

CHAPTER III

RESEARCH METHOD

A. Research Design

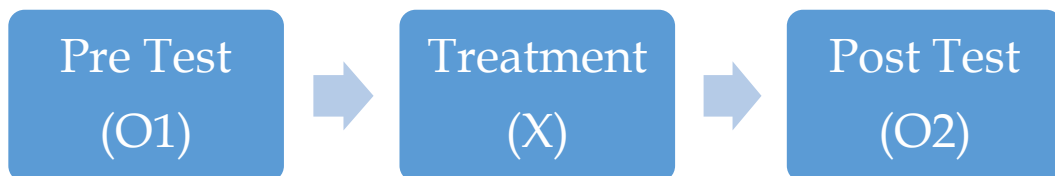
The approach that will be used in this research is the quantitative approach supported by qualitative approaches. The data will be analyzed quantitative approach is used to find out the effectiveness of Rosetta Stone to improve students' listening skills, and qualitative research is used to explain the results of the treatment of the use of Rosetta Stone to the listening abilities of students and the response of students against Rosetta Stone.

While the method used is descriptive method. The descriptive Method is a method in researching the status of groups of human beings, an object, a set of conditions, a system of thought or a current events class. The purpose of this descriptive study was to make the description, picture or painting in a systematic, factual and accurate on the facts, natures and correlation between phenomena investigated (Nazir, 1999 : 63). It means the data in this research are in the form of word and sentence as a result from the students ' score in the test.

Because of the issues availability of students in experimental design, writer choosed pre – exspermental design with one group pretest-post test (Sugiyono, 2010 : 72).

One group pretest-post test design is an experiment carried out in one group of experiments without a control group. This model is more perfect when compared with models one shoot case study because it was using a pretest and

posttest so that the magnitude of the effects of the experiments can be known with certainty. As for design patterns one group pretest – post test design as follows. :



Research Description :

Pre Test (O1) : Measurements before treatment.

Treatment (X) : Treatment by applying Rosetta Stone.

Post Test (O2) : Measurements after given treatment.

Design patterns one group pretest – post test on the table above was done before experiments and after the experiments. Research done before experiments (O1) is called pretest, and observations after the experiment (O2) is called the post test, whereas the effect of the treatment or experiments conducted between (O1) and (O2) is (X). In more detail the action researchers on pretest is to guide the student to answer test items are reserved in Rosetta Stone as many as 120 reserved (pretest) to find out students ' listening ability preview. After it was given treatment that is each student is given a Rosetta Stone to learn them at home for 1 month. After everything is completed or at the end of the tests researchers give test items are reserved in Rosetta Stone as many as 120 reserved (posttest) to find out improvement of students ' listening ability after getting treatment.

B. Research Setting

This research was conducted at Intermediate Listening Class B and D of Fourth Semester students in English Department academic year 2014/2015. That is located at IAIN ANTASARI Banjarmasin. And all of the research will be held about 3 month.

C. Population and Sample

The population of the region is a generalization of the object/subject have certain qualities and characteristics set by the researchers to learn and then drawn the conclusion (Sugiyono, 2011 : 117). The population in this research was students in the B and D class of intermediate listening in English Department at IAIN Antasari Banjarmasin.

The sample is part of the number and characteristics of which are owned by the population (Sugiyono, 2011:118). Using purposive random sampling, sample in this research was taken 10 students from each of class B and D that has purpose to know the effectiveness degree Rosetta Stone in improving students' listening skills and their response toward it.

D. Subject and Object of the Research

1. Subject of research was 20 students in B and C class of intermediate listening class in English Department.
2. The object of this research was results of listening learning of students by using Rosetta Stone and students' respons toward using of Rosetta Stone in listening learning.

E. Source of Data

The data of this research can be divided into two kinds:

1. Data about results of listening learning by using Rosetta Stone, which include pre-test and post-test scores of intermediate listening students B and D class.
2. Data about of the students' responses toward the use of Rosetta Stone in improving students' listening skills which consist of :
 - a. Students' happiness to learn
 - b. Students' enthusiasm
 - c. Students' willingness to learn
 - d. Students' motivation
 - e. Students' efforts learning

The sources of data in this research are:

- a. Respondents: The lecturer and 20 students at the intermediate listening B and D class..
- b. Informant: the head of office and the administration staff at the English Department
- c. Documents: All written reports and important documents that related to the research.

F. Technique of Data Collecting

The technique of data collecting that the writer uses are :

1. Test

In this case, writer used Pre Test and Post Test. Pre-test is a test to find out first ability before learning. While the Post-test is a test to find out students' ability after doing the learning.

Pre-test and post-test have been available in the Rosetta Stone in the form of same question item is choices as much as 120 items. Native speakers will read the question and student answer which pictures is correspond to native speakers' questions.

2. Questionnaire

Questionnaire is a number of written questions which were used to obtain information from the respondent within the meaning of the report about his personal or things he knows. This questionnaire is provided the end all activities of learning. Its aim is to know the response as well as the opinions of the students against the Rosetta Stone.

3. Interview

Interview is done to give strengness to data in questionnaire. One until five students are interviewed by giving one until five questions.

G. Design Measurement

The data is processed in this research is the data that comes from score of early test (pre-test), score of last test (post-test), and questionnaire that is given to a sample of the research. After the data is retrieved, then conducted the data processing with the details as follows :

1. Test

All of test result data is processed. Steps as follows :

Amount of each true questions will be given automatically by computer for *pre-test* and *post-test*. And it will be calculated with :

$$\frac{120 \text{ (number of true questions that students get)}}{120 \text{ (all questions)}} \times 100$$

After that, scores will be categorized into five levels based on Anas Sudijono as follows (2011 : 35) :

80 – 100 : Very Good

66 - <80 : Good

56 - <66 : Fair

46 - <56 : Low

0 - <46 : Very Low

After scores is categorized, to know mean of pre – test and post - test results, the writer used the calculating of mean score as follow (Murdan, 2012 : 164) :

$$M = \frac{\sum X}{N}$$

Explanation :

M = Mean

$\sum x$ = Total Scores

N = Total Students

2. Questionnaire

The technique that is used is calculating the percentage of each answer per question number then interpreting them. The formula is as follows :

$$\text{The percentage of each option} = \frac{A}{B} \times 100 \%$$

Descriptions :

A = the number of students who answered a selection "yes or no"

B = the number of students who joined in questionnaire

And then to know about mean of students response, writer used formula :

$$M = \frac{\sum p}{N}$$

Explanation :

M = Mean

$\sum p$ = Total of "Yes" answer

N = Total of questionnaire question

H. Data Analysis Procedure

After data is processed and calculated, then writer analyzed all the obtained data. Data analysis is the process of systematically searching pattern and arranging data in such a way, so that the data will be understandable (Bogdan & Biklen, 1998 : 157).

1. Data Analysis of Rosetta Stone Effectiveness

To analyze the effectiveness of multimedia Rosetta Stone, writer used gain score formula. Gain score is a good method to analyze the results of a pretest and posttest, and indicates the effectiveness of multimedia. Meltzer in his research journal said that (g) is found by using theme an pretest score and mean posttest score of all students in the class (2002 : 1268). Gain score can be determined with the formula according to Meltzer (2002 : 1260) as follows :

$$\text{Gain Score} : \quad \langle g \rangle = \frac{x_{post} - x_{pre}}{G_{max} - x_{pre}}$$

Descriptions :

$\langle g \rangle$: gain score xpost : mean of posttest
xpre : mean of pretest Gmax : maximum scores

After gain score obtained, then writer interpreted the data to these categories. The level of the obtaining gain score is divided into three categories, namely:

1) ≥ 0.7 = high

2) $0.3 - 0.7$ = fair

3) ≤ 0.3 = low

2. Data Analysis of Students' Response

To know how the students' responses against the Rosetta Stone writer gave questionnaire with 10 questions that was adapted by a little bit adjustment in thesis entitled "*Respon Siswa Terhadap Penggunaan Facebook Sebagai Media Pembelajaran Matematika*" by Ma'sum Harits in Universitas Muhammadiyah

Surakarta. After the data interpreted in number by calculating percentage, And then score will be interpreted with (Arikonto, 2002 : 44 in Ardila, 2014 : 49) :

<i>Percentage (%)</i>	<i>Category</i>
<i>81 - < 100</i>	<i>Very Good</i>
<i>61 - < 81</i>	<i>Good</i>
<i>41 - < 61</i>	<i>Enough</i>
<i>21 - < 41</i>	<i>Bad</i>
<i>0 - < 21</i>	<i>Very Bad</i>

. And to give strengtness to data, researcher also reinforced it with the interview. The results from questionnaire and interview are analyzed descriptively.

I. Procedure of Research Implementation

Writer describes generally activities of research that will be conducted.

1. Preparation Steps

After the thesis proposal approved by the Department, writer directly met supervisors 1 and supervisors 2 to set the seminar proposal. Later, writer did a consultation with lecturers of intermediate listening subject. And from the consultation, it was decided the research sample was 20 students in the class of intermediate listening B and D. Furthermore writer asking for the approval of the Department of English Education in IAIN Antasari Banjarmasin to be able to do research.

2. Steps of Data Collecting

Before beginning, writer first conducted pre – interview on 10 Februari 2016 to some of students to know their problems in listening skills. Then writer

collected the sample in a class on 28 Maret 2016 and 30 Maret 2016. Its purpose is to provide direction on what to do, the benefits of this research, and also the goal of this research. And before that writer also made an agreement to lecturer so that can give extra score for sample in intermediate listening subject because have involved in this research and then lecturer agree with that. This was done so that sample was not reluctant to do research on them. After given directions, writer gave directly to 20 students a software "Rosetta Stone v3" the following procedures to install in laptop on 2 April 2016. Because this software-based on self-learning then each sample must have its own headset and laptop to be able to participate in this research.

After doing briefing and giving of Rosetta Stone, then writer analyzed the Rosetta Stone, and select the type of test for pre-test and post-test later. From the results of the analysis, writer choosed the "level 5 unit 2 lesson 1-4 with a theme of "Arts and Academics" where there are 120 reserved in it as pre-test and post-test. And this was chosen because it corresponds to the syllabus and suitable to be used as a test because the learning outcomes of students of level 1-4 culminating in this level. So to give the results in accordance with the research objectives, then writer choose this test to be tested.

In accordance with the current research approach was listed in Chapter 1, then writer decided to choose a descriptive method as a means of research approach used to solve a problem that is faced. With one of experiments class and by design pre test and post test-group design. Writer continued research with the

pre-test first to obtain the data of the initial sample about how their skills in listening.

Pre-test was held on 08 April 2016 for class B and 09 April 2016 for class D for 2 hours by taking test items as much as 120 contained in the Rosetta Stone. One way, students independently processed using the software.

After pre-test was carried out and any initial data obtained, then the next student be given treatment. This treatment is carried out during 1 month from the month April - May by the student independently at home. At home, the student was told to settle and learn through Rosetta Stone level from 1 – 5 by answering all of the questions. As a means of controlling their learning progress, then writer asking for students take some pictures to their learning process and collected after post-test done. As for the post-test was conducted after process of tretment are given. Here is a table :

Table 3.1. Research Schedule

NO	DATE	TIME	ACTIVITIES
1.	February 10th 2016		Pre - Interview
2.	March 28th 2016 March 30th 2016	1x60' 1x60'	Telling research purpose to class B and D
3.	April 2nd 2016	1x90'	Installing software

4.	April 8th 2016 April 9th 2016	2x60'	Pre-test
5.	April 10th 2016 – May 10th 2016	1 month	Treatment
6.	May 11th 2016 May 13th 2016	2x60'	Post-test

Before start the research, writer told in advance to sample the appropriate laptop specs for Rosetta Stone, namely:

Hardware

Processor : III 500MHZ (Minimum Pentium IV celeron 1,7 Ghz)

Memory : 64 MB RAM (Minimum 128 MB)

DVD Room : 24x

Hardisk : 4,3 GB free

Monitor : 10 – 14 inch

Software

Windows : 7 – 8.1 (doesn't work on windows 10)

3. Steps of Research Implementation

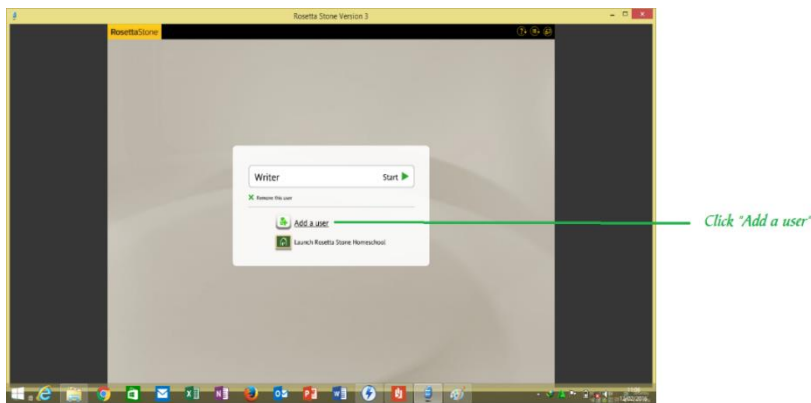
a. Pre-test

Pre-test and post-test were using the same test and implemented in the classroom. In the classroom, each sample required to bring laptops and headsets

as well as software Rosetta Stone that has been installed in their own laptop. They will be welcome to answer directly the questions provided native speakers in the Rosetta Stone by simply clicking on the image in question. The sample will be given 60 minutes to answer 120 reserved. That means each question is given time to answer about 30 seconds.

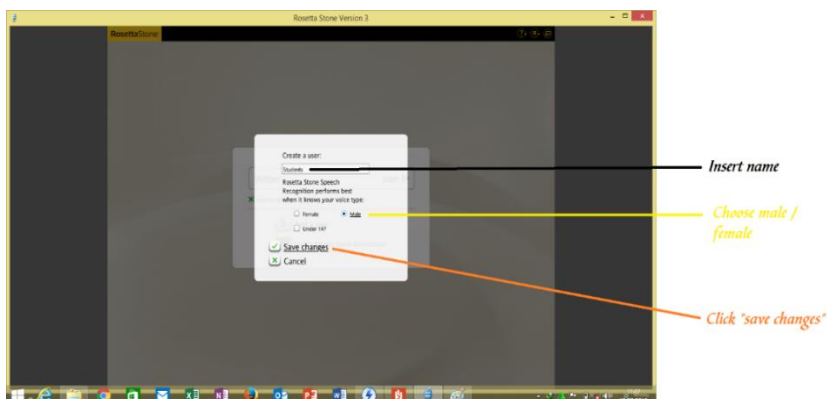
Steps as follows :

- 1) On the first page of Rosetta Stone will appears a screen as a



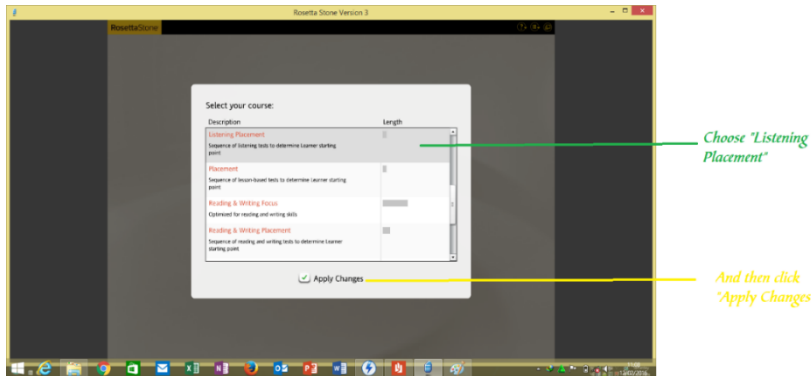
Picture 9

- 2) After click “Add a user”, students have to insert their name, sex and then click “save changes”. It will appear screen like this :



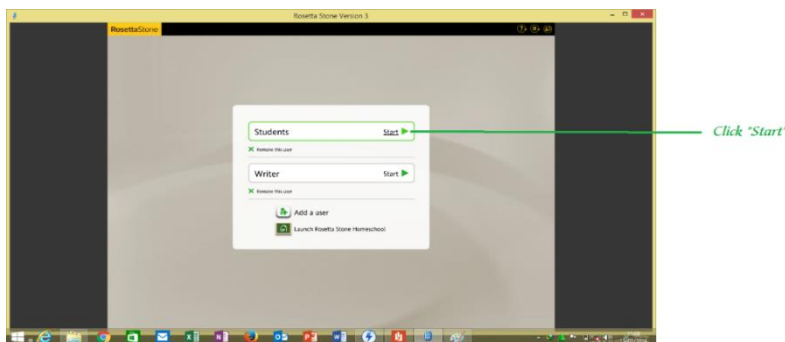
Picture 10

3) After click “save changes”, will appear a screen like this :



Picture 11

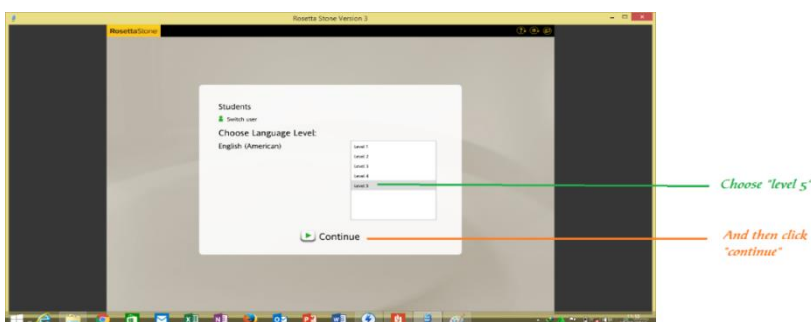
4) After click “Apply Changes” and choose the course, will appear screen like this :



Picture 12

5) Now start the lesson by clicking “Start”,

6) then will appear screen like this :



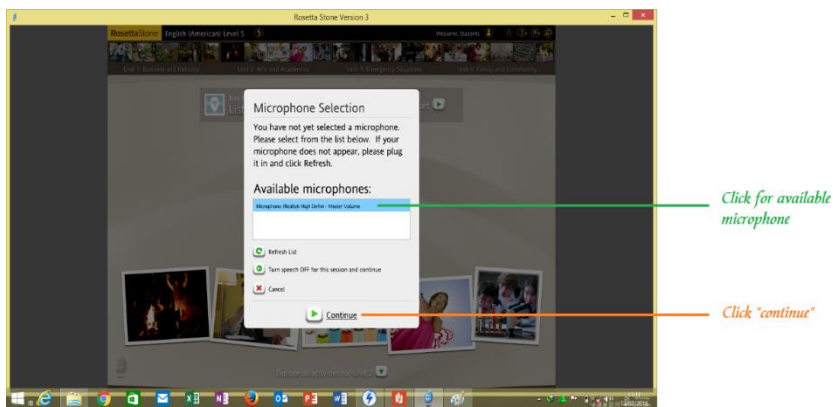
Picture 13

7) Choose “level 5” and then click “continue”. And then will appear screen like this :



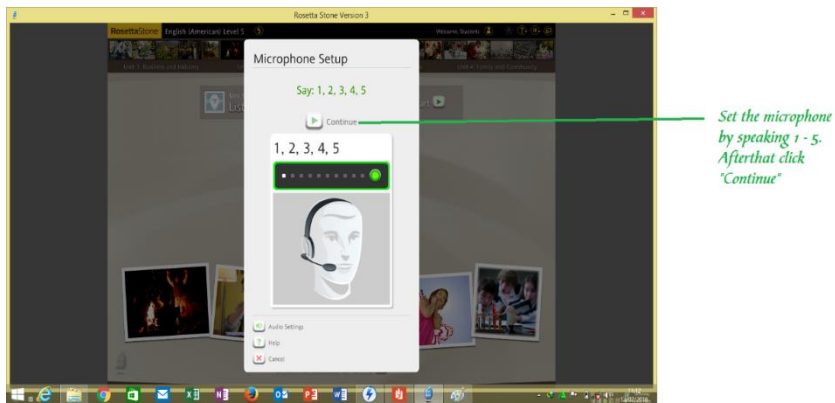
Picture 14

- 8) There are 4 units. Each of unit has 4 lessons. For pre-test, students choose “unit 2 : arts and academics” and then click “lesson 1” to start the test. After that will appear screen like this :



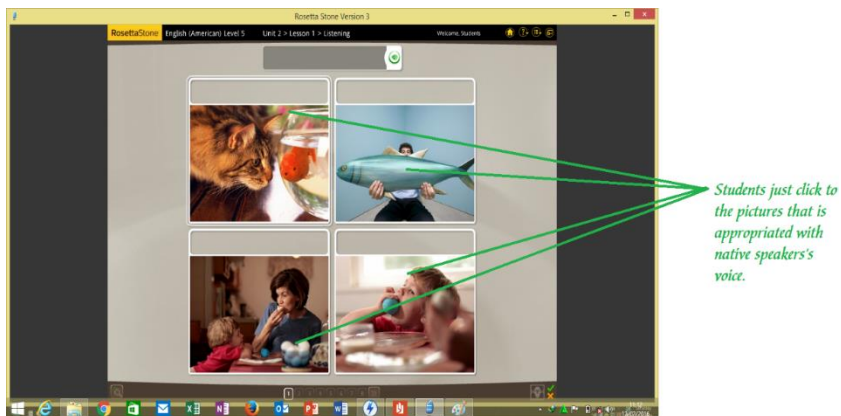
Picture 15

- 9) Before start the test. Firstly, students must to check the microphone. Click “continue” and then will appear screen :



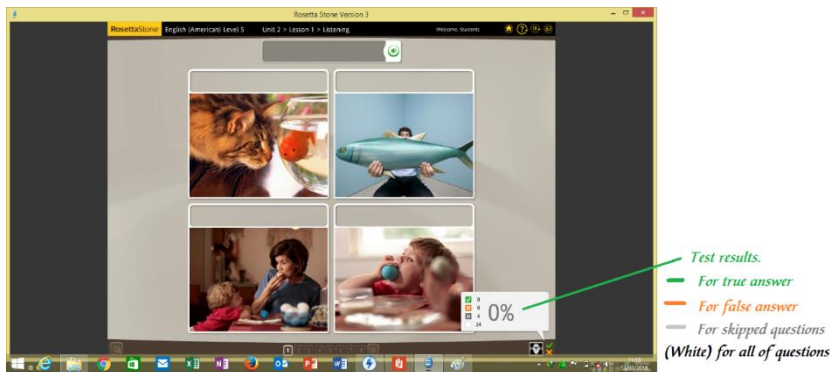
Picture 16

10) Checking the microphone by spelling number 1 – 5. And then click “continue”. Then will appear screen like this :



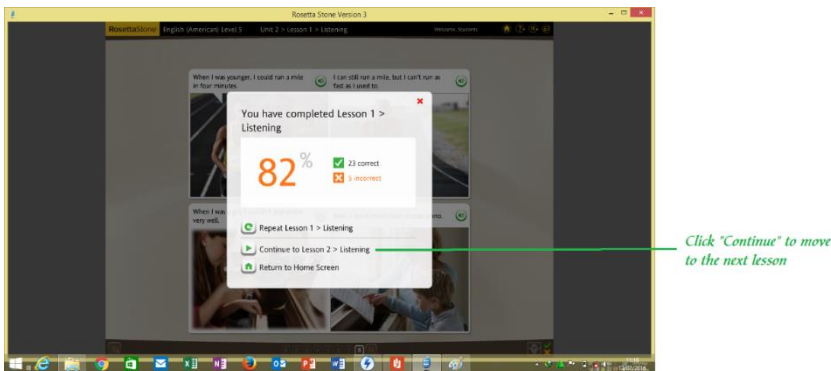
Picture 17

11) Students start the test by just clicking the right picture that is appropriated with the native speakers’ voice. And it will continuous till finish.



Picture 18

12) For checking interim result, move the cursor to down right corner :



Picture 19

13) In the end of lesson. It will appear results like this. It will guide students and writer to know scores the lesson.

b. Treatment

After successfully doing pre-test. then proceed by doing treatment. Treatment will be done at the home of each student. By answering test from number 1 to 5. To control their progress, so each of student who has success through one lesson he had to take picture and collected their results score became

in a folder. Treatment will be conducted for 1 month, starting from 11 April 2016 to 11 May 2016. There are some pictures of treatment content :



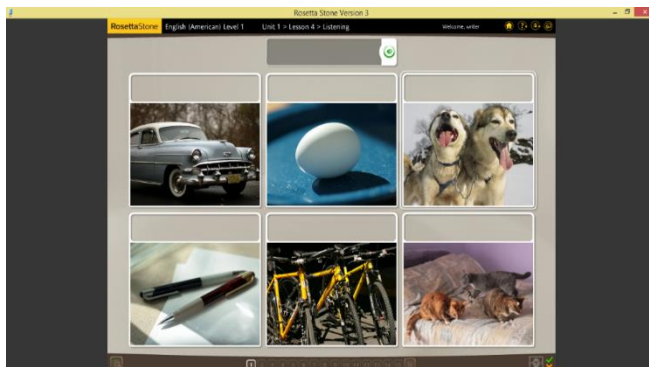
Picture 20

1. Level 1



Picture 21

2. Level 1, unit 1, and lesson 1



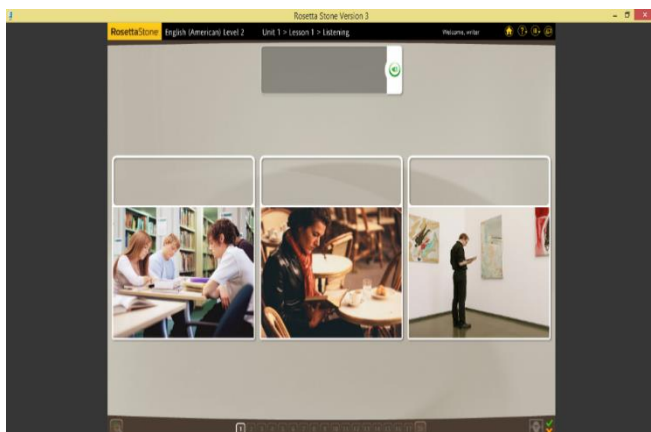
Picture 22

3. Level 1, unit 4, and lesson 1



Picture 23

4. Level 2



Picture 24

5. Level 2, unit 1, lesson 1



Picture 25

6. Level 2, unit 4, lesson 3



Picture 26

7. Level 3



Picture 27

8. Level 3, unit 2, lesson 2



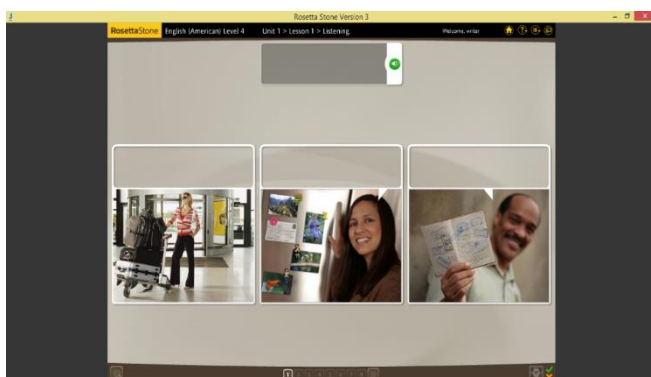
Picture 28

9. Level 3, unit 3 lesson 3



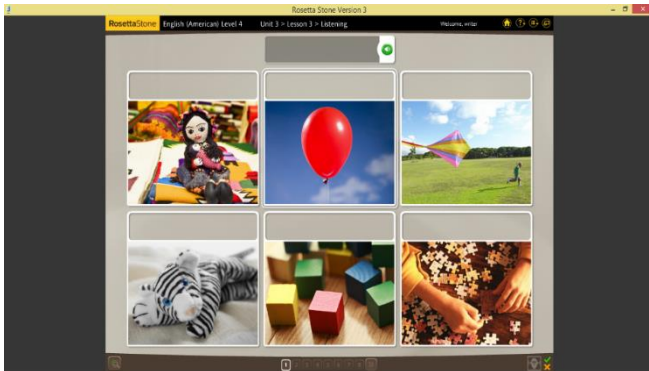
Picture 29

10. Level 4



Picture 30

11. Level 4, unit 1, lesson 1



Picture 31

12. Level 4, unit 3, lesson 3



Picture 32

13. Level 5



Picture 33

14. Level 5, unit 1, lesson 2



Picture 34

15. Level 5, unit 3, lesson 4

c. Post Test

Same with pre-test but post-test are used after students got treatment during 1 month. It is conducted to find out the improvement of scores in listening after they learn through Rosetta Stone. Sample is collected in classrooms again. After that they will be welcome to answer directly the questions provided native speakers in the Rosetta Stone by simply clicking on the image in question. The sample will be given 60 minutes to answer 120 reserved. That means each question is given time to answer about 30 seconds. The test is taken in level 5 unit 2 lesson 1 – 4. At the end of the meeting, sample will be given questionnaire and interview. It is conducted to find out their responses' to Rosetta Stone.