CHAPTER III

RESEARCH METHOD

This chapter 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

The researcher used quantitative research methodology in this research. Quantitative research methodology is categorized as empirical studies or statistical studies. This is used to measure problems by producing numerical data or data that can be converted into statistics that can be used. Quantitative methods require data collection, data analysis, data interpretation, and writing of research findings (Creswell, 2014). Quantitative research is widely used to present a fact or describe statistics, test a theory, show relationships between variables, and some are developing concepts, developing understanding or describing many things, both in the natural and social sciences.

In many educational research situations, it is sometimes not possible to take for the control group or treatment group randomly. Both the school system and the teacher want the researcher to decide which classrooms to take. To overcome this situation and related to the background of the research, the researcher used a Quasi-Experimental Design with Nonrandomized Control Groups and Pretest-Posttest. The researcher used Quasi-experimental design because the researcher compared the experimental group with a control group that

got treatment according to the portion in the use of each group's techniques. According to Donald, Lucy, Chris, and Asghar (2010), Nonrandomized Control Group and Pretest-Posttest are the most popular in quasi-experimental design.

The goal of quasi-experimental design is to try to determine whether or not specific treatment influences the outcome (Creswell, 2014). The researcher could decide on two classes that look similar. Then, gave special treatment in each group. The researcher assessed this by giving pre-test and post-test to both classes. The research design can be presented in the table as follows:

Table 3.1

Group	Pretest	Independent Variable	Posttest
A	Y1	X	Y2
B	Y1	X	Y2

Explanation:

A : Experimental group

B : Control Group

Y1 : Pre-test for experimental group and control group

X : Receiving particular treatment

Y2 : Post-test for experimental group and control group

B. Variable of the Research

In this research the researcher used dependent variable and independent variable. Independent variable is using story completion technique in teaching speaking, and the dependent variable is the students' speaking score in speaking. Beside those two variables, there is another variable might influence the research without the researcher aware them. That variable is extraneous variable.

Extraneous variable is relevant to a research but is not noticed or controlled and may occur in a research and remind undetected or they may simply be due the artificiality of the condition set up for the research.

C. Population and Sample

Population is a particular group of type of people inhabiting area (Hornby, 1989). It is important for the researcher to know the area that will be studied in order to make the researcher collect the data easier. The researcher had chosen the tenth grade of SMAN 6 Kediri academic year 2019/2020. Then, the samples of this research were two classes in the school, the classes were study group majoring social studies (IPS). Social 1 class was the experimental group and Social 2 class was the control group.

D. Research Instrument

Research instruments are tools that researchers used to measure participants. This is used to get primary data and support data. The types of use of research instruments must be adapted to the research problem. In this research, the researcher used pre-test and post-test as instruments. Pre-test and post-test included tests of understanding talking about narrative texts. The researcher had chosen it because it was in accordance with the syllabus of class 11 of the Ministry of Education and Culture 2019.

1. Pre-test

    The first instrument to take the data was giving the pre-test to the experimental group. The aim of this test was to know the basic of students' ability before the treatment. The test was telling a monolog text in the form of

narrative. In pre-test, the researcher asked the students one by one to tell a paragraph of narrative text which contain minimum 5 sentences. Each student has 5-7 minutes to tell their story directly. And the topic was about legend or fable stories that they like, so they could tell stories freely and the researcher was only pay attention to their speaking skill.

2. Post-test

The second instrument to take the data was giving post-test to all groups. The aims of post-test were to know the progression of students' speaking skill after treatment and to know the result of treatment whether the treatment was effective or not. The researcher gave treatment to the experimental group by using Story completion technique, and for the control group using Discussion technique.

The question of the post-test was almost same with pre-test. The students must tell a paragraph of narrative text in different topic. If the students are confused to decide the topic, the researcher provided several topics which different with the topic provided in pre-test. The complete post-test can be seen in appendix 2.

3. Scoring Rubric

Table 3.2

Scoring Rubric for Speaking

Aspect	Score	Qualifications
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	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because of inadequate vocabulary.
	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.

Source: David P. Harris, *Testing English as a Second Language,* New York, Rev. Ed.Mc.Grew-Hil, Inc.,2004, p.81

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

E. Treatment Procedure

This research used quasi-experimental design that applied experimental group, control group, pre-test and post-test. The experimental group and control group were taught by the researcher. The activity was divided into three part of teaching. There were pre-teaching activity, teaching activity, and post-teaching

activity. The pre-teaching activity was given pre-test to students both in experimental and control group. Then, in the main activity, the students were doing treatment based on the group. It means for experimental group the researcher used story completion technique and for control group the researcher used discussion technique in teaching speaking. The last was post-teaching activity. It was the activity for the researcher to give post-test exam to all of the groups to know whether story completion technique is effective for tenth grade students at SMAN 6 Kediri.

1. The Activities for Experimental Group

a. Pre-test

The pre-test procedure for the experimental group was the same as the control group. Basically, pre-test was held to find out how far the level of understanding and ability of students in speaking. First, the researcher came to the class and explained what students will do. Then the researcher gave those 5-7 minutes to tell the story in the form of narrative texts according to what they could and consisted of at least 5 sentences. If they were confused about determining the topic, the researcher helped them by mentioning a number of popular topics.

b. Treatment

The researcher taught them using the story completion technique for the experimental group at the treatment stage. First, at the opening stage or pre-teaching, researcher as in normal teaching opened the class with greetings and checked the overall attendance list of students in one class. Then the researcher

explained about the narrative text used as a learning medium and cones explaining the story completion technique to be used in the learning process of speaking.

Second, the researcher asked students to read a predetermined story and understand it. After that, students were asking to form groups of 4-5 children in one group. Students began to learn to apply the technique of story completion as directed by the researcher. By saying a sentence in the story, one sentence for one child and continued with other children in the group and they are free to express their ideas with the addition of characters or so on.

Third, the researcher evaluated the learning outcomes of the application of the story completion technique and asks students about the difficulties encountered during learning with the technique until the researcher assures by giving reinforcement to students that speaking is fun and not as difficult as they imagine. For the next day it was almost the same as the first treatment but with a different story topic. This made students always interested to narrate what they have read to tell in the group.

c. Post-test

Post-test was done after several treatment meetings. The researcher asked students to do the same thing as the pre-test time but with different topics. If students found it difficult to determine their topic, the researcher helped to provide relevant topics and if they are able to tell one by one. The post-test was conducting to know the different score after give the treatment.

2. The Activities for Control Group

a. Pre-test

Pre-test was given before doing the treatment. Pre-test for the control group was same as the experimental group and the examiner was the researcher.

b. Treatment

Treatment for control groups was different from experimental. In the control group used the discussion technique which meant staying in a group but students were required to discuss each other in order to hone their speaking skills, not to find an answer to the problem.

First, the researcher explained how the technical discussion works by using the narrative test as teaching material or media. The researcher gave examples of the application of this technique. The researcher asked the students to come forward to helps the researcher to play the role as giving the example of discussion technique.

Second, the researcher divided students into small groups of 5-6 children in each group. The researcher provided topics and stories to each group to carry out the discussion technique process. From here the researcher could instruct students to exchange ideas about how the contents and storyline are in English. Indirectly, their speaking ability would increase too.

Third, the researcher evaluated how the discussion technique is applied this time. By giving feedback to students by asking if there are obstacles during the application of this technique or are there other problems that arise

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c. Post-test

Post-test was done after several treatment meetings. The researcher asked students to do the same thing as the pre-test time but with different topics. If students found it difficult to determine their topic, the researcher helped to provide relevant topics and if they are able to tell one by one. The post-test was conducted to know the different score after give the treatment.

From the above explanation, the treatment for the experimental group was more focused on speaking training to students by speaking directly based on stories that have been made and completing sentences from previous people in a group based on the story line. However, the control group focused more on discussions that focus on exchanging ideas or ideas about how and what stories or topics had been given to them. Each meeting is hold 2 x 45 minutes allocated time. The complete procedure can be seen in table 3.3.

Table 3.3
The treatment Procedure

Experimental Group	Control Group
Opening	Opening
Greet the students, check attendance list and presentation about the material, give simple question about their conditions.	Greet the students, check attendance list and presentation about the material, give simple question about their conditions.
The researcher explains about the definition, the function and the generic structure of narrative text.	The researcher explains about the definition, the function and the generic structure of narrative text.
The researcher gives an example of narrative text.	The researcher gives an example of narrative text.
The researcher asks the students to make some groups, one groups consist of 4-5 students, and the researcher gives the procedure of story completion technique.	The researcher asks the students to make some groups, one groups consist of 4-5 students, and the researcher gives the procedure of discussion technique.
The researcher begins to narrate a short story in a sentence.	The researcher gives instructions to students to read together in a

	group about the story.
The students try to narrate the story by the researcher from the point where the previous one stopped.	The students exchange their ideas about the story in the text.
Each student is supposed to add three or five sentences, new characters, events, or descriptions.	The researcher asks the students to tell more from the result of discussion activity.
The researcher asks the students about the difficulty of this technique.	The researcher asks the students about the difficulty of this technique.
The researcher asks the students to tell about the activity. Closing	Closing

The schedule of the activity done in this research can be seen in Table 3.4.

Table 3.4

Activity	Experimental Group	Control Group
Pre-test	January, 22nd , 2020	January, 22nd , 2020
Treatment 1	January, 29th , 2020	January, 29th , 2020
Treatment 2	February, 5th , 2020	February, 5th , 2020
Treatment 3	February, 12th , 2020	February, 12th , 2020
Post-test	February, 19th , 2020	February, 19th , 2020

F. Data Collection

In conducting this research, the researcher gave pre-test to both experimental group and control group, and then the researcher gave treatment to experimental group by using story completion technique and for control group using discussion technique. The last, the researcher gave post-test to both experimental group and control group.

In collecting the data, the researcher used oral test performance. The students asked to tell story about narrative text. When they perform in front of the class, the researcher will evaluate their performance. The score was considered

based on some criteria; those are grammar, vocabulary, fluency, pronunciation and understanding. The result of the evaluation was considered by the average mark from the researcher. It was to know whether story completion technique is effective for tenth grade students at SMAN 6 Kediri.

G. Technique of Data Analysis

Data analysis is an important part of research. In data analysis, the researcher must analyze the entire data that comes out to describe, illustrate, and evaluate data. The researcher collected the data by collecting documentation from the result of pre-test and post-test from the experimental and control group. Based on the research design, researcher used ANCOVA (Analysis of Covariance) to analyze the data in this study. The researcher used ANCOVA because the sample of the research was not taking randomly. In this data analysis, the researcher used SPSS 21 to analyze the data.