CHAPTER III

RESEARCH METHOD

A. The Research Design

This research was experimental research and used quasi-experimental design. Kerlinger in Cohen stated that quasi-experiment is an apt description when applied to much educational research where the random assignment of schools and classroom is quite impracticable.[1] Quasi Experiment is used when the researcher need to use intact class.[2] The research design form is the pre-test post-test non-equivalent class design. This design should be familiar like pre-test and post-test control class design. Two treatment classes are pre-test, administrated a treatment, and post-test. There were two variables used in this research. The first was Experiential Language Teaching Strategy symbolized as (X) and the second was speaking ability symbolized as (Y) it involves two classes, an experimental class and a control class. According to Louis, the type of this research can be designed as follows:[3]

Table 1
The Research Design

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Where:

X : Treatment

O1 : Pre-test of Experiment Class

[1] Louis Cohen, et al, *Research Method in Education, Six ed*, (New York: Routledge, 2007), p, 282
[2] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative Research*, (Boston: Pearson Education, 2008), p, 309
[3] Ibid, p, 283

O2 : Post-test of Experiment Class

O3 : Pre-test of Control Class

O4 : Post-test of Control Class

B. Location and The Time of The Research

The research was carried out at SMPN 17 Pekanbaru in 2014-2015 of academic year. The Research was conducted from Mei to June 2014.

C. The Subject and The Object of The Research

The subject of this research was the eight grade students of junior high school 17 Pekanbaru, in the academic year of 2013/ 2014 while the object of this research was experiential language teaching strategy and speaking ability.

D. The Population and The Sample of The Research

The population of this research was the second year students at junior high school 17 Pekanbaru. It had 7 classes, namely: VIII 1 by 32 students, VIII 2 by 32 students, VIII 3 by 32 students, VIII 4 by 30 students, VIII 5 by 30 students, VIII 6 by 30 students, and VIII 7 by 32 students. The total number of the eight grade students at junior high school 4 Pekanbaru was 218 students.

Table 2
The Total Population of Second Year Students
at Junior High School 17 Pekanbaru

No	Classes	Population		Total
		Male	Female	
1	VIII 1	12	20	32
2	VIII 2	11	21	32
3	VIII 3	11	21	32
4	VIII 4	12	18	30
5	VIII 5	10	20	30
6	VIII 6	11	19	30
7	VIII 7	14	18	32
Total Population				218

The strategy used in taking sample was cluster sample. Cluster sampling randomly selects classes, not individuals.[4] Having the sample, the researcher used lottery by passing out the small rolled paper marked by the sequence name of the class. Then after passing out the paper, the samples for the research were class VIII 4 as an experimental class and VIII 5 as a control class. The data can be seen in table follows:

Table 3

The Sample of the Research

No	Classes	Sample		Total
		Male	Female	
1	VIII 4	11	19	30
2	VIII 5	12	18	30
	Total Sample			60

[4] L.R. Gay, Peter Airasian. *Educational Research, sixth edition,* (London: Prentice-Hall), p. 129

E. The Technique of Collecting Data

In this research, the researcher used oral presentation test to collect the data to find out students' speaking ability. The test was done twice, before and after giving the treatment intended to obtain students' speaking ability of the eight grade at junior high school 17 Pekanbaru.

The data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

1. The students are given pre-test and post-test in oral presentation.
2. The students' speaking was recorded by the researcher and was saved into flash disc. Then it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency, and comprehension.
3. The researcher used two raters to score the students' speaking ability.
4. The researcher collected and summed up raters' score to get each students' score.

1. Procedure for Control Class in Collecting the Data

There were three procedures in collecting the data in control class as follows:

a. Pre-test

Pre-test was given by the teacher before the students were taught by using ordinary strategy from the real teacher of English. It was used to know students' speaking ability before being taught by using ordinary strategy from the real English teacher.

b. Treatment

The teacher explained the materials (narrative) by using whiteboard as a media, and then teacher asked the students to make an example of narrative. And then practices orally in front of the class.

c. Post test

After being taught to the students, teacher gave post test to know the students' speaking ability. It was used whether the students were able to speak well or not.

2. Procedure for Experimental Class in Collecting the Data

There were three procedures in collecting the data:

a. Pre-test

Pre-test was given by the teacher before the students were taught by using experiential language teaching strategy. It was used to measure the students' speaking ability in speaking before they were taught by using experiential language teaching.

b. Treatment

In treatment, the students were taught by using experiential language teaching. The teacher explained to the students about the topic, and taught them by using experiential language teaching.

c. Post test

Post-test was given to the students after they were taught by using experiential language teaching. It was used to know whether the students could easily speak by using experiential language teaching or not.

Finally, the result of the test in control and experimental classes was compared. By this result, the researcher could identify, whether experiential language teaching was an effective strategy that could be used in improving students' speaking ability.

Table 6
Topic of the Teaching Speaking in Each Meeting

No	Meeting	Topic
1	1	The Farmer, The Sheep, and The Robbers
2	II	The Lion and The Mouse
3	III	Mouse deer and a farmer
4	IV	A Farmer and His Three Sons
5	V	Two Travelers and a Big Tree
6	VI	The Mouse Deer and The Crocodile
7	VII	Goose with the golden eggs
8	VIII	The Wind and The Sun

3. The Validity and Reliability of Test

The test used for testing students' speaking ability had to have reliability and validity. The test is valid if it measures accurately what it is intended to measure.[5] There are four types of validity; they are content validity, construct validity, concurrent validity, and predictive validity.[6] To know the validity of the test, the researcher used construct validity.

According to Gay and Airisian, readability is the degree to which a test consistently measure whatever it is measuring.[7] In this research, to know the reliability of the test, the researcher used inter rater readability, because the researcher had two raters in order to score the students' speaking ability. Inter judge readability can be obtained by having two (more) judges independently score to be compared to the score of both

[5] Arthur Hughes, Loc. Cit, p. 26
[6] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p. 67
[7] L.R Gay and Peter Airisian, Loc. Cit, p. 169

judges. Then, the score from rater 1 was correlated with the score from rater 2 by using Pearson Product Moment correlation formula through SPSS 19 version:

Table 7

Correlations

		rater.1	rater.2
rater.1	Pearson Correlation	1	.230
	Sig. (2-tailed)		.221
	N	30	30
rater.2	Pearson Correlation	.230	1
	Sig. (2-tailed)	.221	
	N	30	30

From the output above, it could be seen that r calculation is 0.230 correlated to r table, df=58% and 1%. Because df=58 was not found from the t-table, so the researcher took df=60 to be correlated either at level 5% or 1% r table is 0.230, while at the level 1% r table is 0.325. Thus,the observation is obtained higher than r table, either at level 5% and 1%. So the researcher concluded that there is a significant correlation between score of rater 1 and score rater 2.

F. The Technique of Data Analysis

In analyzing the data, the researcher used t-test formula. According to Gay and Peter Airasian, t-test is one of the statistics test used to determine whether two means are significantly different at a selected probability level.[8] The data were analyzed by using SPSS 19,0 version.

[8] L. R. Gay and Peter Airasian. Loc. Cit, p, 512

The t-table is employed to see whether there is a significant difference between the mean score of gain both experiment and control classes. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+N2) – 2 statistically hypothesis:

Ha : to > t-table

Ho :to < t-table

Ha is accepted it to > t-table or there is significant difference of using experiential language teaching strategy on students' speaking ability of the eight grade at junior high school 17 Pekanbaru.

Ho is accepted if to < t-table or there is no significant difference of using experiential language teaching strategy on students' speaking ability of the eight grade at junior high school 17 Pekanbaru.