

Hak Cipta Diindungi Undang-Undang

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CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of the research was an experimental research. According to Creswell (2012), experimental design is the traditional approach to conduct quantitative research. In line with the statement above, Cohen et al., (2005, p.211) stated that “an experiment involves making a change in the value of one variable—called the independent variable—and observing the effect of that change on another variable—called the dependent variable”. Therefore, the experimental research is referred to identification of the conditions of variables whether it influences an outcome or makes a change of its value. Furthermore, the design of this research was pre-experimental design. According to Cohen (2007), the pre-experimental design refers to one group pretest-posttest design. As stated by Fraenkel and Wallen (2009) single group is measured or observed not only after being exposed to a treatment of some sort, but also before. A diagram of this design is as follows:

Table III.1
Research Design

O_1	X	O_2
Pre-test	Treatment	Post-test

Where

- X : Treatment
- O_1 : Pre-test
- O_2 : Post-test

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B. The Time and Location of the Research

The research was conducted at MTsN Bukit Raya Pekanbaru that is located in Simpang Tiga Street. This research started from April-May 2017.

C. The Subject and Object of the Research

The subject of this research was the eighth grade students of MTsN Bukit Raya Pekanbaru. The object of this research was the use of Talk Fast-Talk a Mile a Minute game for students' speaking ability in describing something.

D. The Population and Sample of the Research

The population of this research was the second year students of MTsN Bukit Raya Pekanbaru. It had four classes. The total of population was 125 students. They consisted of four classes. The number of population can be seen as follows:

Table III.2
The Total Population of the Second Year Students of MTsN Bukit Raya Pekanbaru in 2017/2018

No	Class	Number of Students
1	VIII A	31
2	VIII B	32
3	VIII C	32
4	VIII D	32
Total Population		125

Furthermore, in this research, the writer needed one class as experimental class. Therefore, the writer limited the population by using cluster random sampling. According Lodico et al. (2006), cluster random

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selection is a procedure of selecting groups randomly and it is not allowed by selecting individually. Furthermore, according to Fraenkel and Wallen (2009), the cluster random sampling can be seen as the selection of groups, or clusters, of subjects rather than individuals, so that cluster sampling randomly selects group, not individuals. The writer used lottery technique. The writer made the paper rolls, and then selected it randomly. Then, the selected paper roll because the experimental class.

Table III.3
The Total Sample of the Second Year Students of Junior High School Bukit Raya Pekanbaru in 2017/2018

No.	Class	Number of Students
1.	VIII B	32

E. The Technique of Collecting Data

In completing the data, the writer used technique of collecting data, namely oral test for measuring the students' speaking ability in describing something. The data of the writer were collected through oral test.

Then, the writer took the total score from the result of the oral test. The minimum students passing grade (KKM) for English subject is 75 at MTsN Bukit Raya Pekanbaru. According to Arikunto (2009), the classification of the students' score can be shown below:

Table III.4
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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F. The Validity and Reliability of the Test

1. The Validity of the Test

According to Brown (2003), validity is measuring exactly what it is proposed to be measured. In line with the statement above, Ary et al. (2010) mentioned that the validity is defined as the extent to which the instrument measures what it is claimed to be measured, thus, the test is said valid if it measures accurately what it is intended to be measured.

Furthermore, Brwon (2003) also mentioned that there are five types of validity, they are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity and face validity. Among all kinds of validity, the content validity was the most appropriate to measure the instrument used in this research.

In term of content validity, Brown (2003) stated that the content of the test provide samples about the subject matter are being measured. It means that we have to design the tests based on the material that they had learned, thus, the writer concludes that this research belongs to the content validity in consideration of the tests reflected to what the students had learned based the content of the curriculum.

2. The Reliability of the Test

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Reliability refers to a situation when giving the same tests for the same students in different occasions. Yet, the scores are same or consistent. According to Brown (2003), the reliable test is the consistent and dependable test. The consistent thing refers to score whereas the dependable thing refers to the condition of the students, temperature and condition. It means that when giving the same test to the same students on the different occasions, but, in fact, the results are same, so that the test is reliable.

Furthermore, Ary et al. (2010) mentioned that the reliability of a measuring instrument is the consistency degree measuring whatever it can be measured. Furthermore, in order to obtain the reliability of the test given, the writer used Cronbach's alpha. The Cronbach's alpha comprises a number of items making up a scale designed to measure a single construct and determines the degree to which all the items are measuring the same construct (Cronk, 2008). Therefore, the cronbach's alpha refers to a measurement of internal consistency.

In this research, the reliability of the tests was processed by SPSS (Statistical Product and Service Solution) 22 Version, it can be seen in the following table:

Table III.5
The Reliability of the Test

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

Reliability Statistics

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Cronbach's Alpha	N of Items
1.000	2

Based on at the table III.5 illustrated above, it can be seen that the total number of the students consisted of 32 students. The score of Cronbach's Alpha was 1.000. As mentioned by Arikunto (2009), the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

- 0.0-0.20 : reliability is poor
 0.21-0.40 : reliability is satisfactory
 0.41-0.70 : reliability is good
 0.71-1.0 : reliability is excellent

In short, the reliability of the tests as calculated above (1.000) was categorized into excellent level.

G. The Normality of the Test

In term of the normality test of the data, it was analyzed by using Kolmogorov-Smirnov technique with SPSS 22 version. The SPSS result of Kolmogorov-Smirnov test can be interpreted as follows:

Hypothesis:

- H_0 : The data are normally distributed
 H_a : The data are abnormally distributed

Testing Criteria:

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If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

Therefore, the normality result analyzed by using SPSS software 22 can be seen as follows:

Table III.6
The Normality of the Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post test	Exp	.119	32	.200*	.972	32	.553

H. The Technique of Analyzing Data

In order to find out whether there is a significant effect of using the Talk Fast-Talk a Mile a Minute game on students' speaking ability at the eight grade of MTsN Bukit Raya Pekanbaru the data were analyzed statistically. In analyzing the data, the writer used statistical method that is paired sample t-test formula by using SPSS.22.0 version continued by using eta square.

After finding the difference, the writer found out the effect size of the phenomenon. Pallant (2010) stated that effect size statistic provides 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 was 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:

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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.

