's easy to apply it and understand the technique very well for all students who still use it. currently the collaborator and the researcher are teaching material about descriptive text using the one minute talk technique in class and finally the researcher is giving a speaking test to see the final grade and the researcher is ending the lesson by praying and telling students that for the next meeting students are doing a post-test.

### 3) Observation

At the second meeting, the data revealed that students seemed interested in speaking using the one minute talk technique during learning. The situation that occurred was included in the observation checklist and field notes as follows:

#### a) Students' performance

There was a lot of improvement in this session. More students had improved their speaking skills and paid attention to the researcher when the researcher explained the material about descriptive text. All students are interested in the one minute talk technique in current learning, they enjoy it more during learning. All of them were proficient in using the one minute talk technique to describe something in descriptive text material, and the other students were more active together correctly.

#### b) The performance of researcher or teacher

The researcher is good for teaching and explaining the material and he improve very well about the material and explaining it in class. He also monitors students to make the class atmosphere happy and funny for the teaching and learning process, he does the final learning reflection and reviews the results of the group work that was explained earlier. Much of the improvement from these encounters by researcher and collaborator feel never stop trying to become a good teacher soon.

c) Class conditions

The class can be more controlled at this meeting the researcher knows the habits and handles the class very well, the situation and atmosphere of the class is more fun and the students enjoy the moment and many students do not feel confused, bored and embarrassed in this meeting, all of which are good interactions between researchers during teaching and learning process. It seems that they are happy and have a lot of motivation to learn new habits and methods of learning.

4) Reflection

After analyzing the data obtained in cycle 2, researcher and collaborator discussed what happened in the learning process. Then it was decided to stop the treatment in this cycle because, in the second cycle, the students showed satisfactory progress in improving their speaking skills. This shows that the process of improving students' speaking skills by using the one-minute talk technique is better than the first cycle and this shows that students' speaking skills have increased. It is important to pay attention to the results of the teaching and learning process in this cycle. The teaching and learning process has been going well in cycle II, the student response to the teaching and learning process is very good. This can be seen from their attitude in the class.

Based on the situation in the classroom, information from observation checklists, and field notes, it is possible to draw the conclusion that in this session they significantly increased their activity in implementing the one-minute talk technique in class VIII C students of SMP Negeri 01 Ngabang for the academic year 2022–2023. There had been improvements in various aspects, such as the growth of self-confidence, mastery of vocabulary, and fluency when advancing in front of the class. Researchers who are carrying out the teaching and learning process in class can notice that pupils have made significant improvements via the observation sheet and field notes.

### **C. The Subject of Research**

The subject of this research was the eight grade students of SMP Negeri 1 Ngabang in the academic year 2022/2023. Based on pre-observation and interview with one of the students conducted at SMP Negeri 1 Ngabang the researcher found that some of them were unable to express their feelings and ideas orally in English, there are several problems that make students have difficulty expressing ideas when speaking in front of the class in English. The problem is that students are afraid to express their ideas in English because their vocabulary is limited, students are embarrassed to speak in front of the class for fear that their friends was adjust to them, and students are trapped because they lack confidence when talking. That was why the researcher was choose the VIII C class as a participant in this research. The researcher chooses this class because the problem that the researcher wants to solve occurred in this class, the class consists of 41 students.

*Table 3.1 of the participant*

Male	20
Female	21
Total	41

### **D. Tools of Collecting Data**

Data collection techniques that researcher use in conducting research in the form of qualitative data and quantitative data. In this research, the used three-technique in collecting data, those are observation checklists Field note, and speaking tests. The data collection technique used an observation checklist and field note as qualitative data that collecting based on the situation of the teaching and learning process, and the speaking test technique as quantitative data that collecting based on the student's score after giving the best.

### **1. Observation Checklist**

In this research observation checklist is one of the tools that were used by the researcher in classroom action research. In compiling the observation checklist, the researcher recorded several observable student behaviors that indicated their understanding of the material being taught which the teacher could see from their activities and responses during the teaching and learning process. (Burns, 2010:65) stated, this type of checklist gives the researcher an objective picture of the pattern of activity that occurs or desired teaching approach.

### **2. Field notes**

Field notes are direct, written observations (dialogue, impressions, or feelings) about what is occurring that contain rich, detailed information that creates a basis for the study. Field notes can be formatted as (1) a running record to track regularly scheduled occurrences, (2) a time log to record events at the designated interval, (3) an event log indicating things such as participation, (4) a critical incident log to identify pivotal events, or (5) an anecdotal record to track growth over time. Establishing predetermined abbreviations and formats before beginning the note-taking process saves time (Arhar, Holly, & Kasten, 2001).

### **3. Speaking test**

The speaking test is a test carried out directly by the researcher on the research subject, this speaking test is used to determine whether the level of students' speaking skills is high or low. Because of this research used a classroom action research design. The test will use in the pre-test and post-

test. The achievement test that will be used in this study is a speaking test which consists of 4 pictures, namely the first picture of the cat, the second is house, the third is President Joko Widodo, and the fourth is a tourist spot for each cycle consisting of 2 pictures and each student who comes to the front of the class is asked to choose one picture to describe. While the pre-test is given before the application of the One-minute talk technique in class and the post-test is given after the one-minute talk technique is applied in class. And student scores are described as a classical proportion of achievement using the average score formula.

According to Creswell J.H (2009), it is important to pay attention to the validity and reliability of research instruments, including in the development of speaking tests. Validity relates to the extent to which the instrument measures what it is supposed to measure, while reliability relates to the extent to which the instrument is consistent in providing the same results when tested on the same samples. In developing a speaking test, the researcher needs to pay attention that the test must meet validity and reliability standards to provide accurate and reliable results in measuring the test takers' speaking ability.

## **E. Technique of Data Analysis**

From the data, the researcher analyzed from observation checklist, field note, speaking test, observation checklist, and field note as the qualitative data and the speaking test as the quantitative data.

### **1. Qualitative Data**

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

The researcher used the observation checklist to know the students' behavior in the class. The researcher analyzed the observation checklist by using descriptive analysis. The researcher used the one-minute talk technique in the teaching-learning process. The researcher analyzed the observation checklist by using descriptive analysis. In the descriptive analysis to analyze the observation checklist contained a list of objectives in teaching activity or structured observation and the observation



checklist was used by the English teacher when the researcher implemented the one-minute talk technique in the teaching-learning process. There are four categories or responses to seeing the student's activity during the learning process, from performance, and class environment. The categories are (1=poor) (2=average) (3=good) (4=excellent). The researcher should give check the statement based on the real situation.

#### **b. Field note**

The researcher employed Miles (1994) and Faizal (2003) to analyze the data concurrently with the process of data gathering, following the sequence described below:

##### 1) Data Reduction

Data reduction is the process of narrowing down, streaming, abstracting, and converting the information found in field notes that have been written down. Making summaries, selecting and concentrating on crucial information, and removing useless data. In this situation, the researcher was simplify the data to make it easy to draw conclusions.

##### 2) Data Display

Data dissemination comes after data reduction as the second important flow of analysis activity. Data presentation is the process of obtaining the descriptive numbers from a matrix or list of categories for each data use. In order to simply draw conclusions or to make the data more intelligible, the researcher was use the data from data reduction in this stage to create a chart, a table with pictures, and descriptive paragraph.

##### 3) Conclusion Drawing and Verification

The process of drawing and verifying findings is the third stream of analysis activity. After decreasing and showing the data based on the data discovered, the researcher would conclude and discuss the investigation in this stage.

## 2. Quantitative Analysis

After giving the speaking test, the researcher used individual score and mean score in analyzing the data.

The researcher would calculate the student's individual score using the following formula after converting the data that was collected.

### a. The students' individual score

After gave speaking the researcher analyzed the student's score by using the formula as follows:

$$X = \frac{A}{N} \times 100\%$$

Where:

X = The student's individual score

A = The Students point

N = Max point

Taken from (Cohen et.al.,2007)

### b. Mean Score

After the researcher calculate the individual score of students then the researcher analyzes the mean score with the following as follow:

Where:

M = The average of students' score

= The sum of students' total score

N = The number of students

*Taken from Heaton (1988: 176)*

**Table 3.2 of specifications speaking**

Score	Category
90-100	Excellent
80-89	Good
70-79	Average
0-69	Poor

*Adapted from Heaton (1988:145)*