

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

CAR (Classroom Action Research) is conducted in a classroom to improve and enhance the teaching and learning process in the classroom. Ferrance (2006:6) defines that "classroom action research is a reflective process that allows for inquiry and discussion, the researcher collaborates with the teacher and discussion, researchers collaborate with other teachers into a team that works together to overcome problems faced by teachers and students".

According to Zainil (2008:1), "classroom action research is a research conducted in the classroom by teachers and collaborators with the aim of improving and enhancing the learning process in the classroom". So this research cannot be done by the teacher alone. He needs a collaborator to help him in conducting research.

Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change. In addition, (Cameron-Jones: 1983) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

B. Sample of Research

The sample is a representative member of the population used to create an overall picture of the research population. Samples as part of the number and characteristics possessed by a population (Sugiyono 2016, p.80). Sampling is used because researchers face limitations in time, energy, and cost when conducting research on large populations. So the number of samples to be used is 22 students at SMP Negeri 3 Banyuke Hulu.

Students from SMP Negeri 3 seventh grade served as the study's subjects. Banyuke Hulu in the 2023 school year, totaling 22 students. The reason for taking the class is because the students' speaking skill is still lacking in interactive speaking aspects of grammar and pronunciation.

The research place was carried out at SMP Negeri 3 Banyuke Hulu in class VII which is located in Kampet Village, Banyuke Hulu District, Landak Regency, West Kalimantan Province, in English subjects. the time of this research was carried out in the second semester of the 2023 school year, namely May 2023.

C. Research Prosedure

The four Kemmis and McTaggart stages were used by the researcher in this study to apply them to each cycle. Planning, execution, observation, and reflection are these steps. This study design is presented in the figure and explanation below:

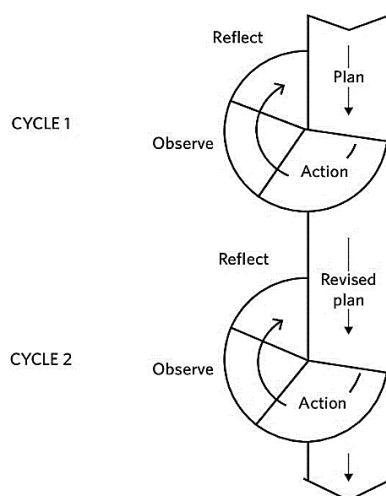


Figure 1.1 The action research in ELICOS Program: Refining the development of a national model.

(Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)

Cycle 1

1. Planning

Activities in Planning Making lesson plan about talking stick technique. After that, the researcher designed the steps in performing the

concept of speaking in talking stick teaching and prepared the material of speaking skills using the talking stick technique, prepared the test, namely the speaking test.

2. Acting

At this stage, the researcher becomes an observer and the teacher applies the method. Action refers to what teacher actually does the classroom during the process of teaching speaking. So the teacher applies the talking stick method and it is a method to solve problems in students.

At the beginning of this cycle, the instructor went over the complete teaching and learning process with Talking Stick. She described the Talking Stick method of teaching and learning speech. Three sessions were held for the teaching and learning process during the first cycle, and one meeting was held for the speaking test at the end of the cycle. The researcher provided instances and detailed explanations of the first cycle's use of sticks in education. The researcher then introduced herself and went over how to use the stick. After that, the researcher quizzed the students to see how well they understood the process.

Then, the researcher applied this technique in teaching and learning activities. Based on the talking stick procedure at the pre task stage, the researcher provided an introduction and overview of the research. This was done so that students knew the purpose of conducting action research in their class. Then, the researcher get started to direct students to discuss the topic and type of task to be done. Then, the researcher and students shared opinions and highlighted useful words and phrases and wrote them on the board. In doing the task, students are divided into pairs or small groups.

Student Activity:

The students start the discussion by putting one of their sticks in the center of the table, they start sharing the information they have in their groups. Some students who have a stick continue the discussion by using their stick, when all sticks have been used, teammates collect their sticks

and continue the discussion. One student from each group continues the discussion in front of the class using the stick. Students who get the stick must explain the results of their discussion, so that students can be active in the classroom. At the third meeting of this cycle, the researcher conducted a speaking test to determine the improvement of students' speaking ability. To clarify, the average score of students in cycle I was compared with the average score of students in the pre-research test.

3. Observation

To gather information on the teacher's attitude and the students' activities during the teaching and learning process, observation is done. The researcher engaged in formal observation in this section. The English teacher who evolved into the observer served as the researcher.

4. Reflection

Reflection is the process of feedback from the actions that have been taken. Reflection is used to help teachers make decisions. Teachers and researchers analyze all recorded information on the learning process using field note and speaking test.

Cyle 2

The teacher went over her justification for using talking sticks in the second cycle of teaching and developing speaking skills. In the second cycle, the teacher provided a variety of subjects and assignments to be discussed at each meeting. The researcher began the lesson by going over all the idioms the students were already familiar with when referring to the assigned subject.

The researcher will go over all the idioms that the students are already familiar with when speaking about the subject at hand. The researcher then went over what they already knew about the terms and made an effort to help them comprehend what was being discussed. The tasks in this cycle were carried out in smaller groups.

Once they understood the material and the tasks, the students worked on the tasks in small groups, sharing and discussing the topics and creating a native-like atmosphere in natural discussions and conversations. Meanwhile,

the researcher does her part, she goes around to monitor and help students to formulate what they want to say about the topic. Next, someone who gets the stick has to talk about what they think. Afterward, the researcher gives comments, corrections, and feedback to the students.

D. Technique of Data Collecting

In this study, researcher used two techniques in collecting data, namely observation and measurement techniques. The explanation is as follows:

1. Observation

Defines observation as a research tool that is planned and carried out deliberately to serve research questions and objectives. When using this method, researchers observe "classroom interactions and events, as they actually occur". In this study, the researcher observed the teaching and learning process which included all activities related to the learning process using field note by Burns (1999:80).

2. Measurement

Measurement is the process of collecting data through empirical observations used to collect information relevant to the desired goal. In this case the researcher assessed student achievement by speaking orally. This means that researchers use measurement techniques to measure student achievement in speaking after using the talking sticks method by Cangelosi (1995:21).

E. Tools of Data Collection

Researcher used field notes and tests in this study. The following is an explanation of data collection:

1. Field Notes

Field notes are authentic evidence in the form of primary notes, or notes described about the processes that occur in the field, in accordance with the research focus, which are written descriptively. Field notes can be taken regarding a variety of observations related to learning in the classroom, classroom ambiance, classroom management, teacher and student interaction, and several other elements. These observations will be

used as a source of CAR data. The researcher used field notes to collect data. The field notes contained all activities in personal and group activities.

2. Speaking Test

The speaking test is a test conducted directly by the researcher to the research subject, this speaking test is used to determine whether the level of students' speaking ability is high or low. the speaking test will be carried out orally and alternately for each student who gets a talking stick played directly by the student in turn, and the test is given according to the information that has been given. According to Philips (1979: 1-2) Tests are generally defined as measuring instruments or instruments used to obtain data about certain properties or characteristics of individuals or groups.

F. Technique of Data Analysis

Data analysis is carried out gradually and continuously at the end of each learning process. Researcher used Quantitative and Qualitative techniques to analyze the data. These techniques are :

1. Field Notes

To analyze field notes, researcher use qualitative data analysis, first data reduction which refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes. Second, data display, which is a set of information that is arranged and gives the possibility of drawing conclusions and taking action. According to Miles and Huberman (1994: 10-12), they define analysis as consisting of three streams of activities, namely: data reduction, data presentation, and conclusion drawing.

To analyse the data, the researcher used Miles and Huberman (1994:291) which was carried out simultaneously with the data collection process with the following flow: a. Data Reduction Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that emerges from written field notes.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Data reduction is useful for analyzing data from the beginning of the research. This means that researchers have reduced data before, during, and after collecting data and analyzing data. Before the data is actually collected, the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose.

b. Display Data

Displaying data is describing data after the researcher has finished reducing the data. By displaying data, it will be easier for researchers to understand and analyze what is happening with the data presented. And researchers begin to make further research plans based on what researchers have experienced.

c. Conclusion Drawing and Verification

The last step in interpreting qualitative data is forming conclusions. After the researcher has condensed the data and displayed the previously presented data, conclusions are generated. Drawing conclusions entails taking a step back to explore what the data analysis implies and to evaluate how it may affect open-ended questions. Verification, which is closely related to conclusions, requires going back to the data as many times as necessary to confirm or validate any findings that have emerged.

2. Speaking Test

The speaking test is a test conducted directly by the researcher on the research subject, this speaking test is used to determine whether the level of students' speaking ability is high or low. The test will be conducted in the classroom by making groups of 5-6 students. The researcher will give a topic about Greetings, Farewell thank you, and apology.

After collecting the data, the researcher classified the students' grades. In classifying student grades, there are seven classifications used as follows:

The data cycle I and cycle II is analyzed through the following steps :

- a. Calculating mean score of the students' speaking test by using the following formula:

$$X = \frac{\sum x}{Max}$$

Where :

X : Mean score

$\sum x$: Sum of students' individual score

Max : Maxium score

Taken from Fraenkel, Wallen (2009:192)

- b. To know the percentage of the students' improvement by applying the following formula :

$$X = \frac{A}{N} \times 100$$

Where :

X : The students individual score

A : The students' total score

N : The total number of test item

Taken from Cohen et al (2007:423)

The Table of Specification Speaking

Score	Specification
80-100	Goof to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

Based on the percentage of the application of Talking Sticks method, it can be concluded that this method is effectively used to improve speaking in class VII students of SMP Negeri 3 Banyuke Hulu.