

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher illustrates how this study is conclude with the subject of research designing. It consist of research design, population and sample, research variables, research instrument, technique of data collection and technique of data analysis.

3.1 Research Design

This research uses quantitative methode which related to pre experimental design. According to fraenk,et.al (2012:269) in one single group which measured or observed not only after conducted the treatment, but also before treatment. Usually, quantitative research is related with numerical research.

Table 3.1 Design of the research

<i>O</i>	<i>X</i>	<i>O</i>
Pretest	Treatment	Posttest

Adoubted Fraenkel,et.al (2012:269)

The researcher use pre-test and post-test in two groups use one class, namely experimental and control groups. Both of them be equally give pretest and post-test. Experimental group will be given treatment after passing pre-test while control group does not need to be given treatment. The result of the posttest score of the two groups will be the result of this study. The design of this research can be seen on the table above.

3.2 The Place and Time of The Research

The data gained in MUHAMMADIYAH SENIOR HIGH SCHOOL 1 BABAT. It is located in Jl. Pintu Gerbang No.39A of Pamekasan-Madura. The time of the research is at 23th, 24th, and 31th July 2018.

3.3 Population and Sample

3.3.1 Population

Population is the students or person who will be the target for the research. According to Fraenkel, Wallen, and Hyun (2012:92) Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. The population in this study is eleventh grade of Muhammadiyah Senior High School 1 Babat that consist of 33 students.

3.3.2 Sample

The sample to be used is 33 Students who will be taken at random by conventional sampling technique.

3.4 Research Variable

There are two variable in this research, those are Independent and Dependent variable.

3.4.1 Independent Variable

Independent variable variable is a variable that can stand alone without depending on other variable. According to Creswell (2002:115) an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In thid research the independent variable is role play “newsanchor”.

3.4.2 Dependent variable

Dependent variable is a variable that can not stand alone and depent to other variable. According to Creswell (2002:115) a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable of this research is speaking ability.

3.5 Technique Collecting Data

3.5.1 Pre-test

Pre-test is a test that give to students before the group experimental gets the job done. The purpose of pretest is to ascertain how far students understand the previous explanation. In addition, pretest is also used to select which one will be the control group and experimental group based on the result already obtained. Creswell (2002:197) a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.

In this research the researcher gives both of control and experimental group a pretest.

3.5.2 Treatment

Treatment will be given after the researcher give pre-test to students using experimental design. The experimental design use one sample class to find out how far students are understand with the material.

3.5.3 Post-test

Post-test is the last test that is give to student to know the last result for the treatment that give before. According to Creswell (2002:297) a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.

In this study, both control and experimental group are given the same task that is looking for and writing news material.

3.5.4 Basic Competence

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis (analytical exposition) lisan dan tulis dengan konteks penggunaanya

4.4 Teks eksposisi analitis (analytical exposition)

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan

unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu aktual.

4.4.2 Menyusun teks eksposisi analitis (analytical exposition) tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

3.5.5 Lesson Plan

A lesson plan is a learning strategy designed by the teacher of each subject. the purpose of designing the lesson plan is to make it easier for teachers in teaching and learning process. This lesson plan also supported with scoring rubric that is adopted from Brown (2001:172-173)

Table 3.2 Scoring Rubric Speaking Test

Score	Aspect				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Error in grammar are frequent, but speaker can understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but most elementary needs	Within the scope of his very limited language experience. Can understand simple question and statements if delivered with slowed speech. Repletion or paraphrase	(no specific fluency description. Refer to other language areas for implied level fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigner

2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversation of non-technical subject. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical. Social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
4	Able to use the language accurately on levels a normally pertinent to professional needs. Errors in grammar are quite rare	Can understand participate in conversation within the range of his experience with high degree of precision vocabulary	Can understand any conversation within the range of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency	Errors pronunciation quite rare

5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references	Equivalent to that of an educated native speaker	Has complete fluency in the language such that his speech is fully accepted by educated native speaker	Equivalent to and fully accepted by educated native speaker
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Adopted Brown (2001:172-173)

3.6 Research Instrument

3.6.1 Questionnaire

Questionnaire is a technique of collecting information used by the researcher to know the response of students during the implementation of research. Reseaecher used questionnaire to find out the opinion of the students about the treatment that has been done by researcher.

3.6.2 Observation Cheklist

Observation cheklist is a list or statement that will be given by the observer when the observation is in progress in the class. This observation cheklist will be made by observer it self or teacher. this observation cheklist aims to measure how researcher can master to handle the classs and students condition during the observation.

3.7 Data Analysis Technique

After obtaining the data researcher will calculate all of the data into one. The data will be analyzed using SPSS 17.0 software and used parametric and *t*-test. The formula of *t*-test can be seen in the table below :

Table 3.3 Formula of *t*-test

$$t = \frac{md}{\sqrt{\frac{\sum xd^2}{n(df)}}}$$

Explanation:

Md = Meant from derivation (d) between pre-test and post-test

T = t count

Xd = Deviation difference with deviation mean

Df = or db (n-1)

N = Size of the sample

t-table = 1.67

3.8 Validity and Reliability

3.8.1 Validity

According to Creswell (2003:159) the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (AERA, APA, NCME,1999). To get a valid content, the researcher should match it with curriculum 2013 (K-13).

So that, the test item will be considered valid if it is suitable and in accordance with the basic competence of curriculum 2013 (K-13) for the eleventh grade students of senior high school.

3.8.2 Reliability

A good instrument is when it is valid and also reliable. Thus, before matching the instrument with the curriculum to obtain valid results, it is also very important for the researcher to measure the reliability of the instrument. According to Creswell (2002:161) reliability is important because it is an instrument increases as researchers add more items to the instrument.

3.9 Research Procedure

Before doing the research, researcher so some stages that need to be done. Starting from asking the headmaster's permission to finish doing the research. The research take in Muhammadiyah Senior High school 1 Babat, Lamongan. It take in July, 23th , 24th , and 30th 2018. The procedure of this research can be in the following table :

Table 3.4 Research Procedure

Pre Research	
Time	Schedule
July, 21st 2018	Send a permission letter to Muhammadiyah senior high school 1 Babat
July, 22nd 2018	Prepare the lesson plan, teaching material, and the speaking rubric assessment
Research Process	
July, 23rd 2018 (pre-test)	The researcher as the teacher gives the explanation about the material that be the topic of the research
	The researcher as the teacher ask the students to make a simple dialogue that was correlated with the theme that is given before
	The student presentation the assessment in front of the class with role play method
July, 24th 2018 (treatment)	The researcher give some theme to the students and give them sometime to make a sentence based on the theme

	the researcher ask the student to present their work in front of the class as the newscaster
July, 30th 2018 (post-test)	The researcher give a paragraph analytical eksposition and ask the student make simple dialogue based on those paragraph.
	Students present their work in front of the class use role play method
Research Closing	
July, 6th 2018	The researcher say thank you to all teachers and students eleventh grade scient 2 in Muhammadiyah Senior High School 1 Babat.
	The researcher asked a letters for statement already doing a research

