

CHAPTER III

RESEARCH METHOD

This chapter discusses the method that is used in conducting this study. The discussion includes the research design, variable of the research, population and sample, instrument, the procedure of treatment, data collection, and data analysis and validity, reliability of the instrument.

A. Research Design

This research used a Classroom Action Research (CAR). The researcher collaborated with an English teacher to conduct Classroom Action Research by Implementing School Daze Program to improve students' speaking skill. There are three words in CAR, which are classroom, action, and research. Research is an activity to investigate an object using a certain methodology to gain data or information which is beneficial to improve the quality of anything, interesting, and important by the researcher. Action is a planned activity to gain a certain goal. Classroom is defined as a group of students at a certain time and certain teaching from similar teachers. Classroom here defined not only room space, but also defined as a group of students in the learning process.

According to Burns in Bangun, Classroom Action Research is a part of a broad movement that has been going in education. It is related to the ideas of reflective practice and the teacher as the researcher³⁸. In this research, the researcher uses a research design model action research by Kemmis and Taggart. There are four components in one cycle for conducting classroom action research. They are planning, action,

³⁸ Betty Kasita Bangun, "Improving Students' Speaking Skill by Using Show and Tell Method: A Classroom Action Research", *International Journal of Language Teaching and Education (IJoLTe)*, 6, 2 (3, 2018), 43.

observation, and reflection. Arikunto also states that classroom action research was one of the types investigation that has characteristic reflective practice, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation³⁹.

Due to some definitions above, it can be concluded that Classroom Action Research is a method on improving teaching and learning practices in the classroom through a cyclical process of planning, action, observation, and reflection. The purpose of Classroom Action Research is to identify and address specific classroom problems or challenges, and to develop practical solutions that can be implemented by teachers to improve student learning outcomes. The process typically involves the teacher working collaboratively with students to identify areas for improvement, developing an action plan to address the problem, implementing the plan, collecting data on student progress, analyzing the data, and making adjustments to the plan as needed. The ultimate goal of Classroom Action Research is to improve the quality of education in the classroom and to provide students with more meaningful and effective learning experiences. Hence, the researcher used CAR as a method of this research to improve students' speaking skill through School Daze Program at the fifth Semester of STKIP PGRI Nganjuk in academic year 2022/2023.

B. Setting And Research Subject

This study conducted a Classroom Action Research (CAR), at the fifth Semester of STKIP PGRI Nganjuk in academic year 2022/2023 which is located at Jl. K.H. Wachid Hasyim, Nganjuk. This study conducted in the fifth semester of the 2022/2023 academic year in October - November. The subject of this research is fifth semester students of STKIP PGRI Nganjuk which consists of 34 students. The researcher chose fifth semester because

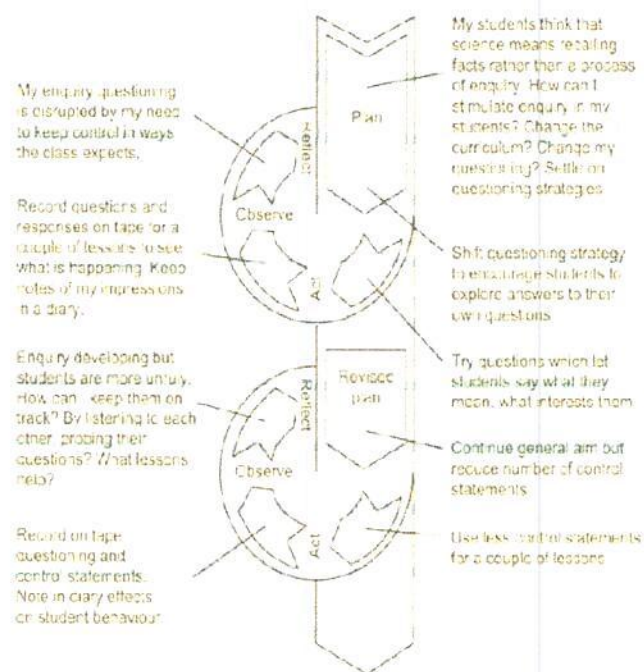
³⁹ Suharsimi Arikunto, *Penelitian Tindakan Kelas*. (Jakarta: PT Bumi Aksara, 2009): 104.

there English Speaking score was low. In addition, fifth semester students have only entered offline classes since high school after the Covid 19 pandemic.

C. Research Procedure

Procedures are an important component of the research, Systematic procedures are needed to give correct steps in doing the research. Classroom action research involves repeated cycles. It means there was continuity from one cycle to the next cycle. Each cycle includes plan, act (do), observe, and reflect. It is supported by Kemmis and McTaggart opinion who stated that there were four basic steps in the action research; planning, acting, observing, and reflecting⁴⁰

3.1 Action Research Design by Kemmis and McTaggart



The 'Action Research Spiral' (Kemmis & McTaggart, 1988:14)

⁴⁰ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 18.

Due to the figure 3.1, the activities that will be done in a cycle are as follows:

1. Prelimenari Study

Preliminary studies are used to obtain data about problems during the learning process in class. At this stage the researcher conducted an introduction to STKIP PGRI Nganjuk. After knowing the condition of students based on discussions with Ms. Triana Wuri C, M.Pd. as a collaborator, where almost all students have high anxiety in speaking English. Furthermore, the researcher asked for permission to conduct a survey by giving questionnaires to students with the aim of knowing the level of student anxiety and the relationship between anxiety levels and students' speaking scores.

2. Planning

Planning refers to the proposed strategies to be developed and be used in the research. The researcher arranged the schedule of the research. In the planning, the researcher explained Preparing Lesson Plan, Instrumen Preparation, and Determination Of Succes Criteria.

- a. Preparing Lesson Plan

Lesson Plan is a teacher's plan to facilitate learning. There are intrinsic and extrinsic reasons for learning plans (Mc Cutcheon, 1980). For intrinsic reasons, teachers plan to learn the material, fluency, study with confidence and anticipate problems before they arise. Teachers plan outreach to meet the expectations of the principal or supervisor and send substitute teachers as needed. Lesson plans are especially for aspiring teachers as they may feel

compelled to organize them before classes start. The complete Lesson Plan can be seen in Appendix 1

b. Preparing The Media

This step relates to an action plan to overcome students speaking problems. Based on the results interview, the researcher decided to implement the School Daze Program in the fifth semester Speaking class.

Before applying this media the researcher prepared the following things:

1. Find the time available for implementation
2. Request official permission
3. Prepare learning materials

c. Preparing the instrument

Sugiono (2014) defines an evaluation tool as a means for measuring natural or social phenomena. In this study, researcher use speaking test and observation.

a). Speaking Test

A speaking test in School Daze format is a type of assessment tool that evaluates a person's speaking ability using a recorded audio format. In this format, the test-taker is given a prompt or topic and is asked to record a spoken response to the prompt. The response is then evaluated by a trained examiner or teacher based on specific criteria such as pronunciation, grammar, vocabulary, and coherence. So, the test contained a point that represents the objectives of the speaking skill being tested. The aspect that will be measured is pronunciation, grammar, vocabulary, fluency, and comprehension. In that show, the researcher observes how the

students can deliver their statements briefly. Sometimes, the researcher also makes the wrong word correctly, so they may produce anxiety in language. The scoring rubric is in Appendix 2.

b). Observation

The researcher made an observation note to evaluate students' speaking skill. Planning was arranged based on the reflective observation result, such as the lecturer requires the early observation of class and students' situation. From this activity, the teacher got the general description about the problem in the class. Then, the researcher did the observation of the learning process in the classroom.

c). Questionnaire

Specifically, the researcher informs the students that the questionnaire is part of an investigation into the learning of English, and assures them that all information they give would be treated in confidence. It advises them that they could ask the teacher for clarification if necessary, and thanks to them for their participation. The students write their names on the top of the questionnaire sheets. This is requested in case any information was given was not clear, or for the sake of identifying individual participants if necessary (for example, in the selection of highly anxious students for post-oral-test interviews). Participants supplied the name of their class and attendance list.

The questionnaire is used to classify students into two groups, students who have high anxiety and those who have low anxiety. The aspect that will be measured is students' interest in learning English. This research questionnaire was adopted from previous

research by Maysari which examined students' speaking anxiety in learning English at state senior High school 2 Pekanbaru. The questionnaire on students' anxiety was 33 questions and there were 15 questions about factors contributing to students' speaking anxiety. So the totals of questions were 48 in one questionnaire. To save time, the researcher has not spread the questionnaire. This questionnaire was made in Indonesian. Before distributing it to the students, the researchers showed this questionnaire to the English language teacher who was responsible for the English class first. Then the teacher asks that the questionnaire be made in Indonesian so that students can easily understand the purpose of the question. So that the questionnaire was given to students in Indonesian.

The researcher explained the procedure for filling out the questionnaire to students first, and after that giving students time to ask questions that were not understood from the questionnaire. After that, they were given 15 minutes to answer all the questions. The researcher only gave 15 minutes.

For more details, the blue print of students' speaking anxiety questionnaires is presented in the following tables:

Table 3.1 Blueprint of speaking anxiety Questionnaire

Indicators	Sub-indicators	Number of Statements	Total
Test Anxiety	1. The students worry to make mistake 2. The students feel not enjoy in test 3. The students afraid if fail English class	2, 8, 10, 21, 26, 28	6

	4. The students feel more confuse if they study for test		
	5. The students feel English class make them more nervous than other class		
	6. The students feel not enjoy in English class		
Communication Apprehensive	1. The students have low self-confident	1, 4, 5, 6, 11, 12, 13,	21
	2. The students feel fear if don't understand with what the teacher say	14, 15, 16, 17, 18, 20,	
	3. The students feel bothered to take more English class	22, 24, 25, 27, 29, 30,	
	4. The students feel not focused in English class	32, 33	
	5. The students feel don't care about English classes		
	6. The students feel nervous and forget all		
	7. The students feel embarrassed to answer the question		
	8. The students feel nervous to speak with native		
	9. The students feel upset if don't understand with what the teacher's correction		
	10. The students feel anxiety in English class		
	11. The students feel like want to pass English class		
	12. The students have low self-confident		
	13. The students feel hearts heart pounding when the teacher call		
	14. The students feel the pressure to prepare well for language classes.		
	15. The students feel not enjoy speaking to the other		
	16. The student's worry will be left behind by other students		
	17. The students feel nervous and confused to speak		
	18. The students feel nervous if don't understand what the teacher		

	says		
	19. The students feel there are many rules in learning English		
	20. The students feel not enjoy around native		
	21. The students feel nervous if the teacher ask the question that not ask yet		
Fear of Negative Evaluation	1. The students feel tremble	3, 7, 9, 19,	6
	2. The students think their friend are better than their	23, 31	
	3. The students feel panic if they have no preparation before		
	4. The students feel afraid if the teacher ready to correct their mistake		
	5. The students feel the other students have better speaking than their		
	6. The students feel fear if other student will laugh at them		
Total		33	

d). Setting the Criteria Of Succes

Criteria of succes is a criterion used to determine how far students understand, what their misconceptions are, what knowledge and skills they master. Criteria of success is also used to track how well students' progress in learning⁴¹

The researcher also prepared the criteria of success. This research would be successful if the number of students who reached the minimum score (65) are equal to higher than 75 %.

3. Acting

Acting is when the teachers put the plan into action in order to collect information or data during the teaching and learning process. The

⁴¹ Heritage, John. "Conversation analysis: Practices and methods." *Qualitative research* (2010): 208-230.

researcher acted the scenario of the research while the English teacher became the observer. Before implementing the method, the researcher conducted a preliminary-test to know students' quality in speaking English. School Daze Program was used by the researcher in the scenario of the research. In the last cycle, the researcher gave a Test to measure students' speaking improvement before and after implementing School Daze Program.

4. Observing

Observing refers to the observation of the phenomenon that occurred in the class. In observing, the data and the problem is gained through an observation sheet in every meeting. The aim of observation itself is to collect the data which become the indicators of success as an impact of the action that had been planned before. The researcher asked the students' response toward the implementation of School Daze Program. The researcher also observed the students' speaking improvement during teaching and learning process in the classroom.

5. Reflecting

In this step, the researcher and the English teacher discussed the teaching and learning process which has been done by the researcher. If there was a weakness in the previous action, the researcher and observer would discuss the improvement in the next meeting. The researcher analyzed students' speaking improvement to make planning for further cycle and to know students' weakness in mastering speaking. The reflection result or conclusion was used as the source for the next action cycle.

F. Data Analysis

The data analysis used in this research was the observation students' activities during teaching and learning process and also the result of interview before and after implementing Classroom Action Research. In analyzing the data, the researcher tried to get the average of students' speaking test score from Preliminary Study before implementing School Daze Program and Test result in one cycle. It would be used to know the result of School Daze Program in improving students' speaking skill⁴².

The formula as follows :

$$X = \frac{\sum x}{n}$$

X : Mean

x : Total score of students

n : Number of students

Then, the writer tried to get the class percentages which pass the target score of the minimum standard score. The minimum standard score that must be attained considering English speaking subjects was 65 (sixty five) which was adapted from the agreement of the collaborator and the researcher. It used the formula :

$$P = \frac{F}{N} \times 100 \%$$

P : the class percentage

F : score achieved

N : number of students

⁴² Sudjana, *Metoda Statiska*, (Bandung: PT. Tarsito, 2002), 67.