

CAPTER III

RESERACH METHOD

A. Method of the Research

1. Research Design

The research of the study classified as Classroom Action Research. Referring from Burns (2010), Classroom Action Research is a self-reflective, systematic, and critical approach to enquiry by participants who are at the same members of the research community, which aims to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices.

The researcher uses a Classroom Action Research (CAR) according to Kemmis and Mc Taggart in Arikunto (2013), the procedures of the CAR into four steps. There are (1) planning, (2) action, (3) observation and (4) evaluation. The procedures called cycle. It means that each cycle consist of plan, action, observation and evaluation.

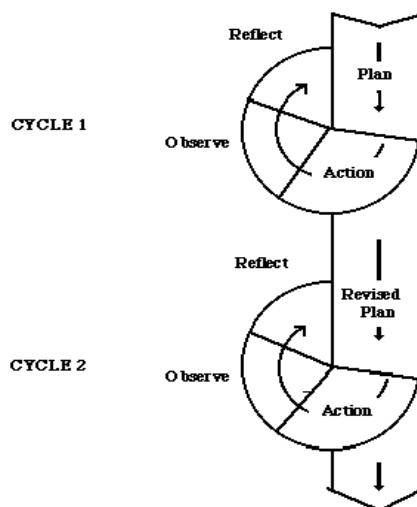


Figure : Kemmis and McTaggart's Action Research Model

The researcher tries to find and implement the actual actions in order to improve the students' learning of speaking using hot seating strategy on improving student's speaking skill at Muhammadiyah University of Metro. The researcher tries to find the problems and weaknesses of students' learning of speaking, identifying the collected problems, planning and carrying the actions, and then conducted the evaluation and reflection of the implementations of action.

2. The Procedure of Action Research

The classroom action research, each procedure takes some steps that from one cycle. According to Kemmis and Mc. Taggart in Arikunto (2013) the procedures of action research in this research are as follows :

1. Planning

In the step, the researcher prepares the instrument and media of teaching and learning. Three until five copies of the same sheet are placed at the front of the room. The sheet is containing about the material of teaching and learning.

2. Action

In this step, it is an act to implement the plan. The researcher conducts in two cycles (or more if not reaching the target). The researcher gives treatments. The researcher uses hot seating strategy to improve student's speaking skill.

3. Observation

In this step, the researcher observes the activities which were happening during the teaching and learning process. The researcher

writes of the activities in the notes and took the pictures related to teaching and learning process. The researcher observes all activities in the teaching and learning process by using hot seating strategy in teaching speaking. The researcher observes how the process of the teaching and learning that happens. The researcher also monitors and writes down the responses of the students in the classroom. In this step, the researcher writes that happens in the teaching and learning process.

4. Reflection

In this step, researcher analyses what have been going in the classroom. The researcher focused some difficulties during the teaching and learning process. The researcher prepares the planning steps. The researcher reflects in these effects as the basis to further planning, subsequently critically inform action and so on, through a succession stages. The researcher tries to formulate the conclusion of the previous steps. The result of the observation analysed and evaluated. From these, it can be knows whether the students speaking skill improved or not to be higher than before.

B. Setting of The Research

1. Setting of place

This research conduct at Muhammadiyah University of Metro which is located in Jl. Ki Hajar Dewantara No. 116 Iringmulyo Metro.

2. Setting of Time

This research is conduct classroom action research in the third semester of Muhammadiyah University of Metro of academic year 2020/2021.

C. Research Instrument

The researcher played a role as an observer to collect the data and also the one who would implement the actions. While the researcher implemented the actions in the classroom, the speaking lecturer as the collaborator acted out as the observer.

An instrument could be in form of interview guidelines, observation list, test, etc. in this study the researcher used interview guidelines, observation and test.

1. Interview Guidelines

The interview guidelines were used to support the observation in the classroom and became a tool for evaluating and reflecting about the teaching and learning process in speaking skill using Hot Seating Strategy.

2. Observation

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from students' activities and response during teaching learning process.

3. Test

To measure the student's speaking skill improvement, the researcher uses an achievement test in this research. The researcher uses oral test in the form of speaking. There are five elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency, and comprehension. With this form, the researcher can give score more quickly and easily.

D. Data Collection Technique

In this research, the researcher chooses three instruments in collecting all the data, the students are interviewed, observed and tested.

1. Interview

The interview can be recorded in three ways. The first method is to record the interview. The second way is to take notes. In this method the interviewer manages to record and then write the important points during the interview process. The final method is to write down every detail of the interview immediately after the interview. The researcher was interviewed the English teacher before and after classroom action research. The data is used to know the progress of students' speaking skill. It used to know the progress of students' speaking skill using Hot Seating Strategy.

2. Observation

Observation sheet use to guide in conducting observations. Observation sheet contains indicators of students accounting learning activity that have been set. Indicators of student's accounting learning activity that will be observed are:

Table 1. Observation Guidelines of Student's Accounting Learning Activity

| No. | Indicator | Data Source |
|-----|---|-------------|
| 1. | Learning material from the teacher | Students |
| 2. | Participations in group discussions | Students |
| 3. | Answering the questions from the teacher | Students |
| 4. | Interaction with teacher or other students | Students |
| 5. | Asking questions to the teacher | Students |
| 6. | Making conclusions at the end of the learning | Students |
| 7. | Conducting learning process according to the procedures | Students |

Source: Modified from Wina Sanjaya (2010: 141-142)

This research use observation guidelines to give score for each indicator that will be observed. There are four alternative scores:

Table 2. Alternative Score for Student's Accounting Learning Activity

| Activity | Score |
|-------------------|--------------|
| Very Active | 4 |
| Active | 3 |
| Moderately Active | 2 |
| Not Active | 1 |

Then, researcher and observer will do calculation of student's score to be used in data analysis.

3. Testing

This technique provides two kinds of test which are pre-test and post-test. Pre-test was conducted before the implementation of the actions and the post-test will be conducted after the implementation of the actions.

The pre-test and the post-test were in the form of performance tests. Students used to measure the students' speaking skills on the topics taught. Then the researcher and the raters assessed the students speaking performances using hot seating strategy to improve their speaking skill. The data of the pre-test and the post-test were collected in the form of students' score. The result of the post-test were calculated and compared with the result of the pre-test.

E. Data Analysis Technique

In analysis of the data, the researcher gets the data from interview, observation of the teaching learning process, and the result of the test. The researcher uses descriptive analysis in processing data. This process is explain about condition in raising indicator achievement every cycle. It is also to describe the success of the teaching learning process using hot seating strategy in improving students' speaking skill.

The data from observation are grouped based on student behaviour and responses which can be taken as guide or indicator for students when the strategy is introduced. If 75% of students have good participation throughout the learning process, this research is said to be successful. For example, students follow the lesson well, students develop their ideas in speaking and give good responses to the teacher. In addition, this study was successful if the students could improve their speaking skill when the researcher implemented the hot seating strategy. The researcher determines success criteria if 75% of the students got 75-84 score or good as the completeness standard.

According to Sugiyono (2013) there are three steps in quantitative data analysis, they are:

- a) Determine the scoring criteria for each learning activity indicator observed
- b) Summing the scores for each learning activity indicator observed
- c) Calculate the percentage of learning activity in each indicator observed with the formula

$$\text{Score} = \frac{\text{Total Score of student's accounting learning activity}}{\text{maximal score}} \times 100\%$$

Total score

The researcher also uses mean formula in this research to know the average of students' score and to check students' improvement in speaking.

The formula is as follow:

$$M = \frac{\sum x}{N}$$

Explanation:

M : The average of students' score

$\sum x$: Total score

N : The number of students

The researcher gets score from the one cycle conducted in the research. Mean of score from pre-test will be compared with mean of cycle one and the next cycle. It is to know how far the progress of students in teaching and learning process. The researcher also used formula to find the final score based on the criteria value 75-84 or good of minimum completeness standard.