

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which consists of research design, research variable, population and sample, instrument, data collection, and data analysis.

A. Research Design

This study employs an experimental method. This study used a quasi-experimental design. According to Sugiyono (2013), quantitative research techniques examine the connection between variables to evaluate hypotheses. It indicates that this research uses variables that are assessed based on numerical data that is examined using statistical methods. According to Creswell (2008), the ability to identify the cause-and-effect relationship between the independent variable and the dependent variable utilizing this research was very appropriate.

The experimental group was given the special treatment using video. The control group was given the flashcard media. The research involved the independent variable and the dependent variable. The independent variable was the treatment consisting of two levels, the treatment with video in the experimental group and the treatment with the flashcard media in the control group. Meanwhile, the dependent variable was the students' speaking ability. The table below shows the design of the research.

Table 3.1. Quasi-Experimental

Group	Pre-test	Treatment	Post-test
Experimental	✓	With experimental treatment (Using Animation Video)	✓
Control	✓	Without experimental treatment (Using Flashcard)	✓

B. Variables

The kinds of variable related to the research, consisted of independent and dependent variable. According to Arikunto in Misagi (2017), independent variable is the variable that is influenced by another variable to achieve what was expected by researcher; whereas, the dependent variable is the result that is expected through the implementation of the independent variable. There are two variables in this research:

1. Independent

The Independent variable (X) in this research is teaching media. Those are animated video for experimental group and flashcard for control group.

2. Dependent Variable

The dependent variable (Y) in this research is students' speaking ability.

C. Population and Sample

The population of this research was the tenth grade students of SMA Queen Al Falah. There are 8 class of tenth grade and every class consists of 30 students.

According to Hajar (1996) sample is a part of population. In carrying out a research, it is impossible for the researcher to research all the population because it is large number. Therefore It was impossible to use all the population as the sample due to some considerations. The researcher took two classes as the sample of the research. Those are X1 class and X2 class. As a representative sample was picked from the teacher class recommendation at the school.

The sample above was divided into two groups. The first group was class X1 as the experimental group and the second group was class X2 as the control group. The experimental group was given the animated video method in their speaking activities. The researcher made lesson plans and some activities for every meeting based on the school-based curriculum. The control group was given the same materials using flashcard in their speaking activities.

D. Instrument of the Research

Since the study was quasi-experimental, the instruments to collect the data were a pre-test and a post-test. The collected data were the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test were used to see the speaking ability of both classes before the treatment. On the other hand, the scores from the post-test were used to measure whether the implemented method affected the experimental group or not.

In this research study, the speaking test served as the research instrument. The speaking test was held twice, in the pre-test and the post-test. It was used to reveal the significant difference in the speaking ability between the tenth grade students of senior high school who were taught by using animated video and those who were taught by using flashcard.

In formulating the test instrument, the points to be considered are the relevance of the test instruments to the purpose of the study, and the relevance of the test instruments to the curriculum. The test was intended to measure students' speaking ability before and after the treatment. The speaking tests were made based on the school-based curriculum for the tenth grade of the senior high school in the second semester. In making the test, the researcher took some sources from some English books and the internet.

The instrument was a group of oral assessment in the form of simple transactional and interpersonal conversation/dialogues. The test was given twice. The first test was used to gain the pre-test score before the treatment and the second was used to gain the post-test score after the treatment. The score of the test was based on criteria on the speaking test rubric adapted from Harris (2004). The contents of the rubric are task vocabulary, comprehensibility, fluency, pronunciation, and grammar.

1. Pre-test

The pre-test will be held before giving treatment while the post-test given after treatment. The treatment that will be given by researcher about their experience in the past. The researcher ask the students to watch and listen to animated video for five until ten minutes. For the test, the researcher give several minutes to the students to practice orally in front of the class.

The complete pre-test can be seen on appendix 1.

2. Post-test

After the treatment, the next step is to give a post-test to all students. The purpose of the post-test is to determine the progress of students' speaking skills after treatment and to find out the results of treatment and whether the treatment is effective or not. The researcher give treatment to the experimental group by using Animated Video, and for the control group using Flashcard. The post-test are almost same as the pre-test. The researcher give several minutes to the students to practice orally in front of the class. Moreover, the researcher utilises scoring guide for both pre-test and post-test proposed by Harris (2004). The complete post test can be seen in appendix 1.

3. Scoring Rubric of Speaking

The indicator of the success of this research is based on oral proficiency scoring categories proposed by Harris (2004: 81). It consists of vocabulary, grammar, pronunciation, fluency, and comprehensibility.

Table 3.2. The Scoring Rubric of Speaking (Harris, 2004)

Rubric Assessment of Speaking		
Aspects	Score	Explanation
Pronunciation	5	If speech is fluent and effortless as that of a native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to repeat.
	1	Shows that pronunciation problem so serves as to make conversation unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Make frequent errors of grammar or order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him.
	1	Errors in grammar and word order to reserve as to make speech virtually unintelligible.
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Smoothness seems a little disturbed by language problems.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that utilizing the word and very

		limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	If that speech is fluent and effortless as that native speaker.
	4	Refers to speech speed rather strongly affected by language problem.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubts and often forced into silence by language problem.
	1	Means that speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to comprehend everything without difficulty.
	4	Comprehend nearly everything at normal speed although occasionally repetition may be necessary.
	3	Comprehend most of what is said at lower than normal speed with repetition.
	2	Has great difficulty following what is said.
	1	Cannot be said comprehend even simple conversation in English.

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

4. Blueprint of Speaking Test

The test blueprint describes the main content areas and cognitive levels to be used in each test form. It also includes the number of items to be used in each contents and cognitive areas of each test form. When educator makes a blueprint of a test, it must be ensured that it is in accordance with the learning objectives or the basic competencies of the material.

Table 3.3 Blueprint of Speaking Test

Object of test	Level	General object	Specific Object	Questions	Test Format	Items
Speaking skill	10 th Grade	Students are able to identify structure of recount text	Students are able to speak their experience with good organization. Contisting of purpose of the recount text.	Please tell me about your experience using recount text!	Oral Speaking Test (pre-test)	1

E. Treatment Procedure

This study used a quasi-experimental design. The researcher as a teacher applies several treatment procedures in the experimental class and control class. The experimental class is taught using animated video and the control class is taught using Flashcard. The procedures of experimental and control class can be seen in the table 3.4 below:

Table 3.4 The Procedures of Experimental Research

Experimental Class	Control Class
Pre teaching	
a. Greeting b. Asking the students condition c. Checking the attendance list d. Reviewing the previous material e. Explaining today's material	a. Greeting b. Asking the students condition c. Checking the attendance list d. Reviewing the previous material e. Explaining today's material
Main teaching	
a. The teacher explains about Animated Video, complete with the steps and rule of it. b. The teacher gives stimulation to the students with some questions related to the material c. The teacher explains the topic about recount text d. The teacher plays animated video related to the material e. The teacher asks the students to make example about recount text d. The student demonstrate their work orally in front of the class	a. The teacher devided the students into some groups (each group consists of 5-6 students) b. The Teacher explains about Flashcard media, complete with the rule of it. c. The teacher gives stimulation to the students with some questions related to the material d. The teacher asks each group to choose a Flashcard that give the topic randomly e. The teacher asks each group to discuss about the topic f. After discussion, the teacher asks the students to demonstrate their work to the whole class
Post teaching	
a. The teacher gives response and feedback based on students performance b. The teacher gives evaluation about students performance c. The teacher gives final conclusion about the material that has been learning b. Closing	a. The teacher gives response and feedback based on students performance b. The teacher gives evaluation about students performance c. The teacher gives final conclusion about the material that has been learning d. Closing

The schedule of the activity done in this research can be seen in the table 3.5 below:

Table 3.5 The Activity Schedule

Activity	Experimental Group	Control Group
Pre-test	May, 20 th 2023	May, 20 th 2023
Treatment 1	May, 22 st 2023	May, 21 th 2023
Treatment 2	May, 23 th 2023	May, 24 th 2023
Treatment 3	May, 26 th 2023	May, 27 th 2023
Post-test	May, 30 st 2023	May, 30 th 2023

F. Data Collection

In collecting the data researchers took two classes to become an experimental and control group. Researchers will conduct several meetings to collect data. At the first meeting, the researcher gave a pre-test for both groups and then the researcher give material about recount text using Animated video in experimental class as a treatment and give material recount text using Flashcard in control class. Second, the researcher gives a treatment in two classes, in the experimental group the treatment is using animated video to discuss about recount text, while in the control group the treatment is using flashcard to discuss about recount text. Each group with consists of 3 times to treatment. Third, the researcher gives a post-test after giving treatment which aims to see the students' abilities after receiving treatment. Once both the pretest and post-test scores are collected, the data will be compared to determine the effectiveness of Animation video on students' speaking ability. In the analysis of the score of the researcher using the ANCOVA procedure.

G. Data Analysis

The data obtained from the test scores are quantitative data, where the researcher must analyze by applying statistical methods to obtain generalization data or conclusions. Because the purpose of this study is to determine the effectiveness of the animation video in teaching speaking ability at the Tenth Grade of SMA Queen Al Falah. To analyze the data collected from the pre-test and post-test scores will be calculated using the ANCOVA procedure. In this case, the Analysis of Covariant (ANCOVA) is carried out using SPSS.

According to Sunjoyo (2013), significant value or criterion of accepted or rejected as follows:

1. p Value (sig) $>a$ (5% or 0.05), it means that H_0 , can not be rejected
2. p Value (sig) $<a$ (5% or 0.05), it means that H_0 , can be rejected.