

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was an experimental research. According to Creswell, (2009) Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. Research is a kind of experimental research. According Gay et.al (2012), experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. According to Creswell (2009), The types available in experiments are pre-experimental designs, true experiments, quasi-experiments. In this research, the researcher used pre-experimental design by using one group of pretest-posttest design. With pre-experimental designs, the researcher studies a single group and provides an intervention during the experiment. This design does not have a control group to compare with the experimental group. In relation to the statements, Cohen, (2007) stated that pre experiment design: the one group pretest-posttest design; the one group posttests only design: the post test was only nonequivalent design.

In conducting the research, one class of the second-year students at MA Al-Fajar Pekanbaru has participated. The class was get pretest at the beginning and posttest at the end of this research. The pretest and posttest a result was compared in order to determine the effect of the treatment. Gay (2012) explained that this research called the One-group pretest-posttest Design; involve a single group that is pre-tested, exposed to a treatment, and post-tested scores.

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Time and Location of the Research

This research was conducted at Islamic Senior High School Al-Fajar Pekanbaru which is located on Jalan Fajar Labuh Baru Kec. Payung Sekaki Pekanbaru. The data was collected from on April 2018.

C. The Subject and the Object of the Research

The subject of this research was the second grade students at Islamic Senior High School Al-Fajar Pekanbaru. The object of this research was the effect of Find the Different game strategy on students' speaking ability.

D. Population and Sample

1. Population

The population in this research was the second grade students of MA Al-Fajar where second grade students are divided into 2 classes. The total number of population is about 48 students. The following table describes the total population of the research.

Table III. 1
The Population of the Second Grade Students
at MA Al-Fajar Pekanbaru

No	Class	Number
1	XI IPS 1	25
2	XI IPS 2	23
Total		48

2. Sample

Sample is a part of the number and characteristics possessed by population (Sugiyono, 2011). Sample must be a representative of the whole population. In this research, the writer will use cluster random sampling. The sample of the

research was class XI IPS 2 as an experimental class. The class consist of 23 students.

E. The Technique of Collecting the Data

In order to get the data that are needed to support this research, the writer used oral production test to gain the information about speaking ability from the students by giving statements to be considered. The students were asked to consider the statements given by the teacher. Then students were asked to share their ideas based on considering statement to measure their speaking ability. The writer used 2 tests in this research, pre-test and post-test. Pre-test was given to the students before giving treatment. It was used to measure the students speaking ability. Post-test was given to the students after giving the treatment to experimental class. The post test was applied know the development of students speaking ability after practicing the strategy. The scoring rubric of speaking ability is as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III. 2
Speaking Rubric

Score	Comprehension	Fluency	Pronunciation	Vocabulary	Grammar
05	Most parts of the response not comprehensible to the listener	Speech halting and uneven with long pauses or incomplete thoughts.	Multiple problems with pronunciation/intonation that may interfere with communication.	Vocabulary does not convey meaning most of the time; too basic for level.	Grammar is rarely accurate or appropriate for the level.
10	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some problems with pronunciation/intonation that may interfere with communication.	Vocabulary does not convey meaning some of the time; too basic for level.	Grammar is sometimes accurate and/or not appropriate for the level.
15	Response comprehensible; requires minimal interpretation on the part of the listener.	Some hesitation but manages to continue and complete thoughts.	Sounds somewhat natural.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Grammar is mostly accurate and appropriate for the level.
20	Response readily comprehensible; requires no interpretation on the part of the listener.	Thoughts expressed completely with few pauses or hesitation.	Sounds natural	Rich and varied use of vocabulary.	Grammar is consistently accurate and appropriate for the level.

F. The Technique of Analyzing the Data

To know the ability of the students, the writer firstly computes the individual score to find out the real score of the students from each rater. Scoring system and classification of students' score by Harris (1974) was used to score students' work and classify students' score in pre-test and post-test.

Hak Cipta Dilindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III. 3
The Classification of Students' Scores

No	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Average
4.	0-49	Poor

Adapted from Harris (1974)

In order to find out whether there is a significant effect of using find the differences game on students' speaking ability at the second grade of MA Al-Fajar Pekanbaru the data were analyzed statistically. In analyzing the data, the researcher used statistical method that is paired sample t-test formula by using SPSS.23.0 version.

After found the difference, the researchers' found out the effect size of the phenomenon. Pallant (2010) stated that effect size statistic provide an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic used in this research is eta squared. For t-test, SPSS does not provide eta squared values. The formula of eta squared is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N_1 - 1)}$$

Where:

n^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

The guidance here from Cohen (1988) is that 0.01= a very small effect; 0.06= a moderate effect; and 0.14= a very large effect.