

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research is designed to do experiment research. There are two groups of students to know the effectiveness of using CLLA in teaching speaking, those are groups A (Class VIII A) and B (Class VIII B). The writer gave each group pre-test and post-test and treatment by using CLLA in group A as an experiment class, while group B as a control class without using CLLA.

B. Research Setting

This research located at MTs Noorhidayah Darussalam Palingkau Lama Kuala Kapuas. The research was conducted from 5 December to 30 December 2017.

C. Population and Sample of the Research

1. Population

The population in this study is all students of the eight grade at Madrasah Tsanawiyah Noorhidayah Darussalam Palingkau Lama Kuala Kapuas. There are 95 students as describing in the following table.

Table 3.1. The Population of Research

No	Class	The Number of Students
1	VIII A	42
2	VIII B	53
	Total	95

2. The Sample of Research

To take the sample, the writer used the purposive random sampling technique, and taken as much as 20% of the total students of class VIII. The sample are taken from class VIII A and B, as seen in the following table.

Table 3.2. The Sample of Research

No	Class	Total
1	VIII A (Experiment Class)	10
2	VIII B (Control Class)	10
	Total	20

D. Data and Sources of Data

1) Data

- a. About the students' ability in speaking at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.
- b. About improvement of the students' speaking ability by using CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.
- c. About the effectiveness in teaching speaking by using CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in the academic year 2017/2018.

2. Sources of Data

- a. Respondents:
 - 1) The English Teacher
 - 2) Class A and B of the eighth grade students at Noorhidayah Darussalam Palingkau Lama.
- b. Informants: The Headmaster, English Teacher, and the Administration Staff.
- c. Documents: The written sources relating to the primary data and the secondary data.

E. Research Basic Framework

Based on statement of the problems and research objectives, this research is experimental research. Experiment can be interpreted as a research process used to find the effect of a treatment on something in a condition that has been controlled. This research is included in (quasi experimental) research with non equivalent control group design, the format is:

Class of Experiment	O1	X1	O2
Class of Control	O3	X2	O4

Source: (Sugiyono, 2011, p. 79).

Explanation:

X1 : Learning Using CLLA Method

X2 : Learning with Traditional Method (speech)

O1 : Early Speaking Ability Before Any Treatment

O2 : Final Speaking Ability After Treatment

O3 : Early Speaking Ability of Control Class

O4: End of Class Speaking Ability

The design of the above research can be seen the differences in initial capability (pre-test) and end-ability (post-test) between the treated experimental class and the control class which are not subject to treatment.

The treatment in this research is the use of CLLA method in teaching speaking.

F. Research Variables

1. Independent Variable

The independent variable is the treatment variable to be assessed its effect. In this research is CLLA method.

2. Dependent Variable

The dependent variable in this research is the speaking ability of grade VIII students at MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

G. Techniques of Collecting Data

1. Test

According to Suharsimi Arikunto (1993, p. 51), “ Test is a tool or procedure used to know or measure something in the atmosphere with the way and the rules that have been determined”. This test is conducted before (pre-test) and after (post-test) learning process, both in experiment class and control class. The tests in this study focused on the cognitive area of objective testing in the form of multiple choice, test questions. In preparing the questions of multiple choice test is based on the concept of cognitive competence level proposed by Benjamin S. Bloom et. al. (Azwar, 2002, p. 61).

2. Observation

In this technique, the writer hold a direct observation of the problem to be studied, especially on matters relating to the effectiveness in learning English conversation in class VIII A and B in Madrasah Tsanawiyah Darussalam Palingkau Lama.

3. Documentary

This is a Technique of data collection by viewing and recording the necessary documents. This Technique is used to obtain the data of students achievement by taking pre test and post test in teaching speaking by using CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

H. The Process of CLLA

1. Teacher make a group
2. Teacher provides something for learners to talk about (e.g. the teacher provides a flower then asks the students to describe the flower orally).
3. Teacher create opportunities for students to interact by using group work or pair work (e.g. the teacher allows the students practice performing adjacency pairs like greeting and introduction).
4. Teacher manipulate physical arrangements to promote speaking practice (e.g. go outside, inside, in a circle, etc).

I. Research Procedures

1. Data Processing Procedures

After the data were collected, the writer followed the common work procedures as in the followings:

a. Editing

The writer checked the number of students involved in the research to make sure whether all students (samples) involved in this study were complete or not.

b. Coding

The writer replaced the name of the students using codes such as A1, A2, A3, A4, etc. It is intended to prevent any subjectivity.

c. Scoring

The writer determines the scores based on a scoring rubric of speaking as follows:

Table 3.3. Scoring Rubric of Speaking

Aspect	Criteria	Score
Grammar	Many sentences are structurally correct	4
	Some sentences are structurally correct	3
	Many sentences are structurally incorrect	2
	Some sentences are structurally incorrect	1
	All sentences are incorrect structurally	0
Vocabulary	Using wide and correct vocabularies (>10 words)	4
	Using wide enough and correct vocabularies (<10 words)	3
	Using limited and correct vocabularies (>7 words)	2

	Using limited and correct some vocabularies (<7 words)	1
	incorrect vocabularies	0
Pronunciation	Clear pronunciation and can be understood	4
	Clear enough pronunciation and can be understood	3
	Guite clear pronunciation but hardly understood	2
	Less clear pronunciation and hardly understood	1
	Unclear pronunciation and cannot be understood	0
Fluency	Speaking is very fluent	4
	Speaking is fluent	3
	Speaking is fluent enough	2
	Speaking is less fluent	1
	Speaking is not fluent	0
Maximum score		16
$Score(N) = \frac{PointAchieved}{TotalPoint} \times 100$		

(Adapted from IntanPariwara, 2013)

d. Tabulating

The writer put and listed the scores of students into following table to know the students' score in speaking test.

Table 3.4. The Scoring Table for Speaking Test

No	Code of Students	Grammar	Vocabulary	Pronunciation	Fluency	Score
1.					
2.					
3					

J. Design of Measurement

To interpretation the students' ability in speaking, the writer classifies the scores into 3 categories :

1. Low : $0 \leq 5$
2. Fair : $5 \geq 10$
3. High : $10 - 16$

(JMP for Basic Univariate and Multivariate Statistics: A Step-by-Step Guide)

K. Data Analysis

The research process requires an analysis to obtain the data truth. The results of the analysis can be interpreted to answer problem statement that has been formulated. Therefore, analysis is the process of interpreting data that tries to answer what has been discovered and what the data reveal. In this research, the writer used statistic analysis of SPSS 16.0.

L. Normality and Homogeneity Test

1. Normality Test

Normality test were used to find that the experimental and control groups were normally distributed using the normality test with Kolmogorov-Smirnov. From the analysis (Shapiro-Wilk), if the value is less than 5% significance level then the data are not normally distributed. If the value (Shapiro-Wilk) is more or equal to a significance level of 5% then the data are normally distributed.

2. Homogeneity Test

The homogeneity test of the variance is intended to find the samples taken to have the same variant or not. Testing homogeneity was done by analysis of homogeneity of variance test using SPSS. The homogeneity requirement is if its probability (sig) > 0.05 and if its probability (sig) < 0.05 then the data are not homogeneous.

3. Hypothesis Test

Test Paired Sample *t test*

Paired Test Sample *t test* is used to test whether two dependent samples or paired samples come from populations having the same mean. Hypothesis test to prove the presence or absence of significant difference between pre-test and post-test. The Null Hypothesis (Ho) and the Alternative Hypothesis (Ha).

The Null Hypothesis (Ho) and Alternative Hypothesis (Ha) can be formulated as follows:

Ha : The use of CLLA is effective to improve students' speaking ability at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

Ho : The use of CLLA is not effective to improve students' speaking ability at the eight grade of MTs Noorhidayah

Darussalam Palingkau Lama in academic year 2017/2018.

Ho acceptance or rejection criteria at significance level of 5% using program statistic analysis SPSS 16.0. Is if $t \text{ count} \leq t \text{ table}$ then Ho accepted and Ha rejected. If $t \text{ count} > t \text{ table}$ then Ho is rejected and Ha accepted. If seen from the probability (significance), if the probability is ≤ 0.05 then Ho is rejected and Ha accepted. Otherwise, if the probability is ≥ 0.05 then Ho accepted and Ha rejected.