

CHAPTER III

RESEARCH METHODOLOGY

This chapter the researcher elaborates the research methodology; it consists of Research Design, Time and setting of the research, Subject of the study, Variable of the study, Research Instrument and Data Collection Technique, Validity and reliability, and Data Analysis.

3.1 Research Design

The Researcher applies pre-experimental designs that use in one group pretest-posttest design. Saleh (2012: 38) states that there are three kinds of pre-experimental design, they are one-shot case study, one group pretest-posttest design, and intact group comparison design. He claims that one-shot case study is apply in one group without pretest, while one group pretest-posttest design also applies in one group and one level recovered than one-shot case study. The last is intact group comparison design is one level with true experimental design, it is to compare the group. The researcher chooses one group pretest-posttest design as research design, because it is only use in one sample. There is applying pretest before a treatment and applying posttest after a treatment.

Pre-experimental design is including in Quantitative research. According to Creswell (2012: 294) said that quantitative research through Experimental design as traditional advance. The definition of Quantitative research is practice and outcome the result of experiment using score. Quantitative research focuses on the subject test score, analyze that process, implementation, and result of the study use statistics. The researcher uses Quantitative research through pre test before, after that the Researcher gives a treatment and posttest as the final score. In pretest and posttest, the student performs in retelling and in the treatment, the Researcher holds to change students' speaking performance of Recount text by using Webtoon.

In Saleh (2012: 39) views that formulas of one group pretest-posttest design as follows:

pretest	Treatment	posttest
X1	O	X2

Table 3.1 the formulas of one group pretest-posttest

X₁ = students speaking performance on recount text before the treatment

O = speaking performance on recount text by using webtoon

X₂ = students speaking performance of retelling on recount text after through the treatment

The implementation of one group pretest-posttest design in this study as follows:

X₁ → Described and analyzed pretest result in students speaking performance based on introduced of self and retelling their experience in last holiday and last birthday on recount text before the treatment.

O → Using webtoon as a treatment to develop students speaking performance on recount text.

X₂ → Described and analyzed posttest result in students speaking performance based on introduced of self and retelling their experience in last New Year and experience when in junior high school on recount text after through the treatment.

The researcher took a tryout, before applies this study. The researcher believes this study is effective to develop the students in speaking performance on recount text in twice of pretest, twice of treatment, twice of posttest, and the last is uses questionnaire after applies this study.

3.2 Time and Setting of the Study

The researcher has finished observing on March, 7th 2016 until March, 8th 2016 and the researcher has done this research on April, 14th 2016 until April, 29th 2016 at SMA Muhammadiyah 1. The location at Raya Kapasan no. 73 – 75 Surabaya.

3.3 Subject of the Study

3.3.1 Population:

In Saleh (2012: 65) said that population is total group of pupils or Subject which of the researcher wanted to apply the study.

Class	X-1	X-2	X-3	X-4	X-5
	35	36	35	33	31
Σ Students	170				

Table 3.2 Population of the study

The researcher applied Webtoon to develop students' speaking performance on Recount text at SMA Muhammadiyah 1 Surabaya and the Subject of this study is 10th

grade students. It has five classes such as X-1 until X-5; with the total are 170 students. The Researcher chooses tenth grade students, the students are still fresh to adapt and effective to develop working in group.

3.3.2 Sample

According to Saleh (2012: 18), he states “to represent a sample which of the researcher chooses is one of component population or group”. Creswell (2012: 142) views that a sample is target population which of the researcher is chooses one of group to generalize the study. Based on views above, the researcher chooses one group is X-5 class as a sample on this study. In this study, the researcher chooses 30 students from 31 students of X-5 class.

Creswell (2012: 142) states that there are two types of Sampling. The two types of sampling are probabilistic and nonprobabilistic sampling. Creswell explained that probabilistic sampling divides three types; there are simple random, stratified, and multistage cluster samplings. He defined that probabilistic sampling is chooses an individual's subject from the group or class. While nonprobabilistic sampling in Cresswell theory divided by two types; there are Convenience and snowball sampling. He defined that nonprobabilistic sampling is not chooses an individual subject, but useful information and open close question to choose one group or class. Based on theory above, the researcher has use nonprobabilistic sampling.

In Creswell (2012: 45) view that purposive sampling as selected the participant based on their experience, because it is more fast and effective method to find out the dominant subject. Which means the purposive sampling technique is like as teacher recommendation based on her experience during teaching at SMA Muhammadiyah 1 Surabaya, to apply this research in one group or class based on some criteria. The first is that X-5 class more conducive in English language learning process. The second, the students are enthusiastic, but they are lack in speaking English.

3.4 Variable of the Study

According to Cresswel (2012: 112) variable is an individual or association personality. The variable is divided in two kinds, there are individual or association personalities that measure uses observation and record the instrument; and an

individual or association personality that measure which uses the researcher suggestion to analyze or describe the different score for each person. Based on theory above, the researcher chooses to measure variable kind of instruction based on independent and dependent variable.

3.4.1 Independent variable

The independent variable in this study is using webtoon. According to Cresswel (2012: 116) independent variable refers to influence the personalities to control the result on dependent variable. In independent variable always depends of dependent variable. Independent variable usually used to analyze the teaching media or concept. Independent variable always finds out the different media, where is never used before. Moreover, independent variable is cause from the research.

3.4.2 Dependent variable

The Dependent variable in this study is students' speaking performance on recount text. Cresswel (2012: 115) states that dependent variable refers to influence the personalities that depend on independent variable, which means dependent variable is the reason why the researcher gets the problem and take the problem as the research. Dependent variable always is the result of final scoring. So, dependent variable is an effect from the research result.

3.5 Data Collection Technique and Research Instrument

To collect the data in this study, the researcher uses quantitative method as statistics data and the research instrument of this study is the researcher applies two kinds of test and treatment. Totally, there are 3 steps; there are pretest, treatment, and posttest. Pretest of speaking performance on recount text before treatment, the treatment of speaking performance on recount text by using webtoon, and then posttest of speaking performance on recount text conducts the treatment. The pretest, treatment, and posttest apply in two times.

3.5.1 Pre-test of speaking performance

Pre test of speaking performance is appropriate with lesson plan, the researcher has done to achieve it on April, 14th 2016 until April, 19th 2016. The chronological of pretest of speaking performance is the researcher and teacher came to X-5 class. The first time, the researcher introduced self. After that, the researcher

explained the purpose of this research and the researcher gave the information about lesson plan. Next, the researcher requested the students to introduce and retell their last experiment after holiday as the first pretest and retelling their experience on last birthday as the second pretest, by using camera hand phone. In other side, the duration of the test is 1 until 3 minutes for each students and the researcher recorded student's activities doing speaking or retelling their experience by using their own mobile phone.

3.5.2 The treatment of speaking performance on Recount text by using Webtoon

After a teacher and the researcher gave scoring for pretest of speaking performance on recount text, the treatment was applied on April, 14th 2016 and on April, 19th 2016. The researcher has finished to prepare the material to develop a class activity and as creative a treatment. While, the chronological of the treatment of speaking performance on recount text by using webtoon is the researcher and teacher will come to X-5 class. Next, the researcher explains the generic structure of recount text and how to use webtoon on recount text were in power point display. The researcher chooses a webtoon comic comedy series as English learning media in speaking performance of recount text. Why the researcher chooses comedy genre because the researcher intends to achieve the purpose of recount text is to Entertain and inform to the reader about the last event. Moreover, a webtoon comic comedy genre can build the students' confident in speaking performance.

On the explanation, the researcher presents a webtoon comic comedy series as a treatment, "the end of the year" A bitter sweet 132nd episode and "High school" As per usual 13th episode. From webtoon comics above, the researcher wants to know the students speaking achievement when they apply all of them. The contents appropriate in the recount text's characteristics. After, the researcher explains of webtoon comic comedy series, the researcher ask students to work in group. Next, the researcher matches an individual to group; it consists of five persons per group, in total 30 students it will be managed in 6 groups. The steps treatment as follows;

- a. First of all, the researcher presented the formulas of recount text, generic structure of recount text, and given an example of speaking performance by using webtoon in power point display, as follows:

In Priyana (2008: 13) views the formulas of past tense and generic structure of recount text:

S (Subject) + V2 (Past verb) / S + was/ were + noun/ adjective

The explanations of these formulas are includes:

S (subject)	: I, they, we, she, he, it (The name of person or group)
V2 (past verb)	: Went, drove, watched, taught, and etc
Noun	: car, house, village, (the name of things)
C (complement)	: Jakarta, Surabaya, in the evening (the complement of sentence)

The generic structure of recount text is adapted in Priyana (2008: 18), there is includes:

Orientation	: it is usually in first of retelling to introduce of the subject, place, and times.
Event	: it is usually in middle of retelling to tell the event was happened.
Reorientation	: it is usually in the end retelling as final or conclusion the story.

- b. The researcher uses laptop and requests the students to use their private mobile phone to search m.webtoon.com/en link as directly and reading a worksheet. The researcher request the students look for 2 comics based on worksheet. All of group are using similar comic in each time or schedule.
- c. If they have looked for m.webtoon.com/en link. After that, they discuss with their partner to develop their understanding by the webtoon comic and the researcher gives 10 minutes to discuss with their partner. They also use dictionary to translate the difficult word in webtoon comic.
- d. When they finished in 10 minutes, the researcher helps the group to hold their speaking on retelling a webtoon comic before perform in class and help of the group to still use generic structure of recount text.

- e. Next, the researcher requests to the group to discuss with their partner and retelling what they understand based on a webtoon comic.
- f. Finally, the researcher gives feedback and evaluation to the students through the treatment.

From the webtoon comic series, the researcher explained in speaking performance as example, before the students performs in class. The researcher use the example is easy to develop and understand in speaking performance to retell that webtoon comic series. See appendix for webtoon picture of “the end of the year” A bitter sweet 132nd episode and “High school” As per usual 13th episode.

3.5.3 Posttest of speaking performance on Recount text

After pretest and treatment were applied, the researcher gives the last test; there is posttest. The chronological of posttest in speaking performance on recount text is the researcher and teacher was applied on April, 14th 2016 and April, 19th 2016. The posttest in speaking performance is used to know and differences of students speaking performance result after responsibility the treatment. Posttest of speaking performance on recount text is using the students perform in front of class one by one to introduce by self and retelling their last experience when it was New Year as the first posttest and retelling their experience when they were in junior high school as the second posttest, their performs 1 until 3 minutes and the researcher recorded. In Brown (2003: 157) states that of speaking are divided in six categories, there are grammar, vocabulary, comprehension, fluency, pronunciation, and task. Grammar is use for the speaker keep with English structure, Vocabulary is use the speaker more effective in speaking English, comprehension is shows the speaker who is focus or not in speaking topics, fluency is to show the speaker more clam in speaking, Pronunciation is to show the speaker speaking word by word is truest, and task is using the speaker or listener as speaking assessment. Brown more explains a category is generally in performance for specific scoring by recorded it for listening (2003: 157). There is a rubric aspect score to analyze and collect the data from pretest and posttest result:

Score	Speaking Aspect				
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation
4	Uses a variety of vocabulary and expressions	Uses a variety of structures with only occasional grammatical errors	Speaking smoothly, with little hesitation that does not interfere with communication	Stay on task and communicates effectively, almost always responds appropriately and always tries to develop and interaction	Pronunciation and intonation are almost always very clear/ accurate
3	Uses a variety of vocabulary and expression, but makes some errors in word choice	Uses a variety of grammar structure, but makes some errors	Speaks with some hesitation, but it does not usually interfere with communication	Stay on task most of the time and communicate effectively, generally responds appropriately and keeps trying to develops the interaction	Pronunciation and intonation are usually clear/ accurate with a few problem areas
2	Uses limited vocabulary and expressions	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	Speaks with some hesitation, which often interferes with communication	Tries to communicate, but sometimes does not respond appropriately or clearly	Pronunciation and intonation errors sometimes make it difficult to understand the student.
1	Uses only basic vocabulary and expressions	Uses basic structures, makes frequently errors	Hesitates too often when speaking, which often interferes with communication	Purpose isn't clear, needs a lot help communicating, usually does not respond appropriately or clearly	Frequent problems with pronunciation and intonation

Table 3.3 Speaking aspect adapted from Brown (2003: 157) and Rubric scoring of Speaking performance, Taken from <http://www.pearsonlongman.com/ae/worldview/wvvideospeakingrubric.pdf>

No.	Score	Total of score	Criteria
1.	4	35 – 40	Excellent
2.	3	25 – 34	Good
3.	2	15 – 24	Fair
4.	1	5 – 14	Poor

Table 3.4 Scoring scale of speaking performance

3.5.4 Questionnaire

Questionnaire has been given after the researcher finished applying posttest. The purpose of questionnaire is to know the students reaction, response during this study, and to know how the students to achieve in speaking performance after and before applies the treatment. In Creswell (2012: 177) viewed that to give easier a scoring question during the instrument can gives score from number 5 until 1, he further explains that score are from 5 for strong agree, 4 for agree, 3 for enough, 2 for less, and 1 for poor. Based on view above, the researcher gave a questionnaire are includes 5 questions. Which means if the students give a 5 score for each question, the result will be high scoring. But, if the students give middle until low score, the result will be standard until low score. The scale of total score is from 25 as high score until 5 score as low score. The researcher used excels to calculate questionnaire result.

3.6 Validity and Reliability of the Test

In Creswell (2012: 159) viewed that, validity and reliability as compound traditions in the instrument are doing together. Which means validity and reliability are important factors to analyze the test as instrument of the study, which is valid or not and reliable or not. The researcher has been applies validity and reliability in this study to collect the data from pretest and posttest result, as follows;

3.6.1 Validity of the test

Creswell (2012: 159) stated that Validity refers to show and improving the test which of that the interpretation of sound evidence. Creswell defines the validity evidence divided in five types, he further states there are; evidence based on test content, evidence based on response processes, evidence based on internal structure, evidence based on relation to other variable, and evidence based on the consequences of testing. In this study, the researcher chooses and applies one of them is evidence based on the test content. Creswell also stated (2012: 159) that evidence based on test content is adapted by syllabus, lesson plan, and textbook. Moreover, the content of validity evidence is suitable in KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum and See appendix for a lesson plan. Based on MGMP team, KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum, speaking performance on

recount text are includes in indicators of Senior high school syllabus tenth grade, as follows;

Standard Competence	Basic Competence
4. To express the meaning in short functional and monolog such as recount, narrative, and simple procedure in everyday life context.	4.2 To express the meaning in simple monolog's text by using kind of spoken language accurately, fluent, and to be accepted in various context everyday life in text like recount.
Indicators	Technique of Activity
4.2.1 To response simple monolog text in formed recount 4.2.2 To do simple monolog text in formed recount	1. Performance
	Studying of Activity
	1. To discuss in group to make and to tell a story by turns to continue

Table 3.5 Content validity, taken from “Bimbingan Teknis Peningkatan PBM Melalui MGMP Tingkat Satuan Pendidikan (Smandelta)” syllabus.

	1 st meeting	2 nd meeting
Test-takers on Pretest (15 minutes)	Introduce by self and retelling the last Experience about holiday	Introduce by self and retelling the last Experience about birthday
Test-takers treatment (30 minutes)	Discuss with your partner to describe A webtoon worksheet	Discuss with your partner to describe A webtoon worksheet
Test-takers on Posttest (45 minutes)	1. Tell a new year experience which uses past tense formula and generic structure of recount text. 2. Present your work	1. Tell a high school experience which uses past tense formula and generic structure of recount text. 2. Present your work

Table 3.6 Content Validity of Test Adapted from Brown (2003: 164)

Table content validity of test show there were valid and suitable with Content validity based on KTSP syllabus and lesson plan.

3.6.2 Reliability of the test

Creswell (2012: 159) defines that reliability refers to the test result from quantitative research were sure and reliable. Creswell confirmed that reliability divided into five types, test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, inter-rater reliability, and internal consistency reliability. In this study, the researcher chooses and applies one of them, it is inter-rater reliability. Creswell explains that inter-rater reliability which of using more one

person to analyze the test results (2012: 159). For the reason, the researcher has requested an English teacher to score students of speaking performance. To know the test result are reliable or not, the researcher uses SPSS version 21.0 in Pearson Product Moment as significant media to indicate reliable Tryout result. Creswell (2012: 183) shows that statistics data divided into two types; there are Descriptive statistics and Inferential Statistics. Descriptive statistics is described the data which use central tendency, variability, and Relative standing. Inferential statistics is parametric and non parametric. In parametric of inferential statistics, it has some kind of methods. The one of methods is using Pearson Product Moment, based on the theory above the researcher shows the inter rater reliable data is used inferential statistics in Pearson Product Moment correlation.

Correlation of score	Significant
0,800 – 1,000	Very high
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Very low

Table 3.7 Product Moment coefficient correlation, taken from Surapranata (2009: 59)

Correlations			
		rater 1	rater 2
rater 1	Pearson Correlation	1	.840**
	Sig. (2-tailed)		.000
	N	15	15
rater 2	Pearson Correlation	.840**	1
	Sig. (2-tailed)	.000	
	N	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.8 Inter rater reliability in Try Out of speaking performance

The data result above is about inter rater reliability, based on measurement Try Out above, the researcher is Rater 2 and the teacher is Rater 1. The results calculated by using SPSS version 21 for windows in Pearson Product Moment Correlation. The

researcher has calculated tryout data after taken a tryout of speaking performance on recount text in X-2 class, the result as follows:

- ➔ Ttable in N=15 is 0,514 (in two tailed) and Alpha is 0,05.
- ➔ If P value < Ttable, which mean the result were not reliable
- ➔ if Pvalue > T table the result is called reliable.

In this result shows that Pvalue is 0,840, which mean Pvalue > Ttable and the result is reliable. The result includes in very high criteria of Pearson product moment correlation. It means between rater 1 and raters 2 have same perception.

3.7 Procedure of the Study

The chronological, the researcher came to staff administration of SMA Muhammadiyah 1 Surabaya on March, 7th 2016 and asked about English teacher schedule, after that the researcher invite English teacher number. But, on the day the researcher did not meet the teacher and headmaster of SMA Muhammadiyah 1. The researcher met the teacher after the researcher chat by line, after that on March, 8th 2016 and March, 10th 2016 the researcher met the English teacher to create a schedule and to explain the method and purpose of this study. The schedule was on March, 11th 2016 to take a tryout and calculating the result. Next, the researcher met a Headmaster of SMA Muhammadiyah 1 Surabaya on April, 14th 2016, because the researcher gave a research letter on April, 13th 2016 after finished final test for senior high school, the researcher finished writting of chapter 1 until 3 and validation of teaching materials. On April, 14th 2016, the researcher was asked permission to Headmaster for implementation this research and use one of tenth grade class. After met a Headmaster, the researcher came in teacher room to meet an English teacher in rest time, to validate lesson plan. After that, the researcher waited from 10.10 to come in X-5 class. The researcher prepares complete the schedule before applies this study, there are includes; Preliminary study, tryout, test, treatment, and analyze the data.

a. Preliminary study

Preliminary study is used to analyze the teacher method in English learning process to hold the students enthusiastic in classroom activities. The Researcher just sharing with an English teacher and asked some question about teacher technique strategy to improve students' speaks

performance. The Researcher has finished meeting with English teacher on March, 08th 2016 until March, 10th 2016.

b. Try Out

The purpose of Try Out is to know the students speaking performance before applies the instrument. Try out was applied in different object for this study. The researcher had done to take a try out data on March, 11st 2016. The sample is 15 students at X-2 class. The method of tryout is the students to turn in front of class and speaking performance to introduce by self and retelling their last experience of Holiday.

c. Prepare the lesson plan

The researcher completed the lesson plan to support this study after validation on April, 12nd 2016. To support this study, the materials are includes Projector, laptop, worksheet, and wifi for presentation. Projector device comes from school and the researcher finished lending it from vice headmaster of maintenance before.

d. Administered of Pretest

The researcher has requested the student to show their speaking performance by introduced their self and retelling their last experience on holiday in pretest 1 and last experience on birthday in pretest 2 by using private mobile phone.

e. Treatment

The researcher has presentation the component of recount text and gives a Webtoon comic worksheet as a media on treatment and they discuss with their partner.

f. Administered of Post test

The researcher has requested to the students to perform in speaking performance on recount text, but in posttest has similar topic from the treatment and in posttest the students' performance in front of class.

g. Questionnaire

After a posttest has done, the researcher gives questionnaire as students' reaction during this research. The questionnaire it consists of five questions.

h. Analyzing Data

On April, 26th 2016, the researcher has done to collect the data from observation, test, and treatment, input the score in SPSS software, and description questionnaire result.

3.8 Data Analysis

To Analysis the data, the Researcher input the data by using SPSS software version 21.0 for windows. The steps of methods, as follows:

a. Analyze validity content based on KTSP (Kurikulum Tingkat Satuan Pendidikan) Syllabus.

- ➔ Validity of lesson plan
- ➔ Validity of worksheet
- ➔ Validity of inter rater reliability
- ➔ Validity of questionnaire

To validity of the lesson plan unit; the researcher has finished to validity it before, by lecturer of English department in Muhammadiyah University of Surabaya her name is Ameria Wijaya S.S, M.pd. and English teacher tenth grades on SMA Muhammadiyah 1 Surabaya her name is Ms. Ainur.

b. Analyze Reliability Test based on Tryout, Pretest, and Posttest result in Pearson Product Moment.

- ➔ Input the students or participant total and two total score by rater 1 is teacher and rater 2 as researcher.
- ➔ Chooses Analyze
- ➔ Choose Correlation
- ➔ Choose Bivariate
- ➔ Move Rater 1 and Rater 2 in variable
- ➔ Choose Pearson
- ➔ Choose continue and OK

c. Analyze Pretest 1 and 2 results by using descriptive statistics, to compare the means.

- ➔ Input the score of pretest 1 and pretest 2
- ➔ Choose Analyze

- ➔ Choose Descriptive statistics and Descriptives
 - ➔ Moves Pretest 1 and Pretest 2 in variables column
 - ➔ Choose option (choose mean, std.deviation, Minimum, and Maximum)
 - ➔ Choose continue and ok
- d. Analyze Posttest 1 and 2 results by using descriptive statistics, to compare the means.
- ➔ Input the score of posttest 1 and posttest 2
 - ➔ Choose Analyze
 - ➔ Choose Descriptive statistics and Descriptives
 - ➔ Moves Posttest 1 and Posttest 2 in variables column
 - ➔ Choose option (choose mean, std.deviation, Minimum, and Maximum)
 - ➔ Choose continue and ok
- e. Test of Normality in one sample Kolmogorov-Smirnov as method to know the data distribution is normal or not. The steps are:
- ➔ Input the score
 - ➔ Choose a Non parametric
 - ➔ Choose a Legacy Dialogs
 - ➔ Choose a One sample K-S
 - ➔ Entry Pretest - Posttest1 and Pretest – Posttest 2 in Test variable list
 - ➔ Choose Normal
 - ➔ Choose OK
- f. Ravid (2011: 157) test of Homogeneity of Variance in ANOVA as method to compare the means of the test result and to know the data population has same consistency and skillful in speaking performance. The steps are:
- ➔ Input the score
 - ➔ Choose a Analyze
 - ➔ Choose a compare mean
 - ➔ Choose a One way ANOVA

- ➔ Entry Pretest 1 or Pretest 2 and Posttest 1 or Posttest 2 in Dependent list
 - ➔ Continue and OK
- g. Pallant (2001: 183) analyze Pretest Posttest 1 result by using T-Paired sample and Eta Square. The steps in SPSS as follows:
- ➔ Input the score of Pretest 1 and posttest 1
 - ➔ Choose Analyze and Choose Compare means
 - ➔ Choose Paired T-Samples Test
 - ➔ Move Pretest 1 and Posttest 1 in variable
 - ➔ Choose options and fill confidence interval in 95%
 - ➔ Choose Exclude cases analysis by analysis
 - ➔ Choose OK and Continue
- h. Analyze Pretest Posttest 2 result by using T-Paired sample. The steps in SPSS as follows:
- ➔ Input the score of Pretest 2 and posttest 2
 - ➔ Choose Analyze and Choose Compare means
 - ➔ Choose Paired T-Sample test
 - ➔ Move Pretest 2 and Posttest 2 in variable
 - ➔ Choose options and fill confidence interval in 95% and choose Exclude cases analysis by analysis
 - ➔ Choose OK and Continue
- i. Pallant (2001: 184) showed that Eta Square method, as follows:
- ➔ Choose Analyze
 - ➔ Compare Mean, Means
 - ➔ Move Pretest 1 or Pretest 2 in Dependent variable and move Posttest 1 or Posttest 2 in Independent variable
 - ➔ Choose option
 - ➔ Choose Anova and Eta.
 - ➔ Choose continue and OK
- j. Collected and describe a questionnaire
- k. Analysis Hypothesis Testing

l. Discussion

m. See Appendix for Description the process during of this study

3.9 Hypothesis Testing

According to Creswell (2012: 188) confirmed that hypothesis of testing divided in four steps:

a. identify a null and alternative hypothesis

➔ Descriptive statistics and T-paired sample:

Ho (Null Hypothesis) = There is different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.

Ha (Alternative Hypothesis) = There is no different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.

➔ Realibility of the test:

Ho (Null hypothesis) = the raters have same perception

Ha (Alternative hypothesis) = the raters have no same perception

➔ Normality of the test:

Ho (Null hypothesis) = the data distribution is normal

Ha (Alternatif hypothesis) = the data distribution is not normal

➔ Homogeinity of the test:

Ho (Null hypotheis) = the data are homogenous

Ha (Alternatif hypothesis) = the data are not homogenous

b. Alpha (α) is 0,05 or 5% as significant

If sig value $> \alpha$ = Ha accepted

If sig value $< \alpha$ = Ho accepted

c. Administering and collect the data

d. Identify Pvalue = 0,00

If Pvalue $< T_{table}$ = Ho is reject, which mean the data or the result not normal

If Pvalue $> T_{table}$ = Ha is reject, which mean the data or result is normal