CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research uses quasi experimental research. It was designed to be an experimental research. McMilan (2006: 253) stated that an experimental research is simply a way of learning something by varying some condition and observing the effect of something else. The design of this research is quasi-experimental design which uses two groups pretest-posttest. Cohen (2007: 274) states that quasi-experiment is in the natural setting rather than the laboratory, but where variables are isolated, controlled and manipulated. In addition, Cohen said that the experimental groups is separated from the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization.

The design of this research is quasi experimental research which consists of two variables; they are independent variable (X) refers to the effect of using elicitation technique, and dependent variable (Y) refers to students' ability in speaking. Creswell (2008: 299) stated that "in experiment, quasi experiment is frequently used" in doing researching. The experimental research is identified by giving treatments to the sample as the independent variable. In conducting this research, the writer used two classes. The first class was used as control class which was taught without using elicitation technique then the second class was used as experiment class which was

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taught by using elicitation technique. In this research, the writer used control-group design. This kind of this research design is popular as quasi experiment. This quasi experimental design is focused on nonequivalent control group design.

The experiment and control class were given pretest and posttest and only the experiment class was treated by using elicitation technique. It was suitable with Tuchman's (1999: 141) idea that "both of groups take a pre-test and posttest, and only the experiment group takes the treatment. In working with such intact nonequivalent groups, the nonequivalent control group design is shown below.

Experimental Group   O_____X_____O

Control Group   O_____O

O = Test

X = Elicitation Technique

B. The Time and the Location of the Research

The research took place at at State Senior High School 01 Sentajo Raya Kuantan Singingi Regency. The participants were the second year students. The writer chose class XI.

C. The Subject and the Object of the Research

The subject of this research was the second year students at State Senior High School 1 Sentajo Raya Kuantan Singingi Regency, while the

object of this research was using Elicitation tecnique for students' speaking ability.

D. The Population and Sample of the Research

1. The Population of the Research

The population of this research was all the students of second grade of State Senior High School 1 Sentajo Raya Kuantan Singingi Regency. The population was devided into four classes, and twenty students for each class. The classes are XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2. The table below shows all the population.

Table III. 1
The Population of the Second Year Students
of State Senior High School 01 Sentajo Raya
Kuantan Singingi Regency

No	Population	
	Class	**Students**
1	XI IPA 1	20 students
2	XI IPA 2	20 students
3	XI IPS 1	20 students
4	XI IPS 2	20 students
Total		80 students

Based on the table III.1 above, it can be seen that there are twenty students for each class, and the total of population is eighty students. The writer took two classes as sample of the research.

2. The Sample of the Research

In this research, the writer took two classes as sample. One class was for experiment and another class was for control. The writer used cluster sampling technique in choosing the sample. According to Gay (2000: 129), cluster sampling selected group have similar characteristics. It means that the sample was chosen in group not individually. Hence, the group has the same ability. After doing the cluster sampling, the writer then used class XI IPA 1 as experimental class andXI IPA 2 as control class. The total of sample is 40 students. The specification of the sample can be seen in the table below:

Table III. 2
The Sample of the Research

No	Experiment Class	Control Class
1	Aldad Alwi	Alfian Toni
2	Ayu Kurnia Ratna Sari	Angga Saputra
3	Diko Hamza	Angger Cipto Prayugo
4	Hafizui Hamid	Azmi Fajri
5	Harri Gus Indra	Cindy Maulini
6	Johan Hari Witonang	Davin Firstian Yudisky
7	Lika Apriani	Fajri Ramadhan
8	Nadia Ristas	Firdaus Agusta Arela
9	Nadia Sri Mainansi	Loli Anggraini
10	Ninda Rahmawati	Menda Aulia Sari
11	Novitri Erlinda Pratiwi	Metri Elpita
12	Piki Rastopa	Mohd.Ongki
13	Rega Tri Atana	Nadia
14	Sindy Mitha Yuningih	Nurhaliza Yuriski
15	Upipa Aselta	Oki Tri Yulianda
16	Voppy Sesmeri	Rahma Destika
17	Wika Epriani	Randi Saputra
18	Yodi Romendra	Riski Afriansyah
19	Yolandia	Sri Indrawati
20	Yulia Sestri	Sri Kartika Indra
Total	20	20

Based on the table III.2 above, it can be seen that there are twenty students for each class. Then, these two class were used as the sample of this research.

E. The Technique of Collecting Data

To support this research, the writer applied the technique of collecting data. The test used by the writer was oral speaking based on random topic that were chosen by the students. Test was given twice. The first was pre-test and the last was post-test. The score of the pretest and post-test of the experimental class were compared to the pre-test–post-test of the control class. The result of the post test was analyzed as the final data of the research.

There are five categories that must be scored (Hughes, 2005: 131-132); they are accent, grammar, vocabulary, fluency, and comprehension. The highest score is 4 for each category then multiplied by 5. After that, sum up all the score of each category to get the final score. The scoring rubric is shown below:

Table III. 2
The Scoring Rubric of Students' Speaking Performance

No	Students	Speaking Proficiencies					Total Score
		Accent	Grammar	Vocabulary	Fluency	Comp	
1		1-4	1-4	1-4	1-4	1-4	5-20
2		1-4	1-4	1-4	1-4	1-4	5-20
3		1-4	1-4	1-4	1-4	1-4	5-20
4		1-4	1-4	1-4	1-4	1-4	5-20
5		1-4	1-4	1-4	1-4	1-4	5-20

Note:
1. The lowest score is 1
2. The highest score is 4

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F. The Validity and Reliability

1. Validity

According to Brown (2003: 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. According to Gronlund (in Brown), validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms on the purpose of the assessment. According to Hughes (2005: 26), a test is said to be valid if it measures accurately what it is intended to measure. Based on some experts above, the researcher concludes that a test can be said valid if it is really measured person's ability appropriately. Furthermore, Gay states that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity (2002: 163-167).

In this research, the writer used content validity. Brown (2003: 22) states that content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured. In other words, the test was given to the students based on the material that they have learned.

2. Reliability

Reliability is the measuring of test that is consistent and dependable (Brown, 2003: 20). It means, that the test should consistently measure the person's ability. Furthermore, Brown states that there are two scoring processes in reliability. They are inter-rater reliability and intra-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test. Intra-rater reliability is a common occurrences for classroom teachers because of the unclear scoring criteria, bias toward particular 'good' and 'bad' students, or simple carelessness.

In this research, the researcher used inter-rater reliability. It means that the scores of the test were evaluated more than one person. The students' speaking scores were evaluated by two raters. The two raters here evaluated the students' speaking ability through the available video of students to know whether the test is reliable.

G. The Technique of Data Analysis

In this research, the writer used students' post-test scores of the experimental and the control groups as the data of the research. The researcher analyzed the data by using statistical method.

Second, the researcher used independent sample t-test (Hartono, 2009: 208) to know whether the result of the research is statistically significant or not. The data were analyzed by using SPSS 17.0 program, which the formula of independent sample t-test is as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\dfrac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\dfrac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_0 : the t-value or t-observation

Mx : the mean of variable x

My : the mean of variable y

SDx : standard deviation of variable x

SDy : standard deviation of variable y

N : the number of class

After computing t-test, it was necessary to obtain the degree of freedom that was used to determine whether or not the t-score is significant or not. The t-obtained value was consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows (Hartono, 2009: 212):

df= (Nx + Ny) – 2

Where:

df : the degree of freedom

Nx : the number of students in experimental class

Ny : the number of students in control class.

If the researcher had consulted the t-obtained value with t-table by using degree of freedom, the researcher concluded that if $t_0 <$ t-table, H_0 is accepted. It means that there is no significant effect of using elicitation technique on students' speaking ability. If $t_0 >$ t-table. H_a is accepted. It means

that there is a significant effect of using elicitation technique on students' speaking ability.

To find out the level of the effect, the writer used Eta squared formula. Then, the formula is shown below:

$$Eta\ Squared = \frac{t^2}{t^2(n1 + n2 - 2)}$$

Where:

t = the value of t-test

n = the number of research sample

Eta squared formula was used to find out the level of the effect of using elicitation technique on students' speaking ability at the second grade of State Senior High School 1 Sentajo Raya Kuantan Singingi Regency.