

Hak Cipta Diindungi Undang-Undang

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research used quantitative approach. It was a Quasi-experimental research. Quasi experiment is a research design having some but not all of the characteristics of a true experiment. The element as frequently missing is random assignment of subjects to the control and experimental condition between two factors which are deliberately appeared by eliminating other irritating factors. It is focused on non equivalent control group design. Both of the groups take pretest and post test and only experimental group takes the treatment.

Creswell (2008) stated that in experimental research; we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. Experiment is a way to search a clausal relation between two factors which are deliberately appeared by eliminating other irritating factors. This research aims at finding out if there is a significant effect of using Crisscross Game on students' speaking ability.

This research consisted of two variables, they are : Independent variable (variable x) that refers to the effect of using Crisscross Game and dependent variable (variable y) that refers to speaking. Meanwhile the second one was the control class, as the comparative class, not taught by this technique. And here there were two variables to be the focus of this research.

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In working with such intact nonequivalent groups, the nonequivalent control group design is shows below:

Experimental Group $O_1 \text{ --- } X \text{ --- } O_2$

Control Group $O_3 \text{ --- } O_4$

O_1 and O_3 = Pre-test

O_2 and O_4 = Post – test

X = Treatment by using Crisscross Game

B. The Location and the Time of the Research

The research was conducted from July to October at the second year students of state junior high school 3 Tambang which is located in Kubang Raya, Pekanbaru.

C. The Subject and the Object of the Research

The subject of this research was at the second year students at State Junior High School 3 Tambang. The object of this research was students' speaking ability and Crisscross Game.

D. The Population and Sample of the Research

1. Population

Gay (2000,p.122) stated that population is the group of interest researcher, the group to which she or he would like the results of the study to be generalize able.

The Population of this research was the second year students at State Junior High school 3 Tambang. The total of population at the eighth

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grade of students was 114 from 4 classes. The following is number of population:

Table III.1
The Population of the Research

No	Class	Total
1	VIII.1	28
2	VIII.2	28
3	VIII.3	30
4	VIII.4	28
	TOTAL	114 Students

2. Sample

The population is too large to be taken as sample. According to Hartono (2015, p.208), if the population is more than 100 person, so the sample will be taken between 10-15% or 20-25% or more than it. So, the researcher took two classes to be taken as sample. The researcher used cluster random sampling in this research. According to Airasian (2000, p.120), sampling is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected. Cluster random sampling is most useful when the population is large on spread out over a geographic area. So, the research chose VIII 2 as experimental class and VIII 4 as control class. Those are as the sample of the research consisting 56 students.

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Table III.2
The Sample of the Research

No	Class	Total	
1	VIII 2	28 Students	Experimental Class
2	VIII 4	28 Students	Control Class
Total Sample		56 Students	

E. The Technique of Collecting 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 statement given by the teacher and discuss in some groups. Then, the students were asked to share their ideas based on considering statement to measure their speaking ability. There are reliability and validity to measure the test.

a. Reability

According to Shohamy, reliability refers to the extent to which the test is consistent in its score, and it gives us an identification of how accurate the test scores are. Henning said that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining similar results when measurement is repeated on different occasions or with different instruments or by different persons. The concept of reliability stems from the idea, no measurement is perfect. It is reflected in obtaining how far the test instrument enables to measure the same subject on different occasions that indicate the similar result. In this result, to know the reliability of the speaking test, the writer used inters rater

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reliability because the writer has two raters in order to score the students' speaking ability.

b. Validity

Validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. A test is said to be valid to the extent that measures what is supposed to measure. In this research, the writer used content validity to know the validity of the test.

According to Shohamy, content validity is that if a measurement is as the representative of the ideas or appropriate material that will be measured. Content validity examines whether the test is a good representation of the material that needs to be tested. Validity and reliability are relation. Hanning stated in another way, it is possible for a test to be reliable without being valid for a specified purpose.

F. The Technique of Data Analysis

The collected data on the quality of aspects of speaking which is produced by the students were rated by two raters in order to gain justified scores for authenticity of the data analysis from at least two lecturers at the English Education Department of UIN Suska Riau. According to Brown (2001, p 173), the raters will rate the data by using the indicators of success based on the oral proficiency scoring categories proposed.

To find out if there, is a significant effect of using crisscross game on students' speaking ability of the second year at State Junior High School 3

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Tambang, the data were analyzed by using statistical method. The writer used score of post-test of the students' speaking ability from control class and experimental class. The writer analyzed the data by using independent sample t-test formula and the data were analyzed through SPSS Version 20 program.

1) Independent Sample T-test

According to Hartono (2010), T-test is used to measure the significant difference between two mean samples from two variables. Hence, Miles and Philip (2007) also defined that the Independent sample t-test is usually the most powerful and this test can spot significant differences in data. In using independent sample t-test, the researcher had to make three assumptions about the data:

- a) The data are measured on a continuous.
- b) The data within each group are normally distributed.
- c) The standard deviations of the two groups are equal.

Hartono (2015, p.177) also state that the function of independent sample t-test is to find out whether there is significant difference between two variables or not. To know about that, the researcher can look at the sig. (2-tailed) which appears under the section labeled t-test for equal of means.

2) Effect Size

The researcher used effect size in this research to find out if there is a significant effect of crisscross game on students' speaking ability of the second year at State Junior High School 3 Tambang. According to Field

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(2009) effect size is really more useful when we want to describe a focused effect. If the correlation coefficient has a value of 0, it means there is no effect, and if the correlation coefficient has a value of 1, it means that there is a strong effect. So, the researcher decided to use effect size also in this research.

According to Pallant (2010), the formula of eta squared is:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where:

η^2 = eta squared

$t^2 = t_o$

N = number of students

The guidelines proposed by Cohen (1998, pp. 284-287) quoted in Pallant for interpreting these values are:

.01 = small effect

.06 = moderate effect

.14 = large effect