CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents the research method. It consists of research design, population and sample, research variable, research instrument, validity and reliability testing, normality and homogeneity testing, data collection method, data analysis and hypothesis testing.

A. Research Design

Research design as all process that be needed in conducting the research. It is a way to acquire dependable and useful information. This research belonged to experimental research design. This study was classified as Pre-experimental research design because it has little or no control of extraneous variable. According to Muhammad arief (2011:96) this design involves only one group as its subject and it involves three steps that are pretest, treatments, and posttest. Firstly, the group is given pretest before experimental treatment applied. After the treatment is finished, the post test is administered. The design of this research can be seen in the table below :

Table 3.1 of One-Group pre-test and post-test

Y_1	X	Y_2
Pre-test	Treatment (Independent Variable)	Post-test (dependent variable)

The procedures of pre-experimental research were :

1. Administering a pretest with a purpose of measunring speaking skill of second grade students at MTsN 2 Kota Blitar before being taught by using story completion technique.

2. Appliying the experimental teaching speaking by using story completion technique to the subjects of the research.

3. Administering a posttest with a purpose of measuring speaking skill of seventh grade at MTsN 2 Kota Blitar after being by using story completion technique.

    The effectiveness of the technique is known after knowing the difference score between the students who were taught before and after appliying story completion technique.the difference score was identified from the statistical result of comparing the scores of pretest and posttest. This study was intended to investigate The Effectiveness of Story completion toward student Speaking skill in MTsN 2 Kota Blitar.

B. Population, sample and sampling

1. Population

    The first step to do the research is finding the target of population. According to Latief (2010:56) a population is defined all members of any well-defined class of people, events or subjects. According to sugiyono (2010:117) the population is groups of subject that is determined by the reserachers to be studied and drawn the conclutions. The number of

population greatly affects the course of population. If it is large, researcher will find some difficulties in conducting the research.

Then, sampling was used to select sample or the individual who will participate in the reserach. According to Donald ary (2006) sample is a small group of people that is selected to represent the much larger entire population from which it is drawn. A sample is selected because the population is too large to be studied. Therefore, the sample should be representative of the general population.

The population of this research is the seventh grade at MTsN 2 Kota Blitar that consist of eight classes. There are 339 students of the seventh grade students at MTsN 2 Kota Blitar.

2. Sample

In choosing sample, the researcher used a certain sampling technique. Sampling is a way a group of people or subjects as representative of the large population. In this study the researcher used purposive sampling in choosing sample. The students of VII E class consisted of 45 students were chosen as the sample of the research. The researchers chose this class because they had average proficiency in studying English. Naturraly, from their capability, they were normal meaning that they were potential to develop after being given a treatment.

3. Sampling

Sampling is a technique to taking the sample according to sugiyono (2016). Sampling is also as a way the researcher select number of individuals as a sample which represents the population. Sampling is the process of selecting a number of individuals for a study in such as a way that the individuals represent the large group from which they were selected. The purpose of sampling is to gain information about a population; rarely is a study conducted that includes the total population of interest as subject (Gay, 1992:123).

In this research, the researcher use purposive sampling. Purposive Sampling is a technique to determine sample with a particular consideration. This research chooses to research of class VII-E at MTsN 2 kota Blitar.

C. **Research Variable**

In this research, there are two variables namely independent variables and dependent variables. The independent variable (X) in this study is Story Completion. Then, dependent variable (Y) is students speaking skill.

D. **Research Instrument**

The istrument is needed to collect the data collection. Instrument of the research played an important role in research project. The instruments were used to achive the accuracy of the data and can indicate that

researcher was sucessful in this research. According to Isnawati (2011:14) achievement test is test that is used to measure the process that students making after learn something. To collect the data, the researcher gave students twice tests, those are pre-test and post-test. Then, the researcher got the score from Grammar, Vocabulary, Comprehension, Fluency, and Pronounciation. They were pre-test and post test. Pre-test was taken before doing an experimental study or before teaching by using Story completion method. The pre-test have done on April 11th, 2018. The second was Post test, it was taken after doing an experimental study or after teaching by using Story completion Method. The post-test have done on April 20th, 2018.

E. Validity and Reliability

According to Ary (1985) "research is always dependent upon measurement. There are two important characteristic that every measuring instrument should process validity and reliability.

a. Validity

Validity is the most complex criterion of an effective test the most important principle of language testing (Brown, 2001:22). It is the extent to which inferences made from assesment result appropriate, meaningful, and useful in terms of the purpose of the assesment. The measure whether the test has a good validity, the researcher analyzed the test from construct validity and face validity. In this test, the researcher giving test to measures

students' speaking skill. The researcher made this test at seventh grade of MTsN 2 Kota Blitar.

a) Content validity

A test is said to have content validity if its contents constitutes a representative sample of the language skills, structure, etc. Content validity is a kind of validity which depends on careful analysis of the language being tested of particular test. in the content validity, the coverage of task becomes the evidence. A test will have content validity if it represents sample of language skills. The content validity in this research as follow :

Table 3.2 of Material and Competence Indicator in Content validity

No	Material	Competence indicator
1.	Recount text	- Students are able to express orally a monologue text form Recount text.
		- Students are able to mention the function of Recount text.
		- Students are able to respond to linguistic elements in Recount text in the form of simple past tense.

b) Face validity

A test is said to have face validity if it measure what is supposed to measure. Face validity is hardly a scientific concept that is very important. A test which dose not have face validity may not be accepted by test takers, teachers, education, authorities or employers. In this test, there where 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 what they should do in the test.

2. In this test, the students of seventh grade were instructed to answer question from teacher. Thus, the question gave by the teacher must be suitable with their level.

3. The consideration of time allocation must be clearly. The writer gave limited about 25 minutes for each student assement.

c) Construct validity

The construct validity of test is test which is capable of measuring certain specific characteristic in accordance with a theory of language behaviour and learning. Construct validity is one kind of validity that is measureds the ability which is supposed to measure. For speaking test, is should have such of knowladge of sub-ablities of speaking such as pronountiation, fluency. The sub-abilities only can be measured if the form of test.

b. Reliability

The reliability of the test is its consistency and dependable (Brown, 2003:20). Thus, reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration or particular examination. Reliability is necessary characteristic of any good test: for it to be valid all, a test must first be reliable as a measuring instrument (Heaton : 1989). Actually, the ideal test should be both reliable and valid. In this research, the researcher also used SPSS 16.0 for window to know the reliability of test instruments. The criteria of reliability instrument can be divided into 5 classes as follows (Zarkasyi, 2015: 206), those are:

a.   If the Pearson Product Moment score 0.00 – 0.20: less reliable

b.   If the Pearson Product Moment score 0.21 – 0.40: rather reliable

c.   If the Pearson Product Moment score 0.41 – 0.70: enough reliable

d.   If the Pearson Product Moment score 0.71 - 0.90: reliable

e.   If the Pearson Product Moment score 0.91 – 1.00: very reliable

To know the items is reliable or not it can be seen from Pearson Product Moment column. If the from Pearson Product Moment under 0.41 means is not reliable. If the from Pearson Product Moment upper 0.41 means that it is reliable. from Pearson Product Moment score = 0.714 means that it is **reliable.**

F. Normality and Homogeneity Testing

1. Normality

Normality test are used to determine wheter a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distribution. For this research, the normality test analyzed with using SPSS 16.0. To know the normality, the researcher used *One-sample kolmogorov-Smirnov* The hypothesis for testing normaly are :

    a. H_0 : Data is in normal Distribution. If the value of significance > 0.050, means data is normal distribution

    b. H_a : Data is not in normal Distribution. If the value of significance < 0.050, means the distribution data is not normal distribution.

2. Homogenity

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. The computation of homogeneity testing using SPSS Statistics 16 is *Test of Homogeneity of Variances* by the value of significance (α) = 0.050. Before doing homogeneity testing, the researcher decides hypothesis in this homogeneity as follow:

a. H_0 : If the value of significance > 0.050, means data is homogeny

b. H_1 : If the value of significance < 0.050, means data is not homogeny

G. Data Collection Method

The data collecting methods is needed to get the research data. The data collecting method used in this research was administering test. Test was an important instrument in this research. Instrument is the device the researcher uses to collect data. According to zarkasyi (2015) there are two kinds of instruments that are test instrument and non-test instrument. Test instrument is used to measure students' achivement and non-test instrument is used to measure attitude. In addition, according to Ary *et al* (2006) , test is tool or procedures used to know or measured something in condition, ways and the rules are determine. In this research, the researcher used oral speaking test to know the students speaking score. here the researcher gave the worksheet to the students then the researchers recorded the test results that have been given. The researcher chose this kind of test because it is the most suitable test to obtain studets' speaking score related to recount topic that was discussed in the treatment. The test were constructed by the researcher himself by using some sources. The researcher used two kinds of test those are pretest and posttest.

Table 3.3 of The Development of speaking Test

No	Steps	Teacher Activities	Student Activities
1	Opening	- Greeting - Cheeks the presence the class that day	- Answering greeting - Brain storming

2	Main teaching	- The reasercher giving explanations and examples of Recount text. - The researcher guide students to create a Recount text. - The researcher are encouraging students to find the idea related Recount text. - The researcher directs the students to write each sentence coherently.	- Listening to the explanation from researcher. - Pay attention to the direction of the researcher.
3	Closing	- Giving conclusion and comment about material. - Closing the meeting	- Giving responses

Since the main data of this study were students' score, the researcher conducted try-out of the test. the purposes of the try-out were to know the quality of instruction of the test, whether it was clear or not and to achieve the reliable scores. The sample of try-out was the students in different class namely VII D class. They were chosen because they have almost same level as the experimental group. The scores and reliability computation of tryout before doing pretest and posttest.

H. Data Analysis

The two variables investigated in this research were Story Completion Technique and students score. In this research, the researcher used a quantitative data analisys technique to know the students speaking skill before and after being taught by Story Completion technique. The quantitative data is

analyzed by using statisyical method. Here, the researcher conducted test to the students before and after being taught by appliying Story Completion technique. The data of pretest of postest to know whether there was significant diffirent of the students' speaking score. Therefore, the researcher used paired sample T test at SPSS 16.0 for windows to determine whether the technique was effective or not.

I. Hypothesis Testing

The hypothesis of this study was as follow:

1. If P-value is bigger than 0,05. So, the alternative hypothesis (Ha) is accepted. It means that there is different score between the pretest and posttest. The difference is significant.

2. If P-value is smaller than 0,05, the null hypothesis (Ho) is rejected. It means that there is no different score between the pretest and posttest. The difference is not significant.