CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It consists of research design, setting of research, subject of the research ,research instrument, data collection procedures,data analysis procedures

A. Research Design

This research used class action research. The researcher choose the type of this research is Classroom Action Research or called by (CAR) Classroom action research is an action that is carried out directly in the classroom. This classroom action research is carried out by the teacher in the classroom. The purpose of this classroom action research is to improve the quality of practice in the teaching and learning process in the classroom. As well as being able to develop new abilities in the teaching and learning process during class. In addition, this classroom action research is a real strategy in solving problems and detecting problems (Halimatusyakdiah, 2019).

According to (Armasita, 2017) Classroom action is an action to find the best way in the classroom. Look for ways to improve students' abilities in the teaching and learning process. This classroom action research tries to identify problems that occur in the classroom during the teaching and learning process. Then decide on an action to overcome these problemsThe purpose of this classroom action research is to improve and improve teaching during class or in their own school.Classroom Action Research consist of three words, there are:

a. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying.

B. Setting of Research

This research was conducted at MTSN 1 NGANJUK which located in JL.K.H Abdul Fattah Nglawak Kertosono kabupaten Nganjuk. Total of the students' were 714 students' and total of the class were 34.

C. Subject of the Research

This research was the classroom action research (CAR). The subject of this action research was the students' of VII A at MTSN 1 NGANJUK. This class was chosen because students' scores were still low in speaking. the teacher shows that students have difficulty in speaking based on the experience of the teacher during the learning and

teaching activities in the class at the time of learning English. so the researcher held a classroom action research in order to solve the problem with the talking stick strategy.

D. Research Instrument

Research instruments are tools that researchers used. This is used to get number one records and help statistics. In this studies,the researcher use pre-test,post-test documentation,observation,field note to improve students' speaking skills through talking stick strategy in the english teaching learning process.

a. Pre-test

The pretest is needed to find out the basic competencies for students and the extent to which students know about the material being teach. The pretest is an activity that is given before treatment before the teaching and learning process using talking stick . The material of the test is a general learning discussion.. The purpose of the pre test is to determine knowledge of student responses and student scores before taking treatment.

b. Post-test

The post test is carried out after the students receive treatment. The researcher gives a post test using talking stick strategy. From this test score, the researcher will find out the use talking stick to improve students' speaking skills. The score results will be combined with the pretest.

1. Scoring Rubric

Table 3.1

Scoring Rubric for Talking Stick

Aspect	Category	Indicators
Pronounciation	5 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded
	4(very good)	Slight errors in pronunciation and inconsistent in rhythm, intonation and pronunciation and understanding still hampered.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(poor)	Words are unintelligible
Grammar	5(excellent)	Very few grammatical errors evident
	4(very good)	Very few errors in the use of sentence structure and grammatical form, good understanding
	3(good)	Some errors in use of sentence structures and

		grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(poor)	Unable to construct comprehensible sentence.
Vocabulary	5(excellent)	Effective use of vocabulary for the task with few improprieties.
	4(very good)	The use of vocabulary that is slightly less effective for tasks with examples that proper.
	3(good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2(fair)	Limited use vocabulary with frequent inappropriate
	1(poor)	Inappropriate and inadequate vocabulary
Fluency	5(excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	4(very good)	The presentation was good, not shy and able to keep the flow of speech, even though the students stopped for a moment to find the right words/expressions.

	3(good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2(fair)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1(poor)	The students speak so little that no "fluent" speech can be said to occur
	5(excellent)	Understand all without difficulty
	4(very good)	Understand almost everything, although there are repetitions in certain parts
Comprehension	3(good)	Understand most of what is said if speech is somewhat slowed down even if there is repetition
	2(fair)	Difficulty to follow what is being said
	1(poor)	unable to understand even simple conversation

Table 3.2

Table Value

5	Excellent	85-100
4	Very Good	75-84
3	Good	60-74
2	Average	40-59
1	Poor	<39

c. Documentation

Documentation is one of the research instruments used in collecting data. the author uses documentation to obtain data about the state, students,teachers, staff, structure, organization, state of the school environment, about the history of MTSN 1 NGANJUK as well as the geographical location of the school. In addition, the author uses documentation for planning archives of learning activities and student learning outcomes.Documentation is also used in pictures to find out pictures of students during the learning process in class (Nurbaidah, 2019)

d. Observation

Observations are field notes made by researchers about behavior or activities at the research site. Field notes are taken from all data at the time of research in the research object. Researchers must make notes of all events during the study. The researcher made field notes to support the observations. Includes: how is the style of the teacher in teaching English when opening or closing the lesson and also the researcher taking pictures or videos as evidence.

E. Desain Procedure

a. Planning

In this step, the researcher prepared what that was teach. Planning is the first step in each activity. Without planning theactivity that the writer did cannot be focus. The planning would be reference in doing action. Here were the step that writer made in planning.

1) The writer prepared lesson plan based on merdeka curriculum and English syllabus.

2) The writer prepared observation sheet.

3) The writer prepared the test which would be used in pre-test and post-test

b. Action

The second step in the activity is acting. It was be implementation of the planning that writer has made. In this action, the writer done pre-test, treatment and post-test to the students. This action conducted in some meetings. In this implementation, the writer follows the schedule of English subject in the class

c. Observation

The researcher observes student activities at each meeting so that the researcher can find out the abilities of the students, the researcher also wants to know used talking stick to improve students' speaking skills.

d. Reflection

In this step, the researcher analyzes the weaknesses under study obtained in observing a cycle to determine what to do in the next cycle and to determine whether the results of the cycle are satisfactory or not. After the researcher analyzes these weaknesses, the researcher looks forsolutions to problems for the weaknesses, and what the researcher should do in the next step.

F. Data Analysis

The data was analyzed by the researcher in steps below.

1. Knowing the students' individual score, by the formula:

   Score = *the total of true answers x 4*

2. Knowing mean score each test, by the formula:

   Mean score $= \frac{total\ score\ of\ the\ students}{numbers\ of\ the\ students}$

3. Comparing the result of each test

   The students' score of pre-test and post-test (cycle test) obtained from the process were used to see the improvement of understanding and the students' achievement. The formula was used to know successful or not as follows:

    The percentage of individual success

   $\%X = \frac{x1}{N} \times 100\%$

   %X = the percentage of individual success

   X1 = obtained score

   N = the maximum score

   Then, the researcher compared and confirmed the result with criteria of success (see table 3.2). If the percentage of success is 75% of 34 students in class,

it means that the class was successful. But the percentage of success less than 75%
the class was unsuccessful.