# CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was pre-experimental research as the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. The type of the research is experimental research. According to Jhon, W. Cresswell, "experiment is you test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable"[1].

In the research, the writer used pre-experimental research because the first year students of MA Al-Qasimiyah Sorek Satu only consisted of one class and it was difficult to find another class from other school as a comparison. The writer used one group pre-test post-test design where a single case was observed at two time points, one before the treatment and one after the treatment. The class got a pre-test at the beginning, treatment in the middle and post-test at the end of the research. The pre-test and post-test results were compared in order to determine the effect of the treatment. Gay says that this research is called the One-Group Pre-test-Post-test Design, involves a single group that is pre-tested, exposed to a treatment, and post-tested. The success of the treatment is determined by comparing pre-test and post-test scores.[2]

Figure 1

Research Design

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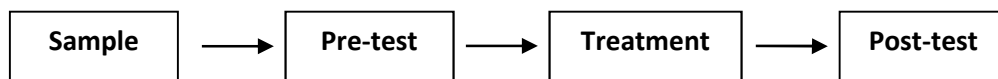
[1] Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education,2008). p. 299

[2] L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. (New Jersey: Prentice-Hall, Inc, 2000). p.388

B.   Time and Location of the Research

The research was conducted at MA Al-Qasimiyah Sorek Satu . It is located in Sorek District of Pelalawan Regency. The research was done for two months, started from January to February 2014.

C.   Subject of the Research

The Subject of this research was the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency.

D.   Object of The Research

The object of this research was the effect of talking stick method on students' speaking ability at the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency.

E.   Population and Sample

The population of this research was the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency in 2013-2014 academic years. The number of population was 25 students, only one class. It can be seen in the following table:

Table 3.1

The Total Population of the First Year Students of MA Al-Qasimiyah Sorek 1 Pelalawan Regency 2013-2014

No.	Class Treatment	Population		
		Female	Male	Total
1	X	10	15	25
	TOTAL			25

Based on the design of the research, the writer took all of the students as the sample of this research by using total sampling.

F. Technique of Collecting Data

1. Observation

According to Suharsimi, observation is an activity that concerns toward some objects by using the five of senses[3]. Observation is the way to get some data by observing the object of the research. In this research, observation used to collect data on the application of talking stick method in teaching learning process. The purpose of this observation is to find out whether all teaching steps of talking stick method has been done correctly or not by the researcher.

2. Oral Presentation Test

Oral Presentation Test used to collect data about student's speaking ability in recount text. Oral presentations Test are divided in two:

    a. Pre-Test

Pre- Test was used to collect data about students' speaking ability in recount text. The test is administered before the treatment is given.

    b. Post-Test

Post- Test was used to collect data about student's speaking ability in recount text. The test is administered after the treatment is given.

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[3]Suharsimi, Arikunto.*Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), pp. 156

The students' speaking ability from this class was recorded. Then, it was assessed by two raters.

According to Hughes, there are some components that should be considered in giving students' speaking ability score: accent, grammar, vocabulary, fluency, and comprehension[4]. So, Hughes describes the rating as follows:

a. **Accent**

Table 3.2

Accent

Category	Requirement
6	Native pronunciation, with no trace of "foreign accent.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

b. **Grammar**

Table 3.3

Grammar

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

c. Vocabulary

Table 3.4

Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simplest conversations.

d. Fluency

Table 3.5

Fluency

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven expert for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

e. **Comprehension**

Table 3.6

Comprehension

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understanding to little for the simple types of conversations.

To classification the percentage of students' speaking ability can be drawn as follows[5]:

Table 3.7

The Percentage of Implementation of Talking Stick Method

Score	Classification
81-100%	Very Good

[5]Suharsimi, Arikunto. 2009. *Evaluasi Program Pendidikan.* (Jakarta: Bumi Aksara), p. 35

61-80%	**Good**
41-60%	**Enough**
21-40%	**Less**
<21%	**Very less**

So, based on the description above, the classification of the students' speaking ability

can be drawn as follows[6]:

Table 3.8

Classification of the Students' Score in Term of the Ability Level

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Vail

In MA Al-Qasimiyah Sorek Satu, they use the following form to assess the speaking ability of students.

Table 3.9

ASSESSMENT ASPECTS OF SPEAKING MONOLOGUE OF RECOUNT TEXT

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent						
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							

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[6]Suharsimi, Arikunto. 2009. *Dasar- Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara), p. 245

Maximum Score	20

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final score} = \frac{Total\ Score}{Maximum\ Score}\ x\ 100$$

G.   Technique of Data Analysis

According to Suharsimi,[7] to analyze the data for one group pre-test and post-test design used formula as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{N\ (N-1)}}}$$

Where:

Md   = the difference of mean between pre-test and post-test

Xd   = deviation of each subjects (d-Md)

$X^2 d$ = total kuadrat deviation

N   = total subjects as sample

To analyze the implementation of talking stick method, the writer used formula[8]:

[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p.306

$$P = \frac{F}{N} \times 100\%$$

Where:

P   = Total Percentage

F   = Frequency

N   = Total

In order to analyze students' speaking ability in recount text, the writer used the minimum achievement standard of English Lesson in MA Al-Qasimiyah Sorek Satu Pelalawan Regency (SKL) that was 60 for the students' speaking ability of recount text, it means for those who get score <60, they do not pass the minimum achievement standard (SKL), while for those who get score 60, they pass the minimum achievement standard (SKL).

In order to find out whether there is a significant effect between students' speaking ability on recount text before being taught by using talking stick method and students' speaking ability on recount text after being taught by using talking stick method, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using t-test through using SPSS 16.00 versions.

The t-test is obtained by considering the degree of freedom (df) as follows:[9]

df = N-1

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[8] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT Grafindo Persada, 2000), p. 40
[9] Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 191

N = Number of cases

Statistically the hypotheses are:

H_o: t_o < t-table

H_a: $t_o \geq$ t-table

H_o is accepted if t_o < t table or there is no significant effect of using talking stick method towards students' speaking ability at the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency.

H_a is accepted if $t_o \geq$ t table or there is significant effect of using talking stick method towards students' speaking ability at the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency.

H.   The Reliability and the Validity of the Test

In analyzing the data, researcher had to find out the reliability of the test. The data characteristic of reliability is sometimes termed consistency. It means the test is reliable when an examiner's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Valid or invalid of the test have been tested and it can be measured. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means that the test is valid to the extent that is measured what it is supposed to measure.

According to Brown, reliability has to do with accuracy of measurement[10]. This kind of accuracy is reflected in the obtaining of similar result when measurement is repeated on different occasions or with different instruments or by different persons. The validity and reliability are related. It is possible for a test to be reliable without being valid for a specified purpose, but it is not possible a test to be valid without first being reliable. To know the reliability of the test, the writer used SPSS 16.00.

Table 3.10

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Post Test	25	.625	.001

From the table above, it can be seen that the probability (sig = 0.001) is smaller than 0.05 and the score of reliability of the test is 0.625 it is bigger than r product moment in 5% and 1% in which 0.388<0.625>0.496. According to Hartono, the value of "r" product moment 0.625 is

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[10] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Ryents Englewood Cliff, 1994), pp. 19-27

moderate correlation.[11] It means that there is correlation between post-test and pre-test. In other words, speaking test used to either at the pre-test or post-test is reliable.

[11] Hartono, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2008), p. 87