

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this research, detailing the research design, participants and site, data collection methods, and data analysis procedures.

3.1. Research Design

The study utilized a Classroom Action Research (CAR) design based on the model developed by Kemmis and Taggart (1992), which involves four key stages: planning, action, observation, and reflection. Conducted over seven learning sessions, the research was divided into two cycles—the first covering the initial four meetings and the second encompassing the final three. Each cycle involved thorough planning, implementation, observation, and reflection, with the aim of developing strategies to boost students' confidence, enhance their contextual understanding of language, and ultimately improve their speaking proficiency.

3.1.1. First Cycle

a) Planning

The planning stage began with administering a speaking pre-test to evaluate the students' baseline speaking skills. Furthermore, lesson plans were developed to focus on both individual and group activities within flipped classroom model. The primary goal was to enhance students' confidence and contextual understanding through repeated practice.

b) Action

The action phase involved implementing a series of in-class and out-of-class activities. These included three online speaking tasks where students recorded individual assignments, four group discussions, and two group presentation sessions. The integration of these tasks aimed to create a supportive learning environment that encouraged the development of students' speaking skills.

c) Observation

Systematic observation was conducted during in-class activities to assess students' speaking performances, participation in discussions, and presentation

skills. Additionally, outside the classroom, students' engagement with online activities and their collaboration in group chats were monitored.

d) Reflection

The reflection stage highlighted the need for additional support in group discussions. Although students' confidence showed signs of improvement, their engagement in collaborative activities required further attention. This led to the recognition of the importance of maintaining an engaging learning environment and providing continuous practice and feedback.

3.1.2. Second Cycle

At the end of the fourth meeting, considering that flipped classroom model was still unfamiliar to the students and that learning activities were not yet effectively implemented, the study proceeded with a second cycle consisting of three additional classroom sessions.

a) Planning

Building on the insights from the first cycle, the planning for the second cycle focused on fostering students' creativity and critical thinking to boost their interest and engagement. Unlike the first cycle, which emphasized structure and language fundamentals, the second cycle prioritized creative activities that encouraged contextual language use. Additionally, a post-test was planned to measure improvements in students' speaking skills after participating in flipped classroom for seven meetings.

b) Action

During the second cycle, two additional online speaking tasks were introduced to deepen students' contextual understanding and provide more individual practice. In-class activities included two group discussions and two reading-aloud sessions, designed to strengthen students' speaking skills in real-world scenarios.

c) Observation

Observation during the second cycle indicated a decrease in student participation, likely due to their ongoing adjustment to managing out-of-class

learning activities. This highlighted the need for better time management and more consistent engagement with the tasks.

d) Reflection

The reflection stage of the second cycle underscored the importance of providing reminders and additional support to help students manage their time effectively and fully engage with out-of-class learning responsibilities.

3.2. Research Participants and Site

The research involved 21 second-grade senior high school students, with six selected for interviews at the end of the study. This group was chosen due to their high level of engagement and cooperation with flipped classroom approach. Preliminary observations revealed that, despite their prior experience with English, many students faced challenges in improving their speaking skills in this class. Therefore, the primary objective of the study was to assess the impact of flipped classroom on the speaking proficiency of both active and passive students.

3.3. Data Collection

This study utilized a triad of data collection methods: observations, speaking tests, and semi-structured interviews. Each method played a crucial role in capturing a comprehensive understanding of the impact of flipped classroom learning on students' speaking skills.

a. Observational Methodology

Observations were conducted during classroom lessons to gather real-time data on student behavior and interactions. Drawing on the insights of Cohen et al. (2000) and Marczyk et al. (2005), observation is acknowledged as a versatile and effective data collection method in educational research. Additionally, Merriam and Tisdell (2016) underscore its significance for in-depth study, particularly in understanding complex phenomena, thereby enhancing the researcher's awareness of crucial study-related factors.

To ensure the accuracy and reliability of the observational data, the observation sheet was meticulously crafted following the recommendations of Bogdan and Biklen (2007), who advocate for a systematic approach in

qualitative research. This observation sheet was specifically designed to capture key aspects of classroom interactions, with a particular focus on students' responses to flipped classroom. The observational procedure involved several critical steps:

First, a detailed observation sheet was carefully developed to systematically record classroom activities, incorporating specific categories and criteria related to the research focus, which is flipped classroom. Students participating in flipped classroom environment were then selected as participants. Clear criteria for observations were set, outlining behaviors and interactions to be documented. Additionally, the frequency and duration of observation sessions were defined to ensure thorough data collection.

Subsequently, a digital recorder was employed to document classroom activities accurately. This allowed for the capture of detailed and precise interactions, which were later transcribed for analysis. Real-time observations were documented using the predefined checklist within the observation sheet. This ensured that all relevant data points were consistently recorded, minimizing observer bias and enhancing data reliability. Finally, the recorded activities were analyzed to uncover patterns and insights related to the implementation of flipped learning and its impact on students' speaking skills (Creswell, 2013).

b. Testing Methodology

In addition to observations, speaking tests were conducted at two critical points to evaluate students' progress in oral proficiency. Initially, students' speaking abilities were assessed using a standardized speaking test at the beginning of the study. This assessment provided a baseline measure of their oral proficiency.

At the conclusion of the study, the same speaking test was administered to evaluate improvements in students' speaking skills. The speaking tests were evaluated using Brown's (2004) oral proficiency scoring criteria and descriptions, ensuring objective and consistent evaluation. The primary purpose of this testing was to measure the enhancement of students' oral proficiency following the implementation of flipped classroom. Thus, the outcomes served

as potent indicators of students' progress and the efficacy of flipped learning approach.

c. Semi-Structured Interviews

To complement the observational and testing data, semi-structured interviews were conducted to gather in-depth insights into students' perceptions of flipped classroom and its impact on their speaking skills. This qualitative method allowed for the collection of nuanced perspectives and rich data.

The design of the interviews involved creating a question guide to ensure that the discussions remained focused on essential topics while allowing for open-ended responses. This guide was developed based on the framework provided by Harrell and Bradley (2009). Students who fully participated in all learning activities from the first to the seventh meeting were selected for interviews. This selection criterion ensured that participants had a comprehensive understanding of flipped classroom experience and could provide detailed and informed responses.

The primary objective of the interviews was to understand specific aspects of flipped classroom that contributed to improvements in speaking proficiency. Consequently, questions were designed to explore both pre-class and in-class learning experiences, aiming to identify which elements of flipped classroom were most beneficial. The interviews were conducted in an open format, allowing participants to freely express their thoughts and experiences. The responses were then analyzed to identify common themes and insights related to the effectiveness of flipped classroom in enhancing speaking skills.

3.4. Data Analysis

This study examined three types of data: observation sheets, interview transcripts, and speaking test scores, in order to determine how applying flipped classroom improved students' speaking skills. The observation sheet was presented in the form of a checklist of statements; the interview would result in a transcript in the form of words; and speaking test results would be in the form of words based on Brown's (2004) level descriptions. All gathered data was analyzed following Miles and Huberman's (1994) stages of reduction, display, and conclusion. During

the reduction stage, the collected data was condensed and organized to retain only the essential information related to the research question. To further comprehend the dataset, the information was systematically organized and compared at the display stage. At the conclusion stage, conclusions were drawn from the findings and discussions in addressing the research question, “How does flipped classroom improve students' speaking skills?”.