CHAPTER III

RESEARCH METHODOLOGY

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

In this study, the researcher describes the effectiveness of using vlogging to increase students' speaking skill of eleventh grade students at SMKN 1 Ngasem Kediri. The researcher wants to know students' achievement before and after taught by using vlogging in learning speaking.

Related to the background of the study, researcher uses a Quasi-Experimental Design with Nonrandomized Control Groups and Pretest-Posttest. The researcher uses Quasi-experimental design is because the researcher will compare the experimental group with a control group that will get 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 can decide on two classes that look similar. Then, give special care to one giving 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	Y	Y2

Explanation:
A : Experimental group
B : Control Group
Y1 : Pre-test for experimental group and control group
X : Receiving particular treatment
Y : 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 vlogging technique in teaching speaking, and the dependent variable is the students' speaking score in speaking.

Dependent variable is an attribute that influenced by independent variable and Independent variable is an attribute that affects a result of dependent variable (Creswell, 2012: p.115-116). Ary, et.al (2006: p.39) also state that dependent variable is variable that get consequent from other variable and independent variable is variable that give information or act to other variable. Thus, dependent variable is an effect and independent variable is cause.

C. Population and Sample

Population and sample are two things that must be considered by the researchers when conducting research. Population is a group of individuals who has same characteristic and sample is a subgroup of population that the researcher will learn in her/his study for generalizing about the target population (Creswell, 2012: p.142). 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 chooses the eleventh grade of SMKN 1 Ngasem Kediri academic year 2019/2020 consist of 455 students as the population. The 525 students are divided into 15 classes (3 classes of Multimedia, 2 classes of Juru Boga, 2 classes of Desain bangunan/arsitektur, 3 classes of Teknik permesinan, 3 classes of Teknik kendaraan ringan, and 2 classes of Perhotelan. The researcher takes 70 students (class Multimedia 1 and class Perhotelan 2 which is every classes consists of 35 students) as the sample (the subject of the study). Class Multimedia 1 as the experimental group that will be taught by using vlogging as the media and class Perhotelan 2 as the control group that will be taught with discussion as media.

D. Research Instrument

Research instruments are tools that researchers use 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 uses pre-test and post-test as instruments.

1. Pre-test

Pre-test will be conduct in control group and experimental group. The material is about speaking especially about recount text. This pre-test will be given to the students before treatment. The aim of this test is to know the basic of students' ability before the treatment. The test is telling about recount text. In pre-test, the researcher asks the students to make group consist of 4-5 students each group to discuss about recount text. Each student has 3-5 minutes to tell the story with their group directly.

2. Post-test

Post-test will be given in control group and experimental group. The aims of post-test are to know the progression of students' speaking skill after be treatment and to know the result of treatment whether the treatment is effective or not and whether can increase the students achievement in speaking. The researcher gives treatment to the experimental group by using vlogging technique, and for the control group using traditional strategy for example using group discussion.

The question of the post-test is almost same with pre-test. For Experimental group the question is students must vlog about recount text. For Control group the question is students must discuss with their group about recount text. The topic is tell story about their experience when they do Intership.

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 so 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 uses quasi-experimental design that uses experimental

group, control group, pre-test and post-test. The experimental group and

control group are teach by the researcher. The activity divides into three part

of teaching, there are pre-teaching activity, teaching activity and post-

teaching activity. The pre-teaching activity is giving pre-test to students both in experimental and control group. Then, the main teaching activity is doing treatment based on the group. It means for experimental group the researcher uses vlogging technique and for control group the researcher uses traditional strategy in teaching speaking. The last is post-teaching activity. It is the activity for the researcher to give post-test exam to all of the groups to know whether vlogging technique is effective for eleventh grade students at SMKN 1 Ngasem Kediri.

1. **The Activities for Experimental Group**

    a. **Pre-test**

        The pre-test procedure for the experimental group is the same as the control group. Basically pre-test is held to find out how far the level of understanding and ability of students in speaking. First, the researcher comes to the class and explains what students will do. Then the researcher give them 3-5 minutes to tell story about recount text.

    b. **Treatment**

        The researcher will teach using the vlogging technique for the experimental group at the treatment stage. First, at the opening stage or pre-teaching researcher as in normal teaching will open the class with greetings and check the overall attendance list of students in one class. Then the new researcher explains about the recount text used as a learning medium and cones explaining the vlogging technique to be used in the learning process of speaking.

Second, the researcher asks students to read a predetermined text and understand it. After that, students are asked to form groups of 4-5 children in one group. Students begin to learn to apply the technique of vlogging as directed by the researcher. Every students has the opportunity to speak with a duration of 2 minutes each students.

Third, the researcher evaluates the learning outcomes of the application of the vlogging 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 is almost the same as the first treatment but with a different topic.

c. **Post-test**

Post-test is done after several treatment meetings. The researcher asks students to do the same thing as the treatment time but with the topics that the determined by the researcher. The post-test is conducted to know the different score after give the treatment

2. **The Activities for Control Group**

a. **Pre-test**

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

b. **Treatment**

Treatment for control groups is different from experimental. In the control group using the traditional strategy which means staying in a group but students are required to discuss each other in order to hone their speaking skills, not to find an answer to the problem.

First, the researcher will explain how the technical traditional strategy for example using group discussion by using the recount text as teaching material or media. The researcher will also give examples of the application of this technique.

Second, the researcher will divide students into small groups of 4-5 children in each group. The researcher will provide topics to each group and asks the students to make recount text to carry out the discussion process. From here the researcher can instruct students to exchange ideas about how the contents are in English. Indirectly, their speaking ability will increase too.

Third, the researcher will evaluate how the discussion 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.

c. **Post-test**

Post-test is done after several treatment meetings. The researcher asks students to do the same thing as the pre-test time but with the topics that the determined by the researcher. The post-test is conducted to know the different score after give the treatment

From the above explanation, the treatment for the experimental group is more focused on speaking training to students by speaking directly based on recount text the topic is experience during the intership. However, the control group focuses more on discussions that focus on exchanging ideas or ideas about how and what text or topics have been given to them. Each meeting is hold 3 x 45 minutes allocated time. The complete procedure can be seen in table 3.3.

Table 3.3

The Treatment Procedure

Meeting	Experimental Group	Control Group
	a. The researcher explains about the definition, the function and the generic structure of recount text. b. The researcher gives an example of recount text, researcher tells a recount text about "Holiday". c. The researcher explain the definition of Vlogging. d. The researcher explain the steps of apply the Vlogging Technique. e. The researcher give some example of Vlogging. f. The researcher make small group, one group consist of 4-5 students. g. The researcher ask the students to make story about experience entering in SMKN 1 Ngasem. h. After the students make the story, the students tell the story using Vlogging technique.	a. The researcher explains about the definition, the function and the generic structure of recount text. b. The researcher gives an example of recount text, researcher tells a recount text about "Holiday". c. The researcher explain the definition of discussion strategy. d. The researcher explain the steps of apply the discussion strategy e. The researcher give some example of discussion learning. f. The researcher make small group, one group consist of 4-5 students. g. The researcher ask the students to make story about experience entering in SMKN 1 Ngasem h. After the students make the story, the students tell the story one by one with their group.

	a. The researcher ask the students about the definition of Vlogging to review the students' memory. b. The researcher give some example again of Vlogging. c. The researcher ask the students to make story about sad experience. d. After the students make the story, the students tell the story using Vlogging technique.	a. The researcher explain the definition of discussion strategy to review the students' memory. b. The researcher give some example again of discussion learning. c. The researcher ask the students to make story about sad experience. d. After the students make the story, the students tell the story one by one with their group.
	a. The researcher give review to the students about the definition of Vlogging. b. The researcher give some example of Vlogging again. c. The researcher ask the students to make story about happy experience. d. After the students make the story, the students tell the story using Vlogging technique.	a. The researcher give review to the students about the definition of Vlogging. b. The researcher give some example again of discussion learning. c. The researcher ask the students to make story about happy experience. d. After the students make the story, the students tell the story one by one with their group.

F. Data Collection

In conduct this research, the researcher gives pre-test to both experimental group and control group, and then the researcher gives treatment to experimental group by using vlogging technique and for control group by using traditional strategy for example using group discussion. The last, the researcher gives post-test to both experimental group and control group.

In collecting the data, the researcher will use oral test performance. The students asked to speaking about recount text. The topic is experience

when they do intership last year. When they perform in front of the class, the researcher will evaluate their performance. The score is considered based on some criteria; those are grammar, vocabulary, fluency, pronunciation and understanding. The result of the evaluation is considered by the average mark from the researcher. It is to know whether vlogging technique is effective for eleventh grade students at SMKN 1 Ngasem Kediri.

G. Technique of Data Analysis

Data analysis is an important part of research. In data analysis researchers must analyze the entire data that comes out to describe, illustrate, and evaluate data. The researcher collects 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 will use ANCOVA (Analysis of Covariance) to analyze the data in this study. The researcher uses ANCOVA because the sample of the research is not taking randomly. In this data analysis, the researcher uses SPSS 16.0 to analyze the data.