

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Method and Design

The research method being used by the writer in this study is quantitative method. In qualitative method the researcher intends to investigate why something happened. The occurrence of this changing only can be well described by doing the study over the object of research. Moreover, some quantitative research intends to explain the effect of particular variable toward another variable which only can be done by explaining the relation between each variable.<sup>1</sup>

Meanwhile, the research design being used in this study is pre-experimental design. Much research in education today conforms to a design in which a single group is studied only once, subsequent to some agent or treatment presumed to cause change.<sup>2</sup> *one group pre-test and post-test design* which uses only a class or a group of students for gaining the data without the existence of comparison group.<sup>3</sup>

Moreover, according to Arikunto an experimental research design is aimed to investigate whether or not there is a significant influence of particular treatment over something or on the other hand it tries to investigate the cause and the effect of particular treatment by

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<sup>1</sup> Jhon W Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education Inc, 2012), p. 13.

<sup>2</sup> Donald T Campbell and Julian C Stanley, *Experimental and Quasi Experimental Design for Research*, (London :Houngton Mifflin Company Boston), p.6

<sup>3</sup> Suharsimi Arikunto. *Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT.Rineka Cipta, 2010). p. 123.

comparing one or more than one experiment group that received a treatment with another group that did not receive a treatment.<sup>4</sup>

Therefore, based on that statement, in this study the writer conducted the observation twice: the observation which is done before the treatment called as *pre-test* and the observation which is done after the treatment called *post-test*. The kind of treatment which has been given to the students in this study is teaching speaking using “*Find Someone Who*” game.

## **B. Place and Time of the study**

The effectiveness of Find Someone Who Game towards speaking skill the writer takes SMPN 1 Kelapa Dua Tangerang as the place for doing this research. It's Located at Jl. Pawon Raya No. 1 Perumnas II Kelapa Dua-Tangerang BANTEN. The writer need time will be taken a month to collect the data.

## **C. The population and The Sample**

### **1. Population**

According to Suharsimi Arikunto, says that “A population is a set (or collection) of all elements processing one or more attributes interest”.<sup>5</sup> The target population in this study is actually the seventh grade students of junior high school. The population in this study comprises of all seventh grade of SMPN 1 Kelapa Dua in academic year 2015/2016. They are grouped into

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<sup>4</sup> *Ibid.* p. 9

<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 173

10 classes from VII/1 to VII/10. The total member of population is 350 students.

## **2. Sample**

In this research, the writer chooses VII/8 which consist 25 students there are 16 female and 9 male as a sample of the research, which consist of only a class of students as experimental class.

## **D. Instrument of the Research**

The writer used test as the instrument of this study, then the test will be used to collect the data from the object of the research. According to arikunto test is a series of exercise or tools that used for measuring the competency, intelligence, and skill which possessed by an individual or group.<sup>6</sup>

### **1. Test**

The writer takes the objective test as one of this instruments used. It was the questions were used to measure students' speaking ability before and after they study and know their skill in speaking.

#### **a. Pre Test**

The writer gave pre-test for experimental class VII-8 to know the students' basic knowledge of the material that will be taught.

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<sup>6</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT.Rineka Cipta, 2010). p. 193.

b. Post-test

The writer gave post-test for the experiment class after the treatment finished. The writer applied “Find Someone Who” Game for experiment class.

Kind of test being used in this study is oral-test in which students are divided into pairs and given the list of topics that should be performed in front of the test takers. Before performing the task each pair will be asked to take the number of topic that should be performed and will be given preparation time about 2 up to 5 minutes and performance time about 3 minutes. The type of oral test that will be used in this study is two-side information gap activity in which every learner has special information that will be used for completing their task.

### **E. Technique of Data Collecting**

The writer decides to use an oral test as the technique of data collection in this study. The form of oral test being used in this study is *two-side information gap activity*. The writer decides to use this kind of oral test after considering Hadfield statement in his book that an activity which is based on information-gap activity can be done reciprocally. This situation occurs when both of learners in the pair have some information that should be used for completing their task.<sup>7</sup> That statement actually up holds the other statement which explains that “*Find Someone Who*” game considers as a variation of two-side of information-gap activity in which every learner should involve in

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<sup>7</sup> Jill Hadfield. *Beginners' Communication Games*. (Harlow: Longman, 1999), p. 8.

giving and searching for information from their classmate in order to complete their task and to help their classmate completing their own task too.<sup>8</sup> Therefore, since all of students have been familiar with this kind of activity and because this activity has been used for speaking practice thus an oral-test using this design will provide useful feed-back for both the writer and the students.

The oral-test will be given to all of students in class VII junior high school and then the data which has been collected by the writer calculated by using t-test. The data from oral-test which conducted in pre-test will be used for knowing students' ability to speak before the treatment is given. In the second meeting up to the fifth meeting students in this class will be taught using the treatment: "*Find Someone Who*" game to teach speaking.

Finally, after the treatment is given for about four meetings the students in this class attend oral post-test in order to observe students' ability to speak and to collect students' data after the treatment and finally the writer calculates the collection of data from both of pre-test and post-test.

## **F. Hypothesis**

Hypothesis formulated to explain relationship two more variables as well to compare a variable. According to Arikunto that

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<sup>8</sup> Luu Trong Tuan. Nguyen Thi Minh Doan. *Teaching English Grammar Through Games*. Studies in Literature and Language Vol. I No. 7. 2010. (www.cscanada.org), p. 68.

Hypothesis is “a temporary answer according to the problem of research, till it is evidenced by some of data collection.”<sup>9</sup>

In this research, the writer searches The Effectiveness of “FIND SOMEONE WHO” Game Toward Students’ Speaking skill and has two hypothesis to submit, those are:

- a. The Experiment Hypothesis ( $H_a$ ) has significant Effective on students’ speaking skill after using Find Someone Who Game.
- b. The Null Hypothesis ( $H_o$ ) has not significant Effective on students speaking skill after using Find Someone Who Game.

#### **G. Technique of Data Analyzing**

The writer decides to use comparative technique in order to find out whether the use of “*Find Someone Who*” game for teaching speaking can increase students’ speaking skill or not. Moreover, the writer compares the data gained from pre-test and post-test by calculating the mean of pre-test and post-test data.

According to Anas Sudijono, to find out how significance the effectiveness of Find Someone Who (FSW) Game to increaseing students’ speaking skill, the writer used statistic calculation of the  $t$  – test to determine to final calculation of  $t_o$  ( $t$  observation) that done to measure the last score of the research test.

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<sup>9</sup> Suharsimi Arikunto. “*Prosedural Penelitian Suatu Pendekatan Praktik*”. (Jakarta: RinekaCipta, 2010). p. 112 Edisi Rev 2010

The formula that used is:<sup>10</sup>

1. Determining the standard Deviation

$$SD_D = \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2}$$

2. Determining the mean of difference to get the result of the pre-test, by formula :

$$M_D = \frac{\sum D}{N}$$

3. Determining the mean of differences ( $SE_{MD}$ ) between variable X and Y, by formula :

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

4. The calculation is determining the result of  $t_0$ . By formula :

$$t_0 = \frac{M_D}{SE_{MD}}$$

Notes :

$SD_D$  = Standard Deviation pre-test and post-test

$N$  = Number of students in the sample

$M_D$  = Mean of pre-test and post-test

$D$  = The definition of each subject

$SE_{MD}$  = Standard Error

$t_0$  = t-observation

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<sup>10</sup> Annas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.308

## H. Scoring

The writer use speaking scale which was taken from Hughes book "*Testing for Language Teachers*", this scale provided by Adams and Frith and was adapted by the writer.<sup>11</sup> The speaking scale was specified into 5 criteria such as: accent (pronunciation), grammar, vocabulary, fluency, and comprehension and the writer adapted the description of speaking scale by combining it with Harris' speaking scale.<sup>12</sup> The detail of rating scale will be elaborated in the following table:

**Table 3.1**

*Speaking Rating Scale*

**Adapted from Adam, Frith and Harris Speaking Scale Rating  
Scores**

No	Criteria	Scale	Description
1	Accent	6 (4)	Native Pronunciation, with no trace of "foreign accent"
		5 (3)	Have few traces of native speaker with less noticeable pronunciation error.
		4 (2)	Speech is clear enough nearly native speaker alike even though there is few traces of mother tongue accent, pronunciation error don't interfere understanding.

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<sup>11</sup> Arthur Hughes, *Testing for Language Teachers*, Second Edition, (Cambridge: Cambridge University Press, 2003), pp. 131- 132.

<sup>12</sup> David P. Harris, *Testing English as a Second Language*, (Bombay: Tata McGraw-Hill Publishing Company, 1977), p. 84.

		3 (2)	Pronunciation problem occasionally cause misunderstanding and require careful listening.
		2 (1)	Very hard to understand because often making pronunciation problem, frequently require repetition.
		1 (0)	Very serious pronunciation problem thus making speech almost hard to be understood.
<b>2</b>	<b>Grammar</b>	6 (36)	No more than two errors during the interview.
		5 (30)	Make few noticeable grammatical and word order errors.
		4 (24)	Occasionally makes grammatical and or word orders errors that do not obscure meaning/cause misunderstanding.
		3 (18)	Frequently makes grammatical and word orders errors which occasionally obscure meaning and cause occasional misunderstanding.
		2 (12)	Making constant errors which showing low control of important grammatical pattern thus causes comprehension difficult and frequently preventing communication.

		1 (6)	Very serious grammatical inaccuracy except in stock phrase thus makes speech hard to be understood.
<b>3</b>	<b>Vocabulary</b>	6 (24)	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
		5 (20)	Use of vocabulary and idiom almost like native speaker (unlimited vocabulary).
		4 (16)	Sometimes use inappropriate vocabulary but don't prevent the communication.
		3 (12)	Frequently choosing wrong words, conversation somewhat limited because of inadequate vocabulary.
		2 (8)	Very limited vocabulary makes comprehension quite difficult.
		1 (4)	Vocabulary limitation so extreme as to make simple conversation almost impossible
<b>4</b>	<b>Fluency</b>	6 (12)	Speech on all professional and general topics as effortless and smooth as a native speakers.
		5 (10)	Speech as fluent and effortless almost like native-speaker.
		4 (8)	Speed of speech seems to be slightly affected by language problem but some speech good enough.

		3 (6)	Speed and fluency are rather strongly affected by language problem, sentence frequently left uncompleted.
		2 (4)	Usually hesitant or very slow, often make some pause that caused by language limitation except for short and simple sentence.
		1 (2)	Speech is so halting and fragmentary as to make conversation almost impossible.
<b>5</b>	<b>Comprehension</b>	6 (23)	Understands everything in both formal and colloquial speech to be expected of an educated native speakers.
		5 (19)	Appears to understand everything in normal without difficulty.
		4 (15)	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3 (12)	Understand most of what is said at slower than normal speed without repetition
		2 (8)	Has great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition
		1 (4)	Cannot be said understand even simple conversational English

*Maximum Score: 99*

Furthermore, students' score will be interpreted using conversion table provided by Adams and Frith which will be mentioned below.

**Table 3.2**

*Conversion table*

**Taken from Adams and Frith Conversion Table**

<b>Score</b>	<b>Rating</b>
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
92-99	4+

The conversion of score to the rating scale will show students' level of speaking competency and in order to make it clearer the writer decided to adapt the rating scale which used for showing students' level of speaking skill using the following description:

**Table 3.3**

*Description of Conversion Table*

**Adapted from Adams and Frith Conversion Table**

<b>Rating</b>	<b>Description</b>
0+	Very poor
1	Poor
1+	Enough
2	Good
2+	Good enough
3	Very good
3+	Excellent