

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was True-Experimental research. The method of this research was quantitative research. The design used in this study was pre test-post test control group design. There were an experimental group and a control group. Both groups were pre test and post test. The experimental group treatments using whispering games method while the control group was treatments using conventional method.

The writer select two classrooms. The first was experimental class that have given a treatment by using whispering games and the second was control class that have given treatment by using conventional method. After treatment, the same speaking test have given to those classes. By the test, the writer found out that the method was effective in teaching learning of speaking.

In this research, the students was doing the pre-test to know their speaking skill before treatment and post-test to know their speaking skill after treatment using whispering game.

The design of this study presented by the following design:

R	O_1	X	O_2
R	O_3		O_4

Where:

R = Random (Experiment group)

R = Random (Control group)

O_1 = Pretest

X = Treatment

O_2 = Posttest after treatment

O_3 = Pretest

O_4 = Posttest after treatment

(Sugiyono, 2016: 112)

3.2 Subject of the Research

3.2.1 Population

Population is a unit of the object or subject that has certain qualities and characteristics which are studied by the researchers than be concluded (Mubarok, 2015: 38).

The population of the study is tenth grade students of SMA Negeri 1 Tahunan in the academic year of 2018/2019. Total populations are 350 students which is divided into 10 classes.

TABLE.1 The Total Population

NO	Class	The number of students
1	X IPA 1	35
2	X IPA 2	35
3	X IPA 3	35
4	X IPA 4	35

5	X IPA 5	35
6	X IPA 6	35
7	X IPS 1	35
8	X IPS 2	35
9	X IPS 3	35
10	X BAHASA	35
TOTAL		350

3.2.2 Sample

A sample is part of the number and characteristics possessed by that populations (Sugiyono, 2016: 118). In this study, the writer took the subjects who are available and permitted by the school to participate.

The sample of this study was taking two classes in two groups. There were experimental group and control group. The researcher took the sample by using simple random sampling.

The reason for selecting samples using the simple random sampling was because the populations are homogenous or have the same opportunity. The researcher used lottery to choose the class that will be as the sample, with a lottery method each member of the population is assigned a number from researcher. There were two classrooms as the sample. There were experimental class and control class. The researcher gave same material but different method. The experimental class used whispering game method meanwhile, the control class used conventional method.

3.3 Variables of the Research

In this study researcher used whispering games to improve students' speaking skill. According to Sugiyono research variable is everything in every form that design by researcher to get more information and conclusion in research (Sugiyono, 2016). The variable in this research are:

1. Dependent Variable

The dependent variable of this research is students' speaking skill.

2. Independent Variable

The independent variable of this research is whispering games in speaking.

3.4 Instrument of the Study

The writer used test as instrument of the study. Test used to measure learning outcomes, especially in knowledge that they get (Widiyoko, 2016: 118).

In this study, the writer used speaking test as instrument, because this instrument is the most appropriate instrument to measure the students' speaking skill. The students will be asked to come forward to tell about self introduction.

3.5 Trying Out Instrument

The instrument was using in this research is a test (pre-test and post-test). Before the test give to the students, tryout the test will apply to

know the result of instrument. The result of the test is to find out the validity and reliability.

1. Validity

Validity is a degree accuracy of the instrument, meaning whether the instrument used is correct to measure what will be measured (Arifin, 2012: 245). A good test is a test which is valid.

There are many kind of validity. In this research the writer chooses content validity. Hughes (2003) in H. D. Brown(2004:22) a test can be claimed has content validity if a test actually samples the subject matter about which conclusion are to be drawn, and if it requires the test takers to perform a behavior that is being measured. The content is to measure the students' achievement in English activity. In addition, the validity of the instruments will be consulted with the lecturer and English teacher to know whether the instruments are valid or not. The content validity will be analyzed by using Lawshe's CVR. The equation is below:

$$CVR = \left(n_e - \frac{N}{2} \right) : \left(\frac{N}{2} \right)$$

Note:

CVR = content validity ratio

n_e = number of panel member indicating essential

N = total number of panel members

(Taherdoost, 2016:30)

2. Reliability

Brown (2004: 22) states that the reliability a test is defined as the extent to the result can be consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar results. To measure the reliability of the test, the researcher use the *Spearman-Brown* formula as follows:

$$r_{11} = \frac{2r_{1/21/2}}{(1+r_{1/21/2})}$$

In which :

$r_{1/21/2}$: Correlation between two half instruments

r_{11} : Reliability of instrument

3.6 Technique of Collecting Data

In this research the researcher use the data :

1. Pre-Test

Pre-test have given before the students treatment. The aim of the pre-test is to know the basic or prior knowledge and students' speaking skill.

2. Treatment

The treatment have given to the experimental and control groups. The experimental will be taught by using wisphering

method and the control group will be taught by using communicative method.

TABLE.2

List of the activities in the treatment

Experimental Group	<p>Meeting 1</p> <ul style="list-style-type: none"> • The writer explained about self introduction • The writer showed the video about self introduction • The writer explained the rules of whispering game and asked the students to play the game
	<p>Meeting 2</p> <ul style="list-style-type: none"> • The writer was review the material that has learnt in the previous meeting • The writer asked the students to made a simple paragraph about their self and told in front of the class

Control Group	Meeting 1 <ul style="list-style-type: none"> • The writer explained about self introduction • The writer showed the video about self introduction
	Meeting 2 <ul style="list-style-type: none"> • The writer review the material that has learnt in the previous meeting • The writer asked the students to make a simple paragraph about their self and tell in front of the class

TABLE 3. Analytic Oral language Scoring Rubric

Focus/ Rating	1	2	3	4	5
Speaking	Begins to name concrete object	Begins to communicate personal and survival needs.	Begins to initiate conversation:retell a story or experiences; ask and respons to simple question	Begins to initiate conversati\on with descriptors and details; exhfubits self-confidence in social	Speaks in social and classroom setting

				situation;f begin to communicate in classroom settings.	
Fluency	Repeats words and phrases	Speaks in single word utterance and short patterns	Speak hesitantly because of rephrasing and searching for words	Speaks with occasional; hesitation	Speak fl any hesitatio
Structure		Uses predominantly present tense verbs;f demonstrate errors of omission (e.g., leaves words out, words endings off	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., runned, mans, not, more higher)	Uses a variety of structures with occasional grammatical errors	Masters grammatical structure
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses vocabulary
Listening	Understand little or no English	Understand words and phrases, requires	Understand simple sentences in sustained conversation.	Understand simple sentences in sustained	Understands spoken language,inc classroom

		repetition	Requires repetition	conversation. Requires repetition, reprhasing, and clarification	discussion
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Taken from Authentic Assesment for English Language Learners Book p.68

3. Post-Test

Pos-test conducted after the treatment given by the researcher in a form of written and oral. The aim of post-test is to measure the students' speaking skill after they get the treatment.

3.7 Technique of Analyzing Data

In the method of analysing data the writer used SPSS Statistic 20.0 program to calculate the result of students' test from researcher observation. The result answered the researcher question and also to prove whether the researcher hypothesis is there significant or not.