

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, population, sampling and sample, description of treatment, research variable, research instrument, data collection method, and data analysis technique.

3.1 Research Design

Research design is all process needed in conducting a research. In fact, there were two kinds of research approaches namely quantitative and qualitative approach. This research used quantitative approach with experimental design. There were many kinds of experimental research designs, such as pre-experimental, true experimental, factorial design and quasi experimental (Ary *et al*, 2010:302). In this research used quasi experimental design. this design intent on reveal the causal relationship by using control group and experimental group and did not selects those group randomly.

The researcher used quasi-experiment as the design of the research to see the effectiveness of YouTube video toward students' speaking ability in recount text. As stated by Mujis (2004:200), "quasi-experimental research is especially suited to looking at the effects of an educational invention, such as a school improvement program, a project to improve a specific element. Moreover, Wiersma and Jurs (2009:187) stated that, "a quasi-experiment is n approximation of a true experiment that uses groups that have not been formed randomly. The researcher determines to select two intacts group. The first group was given treatment, called experimental group and the other

group was not be given a treatment, called control group . Then, both of two groups would be given pretest to know the beginning condition that was there any differences between control group and experimental group.

To conduct this research, the researcher took two classes of the second grade students of MTs Assyafi'iyah Gondang as experimental and control classes to see the effectiveness of YouTube video by comparing the gained pretest and posttest scores of the two classes. The effectiveness could be seen from the improvement of students' scores of experimental class in posttest after they were given a treatment and from the computation of the gained scores of both classes. The experimental class was given the technique by using YouTube video but the control class was not given treatment by using YouTube video

Table 3.1.
Quasi-experimental research design

Group	Y1	X	Y2
Experimental class (VIII B)	Pretest	YouTube video	Posttest
Control class (VIII A)	Pretest	-	Posttest

Based on the Table 3.1, the procedures of using two groups pretest posttest design were:

1. Administering a pretest to both classes (VIII A and VIII B) to measure speaking ability of the students of second grade in MTs Assyafi'iyah Gondang.
2. Applying the experimental treatment in VIII B class to teaching speaking by using YouTube video media to the student of second grade in MTs Assyafi'iyah Gondang.

3. Administering a posttest in both class to measure speaking ability of the students of second grade in MTs Assyafi'iyah Gondang.

From the procedures above, the researcher could find out the differences of students' mean score of speaking ability between the students without using YouTube video and those using YouTube video as teaching media.

3.2 Population, Sampling, and Sample

3.2.1 Population

Population is the large group that the researcher would like to generalize the result of the research. Population is the large group about which the generalization is made (Ary *et al*, 2010:148). According to Fraenkel and Wallen (2006: 92) state that population is the large group to which one hope to apply the result. Based on the description above, population was the large group used by to researcher the generalized the result of the research.

The population of this research was all of the second grade students' of in MTs Assyafi'iyah Gondang in the academic year 2017/2018 consisted of five classes. Each class consisted of 30 up to 35 students. Total of population was 175 students.

3.2.2 Sampling

Sampling is a technique to take sample from group of population. Sampling an important characteristic of inferential, and statistics is the process of going from the part to whole (Ary *et al*, 2010:148). In purposive sampling, which also referred to as judgment sampling, sample elements judge to a typical or representative are chosen from the

population (Ary, 2010:156). The research used quasi experimental design which had main characteristics; without random placement and used intact group or group which be available. So, the researcher used the groups were available as sample. The researcher did not taken the sample individually but in the form of class. For they were in average, they tend to develop when they were given a certain treatment or average.

3.2.3 Sample

According to Ary *et al* (2010:148) sample is the small group that is observed. Cresswell (2012 :142) state that “A sample is a subgroup of the target population”. Fraenkel and Wallen (2006:92) also give explanation that sample is the group on which information is obtained. Based on the description above, the researcher defined that sample was a small group taken from population with a certain media that was researched by researcher.

For the study was quasi experimental, the sample was chosen by applying purposive sampling. Applying this method, two classes were chosen by using a certain criterion in which the choosen classes must be normal or in average. Based on the criterion the sample of this research as the students of VIII A as a control group and VIII B as a experimental group at MTs Assyafi'iyah Gondang in which total of VIII A class was 35 students and VIII B was 35 students.

3.3 Research Variables

Variable is anything that will be researched by the researcher. According to Frankel and Wallen (2006:40) variable is a concept a noun that stands for variation within a class of subject such as gender, color, motivation, chair, eye, achievement, or running speed. Based on the title of this research, there were two variables:

3.3.1 Independent variable

Independent variable is variable that influences or those of change the dependent variable. Creswell (2012: 116) states “An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable”. The independent variable of this research was YouTube video as media.

3.3.2 Dependent Variable

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable. Creswell (2012:115) states “A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable of this study was the students’ speaking ability.

3.4 Research Instrument

Instrument of the research was a tools which be used by the researcher in collecting data. The instrument that was used in this research is test. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 2010:210) the researcher applies pretest and posttest. Pretest was taken before given

treatment or before teaching by using audiovisual media. The purpose was to know or measure the students' ability in speaking before be given a treatment. Pretest had similar question and it was given to experimental group and control group. The question was only consisting of one form.

After getting the result of pretest form experimental group and control group, the researcher was given treatment to teach speaking in recount text for experimental group by using YouTube video. Meanwhile, the researcher did not given treatment or given conventional method teaching to teach speaking in recount text for control group. After that, the researcher had given posttest to experimental group and control group. Posttest was used to know the students' speaking ability after taught by using YouTube video from the one of not using YouTube video. The question was only consist of one from. The answered could be consisting of three elements; orientation, events and reorientation. The students had to speaking in recount text in front of the class with the topic was their experience in holiday. The allocation time to speaking in front of the class was 2 minutes. The students had to pay attention to the five aspects of speaking would be used in assessment. These five aspects were as follow; Grammar, content, pronunciation, vocabulary, and fluency.

3.5 Validity Testing

Data had the important role in the research, it determines the quality of the research result. Meanwhile, the correct or wrong data depend on good or not the data collecting instrument.

Validity is a measurement that indicates the levels of the rightness of a certain instrument. In this study, a researcher used written test measure the students' speaking ability in recount text by using YouTube video and who were without using YouTube video. Before using the treatment, firstly the researcher would tried out the instrument to the target research in order to examine empirical validity level of instrument. In this research, the researcher used face validity, construct validity and content validity.

3.5.1 Face validity

The instrument had face validity when it looked could measure what was supposed to measure. Face validity refers to the degree to which a test looked right and appears to measure the knowledge or abilities it claims to measure (Mousavi, 2002:244). The test in this research was designed to measure the students' speaking ability. To achieved face validity, the researcher provided the instructions test to ask students to speak.

3.5.2 Construct validity

Construct validity was validity which shown how far the tests were suitable with theory that becomes a foundation on composing those tests. Construct validity revered to what extent the instrument measure concept of theory based of composing instruments. The instrument was constructed concerning aspects that would be measured according to the certain theory. Then, the instrument was consulted to expert.

In this research, the instruments which have been constructed based on the speaking and recount text theory. The item test demands students to speaking about recount text. To test the construct validity was used the expert opinion. After an instrument was constructed about the aspects which be measured based on appropriate theory, then the instrument was consulted with the expert. The expert who was chosen by researcher in this research was advisor of this research a lecturer of IAIN Tulungagung, he was Mr. Susanto, SS, M.Pd. The expert would given their opinion about the instrument which researcher made. In addition, the researcher also consulted with the teacher of English lesson at MTs Assyafi'iyah Gondang. After got the judgement from expert, the instrument could be tried out to the second grade students' of MTs Assyafi'iyah Gondang wich consisted of 20 students to find out the validity of the test.

3.5.3 Content validity

A test is the content validity when the test represent the language skills which be tested. In this case, the researcher made a speaking test consist of an item question. The test is made up to testing the students' speaking ability in recount text. Besides, Isnawati (2014: 27) said that a test would had content validity not only represent the sample of the language skill, structures, etc. Which being tested, but also included a proper sample of content was relevant with the purpose of the test. The test was appropriated

with the lesson material be taught. In this study, the content validity refers to the Curriculum of 2013 as the school implemented. Based on the basic competence in syllabus of Curriculum of 2013, it was stated that the second grade students of Junior High School were taught about speaking in recount text. Moreover, the basic competence mentions that the students were expected be able to composing speaking in recount text by concerning on the social function, text structure, and language features correctly according to its context.

Table 3.2 Content Validity

Core Competence	<p>4 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, events and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem.</p> <p>5 Analyzing, thinking, and performing in both concrete and abstract fields related to the development of what has been learnt in school individually and being able to use the method based on the theory in science.</p>
Basic Competence	<p>5.5 Recount text – historic events</p> <p>4.7.2 Composing simple written and spoken recount text about historic events by concerning on the social function, text structure, and language features correctly according to its context.</p>
Indicator	Speaking a simple and short in their experience of

	recount text with the correct structure.
Technique	Speaking test
Instrument of the test	<p><u>Pretest</u></p> <p>The students speak a short recount consisting of three elements; orientation, events and reorientation by one topics which be served.</p> <p><u>Posttest</u></p> <p>❖ Control class</p> <p>The students should speak a short recount text consisting of three elements; orientation, events and reorientation by one of topic which be served.</p> <p>❖ Experimental class</p> <p>The students should speak a short recount text consisting of three elements; orientation, events and reorientation by one of topic which be served.</p>
Time allocation	2 minutes

Based on the Table 3.2 above, the instrument of the test could be said have the content validity because the test has equal purpose with the core competence and basic competence in syllabus of Curriculum of 2013, which was testing the students' ability in speaking with the correct structures.

Actually, the ideal instruments should be valid and reliable. In this research, the test is productive skill form that is speaking test. The research did not found the reliability and the researcher decided to be regardless the reliability.

3.6 Data Collecting Method

Data collecting is the most important work in the research in order to be acquired the appropriate result. Data collecting method was the way that used by the researcher to collected the data.

Data of this research were collected by administering the test. According to Ary (2010:201) test consists achievement test and aptitude test. The achievement test is usually used in educational research as well as in school systems. The aim is to measure the students' knowledge. Achievements test is generally classified into standardized test and researcher-made test. In this study, the researcher used researcher-made test as the instrument of collecting data. The constructed test was suited with the specific objectives of the research. The test given was a spoken test which was administered as pretest and posttest. The pretest was administered to both experimental class and control class before the researcher did a treatment. Whereas, posttest was administered to both experimental class and control class after the researcher did a treatment. The treatment given by researcher was different for both of two classes. To experimental class, the researcher gave a treatment by using YouTube video. Meanwhile, the control class was taught not by using YouTube video. The researcher just taught the students in control class by using a conventional method in teaching learning process.

In pretest, the researcher gave a question to the students. The students had to answer the question with speaking in recount text based on the given topic. Topic of the test was their experience in holiday with friend. In posttest, the researcher also gave a question to the students. The students had

to speak in recount text of their experience in holiday with family. The students had to speak this test in front of the class. The students had to pay attention to the five aspects of speaking in recount text which would be used in the assessment. These five aspects were grammar, content, pronunciation, vocabulary, and fluency. To pass the speaking test, the students should reach good level in five aspects of speaking. The analytical of scoring rubric was adopted from the English book of *Kemendiknas* Curriculum of 2013 as it was presented in Table 3.3 below.

Table 3.3 Analytical Scoring Rubric of Speaking

The Description	Need Improvements (10)	Satisfactory (20)	Good (25)	Excellent (30)
Grammar	Students were difficult to understand and had a hard time to communicating their ideas and responses because of grammar mistakes.	Students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentences structure and tenses.	Students were able to express their ideas and responses fairly well but makes mistake with their tenses, however is able to correct themselves.	Students were able to express their ideas an responses with case in the proper sentence structure and tenses.

The Description	Need Improvements (10)	Satisfactory (15)	Good (20)	Excellent (25)
Content	Students had many problem observed that the message be understandable.	Students were difficulties to get ideas, the message need to be guessed from other sources but not actual production.	Students have not many difficulties to get the ideas is most of the time understandable.	Students were easy to get ideas from the connector used, the speaker gives alternative option to be understood and the message is completely understandable.

The Description	Need Improvements (5)	Satisfactory (10)	Good (15)	Excellent (20)
Pronunciation	Students were difficult to understand, quite in speaking, unclear in pronunciation.	Students were slightly unclear with pronunciation at times but generally are fair.	Students pronunciation was good and did not interfere with communication.	Students pronunciation was very clear and easy to understand.

The Description	Need Improvements (5)	Satisfactory (10)	Good (12)	Excellent (15)
Vocabulary	Students had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Students were able to use board vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Students utilized the words learned in class, in accurate manner for the situation given.	Students had rich, precise and impressive usage of vocabulary words learned in and beyond of class.

The Description	Need Improvements (4)	Satisfactory (6)	Good (8)	Excellent (10)
Fluency	Students had many paused and long of duration.	Students had many paused but not long duration.	Students had many paused but not long duration.	Students had little paused and not long duration.

On the basic of the used of speaking scoring rubric, the students' speaking ability were categorized based on the following criteria.

Table 3.4 The Criteria of Speaking in Recount Text Test

Score	Criteria
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
0 – 40	Poor

Meanwhile, the schedule of the test and treatment could be seen in Table 3.5 below:

Table 3.5 The Schedule of the Research

No	Group	Meeting	Date	Activity	Time
1	Experimental (VIII-B)	I	Tuesday, February 6 th 2018	Pretest	2-3
2	Control (VIII-A)		Thursday, February 8 th 2018	Pretest	2-3
3	Control (VIII-A)	II	Friday, February 9 th 2018	Treatment 1 Conventional (Holiday with your friend)	4-5
4	Experimental (VIII-B)		Saturday, February 10 th 2018	Treatment 1 YouTube video (Holiday with your friend)	6-7
5	Experimental (VIII-B)	III	Tuesday, February 13 th 2018	Treatment 2 YouTube video (Holiday with your family)	2-3
6	Control (VIII-A)		Thursday, February 15 th 2018	Treatment 2 Conventional (Holiday with your family)	2-3
7	Experimental (VIII-B)	IV	Saturday, February 17 th 2018	Posttest	6-7
8	Control (VIII-A)		Saturday, February 15 th 2018	Posttest	8-9

3.7 Teaching activity applying YouTube video

The teaching of speaking applying YouTube video was done in four meetings. In the first meeting, the researcher gave some explanations about speaking in recount text. After that, the researcher stimulated students' prior knowledge by administering a pretest for speaking. Pretest was given to experimental and control class. For pretest, the students were asked to tell their experience in holiday. The result of the test was scored by using an analytical scoring rubric adopted from English book Curriculum of 2013.

In the second meeting, the researcher gave the first treatment for both experimental and control classes. For the experimental class, the researcher gave a treatment by using YouTube video. The students watched a YouTube video entitled vacation. Vacation told about a journey of a best friend who wanted to go to the beach. By watching the YouTube video, students could see and hear the process of going to somewhere. Then, the students were asked to make a short speaking in recount text about the story they had watched in the YouTube video. Meanwhile for control class, the researcher just taught the students by using a conventional method. The researcher gave some explanations about speaking in recount text and gave an example related to the material. After that, the researcher asked the students to tell in front of the class based on their experience at holiday. The result of the test was scored by using an analytical scoring rubric adopted from English book Curriculum of 2013.

In the third meeting, a researcher gave the second treatment for experimental class and control class. The researcher did a treatment for experimental class by watching YouTube video entitled 'Holiday in the park with my best friends'. The YouTube video told about an experienced of kids who went to park in center of city. By watching the YouTube video, the students could see and hear the experienced of someone who went to somewhere. The students had known the events happened by observing the characters in a YouTube video. After that, the researcher asked students to tell a story related to the YouTube video they had watched. The result of the test was scored by using an analytical scoring rubric adopted from English book Curriculum of

2013. The researcher explained again about the material and gave an example of speaking in recount text. Then, the researcher asked the students to tell the experience based on the YouTube video they had watched.

In the fourth meeting, the researcher gave a posttest to experimental class and control class to measure the speaking ability after they got different treatment. The researcher asked the student to tell their experience in holiday with their family. Every student was given 2 minutes to tell their experience in front of the class. The result of the test was scored by using an analytical scoring rubric adopted from English book Curriculum of 2013.

3.8 Data Analysis

The collected data were analyzed to know the effectiveness of using YouTube video toward students' speaking. The researcher divided the test result into two groups, they were the test result from the experimental group and the test result of the control group. The scores of the speaking test of both groups were analyzed using t-test formula with SPSS program 23.0 version. The T-test technique was used to test the difference significance of two means from 2 distributions. Thus the used t-test was used to differentiate whether the students' result of speaking in recount text who were without by using YouTube video and those who were by using YouTube video was different significantly or not.