

## **CHAPTER III**

### **RESEARCH METHOD**

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

The researcher employed the following methods in performing this study: qualitative as the method and the Classroom Action Research (CAR) as the design. Classroom action research is one that is carried out by the teacher mainly to enhance the process of teaching and learning. Based on Ary et, Al, Action research entails taking action on the basis of research and then researching the action. Action research has been carried out applied in a wide range a variety of contexts, such as schools, hospitals, health clinics, community groups, government agencies, and so on. It is applicable to improve daily work processes, solve specific difficulties, and create special initiatives and programs.

This research used a pre-experimental design with one group pre-test and post-test. In this design, the students were given a pre-test before the treatment to measure their initial speaking ability. Then, after the treatment using Information Gap Activities was completed, the students were given a post-test to evaluate any improvement. The difference between the pre-test and post-test results indicated the effectiveness of the treatment.

This research employed Classroom Action Research (CAR) to improve students' speaking skills through the implementation of the Information Gap Technique. The research model was adapted from Kemmis and McTaggart (1988), who proposed a cyclical process consisting of four key stages: planning, acting, observing, and reflecting. These stages were carried out in two cycles, where each cycle was aimed at evaluating and improving the effectiveness of the teaching technique used.

### **1. Cycle I**

#### **a. Planning**

In the first stage of Cycle I, the researcher began by identifying the problems faced by students in speaking English based on preliminary observations and discussions with the English teacher. After identifying the core issues, the researcher designed a teaching plan that focused on addressing those problems using the Information Gap Technique. The lesson plans included a series of speaking activities that required students to interact and exchange information. The researcher also prepared the necessary materials such as handouts, speaking worksheets, and evaluation instruments including observation sheets, field notes, and speaking rubrics. Additionally, arrangements were made to prepare the classroom setting and technical tools for documenting the teaching-learning process.

#### **b. Acting**

In this stage, the researcher implemented the lesson plans in the classroom. The Information Gap activities were carried out in pairs or small groups. Each student received different pieces of information and had to communicate with their partners to complete the task. These activities aimed to create a natural and communicative learning environment where students were encouraged to speak English actively. The researcher facilitated the class, provided guidance, clarified instructions, and offered help to students who encountered difficulties in expressing their ideas. The learning activities were recorded for further analysis.

c. Observing

The observing phase involved the systematic collection of data regarding students' participation and performance during the learning process. The researcher worked together with a collaborator (the English teacher) to observe the teaching and learning situation. The observations focused on several aspects such as students' engagement, motivation, fluency, vocabulary usage, pronunciation, and confidence in speaking. Field notes were taken to record specific events or students' behavior, and the speaking tasks were assessed using the scoring rubric.

d. Reflecting

After completing the first cycle, the researcher conducted an in-depth evaluation of all the data obtained during the acting and observing phases. This reflection stage aimed to identify the strengths and weaknesses of the implementation.

**2. Cycle II**

a. Planning

Building on the reflection from Cycle I, the researcher revised the learning activities and improved the instructional strategy. In this phase, the researcher also added motivational strategies to encourage passive students to participate. New worksheets and updated materials were also prepared to avoid repetition and increase student interest.

b. Acting

In Cycle II, the researcher conducted the learning activities using the improved strategies. The Information Gap Technique was once again applied through a variety of speaking tasks, with more emphasis on student interaction. The researcher monitored students more closely, ensured they stayed on task, and encouraged them to speak more freely. The activities were carried out in a supportive and encouraging environment to reduce anxiety and promote active communication.

c. Observing

Just like in Cycle I, the researcher and collaborator observed the entire learning process. Observations were focused on measuring the improvement of students' speaking abilities. Data collection was done through observation sheets, field notes, video recordings, and the analysis of students' speaking performance using the rubric. Students were given similar speaking tasks as in Cycle I to allow for comparison.

d. Reflecting

After Cycle II was completed, the researcher analyzed the collected data to evaluate the success of the implementation. The results showed that students demonstrated significant improvements in fluency, vocabulary, confidence, and overall speaking performance. The obstacles found in Cycle I were mostly resolved. Therefore, the researcher concluded that the Information Gap Technique was effective in enhancing students' speaking skills, and the classroom action research could be ended in Cycle II.

## **B. Research Setting**

This study was conducted at MTsN 3 Banjarmasin. The selection of this location was based on the consideration that it is important to develop a teaching method that can enhance students' speaking skills, particularly at the

junior high school level. Based on preliminary observations, it was found that in the English learning process of grade VIII at MTsN 3 Banjarmasin, the teacher tended to focus more on linguistic or grammatical aspects, while the development of students' speaking abilities received less attention. Therefore, a learning approach that encourages students to actively communicate orally in English is considered necessary.

### **C. Participants**

This study was conducted at a public junior high school and involved students from class 8C as the participants. Class 8C consists of 34 students, with mixed levels of English proficiency ranging from beginner to lower-intermediate. This class was selected through purposive sampling based on the English teacher's recommendation, considering the students' active participation in class, their willingness to engage in communicative tasks, and the teacher's interest in improving students' speaking skills through innovative techniques. The students of class 8C were chosen as the research participants because they were in the early stage of developing communicative competence in English. They had already received basic knowledge of English vocabulary and grammar in previous grades but still faced challenges in speaking fluently and confidently. Therefore, they were considered suitable for the implementation of Information Gap Activities, which are designed to

promote student interaction and encourage authentic communication in the classroom.

The selection of class 8C was also influenced by previous studies which have shown that junior high school students, particularly those in grade 8, are at a developmental stage where social interaction and peer collaboration significantly impact their learning outcomes. Rahmah (2019) found that eighth-grade students who were taught using information gap activities demonstrated significant improvement in fluency, vocabulary use, and confidence in speaking English.

#### **D. Data**

The researcher utilizes both qualitative and quantitative data for this investigation, which were collected from the eighth-grade (VIII-C) students of MTsN 3 Kota Banjarmasin and their English teacher as the sources of data. The students contributed to both types of data: qualitative (through observation and interviews) and quantitative (through pre-test and post-test scores). The data gathering process began with the controlled pre-test and continued until the end of the cycle in order to assess the progress of students' speaking skills after learning with the Information Gap technique.

This research employed both qualitative and quantitative data to investigate the effectiveness of Information Gap Activities in improving students' speaking skills. The use of mixed methods provided a more

comprehensive and balanced understanding of how the applied technique influenced the students in both measurable and observable ways. As Creswell (2015) explained, the combination of qualitative and quantitative data in educational research helps capture the complexity of classroom processes and provides a more holistic view of the intervention's impact.

The quantitative data in this study consisted of students' scores from the pre- test and post-test. These tests were designed to assess the students' speaking ability before and after the implementation of Information Gap Activities. The tests were evaluated based on key speaking components, including fluency, grammar, vocabulary, and pronunciation, using a standardized speaking rubric. These results provided concrete numerical evidence of the students' improvement in speaking performance.

On the other hand, the qualitative data included observation notes, interview transcripts, and checklists. Observation data were used to monitor students' participation, interaction, and behavior during the classroom activities. Interviews offered detailed insight into both teacher and student perspectives on the teaching-learning process and the use of Information Gap Activities. Field notes captured spontaneous classroom events, including students' responses, classroom atmosphere, and challenges encountered during the process.

Using both types of data allowed for data triangulation, increasing the credibility and validity of the research findings. According to Ary et al.



(2018), triangulating data from multiple sources is essential in classroom-based research to reduce bias and to provide more accurate conclusions regarding the effectiveness of a teaching method.

### **E. Technique of Data Collection**

In order to collect reliable and valid data, the researcher employed the following three data collection techniques:

#### **1. Test**

To quantitatively assess students' speaking improvement, the researcher administered a pre-test and a post-test. The pre-test was given before the implementation of the Information Gap Activities to identify the students' baseline speaking ability. After the cycles of the Classroom Action Research were completed, a post-test was administered to determine the students' progress.

Each test required students to perform short speaking tasks related to descriptive or interactive topics. The evaluation was conducted using a speaking rubric that assessed fluency, pronunciation, sentence structure, and vocabulary. According to Hasrol et al. (2021), an effective speaking test must be based on real communication and designed to reflect authentic language use..

## 2. Observation

Observation was conducted during each meeting to record students' engagement and behavior throughout the learning process. The researcher documented the implementation of the technique, classroom atmosphere, and students' interactions using field notes. In addition, a structured observation checklist was completed by a collaborator, which helped ensure objectivity and reduced observer bias.

Observational techniques are crucial in classroom action research because they provide real-time data about what actually happens during instruction (Mertler, 2017). Through this method, the researcher was able to monitor not only the students' reactions to the activities but also how the technique influenced classroom dynamics over time.

## 3. Interview

To complement the quantitative data and deepen the qualitative findings, semi-structured interviews were conducted with the English teacher and several selected students. The first round of interviews was conducted before the implementation, focusing on the challenges students faced in speaking English and their prior learning experiences. The second round took place after the cycles were completed, exploring students' opinions about the use of Information Gap Activities and their perceived improvement.

Interviews allowed the researcher to gather rich, personal reflections that could not be captured through observation alone. As Kvale & Brinkmann (2015) argue, interviews in qualitative research provide access to participants lived experiences, feelings, and thoughts, making them an essential method for capturing the human side of classroom learning.

## **F. Data Analysis**

Data analysis is the act of simplifying data into an easier and simpler form. Data analysis, according to Creswell, is a continuing process that requires constant data evaluation, analytical inquiries, and taking brief notes throughout the research. The data analysis technique used is that of Miles, Huberman, & Saldana (2015) who argue that qualitative data analysis can include the actions of gathering information, minimizing information, presenting information, and forming conclusions.

The data collected in this Classroom Action Research were analyzed both quantitatively and qualitatively.

Quantitative data (such as students' speaking test scores) were analyzed using descriptive statistics to measure students' progress in terms of fluency, vocabulary, and pronunciation across cycles. The improvement from the first cycle to the next was used to determine the effectiveness of the implemented technique.

Qualitative data, including interview transcripts and observation notes, were analyzed using thematic analysis. Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within the data. According to Brown (2015), this method allows researchers to capture meaningful patterns and insights that reflect participants' perspectives and experiences. The qualitative findings were used to support and

Data obtained from interviews and documentation studies were selected and classified according to the data requirements in this research, then analyzed according to the author's abilities and qualitative methodology through ethical and emic interpretation. Ethical interpretation represents the researcher's point of view, while emic data represents the informant's point of view which refers to findings in the field. The author evaluated both pieces of material using knowledge directed by paradigms, theories, and scientific perspectives that validated what the informant indicated and were supplemented by available literature. The data analysis in this study is descriptive qualitative, however quantitative data is not overlooked.