

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is conducted using a quantitative approach. Quantitative research is a method to embark on research to quantify the information for obtaining accurate result (Apuke, 2017). It means that the researcher conducts research to describe numeric form of variable information that the researcher obtains.

This research is described by descriptive quantitative research because the researcher intends to analyse the ability of Out School Learning Program (OSLP) participants on English speaking skills. Descriptive quantitative research is quantitative method which aims to collect quantifiable information from sample. (Manjunatha, 2019). In this research, the researcher uses descriptive method to describe the ability of OSLP participants in English speaking skills.

B. Research Setting

This study research setting was at MTsN 2 Tanah Laut on Datu Insyad st., Angsau sub-district, Pelaihari district, Tanah Laut regency. The researcher acquires data from OSLP participants in MTsN 2 Tanah Laut. It is conducted at MTsN 2 Tanah Laut as preferred data source by the researcher due to its very own that facilitates the participants of the program to provide practical of English language

in English village and unique distinction as the sole educational in South Borneo that implementing Out School Learning Program (OSLP). This research conducted data collection on 10th of July to 10th of September 2023.

C. Population and Sample/Participant

Population refers to the set or group of all units to which research findings will be applied (Shukla, 2020). Population of this study is OSLP participants because they are the only one in Tanah Laut where holding a program to improve students English at Pare village through habituation apply English anywhere and anytime. The population come from MTsN 2 Tanah Laut students who are in recent 9th grade and committed to learn and master English with Out School Learning Program (OSLP).

In this research, the researcher needs sample of participants of Out School Learning to be measured. If the population is more than 100 participants, the researcher took minimal 10-15% of participants (Arikunto, 2006). The researcher is assisted by head of management of Out School Learning Program (OSLP) to gather the sample which is result twenty-five sample. In this research, the researcher conducted simple random sampling. Simple random sampling is a technique that provides impartial and multiplicity sample (Ajay & Masuku, 2014).

D. Research Data

In this research, the researcher needs to find how the ability of Out School Learning Program (OSLP) participants on English Speaking Skills by collecting data. Primary data is a fresh first-handed information that the researcher needs (Taherdoost, 2021). In this research, the researcher collects primary data by evaluating the ability of Out School Learning Program (OSLP) participants, which aims to measure their English speaking skills.

E. Technique of Data Collection

In this research, the measure of researcher needs to collect data. Test is a technique to gather data that the researcher measures their participants' abilities, skills, or knowledge based on standard given (Adom, Adu-Mensah, & Dake, 2020). Test is designed to OSLP participants' skills in speaking English. The researcher tests participants from their speech. The speech is standardized to MTsN 2 Tanah Laut cooperation, Happy English Course (HEC) 1 in Pare Village, East Java.

To test participants' English speaking skills, the researcher uses a rubric for gathering data. Rubric possess advantages to measure how learners' performance and knowledge and it can assist to determine what plan for the future (Ulker, 2017). The researcher needs to identify how the ability of Out School Learning Program (OSLP) (OSLP) participants by using rubric and it can assist what is needed to improve from Out School Learning Program (OSLP) participants' English speaking

skills. The researcher asks them one by one to perform a speech in front of the class while the researcher measures them.

The rubric assessment of English speaking skills contain five aspects, they are pronunciation, vocabulary, grammar, comprehension, and fluency; and those aspects are assessed by scoring from 5 to 1 which every aspects possess their own interpreted of scoring (Brown, 2004). For more details, we can see the table below:

Table 3.1. Rubric Speaking Assessment in Pronunciation Aspect

ASPECT	SCORE	DESCRIPTION
Pronunciation	5	<input type="checkbox"/> Equivalent to and fully accepted by educated native speaker
	4	<input type="checkbox"/> Errors in pronunciation are quite rare.
	3	<input type="checkbox"/> Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreigner.
	2	<input type="checkbox"/> Accent is intelligible though often quite faulty.
	1	<input type="checkbox"/> Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language.

Table 3.2. Rubric Speaking Assessment in Grammar Aspect

ASPECT	SCORE	DESCRIPTION
Grammar	5	<input type="checkbox"/> Equivalent to that of an educated native speaker.
	4	<input type="checkbox"/> Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	<input type="checkbox"/> Control of grammar is good. Able to speak language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topic.
	2	<input type="checkbox"/> Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar
	1	<input type="checkbox"/> Errors in grammar are frequent, but speaker can be understood' by a native speaker' used to dealing with foreigners attempting to speak his language.

Table 3.3. Rubric Speaking Assessment in Vocabulary Aspect

ASPECT	SCORE	DESCRIPTION
Vocabulary	5	<input type="checkbox"/> Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, pertinent cultural references.
	4	<input type="checkbox"/> Can understand and participate in any conversation within the range of his experience with a degree of precision of vocabulary.
	3	<input type="checkbox"/> Able to speak the language sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	<input type="checkbox"/> Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	<input type="checkbox"/> Speaking vocabulary inadequate to express anything but the most elementary needs.

Table 3.4. Rubric Speaking Assessment in Fluency Aspect

ASPECT	SCORE	DESCRIPTION
Fluency	5	<input type="checkbox"/> Has complete fluency in the language such that in his speech is fully accepted by educated native speakers.
	4	<input type="checkbox"/> Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within range of this experience with a high degree of fluency.
	3	<input type="checkbox"/> Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	<input type="checkbox"/> Can handle with confidence but not with facility most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information.
	1	<input type="checkbox"/> (No specific fluency description. Refer to the other four language areas for implied level of fluency).

Table 3.5. Rubric Speaking Assessment in Comprehension Aspect

ASPECT	SCORE	DESCRIPTION
Comprehension	5	<input type="checkbox"/> Equivalent to that of an educated native speaker.
	4	<input type="checkbox"/> Can understand any conversations within the range of his experience.
	3	<input type="checkbox"/> Comprehension is quiet complete at a normal rate of speech.
	2	<input type="checkbox"/> Can get most of conversations of non-technical subjects (i.e. topic that needs no require specialized knowledge)
	1	<input type="checkbox"/> Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Each score possesses its interpretation to describe how participants' performance. Each score is interpreted as:

Table 3.6. Interpretation Score

Score	Levels
5	Very good
4	Good
3	Fair
2	Bad
1	Very bad

F. Data Analysis

Data analysis is a process of the collected data is converted to a presentation information (Taherdoost, 2020). Quantitative data analysis is the typical of numeric data to quantify by using mathematic methods (Williams, 2007). It means that quantitative data is a process gathering and evaluating measurable to convert into presentable quantifying result.

There are techniques of processing data the researcher analyse the gathered data, namely:

1. Data Collection

Data collection is needed to gather data that will be processed by the researcher into information where it will determine how the research study provides result. In this study, the researcher conducts oral test to gather information of how sample is identified.

2. Data Display

To transform disorganized data into a clear structure organized concepts, researcher uses data display. Visual display can assist in the communication of interferences and conclusions, serving as methods for arranging, condensing, simplifying, or converting data (Verdinelli & Scognall, 2013). In this research, data display can assist the researcher to present the results of the analysis in detail, visual, and concise manner. Therefore, the researcher input graphic and tables into this research.

After the data are collected, the researcher classifies each aspect of English speaking skills to identify how percentage terms every scores in each aspect will be displayed and considered either as very high, high, average, low, or very low. This will be formulated as follows:

$$X = \frac{y}{z} \times 100\%$$

X = percentage terms of the classified interpretation

y = participants' score in certain aspect.

z = assessed sample in certain aspect

Table 3.7. Interpretation Data in Percentage Terms

Percent	Description
80%-100%	Very high
60%-<80%	High
40%-<60%	Moderate
20%-<40%	Low
0%-<20%	Very low

3. Descriptive Statistic

Descriptive statistic is accurate technique to provide a summary for the explanation of sample in this research. The objective of descriptive statistic is to provide measurable summary and specific detail description that is presented as mean, median, modes, diagrams, tables, and range on a number value (Nasir & Sukmawati, 2023). In this research, the researcher is needed to process data as range numeric value from the sample into an explanation for obtaining the results.

In this research, the researcher uses formula mean to quantify the ability of Out School Learning Program (OSLP) participants' on English speaking skills. This formula is used to determine all samples' scores mean. Mean is used to identify the center of distribution and it's written as (Bozonelos, 2020):

The formula is:

$$\underline{Y} = \frac{\sum Y_i}{n}$$

$$\underline{Y} = \text{Mean}$$

Y_i = obtained scores by the all samples

n = total of all samples' maximum scores

\sum = total amount

To interpret the mean of this research, the researcher utilizes guidelines of coefficient correlation as below (Schober, Boer, & Schwarte, 2018):

Table 3.8. Interpretation of All Participants Mean

Correlation Coefficient	Interpretation
0,00 – 0.10	Negligible
0,10 – 0,39	Weak
0,40 – 0,69	Moderate
0,70 – 0,89	Strong
0,90 – 1,00	Very Strong

