

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would like to explain the research method. It focuses on the method uses in conducting study. Some aspects discussed are research design, subject of the research, research instrument, and data collecting method.

#### **A. Research Design**

This research used the experimental designs which belong to quantitative approach. According to Crowl (1996: 10), “quantitative method is used to examine questions that can be best answered by collecting and statistically analyzing data that are in numerical form”. This research used pre-experimental design with one group pretest and posttest. A pre-test provided a measure on some attribute or characteristic that the researcher asses for participants in an experiment before the 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 (Creswell, 2008:301). Here is the design of pre-experimental design are represented in table below

**Table 3.1 Design of one-group pretest and posttest**

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

X : Video Blog

Y1 : Students' achievement on speaking about recount text before thought by using video blog

Y2 : Students' achievement on speaking about recount text after thought by using video blog

Referring the table above, the procedure of pre-experimental research that use one group pretest and posttest were described as follows:

1. Administering a pretest (Y1) before applying the media to measure students' achievement on speaking about recount text of eight grade students at SMPN 1 Sumbergempol before applying treatment.
2. Applying experimental treatment (X) teaching speaking by using video blog on recount text as the technique to the eight grade students of SMPN 1 Sumbergempol.
3. Administering a posttest (Y2) to measure the significant of the students' speaking achievement on recount text after applying treatment.

## B. Population and sample of the study

Population is the group of interest to the researcher, the group which she or he would like the result of the study to generalizable (Gay;1992: 124). Population can said as the subject of research.

In this research, the researcher took a population on the students of VIII grade at “SMPN 1 Sumbergempol” academic year 2017-2018 which consist of 10 classes with total of students 370.

The researcher took C class as the sample of the research without randoming the students because every class was having students with different ability and criteria. The classes are consisting of 30 students (10 males and 20 females) with different ability.

## C. Variable of the Study

According to Ary (2002), an variable and attribute that regarded as reflecting or expressing some concept of construct. Variable as the research divided in to the independent variable and dependent variable:

### 1. Independent variable

Independent is the variable which the researcher investigate the side effect. Independent variable is the variable that cannot exist by itself without dependent variable. In this research the independent variable is video blog.

### 2. Dependent variable

Dependent variable is the effect of the implementing independent variable. In this research the dependent variable is the students' speaking ability.

#### D. Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). The instrument used of the study was test and scoring rubric.

##### 1. Test

The instrument used in this research was test, especially speaking test in form of role play. According to 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. Because of the explanation above the researcher argued that speaking test is the best instrument to measure the students speaking achievement. The test in the form of conversation is very useful to measure the students speaking ability, because in this test form the students have to practice their speaking ability.

##### 2. Scoring Rubric

To assess of students' speaking ability the researcher set up analytic scoring rubric which include the criteria such as (1) content, (2) fluency, (3) vocabulary, (4) Grammar

The researcher gave score to the students' speaking ability by using scoring guide of speaking according to Scoring Rubric for speaking adapted from O'Malley (1996) as follows:

**Table 3.2 Scoring rubric of speaking**

Criteria	Weight	Exemplary 4	Accomplished 3	Developing 2
Content	35%	The content is clear, related to the aspect that must be informed and speak with high confidence.	The content is fairly clear, related to the aspect that must be informed and speak with high confidence.	The content is fairly clear, related to the aspect that must be informed incompletely and looks unconfidence.
Fluency	30%	Speech on all professional and general topics as effortless and smooth as a native speakers'	Speech is effortless and smooth but perceptibly non-native in speech and evenness.	Speech is frequently hesitant, sentence may be left incomplete.
Vocabulary	20%	Effective choice of words and use of idioms and word forms.	Adequate choice of words but some misuse of vocabulary, idioms and word forms.	Limited range, confused, idioms and word forms.
Grammar	15%	No more than three errors.	Few errors with no patterns of failure.	Frequent errors showing some major patterns uncontrolled and causing occasional misunderstanding.

#### E. Validity and Reliability

Validity and reliability is a part of conducting research to measure that the instrument used was valid and reliable before used to collect the data.

1. validity

Validity is an important key to effective research. If a piece of research is not valid then it is worthless. Validity of the test refers to the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment (Brown, 2004:22). This means that question of a research instruments validity is always specific to the particular situation and the particular purpose for which it is being used. In addition to being valid, a research instrument is considered to have a good content validity, face validity, and construct validity. The instruction of the test should not cause confused and misunderstood.

- a. Content validity

Content validity is the congruity of the instrument between the curriculum objective and the objectives being assessed. In this research the instrument had have content validity because the instrument was designed based on the basic competence of Curriculum of 2013.

**Table 3.3 Core Competence and Basic Competence in Curriculum of 2013**

Core competence	Basic competence
3. Understanding, implementing, analyzing factual, conceptual and procedural knowledge based on the curiosity towards science, technology, art culture, and humanity with the knowledge of humanism, nationalism, and civilization related to the cause of phenomena and events, and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem.	3.12 Apply clear structure and language feature of the text to implement the social function of recount text by asking and telling about past events based on the real world.
4. Analyzing, thinking, and performing in both concrete and abstract field related to the development of what has been learn in school individually, and being able to use the method based on the theory in science.	4.14 Comprehend the meaning of recount text oral and written, simple, about an event. 4.15 Arrange recount text in the form of oral and written about past events and consider with the social function, structure and language feature of the text appropriate with the context.

b. Construct Validity

The instrument is said to have construct validity if it can measure what to be measure. In this research, the researcher tested the students speaking ability by giving instruction to practice

speaking and the scoring technique is based on the aspect of speaking, they are: content, fluency, vocabulary, and grammar.

## 2. Reliability

Reliability tests consistent and dependable data (Brown, 2004:20). This statement suggests if you give the same test to the same or matched students on two different occasions, the test should yield similar result. Cohen et al (2000:132) suggests four main factors that might affect reliability: the range of the group that is being tested, the group's level of proficiency, the length of the measure (the longer the test the greater the chance of errors), and the way in which reliability is calculated. To measure that the instrument used was reliable, the researcher conducted a try-out with the different subject before conducting on the true sample of the research. The try-out was done on, 12<sup>th</sup> of March 2018 at VIII E class. Then, to find out the students reliability of the score, the researcher used *Person Product Moment* in IBM SPSS Statistics 16. Table 3. Showed the result of statistical calculation of *Person Product Moment* from IBM Statistics 16.



**Table 3.4 The statistical Correlation of Product-Moment**

Correlations		PRETEST	POSTTEST
PRETEST	Pearson Correlation	1	.951**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	3520.967	3209.933
	Covariance	121.413	110.687
	N	30	30
POSTTEST	Pearson Correlation	.951**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	3209.933	3235.867
	Covariance	110.687	111.582
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the result of Person Product Moment Correlation is 0.951. It is mean that the instrument was strong positive correlation. From the result of statistical correlation, it can be conclude that the instrument correlation was strong respective positive, its mean that the instruments were reliable.

#### F. Data Collecting Method

Data are result of investigation that gave all of facts and numbers as materials for constructing information (Arikunto, 2006:96). Data collecting method is an important aspect in conducting research. Data collecting method is the process how is the research collect the data in the research. In this research, the data was collected through pre test and posttest by giving the students oral test in form of conversation or dialog.

Data of this study are collected by giving the students oral test in form of speaking practice in conversation.. In the oral test, the students are defined into 15 couple of students and they should make conversation about their experience. The students' score are based on four elements: Pronunciation, vocabulary, grammar and fluency.

#### 1. Pretest

A pre-test provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive treatment (Cresswell: 2003). The purpose of this test is to know the students' ability before giving the treatments. In this study type of question used in pre-test is instruction that it was done in April 20<sup>th</sup> 2018. The topic of the test was weekend experience.

#### 2. Treatment

In this research the research conducted treatment in four times to measure the students' progress. Treatment here means the instructional to create the students own video in form of conversation and uploaded in to the whatsApp application group. The schedule of treatment as follows:

**Table 3.5 Steps the treatment of video blog**

## First treatment

Aspect	Teacher's activity	Students' activity
Pre activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Check the attendance</li> <li>• Give stimulation for the students with some question related with the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Response of teacher's greeting</li> <li>• Listening the teacher's checking and answering</li> <li>• Give responses of the teacher's question.</li> </ul>
Main Activity	<ul style="list-style-type: none"> <li>• Introduction about the video blog based role play</li> <li>• Identify the purpose of recount text, generic structure, and language features of recount text on the example that was given in form of dialogue.</li> <li>• Ask some of students to practice the dialogue in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention on the teacher's explanation and giving responses.</li> <li>• Some of the students practice in front of the class.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give feedback.</li> <li>• Give the students home work to create a dialogue about recount text in form of video with their friend and publish the video in the WhatsApp group.</li> <li>• Inform what will be done in the next meeting.</li> <li>• Closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention on the teacher's explanation and giving responses.</li> </ul>

## Second treatment

Aspect	Teacher's activity	Students' activity
Pre activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Check the attendance</li> <li>• Give stimulation for the students with some question related with the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Response of teacher's greeting</li> <li>• Listening the teacher's checking and answering</li> <li>• Give responses of the teacher's question.</li> </ul>
Main Activity	<ul style="list-style-type: none"> <li>• Show the example of the dialogue of recount in form of video.</li> <li>• Identify the content, fluency, vocabulary, language features and the pronunciation of the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the content of the video, fluency, vocabulary, language features and the pronunciation of the video.</li> <li>• Pay attention on the teacher's explanation and giving responses.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give feedback.</li> <li>• Give the students home work to create a dialogue about recount text in form of video with their friend and publish the video in the WhatsApp group.</li> <li>• Inform what will be done in the next meeting.</li> <li>• Closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention on the teacher's explanation and giving responses.</li> </ul>

## Third treatment

Aspect	Teacher's activity	Students' activity
Pre activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Check the attendance</li> <li>• Give stimulation for the students with some question related with the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Response of teacher's greeting</li> <li>• Listening the teacher's checking and answering</li> <li>• Give responses of the teacher's question.</li> </ul>
Main Activity	<ul style="list-style-type: none"> <li>• Identify the characteristic of the recount text from the example given.</li> <li>• Instruct the students to create their own recount in form of dialogue with their friend and practice in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention on the teacher's explanation and giving responses.</li> <li>• Do what are the teacher's instruction and practice in front of the class.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give feedback.</li> <li>• Give the students home work to create a dialogue about recount text in form of video with their friend and publish the video in the WhatsApp group.</li> <li>• Inform what will be done in the next meeting.</li> <li>• Closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention on the teacher's explanation and giving responses.</li> </ul>

## 3. Pos-test

A post-test was a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Cresswell, 2008:301). Post-test was done after the students' gave the treatment.

The type of instrument was same with pretest but it has different topic.

The posttest was done at May, 18<sup>th</sup> 2018.

#### G. Data Analysis

After collected the data of the students' score the researcher reviewed the data. The data of this research was analyzed by using statistical computation. The result of the data was established by comparing the students' score of pretest and the students' score of posttest. This technique was useful to prove whether there are any significant differences between the students' score of pretest and posttest.

The pretest data was the data of the students score before taught by video blog. The post test data of speaking was data of average score of speaking test after taught by video blog. To analyze the data the researcher comparing the data of pretest and posttest in order to measure the significant differences of the students' speaking score before and after taught by using video blog. In this case, the researcher used formula of t-test by using SPSS 16 to analyze the data.