

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of Research

This research is quasi experiment in which the experimental class and controlled class were conducted by the writer. Because research is particularly concerned with the issue of external validity and the formal experiment which is specially designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population. This research, the writer taught the students in experimental class by using discussion technique and controlled class by using traditional Method.

To get the data of examining the speaking skill using board picture on storytelling, the researcher uses quasi experiment method, Nunan has stated that “ A quasi experiment has both pre- and posttests, experiment and control groups, but no random assignment of subjects.”¹ The writer use a quasi-experimental method with nonequivalent control group design.

Hypothesis is form a formal statement about expected relationship between two or more variables which can be tested through an experiment.² The hypothesis of this study can be mastered alternative and null hypothesis.

¹ David Nunan, *Research Method In Language Learning*, (London and New York: Cambridge University Press, 1992), p.24-25

² David Nunan, *Second language Teaching and Learning* (Cambridge: University Press 1992), p.42

The hypothesis are, as follows:

Ho : $M_1 = M_2$

There is no significant effect of storytelling for speaking skill
Ha : $M_1 \neq M_2$

There is significant effect of storytelling for speaking skill

B. Place And Time Of Research

The research conducted the research at Class XI of MA Ashabul Maimanah Cikobak. In the activity, a place as a location of research in formulating of observation about storytelling for increasing students speaking skill. The writer chooses MA Ashabul Maimanah Cikobak because this school needs to research and suitable. For this research the writer needs a month – 2 month to do the research. The school is located on Jl.Kh.Tabrani Desa. Kencana Harapan Kec.Lebak Wangi kab. Serang.

C. Population and Sample

1. Population

The population in this research is the students at XI of MA Ashabul Maimanah Cikobak, it consists of 60 students and divided into two classes.

2. Sample

The sample in this research was taken two classes of first grade with 60 students, XI A as experiment class and XI B as control

class, it is amount of each classes are 30 students it have class control and class experiment.

D. Research Instruments

According to Etta Mamang Sangadji “research instrument is research tool companion in research used method.”³

There are two instruments used to collect the data for this research, there are observation and test.

1. Observation

Observation is the way and technique collecting data in which the researcher does experiment systematically to the subject of researcher. For the observation, the author looks for the report book. Data collection is done to obtain the information needed in order to achieve the objective of speaking skill research.

2. Test

Test were divided into pre-test and post-test. In this research the writer took result of the test from the student of the first grade to measure their and spoken English skill.

a. Pre-test

Pre-test was carried out for the initial equivalence of the quasi experiment and control groups. The test was given to the group, both did the test on the same day

b. Post-test

Post-test was carried out to in order to check the differences between learning using strategy and without strategy.

³ Etta Mamang Sangadji, *Metodologi Penelitian*, ... p.149

E. Technique of Collecting Data

The technique for collecting data is the way used by writer to collect necessary data. Here, the data is in the form field note. The instrument function as the observation for pre teaching, and reading test for the subject of the study. The pre teaching includes using strategy and teaching without strategy as an instrument to teach speaking using both methods, a speaking test will be administrated at the first and the end program. The writer used some data collection techniques in this test method which are observation, and essay as instrument. The performance speaking the question to measure the students' ability before and after learning. This is why, the author takes two classes between experimental class and controlled class of teaching reading pre-test and post-test.

The speaking is divided into pre-test and post-test materials. It consists answering the . The total numbers of test items for the experimental class and controlled class. For pre-test, firstly the students in experimental. Whereas, for post-test, after giving treatment to experimental class or being controlled class, the students will be tested with different test, where students will receive as he stand then they examine the speaking skill which consist choose the best.

F. Technique of Analyzing Data

After collecting the data, the writer qualifies it based on its kind. To analyze data, the writer uses two approaches. Those

are logical approach for qualitative data and statistical approach for quantitative data. To test the hypothesis data that obtained from group of control if analysis by using formula of 't' test.

't' test is develop by William seely gussest, ⁴the 't' in 't' table taken from the last word of his name. 't' test is one of the statistic test that used to test the validity of null hypothesis that in between two means of sample that randomly taken from the same population, there is significance differences or no.⁵ 't' test in the test that usually used for the experimental method.

Level according to frequency, which used is 5% significance for test formula, which used:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The steps to determine t_0 are:

- a. Determine mean of score experiment class or variable X (M_1), which used:

$$M_1 = M^1 + i \left(\frac{\sum fx}{N} \right)$$

- b. Determine mean of score control class or variable Y (M_2), which used:

$$M_2 = M^2 + i \left(\frac{\sum fx}{N} \right)$$

⁴ Anas Sudjiono, *Pengantar Statistic Pendidikan*, (Jakarta: Pt. Raja Grafindo Persada, 2008), P.278

⁵ Sudjiono, *Pengantar Statistic Pendidikan*, p.306

- c. Determine standard deviation of experiment class or variable (SD_1), which used:

$$SD_1 = i \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

- d. Determine standard deviation of control class or variable (SD_2), which used:

$$SD_2 = i \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2}$$

- e. Determine error standard of experiment class or variable X , which used:

$$SE_{M1} = \frac{SD1}{\sqrt{N-1}}$$

- f. Determine error standard of control class or variable Y, which used:

$$SE_{M2} = \frac{SD2}{\sqrt{N-1}}$$

- g. Determine mean of differences of standard error between variable X and Y which used:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

- h. Determine t_0 which used:

$$t_0 = \frac{M1-M2}{SE_{(M1-M2)}}$$

Where t_0 : 't' observation

M_1 : mean of score post-test in experiment class

M_2 : mean of score post-test in control class

SD_1 : deviation standard of experiment class

SD_2 : Deviation standard of control class

SE_{M1} : Error standard of experiment class

SE_{M2} : Error standard of control class

$SE_{M_1-M_2}$: Difference of error standard between experiment class and control class

t_o : t observation

df : $N_1 + N_2 - 2$

: $30 + 30 - 2 = 58$

G. Scoring System

Assesing Scoring Components of Speaking

According to Arthur Huges there are five component to measure score speaking they are:⁶

| No | Components | |
|----|---|---|
| 1 | Accent | |
| | 1.1 Native pronouncitation, with no trace with foreign ccent | 4 |
| | 1.2 no conspicuous impronunciation but would not be taken for ntive speker | 3 |
| | 1.3 marked “foreign accent” and occsional miss pronounsiation whic do ot interferr with understanding | 2 |
| | 1.4 foreign accent require concentrated listening and pronounciation | 2 |

⁶ Arthur Huges, *Testing for Languge Techer*, (New York. Cambridge University Press, 1989).P.111

| | | |
|---|--|--|
| | <p>1.5 frequent gross errors and very heavy accent make understanding difficult, frequent repetition</p> <p>1.6 pronunciation frequently unintelligible</p> | <p>1</p> <p>0</p> |
| 2 | <p>Grammar</p> <p>1.1 No more than errors during the interview</p> <p>1.2 Few errors, with no pattern with failure</p> <p>1.3 Occasionally errors showing imperfect control of some pattern but no weakness that causes understanding</p> <p>1.4 frequent error showing some major pattern uncontrolled and causing occasional irritation and misunderstanding</p> <p>1.5 Constant error showing control of very few major patterns and frequently preferring</p> <p>1.6 Grammar almost entirely inaccurate except in stock phrase</p> | <p>36</p> <p>30</p> <p>24</p> <p>18</p> <p>12</p> <p>6</p> |
| 3 | <p>Vocabulary</p> <p>3.1 vocabulary apparently as accurate and extensive and educated native</p> <p>3.2 professional vocabulary broad and precise general vocabulary varied social situation</p> <p>3.3 professional vocabulary adequate to discuss</p> <p>3.4 choice of word sometimes inaccurate, imitation of vocab</p> <p>3.5 vocabulary limited to basic personal and survival</p> | <p>12</p> <p>10</p> <p>8</p> <p>6</p> <p>4</p> |

| | | |
|---|--|------------------------------|
| | area 3.6 vocabulary inadequate for even in the simplest conversation | 2 |
| 4 | Fluency 1.1 Speech on all professional and general topics as effortless and smooth native speaker 1.2 speech is effortless and smooth, but perceptively on-native in speed and evenness 1.3 speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words 1.4 speech is frequently hesitant, and jerky, sentences may be left uncompleted 1.5 speech is very slow and uneven except for short or routine sentences 1.6 speech is so halting and conversation is virtually impossible. | 12 10 8 6 4 2 |
| 5 | Comprehension 5.1 understand everything in both formal and colloquial speech to expected of and educate native speaker 5.2 understand everything in normal educated conversation except for very low frequency items. 5.3 understand quite well normal educated speech when engaged in a dialogue, but may require repetition or rephrasing 5.4 understand careful, somewhat simplified, somewhat simplified speech when engaged in a dialogue, but may | 23 19 15 12 |

| | | |
|-----|---|---|
| | require repetition and reprashing | |
| 5.5 | understand only slow, very simple speech on common social require repetition and reprashing | 8 |
| 5.6 | understand too little for the simple type of conversation | 4 |