CHAPTER III

RESEARCH METHOD

This chapter describes some steps used in conducting the research, they are research design, research variable, population and sample, instrument, data collection, and data analysis.

A. Research Design

In accordance with the objective of the research, the aim of this study was to know whether the students who are taught by using "Think Pair Share" have better speaking skill than students who are taught by using direct method at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand. Quantitative approach was used in this study. It was used for analysing the students' pre-test and post-test score data. The research design of this research was quasi experimental research. Experimental is the best of the quantitative designs which is used to decide probable cause and effect. The goal of quasi-experimental design is to try to determine whether or not specific treatment influences the outcome (Creswell: 2012).

Experiments are always done with the intention to see a treatment (Arikunto: 1998). In this research, there were two variables. The researcher used two classes; they were control and experiment class. A class that was given treatment of "Think Pair Share" was experiment class and a class that was not given treatment of "Think Pair Share" was control class. One of the most

commonly used quasi-experimental designs in educational research could be represented as:

Table 3.1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Think Pair Share	Post-test
Control group	Pre-test	Direct Method	Post-test

B. Research Variable

In this study, there were two variables that had correlation each other. Variable was an object of study that became important points in the research. The variables are:

1. Independent variable

In this research, the independent variable is teaching speaking.Those are "Think Pair Share" for Eexperimental group, and Direct method for Control group.

2. Dependent variable

Dependent variable was measured or observed to determine whether a variation or change in the independent variable causes or effects a change in the dependent variable. In this research, the dependent variable was students' speaking skill.

C. Population and sample

Population is a set (or collection) of all elements processing one or more attribute of interested. (Arikunto: 1998) p.339. The population of this study was

the seventh grade students of Uttayan Suksa Krabi Junior School Thailand. It was divided into four classes (Mattayum VIIA, Mattayum VIIB, Mattayum VIIC, Mattayum VIID) and there also differentiation of level.

Based on the English teacher, class Mattayum VIIA and Mattayum VIIB were students who had good intelligence even thought Mattayum VIIA was the most intelligence class. Therefore the researcher took sample by researching two classes that had good intelligence. The researcher choose Mattayum VIIB was as an experimental class and Mattayum VIIA was control class.

The sample of this study was cluster sampling. It means that students' selection of the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand was by knowing the level and considering well. This technique was based on the explanation of the examination score.

D. Instrument

According to Arikunto (1997:225-235), instrument is the tool to get the data in a researcher. In this study, the researcher used test namely pre-test and post-test as instrument.

1. Pre-test

In pre-test, the researcher gave a pre-test to the both experimental and control group. It was for knowing the students' speaking skill before giving the treatment. The test was oral test, the students can choose one of topics that were provided by the teacher. They had to explain their own opinion of the topic in front of the teacher individually. The complete pre-test can be seen in appendix 2.

2. Post-test

At the end of speaking learning process, especially after giving the treatment, the researcher gives post-test to both experimental and control group. The purpose is to know the improvement of the students' speaking skill after giving treatment and to know whether the strategy that is used is effective or not. The form of post-test is same with the pre-test, but different topic. The students can not choose the topic freely as like in the pre-test. It's because the topic is choosen by the teacher. The complete post-test can be seen in appendix 2.

3. Scoring Rubric

In scoring speaking tests, there is inter rater reliability. Because the score given by the corrector is subjective, the reliability sought is not the consistency of the respondent's response to the items in the instrument. Rather, what is measured is the agreement between rater in assessing an individual. Thus, the reliability is inherent in the given score, not the measuring instrument.

The assessment given will also be subjective even though it uses scoring rubric. Therefore, to avoid this bias and subjectivity, a minimum of 2 rater or correction is needed in correcting the work results of each respondent. Then the results of the assessment of the 2 rater sought inter rater reliability using SPSS.

In this part, there were two raters. They were the researcher as the rater 1, and the English teacher as the rater 2. Here, researcher used scoring rubric of speaking by Hanik (2011).

Table 3.2 The Scoring Rubric of speaking

ASPECTS	SCORE	EXPLANATION
RUBRIC ASSESSMENT OF SPEAKING		
PRONUNCIATION	5	Easy to understand and has a native speaker accent. (Almost perfect)
	4	Easy to understand even with certain accents. (There is an error but does not interfere with the meaning)
	3	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstandings. (There are some errors and disturbing meanings)
	2	Difficult to understand because there are pronunciation problems, often asked to repeat. (Many mistakes making it difficult to understand)
	1	The pronunciation problem is serious, so it can't be understood. (Too many mistakes that are difficult to understand)
VOCABULARY	5	Use vocabulary and expressions like native speakers. (Almost perfect)
	4	Sometimes it uses incorrect vocabulary. (There is an error but does not interfere with the meaning)
	3	Often using inappropriate vocabulary, conversations become limited because of limited vocabulary. (There are errors and disturb the meaning)
	2	Using vocabulary incorrectly and vocabulary is limited so it is difficult to understand. (Many mistakes and disturbing meaning)
	1	Vocabulary is so limited that conversation is not possible. (Too many errors so hard to understand)
FLUENCY	5	Smoothly like a native speaker. (Very smooth)
	4	Smoothness seems a little disturbed by language problems. (smoothly)
	3	Fluency is somewhat disturbed by language problems. (Pretty smooth)
	2	Often hesitant and stopped because of language limitations. (Not that smooth)
	1	Talking intermittently and stopping so that conversation is not possible. (Not smooth)

GRAMMAR	5	No or few grammatical errors. (Almost perfect)
	4	Sometimes it makes grammatical mistakes but it doesn't affect the meaning. (There are some errors but they don't interfere with the meaning)
	3	Often makes grammatical mistakes that affect meaning. (There are some errors and disturb the meaning)
	2	Many grammatical mistakes hinder meaning and often rearrange sentences. (Many mistakes and disturbing meaning)
	1	Grammatical errors are so severe that they are difficult to understand. (Too many errors so hard to understand)
UNDERSTANDING	5	Understand all without experiencing difficulties. (Very understanding)
	4	Understand almost everything, even though there are repetitions in certain sections. (Understand)
	3	Understand most of what is said when speaking is somewhat slowed despite repetition. (Understand enough)
	2	It's hard to follow what is said. (Lack of understanding)
	1	Cannot understand even a simple conversation. (Do not understand)

These are the criteria of the scores:

5: Excellent

4: Very Good

3: Good

2: Average

1: Poor

If a student gets score 5 for each component of speaking, it means he or she gets 25 for the total score (5x5=25). For the calculation; the total score (25)x4=100.

4. The Blueprint of Speaking Test

A test blueprint is a document that reflects the content of an assessment that we will give our students. When we write a test for our students, the test blueprint insures that every instructional objective is addreesed by the test and conversely that every question on the test addresses an instructional objective.

The table below is the blueprint of speaking test that researcher used for collecting the data.

Table 3.3 The Blueprint of Speaking Test

BASIC COMPETENCY	MATERIAL/ TOPIC	INDICATOR	TEST FORMAT	FORMAT OF QUESTION
Expressing the idea in a transactional, interpersonal, and sustained conversation accurately, fluently, and communicatively in daily life context involving the expression of asking and giving opinion	Asking and giving opinion	Identify the expression of asking and giving opinion Express the idea of asking and giving opinion	Description orally	Explain your opinion and the solution based on the topic given by the teacher

E. Treatment Procedure

This research uses quasi experimental as the research design. It uses two groups, those are experimental and control group. The experimental group is taught by using Think Pair Share and control group is taught by using Direct method. These are some activities or treatment procedures in giving the treatment to the students in this research.

Table 3.4 The Treatment Procedures

Experimental Group	Control Group
Opening	Opening
-Greeting -Asking the attendance list -Reviewing the previous material -Introduce the topic	-Greeting -Asking the attendance list -Reviewing the previous material -Introduce the topic
Explaining today's material	Explaining today's material
The teacher divides students into some groups (each group consists of 4 students)	Teacher divides students into groups (each group consisting of 6 students)
The teacher explains about Think Pair Share, complete with the steps and rules of it	The teacher gives a topic and some questions to the students
The teacher gives a topic and some questions to the students	The teacher asks one of students stand up and the other are asking opinion in the group
Each members think about the topic and answer the question individually (here, teacher give time 3 minutes)	Teacher asks a member from every groups to share the result of their discussion to the whole class
The group makes its members in 2 pairs. Each members do asking and giving opinion)	Teacher gives a conclusion about the material that has been learning today

The two pairs then meet again in their group to share what they have been talk with the pair	Closing
Teacher asks a member from every groups to share the result of their discussion to the whole class	
Teacher gives a conclusion about the material that has been learning today	
Closing	

F. Data Collection

Data collection is an important aspect in a research. It is the way of collecting data based on the activities in the research. In collecting data in this research, the researcher uses test which consists of pre-test and post-test. In the beginning of the research, pre-test is held which has aim to know the students' speaking skill before giving the treatment. Next, at the end, post-test is held which has aim to know the students' speaking skill after giving the treatment. There is significant difference on the students' speaking score of their pre-test and post-test or not. Further, it is to know Think Pair Share strategy is effective to teach speaking or not.

The form of the test is oral test. It is based on the topic that are provided or given by the teacher. Specifically, the form of the test is students' speaking performance about asking and giving opinion. They have to explain it well as long

as they can in front of the teacher individually. The students' score is taken based on the students' pronunciation, grammar, vocabulary, fluency, and comprehension. The result of the evaluation is considered by the average mark form the evaluation of the researcher.

G. Data Analysis

The data obtained from the score of the test is quantitative data. The researcher uses ANCOVA (Analysis of Covariance) because it is a good tool that can help him to know the difference on students' speaking skill before and after giving the treatment. The researcher used ANCOVA to analyze the result of pre-test and post-test.

In this research, independent variable was teaching speaking using Think Pair Share as (X) variable. Dependent variable is students' speaking score as (Y) variable. Because this research used this two variables (X,Y), the researcher choose ANCOVA to analyze the data. ANCOVA is often used in experimental research. In this research, ANCOVA was used on the pre-test score and the post-test score were as a covariate control.

The result of the analysis is to reject or accept Null hypothesis (Ho). The Null hypothesis is there is no significant difference on speaking skill between students who are taught by using Think Pair Share and students who are taught by using direct method in teaching speaking at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand.