BAB III
RESEARCH METHODOLOGY

This chapter deals with all of the research method. In the methodology, the researcher explained some of the subsets of methods that used in this research. It was divided into several sections, namely research design, the subject of the study, data collection technique and instrumentation, and data analysis.

A. Research Design

Based on the problem of the research, this type of research was Classroom Action Research (CAR). The researcher took this method because the design is related to the learning process in classroom. The researcher choose this design is to know the students' speaking ability after using Talking Stick Method and to describe students' participation in speaking when using Talking Stick Method. There is a problem that found in SMA Negeri 1 Belitang Hilir, especially students at tenth grade. The problem of students in speaking ability include a lack of confidence in their abilities to communicate, a lack of ideas for what to say, and a fear of making mistakes or inaccuracies when speaking. From that problem, this appropriate with the research done by expert that Classroom Action Research (CAR) to improve the quality of teaching learning process to be better.

This Classroom Action Research (CAR) used in this research is in the form of Kemmis and McTaggart model in Burns (2010, p.9). The

design was consist of two cycles and each cycle consist of two meetings. The method applied by the researcher through 4 steps namely planning, acting, observing and reflecting. The process of an action in this research could be seen in the following picture:
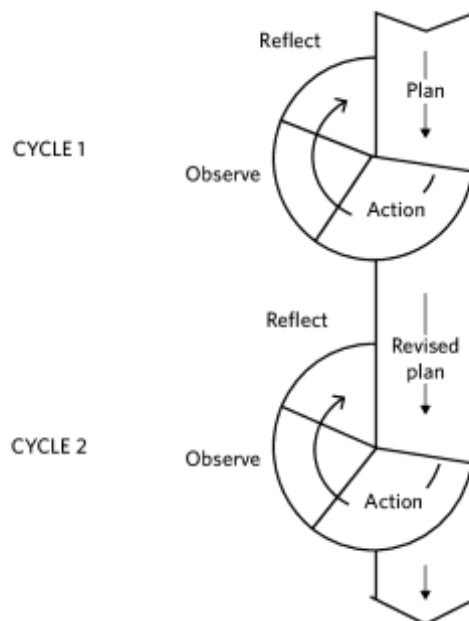

Figure 3.1 CAR Model based on of Kemmis and McTaggaet in Burns (2010, p.9)

1. Planning

Planning is developing a plan of action that critically improves what has already happened. The CAR plan is prepared based on the results of reflective initial observations. Researchers made preliminary observations of the classroom situation in the context of the general school situation. From here the researcher got a general picture of the existing problem. Then with collaborators or partners, researcher made observations of the learning process in class, with an effort to help

develop the teaching and learning process in class. The results of preliminary observations of the processes that occur in the situation to be improved are explained in the form of complete field notes which clearly describe the learning process in the situation to be improved. In this planning stage, the researcher prepares everything that will be needed and use in this research. Some things that must be prepared are lesson plans (RPP), teaching method that is Talking Stick method, teaching material include the method is going to be used in teaching and learning activities, field note, observation checklist learning instrument and also prepare criteria of success in learning.

2. Action

    Action is the next phase that researcher act in collecting and analysing the data. In this action, the researcher implemented what has been planned. Researcher used teaching technique that suitable to the problem in speaking ability that carried out in class.

4. Observation

    Observation was carried out when the process of the action has been implemented. The researcher analysed some information and data from acting. It related to the students participation during the study. In addition, the researcher found the problem faced by students in speaking ability and how each students responds.

5. Reflection

In this last of stage from classroom action research, reflecting is the activity of evaluating and reflect the progress or the change of students. In reflecting, the researcher described the result of research that has been done whether the research problem has been solved or not and whether any problems during the acting phase. In this stage, the researcher could do the next act to solve the problem, if the result of cycle I is have not been achieved.

In this research, the researcher prepared a second cycle based on the reflection of cycle I that had used observation so they can produce better result of teaching learning in classroom. In the cycle II, the process is still the same as in cycle I. In cycle II, the implementation of using Talking Stick Method in teaching speaking ability for students still do. In cycle II, the things that have prepared by the researcher is still the same as cycle I, namely lesson plan, the media to be used, the Talking Stick Method that used. This cycle II is carried out in 2 meeting.

B. The Subject of the Study

In this research, the researcher needed the subject in the research to get the data. In this research, the students who become the subject by the researcher was students in senior high school. The researcher conducted this research at SMA Negeri 1 Belitang Hilir. The students were become a subject in this research was a tenth grade of MIPA 1, it

consisted of 35 students, 22 girls and 13 boys. The students who become subject of this research have a low in speaking ability.

C. Data collection Technique and Instrumentation

In a research, it is necessary to collect data accurately as evidence of the result of research conducted. According to Singh (2006, p. 212) as the evidence of the research the data may be got in the research. The objective data collection to be interpreted using several techniques and instruments that have been designed.

1. Data Collection Technique

In this research, the researcher used observation, interview, measurement and documentation as a technique to collect the data.

a. Observation

According to Creswell (2012, p. 212) "observation is the process of gathering open-ended, firsthand information by observing people and places at a research site". Observations is made to obtain data in the form of a description of the teaching and learning process of speaking using the talking stick method, which includes: the treatment of actions by the teacher when giving speaking lessons, the attitudes and behaviour of students during learning took place, both when with the teacher and when researchers provide action using talking stick method, as well as all the things that observers can get during speaking learning activities take place. This observational data is used to monitor the course of

speaking learning activities in each cycle. Observations were made by the researcher during the learning process by making cycle notes regarding students' behaviour in speaking activities using the talking stick method. Observations were carried out systematically by using guidelines as an instrument of observation.

b. Interview

Interview is the technique which used by the researcher to collect data. During the interview, the researcher asked some questions that related to the purpose of the research. According to Creswell (2012, p. 217), in interviewing the researcher will ask one or more questions to participants, the questions form is open-ended question and the researcher will record their answers. Interviews were used to obtain data directly on various matters related to students' English speaking ability using the talking stick method. Data collection used interview techniques using interview guidelines to collect data using structured and open interviews.

c. Measurement

Measurement is a technique used by the researcher to get the result in the form of quantity data. According to Creswell (2012, p. 151) describes measurement is assessed an ability of someone. In addition, measurement could helped the researcher to know the level of student ability in learning. To found out the extent of students understanding of the subject matter, the

instruments used in this measurement could be in the form of an assessment scale and a test.

1) Scoring Rubric and assessment indicators

To search the students' speaking abilities, the researcher assessed from the five aspects, and they are grammar, vocabulary, fluency, pronunciation and comprehension.

Table 3.1 The criteria of speaking scoring rubric adapted from Brown (2001)

Grammar	1	Error in grammar are frequent and cannot be understood
	2	Error in grammar are frequent but can be understood
	3	Error in grammar are quite rare
	4	No error in grammar and control grammar is good
Vocabulary	1	Vocabulary is so limited so cannot share ideas
	2	Using inappropriate vocabulary are frequent and difficult to understand
	3	Rarely use inappropriate vocabulary and little easy to understand
	4	Has a lot of vocabulary and use it in appropriate context
Fluency	1	Explain while thinking but not complete
	2	Explain but not complete
	3	Explain completely while thinking
	4	Directly explain completely
Pronunciation	1	Errors in pronunciation are frequent and cannot be understood
	2	Errors in pronunciation are frequent, but can be understood
	3	Errors in pronunciation are quite rare
	4	No error in pronounce a word
Comprehension	1	Cannot understanding the simple speech

	2	Can understanding the speech but still repetition
	3	Comprehension is quite complete
	4	Can understand everything without any difficulties

(Addapted in Brown, H. Daughlas)

Table 3.1. Level of Students' Speaking Ability Level

Score	Classification
86-100	Excellent
66-85	Good
46-65	Fair
≤ 45	Poor

(Adapted from Suwarni, 2007)

d. Documentation

This research needed documentation to record all activities that occur happened during the study. The form of document could be in audiovisual, text, image and other document. In this research, the documentation obtained through using video of student activities in speaking using talking stick, student attendance list, and photos of activities. This documentation have did to make the evidence as a concrete data.

2. Instrumentation

a. Observation sheet

Observation sheet is used as a guide for conducting observations to obtain the desired data. The observation that used in this study is

the student observation sheet. The student observation list is used to collect data about student attitudes, situations and teaching processes using the techniques the researcher choose. According to Burns (2010, p. 62) describe that observation sheet is the systematically or structured observation, the things that will be observed are events, for example behaviours, or types of interaction. This observation sheet in this study were arranged in a special form. The assessment uses a rating scale with 4 scales (1-2-3-4). In this research, the researcher only gave a checklist in the assessment column.

b. Field note

Field note is one of the important instruments in collecting the data when conducted a research. Field note could help the researcher to record all activities in the research process. According to Creswell (2012, p. 216), field notes are data in a text record that doing by the researcher during an observation. The form of field notes used by the researcher were cycle/meeting, date, time, place and location of the research.

c. Interview guideline

The interview guideline is the instruments that made the researcher easier when she/he did the interview it could be guided for the researcher to ask the students to find information. This interview guideline was designed by the researcher based on the

students' problem, in this research the students' problem was speaking ability and in the interview guideline also include the teaching method that will be used.

d. Test

Test was given to students to compare their learning outcomes using the technique in cycle I and cycle II. It is important way to see how far students' abilities have improved. According to Creswell (2012, p.151) participants took test to measure their achievement. It means that, the students took test to measure their achievement in speaking ability. The researcher used oral test to find out the students' ability in speaking, whether there is an increase or not after using talking stick method.

e. Audio visual

In this research, the researcher used video to record the student activities in speaking when using talking stick method. This video will be used as a concrete evidence in collecting data. For the other evidence in collecting data, the researcher will take a picture or photos.

D. Data analysis

This classroom action research was contained qualitative and quantitative data. Analysis with qualitative descriptive techniques was carried out for qualitative data in the form of field notes, interview, and other materials so that they are easy to understand and also they can be

informed to other people. "Deciding how to represent the data in tables, matrices and narrative form adds to the challenge" (Cresswell 2007 p.147). The data in this study were obtained through observation. Observations were made every time the activity took place. The main function of the observation is to find out how students' abilities and participation in speaking learning after the implementation of talking stick method.

As for quantitative data, it was analyse using descriptive statistics, quantitative data in the form of scores on students' English speaking ability test results in each cycle. The information obtained will be discussed, studied and solved jointly between researchers and collaborators. Classroom Action Research (CAR) does not require analysis deep inferential statistics for quantitative data. Data analysis in Classroom Action Research (CAR) is carried out as a tool to facilitate the giving of meaning or process and research results which is conducted.

1. Data Analysis of Qualitative

According to Miles and Huberman in Hopkins (2008, p. 138) the interactive model of qualitative data analysis as follows:

a. Data Reduction

The data reduction process, the researcher have to selecting, focusing, simplify, abstraction, and do transformation of the data collection that get from field notes. When the researcher doing the

proses of data collection, researcher have to do data reduction, namely by summarize, code, classify data, create boundaries, and write memos. And the data reduction/transforming process continues after fieldwork, until a final report is completed.

b. Data Display

After doing the data reduction, the next step that researcher have to do in analysing the data is data display. In the data display, it defined as an organised assembly of information to get the conclusion and take an action. Data display can help us to understand what is happening in the research problem and doing something after about the research,

c. Conclusion Drawing/Verification

In analysing data, drawing or verifying conclusion of qualitative data is the process which conducted by researcher at the time of data collection, namely in search for noting regularities, patterns, explanations, possible configurations, causal flows and propositions. These findings can in the form of a description an object that was previously still not clearly so that upon examination it becomes clear.

b. Data Analysis of Quantitative

In this research the researcher used descriptive statistic to obtain the data in numerical description of students who observed based on the problem, Singh (2006, p. 224). From this Classroom Action

Research, the data obtained will show in graphs to conclude in quantitative analysis.

In this research, to measure the students' ability in speaking that implemented by Talking Stick Method, the researcher used quantitative data analysis to collect data by respondents, namely observation, interview, and measurement.

1) Criteria of success

The criteria of success in a Classroom Action Research was very important. From the criteria of success, the researcher know how is the students process in learning, whether it develop or not. In this research, the criteria of success were made to measure the students speaking ability. The researcher conducted the research in two cycle. The criteria of success is used to see the students' ability in speaking after using Talking Stick Method. The criteria of success are following below:

Table 2.3 Criteria Success in Learning Process

Aspect	Description
Observation	If 80% of students follow the learning process calmly and actively, enthusiastically and enjoy class during the lesson, it can be said that the cycle is successful.
Test	If 75% of students' abilities improve very well in speaking ability and their scores are increse, it can be said that the cycle is successful.