**CHAPTER III**

**RESEARCH METHOD**

 This chapter presents the research method. It focuses on the method used in conducting this study. The decision covers research design, population, sampling and sample, variable data, and data source, data collecting method, procedures in teaching speaking by using movie and technique of data analysis.

1. **Research Design**

“Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.”(Creswell, 2009:3).

This study was conducted in an experimental design using quantitative approach. Experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concominant to the manipulation of the independent variables (Ary, 1985:26). Experimental research can be done in the laboratory, in the class and in the field. In this study, the researcher wants to know the effectiveness of using movie in the speaking class towards the students’ improvement in speaking ability.

Experimental research is unique in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variables. An experimental usually involves two groups of subjects, an experimental group and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups (Frankle and Wallen, 1996:264).

This study uses pre-experimental with one –Group Pretest-Posttest design. According to Arikunto (2006: 85) there are three kinds of Pre-experimental designs, those are: one shot case study, pre test and post test group and static group comparison.

This study is classified as pre-experimental design because it is little or no control of extraneous variables. In the One-Group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

A diagram of One-Group Pretest-Posttest design:

 Y1 X Y2

 Pretest Treatment Posttest

 (Independent variable) (Dependent variable)

The procedures of experimental research that use One-Group Pretest-Posttest design:

1. Administering a pretest with a purpose of knowing the speaking ability of eleventh grade students at GOC XI IPA 2 Class of MAN 2 Tulungagung.
2. Applying the experimental treatment teaching speaking by using movie to the subjects (eleventh grade students of GOC XI IPA 2 class of MAN 2 Tulungagung)
3. Administering a posttest with a purpose of measuring the speaking ability of the eleventh grade students at GOC IPA 2 Class of MAN 2 Tulungagung.

Differences attributed to application of the experimental treatment are determined by comparing the pretest and posttest scores.

1. **Population and sample**

“Population is the group to which the researcher would like the results of a study to be generalizable; it includes all individuals with certain specified characteristics.”(Fraenkel 1996:587)

The population of this study was the eleventh grade students of MAN 2 Tulungagung that are divided into seven classes. The researcher took the GOC XI IPA 2 class as sample of this research which consists of 31 students.

Sampling is a technique to take the sample, according to (Sugiyono, 2007). Sampling is also as a way the researcher select number of individuals as a sample which represents the population. In this research, the researcher used purposive sampling technique. The researcher took one class of four classes from the eleventh grade students of MAN 2 Tulungagung exactly GOC XI IPA 2 class.

The researcher took the sample of global class because of two reasons:

1. The multimedia class

Since the researcher applying movie to improve the students’ speaking ability, the researcher needs a large screen to show the movie so that it will be much easier for the students to observe the mimics, movement of the lips from each characters in the movie. The global class has many media to support the teaching and learning process; this class provided with LCD, laptops for each students, e-book, speakers, etc. That is why the researcher takes the global class as the sample.

1. Time Efficiency

The limited time becomes one of important thing that must be thought. The researcher wants to treat optimally by choosing GOC XI IPA 2 as sample. It is because the sample has a high motivation to improve their speaking ability.

1. **Variable**

The most important classification is on the bass of their use within the research under consideration, when they are classified as independent variables or dependent variables (Ary, 1985:30).

1. Independent variable: is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatment. In this study the teaching speaking by using movie is independent variable.
2. Dependent variable: is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables. In this study the dependent variable is students’ ability in speaking.
3. **Source of Data**

Source of data in this study only uses primary data. Ary (1985) stated that the primary data were data which are collected directly from the sample. Primary data of this study is students of GOC XI IPA 2 of MAN 2 Tulungagung.

1. **Techniques of Collecting Data**

Data of this study is collected by administering test. Test in simple terms, a method of measuring a person’s ability, knowledge, or performance in a given domain. Brown (2004): 3).Researcher used two kinds of tests those are Pre-test and post-test. In this research, the researcher used speaking test in order to know the student’s speaking achievement.

The criterion of success of the student’s speaking ability adapted from Heaton (1988: 100). They are as follows:

**Table 3.1 Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating** | **Accuracy** | **Fluency** | **Comprehensibility** |
| 6 | Pronunciation is only very slightly influenced by the mother-tongue. Two or there minor grammatical and lexical errors (free of grammatical errors)  |  Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two (not three) unnatural pauses.  | Easy for the listener to understand the speaker’s intention and general meaning. Very few interruptions or clarifications required.  |
| 5 | Pronunciation is slightly influenced by the mother- tongue. A few minor grammatical and lexical errors but most utterances are correct.  | Has to make en effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few natural pauses.  | The speaker’s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.  | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. | Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.  |
| 3 | Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.  | The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker’s more complex or longer sentences.  |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many ‘basic’ grammatical and lexical errors.  | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many ‘basic’ grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in course. | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.  |

1. **Instrument**

The instrument in this study is test. According to subagiyo (2007) actually there are two kinds of instrument, those are: Test instrument is to measure students’ achievement and Non Test instrument used to measure attitude.

In this study the researcher used test as instrument, therefore, the researcher applied pre-test and post-test test. Pre-test was given before doing an experimental research study or before teaching by using movie, in this pre test students given task to answer several questions related to their favorite movies which have been prepared by the researcher before, students should answer the questions orally. Post test which was given after doing the experimental research study or after watching the movie, in this post test the students are asked do storytelling: the story which will be told can be based on their own story or they can tell the story based on the movie plot.

**G. Procedure in Teaching Speaking by Using Movie**

After getting the scores on pre-test, the researcher gave treatment of using movie in speaking class. The treatment was started on March 27th until April 10th 2012. In this study, the teacher is the researcher herself. The format of procedure in giving the treatment as followed:

1. Teaching and learning process were held for about 45 minutes for each meeting.
2. The activity consists of 5 minutes for introduction, 35 minutes for main activity, and 5 minutes for closing.
3. In the main activity, there were some activities as follow:
4. The teacher started the teaching and learning process.
5. The teacher has prepared the material; the movie.
6. The teacher gave clear instructions to the students about what should they do during watching the movie; during watching the movie, the students should observe the characters that play in the movie, the movement of the lips of the characters in the movie, the mimics of the characters while they had conversation with others and the plot.
7. After watching the movie, teacher provided several new vocabularies found in the movie. The vocabulary list can be used to help the students while they were asked to come forward and doing storytelling; the story can be based on the movie plot or based on the student’s own version.
8. In doing storytelling, teacher gave the student time for about 15 to 20 minutes to have practice.
9. After practicing, teacher asked the student one by one to come forward to do storytelling.

In process of treatment, the students felt really enjoy and fun. They cooperated optimally.

1. **Technique of Data Analysis**

In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method. This technique was used to find the significant difference on the students’ improvement after being taught by using movie. Because this research included in one group pretest and posttest design or single subject, the formulation T-Test was taken from (Sudijono, 2003: 305) as formulated below:

 **t** = $\frac{MD}{SE\_{MD} }$

Notes ;

M : the mean

D : difference between X and Y

$SE\_{MD}$ : the standard error mean X and Y