

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location and Time

Location and time research refers to a type of research that focuses on understanding the relationships between variables such as time, location, and behavior. It involves collecting and analyzing data related to specific time and location factors to better understand how they influence various outcomes or behaviors. This research planned start at March to April 2023 and placed at SMAS Al-Washliyah 1 Medan, Jl. Sisingamangaraja No.10, Harjosari I, Kec. Medan Amplas.

3.2 Population and Sample

3.2.1 Population

The population in the study is the area that the researcher wants to examine. As according to Sugiyono (2011: 80), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. This opinion becomes a reference for the writer to determine the population. The population in this research was the eleventh grade of SMAS Al-Washliyah 1 Medan.

Table 3. 1 The Population of Research

Number	Class	Students
1	MIPA-1	30
2	MIPA-2	30
	Total	60

3.2.2 Sample

The sample is part of the population that has the same properties as the object which is the data source. The sample is part or representative of the population being studied. Based on the above opinion that the sample is part or

representative of the population to be studied. The researcher refers to determining the number of samples to be studied, namely: "regarding the determination of the size of the sample there is no absolute determination, meaning that there is no provision for what percentage of a sample must be taken". Based on the opinion above, the researcher argue that the sample is a portion of the population selected as a data source which is considered to represent the total number. The researcher took a sample in this study amounting to 30 students.

Table 3. 2The Sample of Research

Number	Class	Students
1	MIPA-2	30

3.3 Research Method

A research method is a systematic approach used to collect and analyze information in order to answer a research question or hypothesis. There are several research methods that can be used, depending on the nature of the research question and the type of data that is being collected.

This research using quantitative where quantitative research is a scientific method used to collect and analyze numerical data that can be statistically analyzed. This type of research typically involves the use of surveys, experiments, and other forms of data collection that focus on measuring and quantifying specific variables or concepts.

The primary goal of quantitative research is to test hypotheses or answer research questions using empirical evidence that can be measured and analyzed. It often involves a large sample size and employs statistical analysis to derive conclusions from the data.

Quantitative research is commonly used in fields such as social sciences, psychology, economics, and market research to explore relationships between variables, test theories, and make predictions. It is often contrasted with

qualitative research, which involves collecting and analyzing non-numerical data, such as interviews, observations, and open-ended survey responses.

3.4 Research Instrument

A research instrument is a tool or device that is used to collect data for a research study. Research instruments can take many different forms, and they are typically chosen based on the research questions or objectives, as well as the type of data that is being collected. In this research the research instrument focused in the observation.

Observational research, a subset of non-experimental quantitative research, collects data by having researchers make observations or observe others making observations. When the amount of data to be collected about human behavior, natural events, and the observed respondents is not very vast, this observation is employed.

A. Planning

Prior to doing the research, planning entails establishing the specific method or technique to be employed. Planning, in the words of Kemmis and Mc Taggart, is the process of putting together a clear, thorough plan of actions that will be taken to enhance learning processes. 44 The research schedule is set up by the researcher and the teacher. The researcher and the English teacher talked about the who, what, where, why, and how of the action while planning. The proposed course of action should also be compatible with the students' circumstances. The researchers' planned schedule for their research activities.

- a) Research Scheduling
- b) The researcher decide the material
- c) First observation

B. Implementing

Implementing is the part when the teacher implement to collect information and data in the teaching and learning process. The researcher acted as a teacher. The implementation of guessing game was used in the scenario:

- a) The researcher presented the topic
- b) The researcher demonstrated how to use a guessing game; and
- c) The researcher separated the students into various groups.
- d) The researcher explained the game's rules to the students
- e) The students instructed to describe or guess the image of a person.
- f) The researcher help the student to describe the picture by asking them so two ways communication happen and the students can describe the picture with the clues asked by the researcher
- g) Other students discuss and guess who is in the picture that has been described

C. Observing

Throughout implementation, the researcher examined certain modifications in the students' skill. They determined how the students' skills were impacted by the implementation actions. The outcome of this study was used descriptively rather than statistically. Only via observation was it possible to determine if the acts were successful or not. The suggested speaking evaluation criteria are used to rate the students' performance assessments. The outcomes of the students' speaking performances were examined to determine whether or not their speaking abilities had improved.

D. Reflection

Reflection is the process of analyzing and interpreting the findings of action research conducted in the classroom. Reflection was a process of receiving feedback from an earlier action. The evaluation of the impact of the

space issue was a component of reflection. In this stage, the researcher used the mean score's formula to analyze the students' speaking test results.

3.5 Data Analysis Technique

Quantitative data analysis techniques are statistical methods used to analyze and interpret numerical data in research studies and in this research use observation, these techniques are used to describe the basic features of the data, such as mean, median, mode, standard deviation, and range. Observation can be useful for summarizing the data and identifying patterns or trends. To get the research findings and the students' participation in the teaching and learning process, the researcher administered a speaking test. It was an oral exam that was used. The test that was administered was an individual test, and the subject matter re-telling story. The students had to give examples of story and individuals before giving a brief explanation in the form of a sentence of the story. The results of this test would allow the researcher and collaborator to determine how much the students' pronunciation had improved.

The researcher has created a speaking exam scoring rubric to measure the speaking component. The rubric was modified from a thesis by Asrifal Mirza that was quoted in the book *Assessing English as a Second Language* by David P. 38 Harris, published in 2007. The scoring criteria were listed below:

Table 3. 3Scorinnng Rubrics

Scoring Rubrics		
ASPECT	SCORE	INDICATOR
Pronunciation	5	Easy to understand and has a native speaker accent
	4	Easy to understand although less clear
	3	There are pronunciation problems that make listeners have to concentrate fully and sometimes there are misunderstandings
	2	Difficult to understand because there are pronunciation problems, often repeating
	1	Serious pronunciation problems that can't be understood
Grammar	5	No or few grammatical errors

	4	Occasionally makes grammatical errors but doesn't affect the meaning
	3	Often makes grammatical errors that affect meaning
	2	Many grammatical errors hinder meaning and often rearrange sentences
	1	The grammatical errors were so severe that they were hard to understand
Vocabulary	5	Use vocabulary and expressions like native speakers
	4	Sometimes using inappropriate vocabulary
	3	Often using inappropriate vocabulary, explanations are limited due to limited vocabulary
	2	Using the wrong vocabulary and limited vocabulary making it difficult to understand
	1	Vocabulary is so limited that explanation is impossible
Fluency	5	Fluent like a native speaker
	4	Fluency seemed slightly compromised by language issues
	3	Fluency was compromised somewhat by language issues
	2	Often hesitates and stops due to language barrier
	1	Speech stutters and stops so that conversation is impossible
Understanding	5	Understand all without experiencing difficulty
	4	Understands almost everything, although there is repetition in certain parts
	3	Understands most of what is said when speech slows down somewhat despite repetition
	2	It's hard to follow what's being said.
	1	Couldn't understand even describing a simple object

(David P. Haris, 2007)

In obtaining the data, the researcher played the role as observer. The researcher observed the student's speaking component in the classroom. To categorize the number of component student, the following pattern was applied

$$P = \frac{T}{R} \times 100\%$$

P = Percentage of students score

T = Total students score

R = Total of test score



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