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## CHAPTER III METHOD OF THE RESEARCH

### A. The Research Design

In conducting this research, the researcher uses the experimental research. According to Creswell (2012) Experiment is you test an idea (or practice or procedure) to determine whether it influence an outcome or dependent variable. In this case, the researcher was practice suggestopedia method to know whether it influence dependent variable or not.

The design of this research is quasi experimental research which consists of two variables; they are independent variable (X) refers to the use of suggestopedia method, and dependent variable (Y) refers to students speaking skill. Creswell (2008) stated that “in experiment, quasi experiment 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 researcher used two classes. The first class was used as control class which was taught without using suggestopedia method than the second class was used as experiment class which was taught by using suggestopedia method. In this research, the researcher used control-group design. This kind of this research design is popular as quasi experiment. This quasi experimental design is focused on no equivalent control group design.

When conducting this research, two classes of the tenth grade students at Islamic Senior High School Kuala Cenaku Indragiri Hulu was a participated. First class was experiment class treats by using suggestopedia

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method, and the second class was control class treats without using suggestopedia method. In brief, the research is designed by the following table:

**Table III.1**  
**Research Design**

Class	Pre-test	Treatment	Post-test
Experiment	X1	T	X2
Control	Y2	-	Y2

Where:

X1 : The students' speaking skill before treatment of experimental class

Y2 : The students' speaking skill before treatment of control class

T : Teaching English speaking skill taught by using Suggestopedia method

- : Teaching English speaking skill taught without suggestopedia method

X2 : The students' speaking skill after treatment of experimental class

Y2 : The students' speaking skill after treatment of control class

After giving particular treatment to the experimental group by using suggestopedia method, the scores between experimental and control groups are analysed by statistical analyze. It aimed to know whether there is or not the significant difference of using suggestopedia method in students' speaking skill.

## **B. The Location and the Time of the Research**

The research was conducted at Islamic Senior High School Hidayatullah, located in Kuala Cenaku Indragiri Hulu. This research was done in August 2018.

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### C. Subject and Object of the Research

The subject of this research is the tenth grade students at Islamic Senior High School Hidayatullah Kuala Cenaku. While the object of this research was using suggestopedia method in teaching English speaking skill for the tenth grade students.

### D. The Population and Sample of the Research

#### 1. The population of the Research

The population of this research was all the tenth grade students at Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu. The population was divided into two classes. The table below shows all the population.

**Table III. 2**  
**The Population of the Tenth Grade Students at Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu**

No	Populatin	
	Class	Students
1	X 1	30 students
2	X 2	30 students
	<b>Total</b>	60 students

Based on the table III 2 above, it can be seen that there are thirty students for each class, and the total of population is sixty students. The researcher took two classes as sample of the research.

#### 2. The Sample of the Research

In this research, the researcher took two classes as sample. One class was for experiment and another class was for control. The researcher were used cluster random sampling technique in choosing the sample.

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According to Gay (2000) cluster random sampling selected group have similar characteristics. It means that the sample is chosen in group not individually. Hence, the group has the same ability. After doing the cluster random sampling, the researcher then was used class XA as experimental class and XA as control class. The total sample was 60 students. The specification of the sample can be seen in the table below:

**Table III.3**  
**The Sample of the Research**

No	Sample	
	Class	Students
1	X 1	30 students
2	X 2	30 students
	<b>Total</b>	60 students

Based on the table III.3 above, it can be seen that there are thirty students for each class. Then, these two classes were used as the sample of this research.

#### **E: The Technique of collecting Data**

In collecting the data, the researcher were used test as the technique of collecting data. This method was used to find out how is the students' skill after being treated with suggestopedia method for experimental class, and control class without treatment.

##### 1. Test

The test is distributed to measure the students' speaking skill. The test is divided into two tests. They are pre-test that is given before the treatment, and post-test are given after doing the treatment. The type of the



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test is oral test. Students' are ask to practice speaking in pairs and the teacher was gives a topic about Expressing of opinion (Asking and giving opinion). Before students practice, the teacher divided difference pictures to each pairs. Then each pairs of students' speak in front of the classroom. The result of the post test was analyzed as the final data of the research.

There are five categories that must be scored Hughes (2003); they are accent, grammar, vocabulary, fluency, and comprehension. So, this research used this technique in assessing the students' speaking skill. The scoring rubric is shown below:

**Table III.4**  
**The Scoring Rubric of Students' Speaking Performance**

Aspect	Score	Description
Accent	6	Native pronunciation, with to trace of "foreign accents"
	5	No conspicuous mispronunciations, but would not be taken for a native speaker
	3	"Foreign Accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
	1	Pronunciation frequently unintelligible
Grammar	6	No more than two errors during the interview
	5	Few errors, with nopatterns of failure
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	3	Frequent erroers showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
	2	Constant errors showing showing control of very few major patterns and frequently prevering communication
1	Grammar almost entirely inaccurate except in	

Aspect	Score	Description
Vocabulary		stock phrases
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	3	Chose of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
Fluency	1	Vocabulary inadequate for even the simplest conversation.
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
	5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	3	Speech is frequently hesitant and jerky;nsentences may be left uncompleted.
	2	Speech is very slow and uneven except for short or routine sentences.
Comprehension	1	Speech is to halting and fragmentary that conversation is vertically imposable
	6	Understand everything on both formal and colloquial speech to be expectedd ef and educated native speaker
	5	Understand everything in normal educated conversation except for very colloquial or lo-frequency items, or exceptionally rapid or slurred speech
	4	Undesstand quite normal educated speech when engaged in dialogue, but requires occasional repetition and srephrasing
	3	Understand cereful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
	2	Understand only slow, very simple specch on common social and touristic; requires constant

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Aspect	Score	Description
	1	repetition and rephrasing Understand too little for the simplest type of conversation

## F. The Technique of Data Analysis

In order to find out whether there is significance different of using suggestopedia method in students' speaking skill. The data of the research was analyzed statistically. To analyze the data, the reseacher was use score of post-test of experimental and control groups. These scores was analyse by using T-test (independent sample t-test). According to Gay (2000) Independent sample T-test is two samples that are randomly formed. It means that independent sample T-test was used to compare Mean of post-test between the two classes (experimental and control).The data were analyzed by using SPSS 19.0 program.

The t-test are employed to see whether or not there is significant difference between the mean score in both experimental and control groups.

Statistically the hypothesis is:

$$H_0 = t_o < t\text{-table}$$

$$H_a = t_o > t\text{-table}$$

## G. The Validity and Reliability

### 1. Validity

According to Brown (2003), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. According to Hughes (2005), a test is said to be valid if it measures

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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.

In this research, the researcher used content validity. Brown (2003) 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

According to Brown (2003), reliability is the measuring of the test that is consistent and dependable. It means, that the test should consistently measure the person's skill. Furthermore, Brown states that there are two scoring processes in reliability. They are interrater reliability and intra-rater reliability. Intra-rater reliability occurs when two or more scores yield inconsistent scores of the same test. Intrareter 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 score were evaluated by two raters, the two raters have evaluated the students' speaking skill through the available record of students to know whether the test is reliable.