**CHAPTER III**

**RESEARCH METHOD**

**3.1 Research Design**

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their pupils learn.1 It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

According to Kember who stated that action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of pupils (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.

From those statements, Classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting, it is normal for a project to go through two or more cycles in an iterative process.

The CAR research design in this study is collaborative classroom action research Collaborative classroom action research. That is, the researcher as a English teacher of SMP Swasta Triana will collaborated with the eight grade pupils. In the implementation of the research, the role of the researcher was to assisting the English teacher who taught speaking through storytelling techniques to the pupils pupils. Meanwhile, the English teacher acted as an observer, who observed the teaching and learning activities during the writing learning process. The actual the English teacher an observer also a reaearcher who make the research design the lesson plan, provided assessment, and analysed the data.

**3.2 Setting and Subject of the Study**

This research will be conducted at SMP Swasta Triana. This school is located at Jalan Sederhana Percut Sei Tuan District - North Sumatra. This school was chosen as a research site because the researcher had a teaching and learning and as the English teacher in SMP Swasta Triana, so that the researcher knew the condition of this school, and could identify the condition of the school. This school, and can identify the problems faced by pupils in learning literacy and speaking English. After identifying the problems, the researcher suggested to apply suitable techniques to improve pupils' speaking ability for better quality. After identifying the problems, the researcher suggested applying suitable techniques to improve pupils' ability in writing for better quality. The researcher chose the Class VIII-2 consisting of 33 pupils in the 2023-2024 school year as the as the research subject.

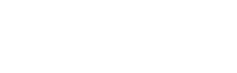
**3.3 The Procedure of the Study**

The researcher uses the classroom action research procedure based on Kurt Lewin’s design. It consists of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.

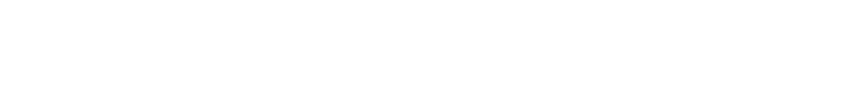
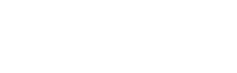
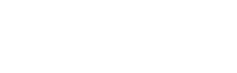
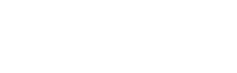
**Observing**

**Acting**

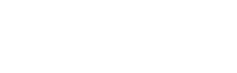
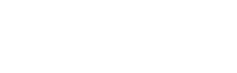
**Planning CYCLE 1**



**Reflecting**



**Acting**



**Planning**

**CYCLE 2**

**Observing**

**Reflecting**

**Picture 3.1**

**Kurt Lewin’s Action Research Design**

The Classroom Action Research using Lewin’s design consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the writer conducts the preliminary study. According to Mills preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It is aimed to gain data about problems faced by teacher and pupils in teaching-learning activities and needed to be solved. The researcher observed the class; it was conducted on May, 13-25 2024 to the pupils in second year of VIII-1 grade. Beside, the researcher conducted interview to the pupils in terms of the techniques and activities employed in teaching speaking and giving mentoring to the pupils in terms of learning English.

**Preliminary Study**

Observing the pupils problem, giving questionnaire and pretest to the pupils, in the

second year of SMPS Triana.

**Planning**

1. Designing lesson plan.

2. Preparing the model of story telling

technique

3. Preparing the materials and media.

4. Setting the criteria of success.

**Reflecting**

1. Analyzing the collected data

2. There must be more efforts to improve pupils’ writing abilitythrough Clustering Technique

3. Continue to the next cycle

**Acting**

Conducting thelesson plan

**Observing** Observing the teaching learning condition

**CYCLE 1**

**Planning**

1. Designing lesson plan.

2. Preparing the model

of story telling technique

3. Preparing the materials and media.

**Acting**

Conducting thelesson

**Reflecting**

1. Analyzing the collected data

2. Every action in cycle 2

was acomplished well.

3. The Classroom Action Research was succes and the cycle is stopped

**Observing** Observing the teaching learning condition

**CYCLE 2**

**3.4**

**Picture 3.2: Researchers’ Design The Classroom Action Research**

**Procedure Adapted from Kurt Lewin**

**Sample**

According to Sena Akman (2023:1), A sample is an analytical subset of a large

r population in

statistics. Given that it is a subgroup of this study, it is more significant. As a result, researcher will use five groups of samples from classes VIII-I Out of the total, that represents roughly 33 pupils.

**3.5 Variables of the Research**

Research topics can be identified using research variables, making it obvious what to concentrate on. This study looks at two variables: the independent variable is the English literacy and self assurance, while the dependent variables are english speaking skill.

**3.6 Instrument of Research**

Since measurement is the fundamental component of research, a reliable measuring instrument is required. A research instrument is a device that collects, measures, and evaluates data from participants related to the study's topic. In this research, the researchers will use research instruments such as interviews questionnaire sheet and test.

**3.7 Technique of Collecting Data**

Technique of collecting data in this study is both qualitative data and quantitative data. The writer uses qualitative data consist of interview, questionnaire sheet and test. While quantitative data consists of pupils’ final performers as a post-test. The completely explanation as follows:

1. Interview

Interview is particularly useful for getting data behind the English teacher’s experiences before classroom action research. It used to know pupils’ difficulties in speaking ability, and the technique used by teacher when speaking activity. The interview also will be carried out after classroom action research to know the teacher’s response toward the idea of Clustering technique.

2. Questionnaire

Questionnaire is a form containing a set of questions. It used to get information from pupils before and after classroom action research. The researher applied 5 questions in order to get data about pupils’ likingfor learning English particularly in speaking skill and the technique used by the teacher.

3. Test

The test used in this study is pre-test and post-test. Pre-test is done before implementing Clustering technique. Meanwhile, post-test is implemented after using Clustering technique. The test is used to measure pupils’ speaking ability and to know the effectiveness of clustering technique to improve pupils’ speaking ability

**3.8 Technique of Analyzing Data**

The Data was gathered in order to determine how the story telling method improving pupils assurance and literacy in speaking english The outcomes of the last performer test and observation were gathered to support the data analysis. To determine whether or not the pupils self assurance and literacy in speaking english capacity for thought have improved, The following formula was used by the researcher to assess the data using the t-test for five group designs:

**∑X**

**Mx= ──**

**N**

Mx : Mean

X : Individual score

N : Number of pupils

To get the class percentage which passes the minimum mastery

criteria- *Kriteria Ketuntasan Minimal* (*KKM*) 70 (seventy), the writer usesthe formula:

P : the class percentage

**F**

**P = ── X 96% N**

F : total percentage scoreN

N : number of pupils

In analyzing pupils’ scores of speaking from pre-test up to post-testscore in cycle 1 and cycle 2, the

writer uses formula :

**y2 - y**

**P = ─── X 96%**

**y**

P: Percentage of Pupils’ Improvement

y: Pre- test Result y1: Post-test 1

**y2 - y**

**P = ─── X 96%**

**y**

P : Percentage of Pupils’ Improvementy

Y1 : Pre- test Result y2 : Post-test 2

The data gathering through interview is analyzed by presenting the description of the result of field notes and interview. Questionnaire is analyzed in the form of percentage and presented by the description of the result of questionnaire.