

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses the method used in conducting this study those are: research design, population and sample, data and data source, variable, method of collecting data and research instrument, validity and reliability, hypothesis testing and data analysis.

A. Research Design

This study uses pre-experimental design which belongs to quantitative approach. According to Ary, (2002:22) states that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. “There are many kinds of the experimental researches, such as pre-experimental, randomized experimental or quasi experimental” (Ary et al, 2006: 326). According to Sukardi (2009: 54), experimental research attempts to determine the influence of one or more variables to other variables. This research used pre-experimental design with one group pre-test and post-test. The pre-test and post-test were given to takescore of the students’ mastery before and after being taught using drilling technique. The researcher used pre-experimental design because the researcher wanted focus on one class by using pre-test and post-test

A pre-test provided to measure on some attribute or characteristic that the researcher asses for participants in an experiment before group receive a treatment, while, a post-test measured on some attribute or characteristic that

is assessed for participants in an experiment after a treatment (Cresweel, 2008:301). Here is the design of experimental design are represented in table below

Table 3.1 Design of one-group pre-test and one post-test

Pre-test	Treatments	Post-test
Y1	X (Independent Variable)	Y2 (Dependent Variable)

X : Drilling Technique

Y1: Students' mastery of Expressions in speaking class before thought by using Drilling technique

Y2: Students' mastery of Expressions in speaking class after thought by using Drilling technique

B. Population and Sample of the study

Arikunto (2006:130) a population can be defined as the subject of research including all people or items. While Gay (1992:124) population is the group of interest to the researcher, the group which she or he would like the result of the study to realizable. Population can be said as subject or objects that have character and quality. Based on the title, the population of this research is the first grade students of MTs Al-Huda Bandung academic year 2018/2019.

McMillan and Schumacher (1984: 32) say that sample is a group of subjects selected from population. The researcher used purposive sampling. The sample of this reasearch is the first grade of B. There are 32 students in VII B, which consist of 21 male and 11 female.

C. Data and Data Source

According to Arikunto (1998:114) the sources of data are subject where data comes from. It can be; person, place, or paper.

1. Person

Person is a man who gives the data information orally, it can be done by interviewing or giving questionnaire for the subject. In this study, the person will be the students of the first grade of MTs Al-Huda Bandung.

2. Place

Place is the resource of data that deals with place or moving, some places can be the room. The location of the resources of material the place of this research will conduct in MTs Al-Huda Bandung.

3. Paper

Paper is resource of data that deals with symbol: picture documentation, the test of pre-test and post-test.

D. Variable

Variable is one of the very important elements of research, the research used two kinds include of variable. Those variables can be divided into two

variables, those are: dependant variable and independent variable that is the variable that influence the other variable.

1. Independent variable

Creswell (2012: 116) states that an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Independent variable is the cause of other variable. The independent of this research was use of Drilling Technique.

2. Dependent variable

Creswell (2012: 116) states that an dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was to enrich the students' mastery of Expressions.

E. Method of Collecting Data and Research Instrument

An instrument is tool which uses many kinds of methods at the time of the research. Instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2012: 151). Generally, there are two kinds of instruments namely test and non-test.

According to Arikunto (2013: 192), there are some instruments of collecting data, such as test, questionnaire, interview, observation and documentation. In this research, the researcher used test that consists of pre-test and post-test in getting data.

There are four steps that carried out by the researcher to collect the data:

1. Preparing the research instrument

The researcher prepared the research instrument to collect the data and to analyze them. This test is designed to measure students' language and skill progress in relation to the syllabus they follow. According Ary et.al (2006: 201) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. In this research, the researcher argued that speaking test is the best instrument to measure the students speaking class.

2. Giving pre-test

This test is conducted in the beginning of the experiment. It is done to know the students' mastery before getting treatment. The test consist 5 questions, include arrange, make and practice the dialogue about expressions, especially thanking expression. The detailed instrument pre-test can be seen in Appendix 2. The pre-test was done at February 1st 2019.

3. Conducting the treatment

In this step, the researcher gives treatment to the students. The researcher used drilling technique in teaching learning. Before during treatment, the teacher give pre-test and after treatment, the teacher give post-test. During the treatment, the researcher gives the material by using some dialogue. The detailed treatment can be seen lesson plan in Appendix 4.

4. Giving Post-test

Post-test is given after learning has been occurred or is supposed to have occurred in teaching. This test is conducted after giving the treatment to the students. The test consist 5 questions, include arrange, make and practice the dialogue about expressions, especially apologize expression. The detailed instrument post-test can be seen in Appendix 3. The post-test was done at February, 8th 2019.

So the researcher will use quantitative data analysis, and the researcher will analyze the data by using statistical technique. In this research, the researcher used t-test. It is one of the statistic tests used to know “there is/there is no” different from two variable.

F. Validity and Reliability

The researcher used test as instrument to collect data. The development of a good instrument required considerable time, effort, skill. In this case, the researcher should make a good test than can measure the students’ mastery of expressive expressions in speaking class. The criterion of success in students’ speaking class, as follow:

Table 3.2 Analytical Verbal Language Scoring Rubric

Aspects	4 (Excellent)	3 (Very Good)	2 (Good)	1 (Need Improvement)
Pronunciation	In pronouncing the words are perfect, here is no any wrong in pronouncing the words	in pronouncing the words are mostly very good, there is little wrong in pronouncing the words	In pronouncing the words are incorrectly, but just some of words	In pronouncing the words are incorrectly, still have many wrong to pronounce the words
Fluency	Speaks fluently, any hesitations do not interfere with communication	Speaks with occasional hesitation	Speaks hesitantly because of rephrasing and searching for words	Speaks in single word utterances and short patterns
Grammar	Uses simple sentence in the dialogue expressions, limited mistake acceptable	Uses simple sentence in the dialogue expressions, there are several mistake	Uses simple sentence in dialogue expressions, many significant mistake	Uses simple sentence in dialogue expressions, it totally wrong
Vocabulary	Uses varied	Uses adequate	Uses limited	Uses less vocabulary and

	vocabulary	vocabulary (some words usage irregular)	vocabulary	it is not express anything
Expression choice	Uses a good expression. Their expressions (facial expressions) appropriate with theme of dialogue, uses all the aspect of expressions.	Uses a simple expression (their expressions, almost appropriate with theme of dialogue, less in facial expressions)	uses less expression (their expressions, mostly doest not appropriate with theme of dialogue)	No expression. It does not uses any expressions (flat expressions)

Another scoring rubric, there were two important characteristics to make a good test, those are: validity and reliability.

1. Validity

Validity is the extent to which inference made from assessment result is appropriate, meaningful, and useful in term of the purpose of assessment (Gronlund in Brown, 2004: 22). Validity refers to the precise measurements of the test. Validity is defined as the extent to which the instrument measure what it supposes to measure. It means that a valid test of subject would measure the subject itself. For instance, the validation of the dialogue, will measure pronuntciation, grammar and

vocabulary, and fluency in English. According to Isnawati there are four types of validity: 1) Content validity, 2) Criterion- Related Validity and 3) construct validity 4) Face Validity. In this research, the researcher used content validity and face validity.

a. Content validity

This kind of validity depends on careful analysis of the language being tested and the particular treatment activity. This category looks at whether the instrument adequately covers all the content that it should with respect to the variable. According to Nur Cahyani (2018), content validity is the congruity of the instrument between the curriculum objective and the objectives being assessed.

To measure students' mastery of expressions in speaking class at the first grade of MTs Al-Huda Bandung, the test used was speaking test. It means that test is said to have content validity. To know the test has content validity, the researcher needs a specification of the structure being the tested. A comparison of test specification and test content is the basis for judgment for content validity. The researcher made this test based on the basic competence of curriculum of 2013.

b. Face validity

A test is said to have face validity if it measures what is supposed to measure. Face validity is hardly a scientific concept that is very important. A test which does not have face validity may

not be accepted by test takers, teachers, educators, authorities or employers. In this test, there are some aspects that are considered from this test to make a good test based on the validity.

- 1) The instruction must be clear for the students
- 2) In this test, the students can conduct the producing the language based on the picture. The instruction based on syllabus and suitable with their level.
- 3) Time allocation must be clearly. The teacher give limited about 4 minutes for every students to describe based on the picture.

2. Reliability

Ary (2002:250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of scores. Reliability is the consistency of the measurements, or the degree to which an instrument measure the same way its time it is used under the same condition with the same subject. The reliability shows the consistency and stability the measurement score (Sarwono, 2006: 219). A test is called reliable if the result of the test is similar with the test is tested in the same subject but in the different time. To know the reliability the instrument, the researcher had tried them out before conducting the students into pre-test and post-test.

According to Arumsari (2014: 56) the value of Cronbach's alpha can be interpreted as follow:

Table 3.3 Interrelation of Reliability

Cronbach's Alpha	Interpretation
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

Table 3.4 The Statistical of Tryout**Case Processing Summary**

		N	%
Cases	Valid	2	100,0
	Excluded ^a	0	,0
	Total	2	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,774	30

In this research, the researcher used SPSS 16.0 for windows to know the reliability of test instruments. In trying out the Cronbach's Alpha score was 0,774 and it categorized into reliable level.

G. Hypotheses Testing

Statistical test was intended for comparing two means, which is means of before and after treatment. According to Banaves and Capulti (2001: 40) the way to test whether the null hypothesis can be rejected is by comparing T-value of the obtained statistics is less than 0.05. The hypothesis testing of this study is as follow,

1. If the significant level less than 0.05, the alternative hypothesis is can't be rejected and null hypothesis is rejected. It means that there is different score on students' mastery of expressions after and before being taught by using Drilling Technique. The different is significant.
2. If the significant level more that 0.05, the null hypothesis is can't be rejected and the alternative hypothesis is rejected. It means that there is no significant different score on students' mastery of expressions after and before being taught by using Drilling Technique.

H. Data Analysis

After collecting the data of the students the researcher reviewed the data. The data of this reasearch analyzed by using statistical computation. After the data of pre-tests and post-tests collected the score of the data

analyzed by using statistical instrument (SPSS) by comparing the students score of pre-test and post-test.

The pre-test data was the data of the students score before being taught drilling technique. The post-test data of students score after being taught drilling technique. To analyzed the data the researcher comparing the data pre-test and post-test in order to measure the significant differences of the students' mastery before and after being taught drilling technique, the researcher analysed by using paired sample t-test at SPSS 16.0 for windows.