**CHAPTER III**

**RESEARCH METHODS**

Discussion of the research design, variable, data and data source, subject of this study, research instrument, hypothesis, data collection, data analysis.

1. **Research Design**

Research is process that is the step combination that is done systematically and logically to get the solution of the problems or to get the answer from the certain questions (Ary et al, 1985:22). Experimental is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variables or variable for variation concomitant to the manipulation of independent variables (Ary et al, 1985:26).

This study will be conducted in an Experimental design using quantitative. This study uses pre experimental design. In this study the experimental design used is One-Group Pretest-Posttest. The One group design usually involves three steps:

1. Administering a pretest measuring to dependent variable
2. Applying the experimental treatment to the subject
3. Administering a posttest again measuring the dependent variable

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This design can be summarize as follow:

Pretest Treatment Posttest

 Y1 X Y2

Differences attributed to application of the experimental treatment are then determined by comparing the pretest and posttest score. The experimental is the event planned and carried out by the researcher to gather evidence relevant to the hypothesis. The researcher conduct experimental, the researcher devotes great care to the manipulation and control of variables and to the observation and measurement of result. It is through such a research method that the researcher can obtain the most convincing of the effect that one variable has another.

1. **Population and Sample**
2. Population

Population is generalizing region consisted of the object or subject having certain characteristic and quality specified by researcher to be learned and later then pulled its conclusion (Sugiyono, 2008:80)

The population of this study in the class VIII at MTs Al Huda Bandung Tulungagung, in which the total of class VIII are seventh class and the total of them are 234 students and this research just conducted in one class. In this research, the researchers use one class because the researcher only wants to know in teaching speaking.

1. Sample

Sample is the part of amount and characteristic owned by the population. Sample of this research is the students of the class VIII-E Al Huda Bandung Tulungagung. , in which the total of them are 38 Students and this research just conducted in one class. Because the headmaster of this school only allowed the E-class to be the subject of this study.

1. Sampling

 Sampling is technique taking sample who not give opportunity for every element or population member to be chosen as sample. This technique sample of this research use purposive sampling. Purposive Sampling is technique sample's determination with consideration particular. This researcher chooses class VIII-E as a research because the class is one of good class than other class, but the student in this class still any knowledge about English material.

1. **Variable**

1.Variable

Variable is everything which is the in form of any kind of specified by researcher to be learned so that obtained in formation to the effect that the later then pulled its conclusions.

According to relation of between one variable with other: dissimilar hence kinds of - kinds of variable in distinguishable research become :

1. Independent Variable: this variable often conceived of a stimulus variable, predictor, and antecedent. In bahasa Indonesia often conceived of a free variable. Free variable represent the variable influencing or becoming its change cause or incidence variable dependent (trussed). In this research independent variable is the use the community language learning (CLL) method (Sugiyono:2008:39)
2. Dependent Variable: often conceived of variable output, criterion, and consequent. In bahasa Indonesia often conceived of a variable influenced or becoming effect of, caused free variable. The dependent variable of this research is teaching speaking by using Community Language Learning (CLL) method.
3. **Data and data Source**

 Data are the kinds of information researchers obtain on the subject of their research . In this research the researcher used primary data.

1. Primary Data

Primary data are data collected directly by the researcher from the first subject (Sugiono, 2006: 225) As the primary in this research is the result of test in the form of the students’ scores that were gotten from class VIII MTs Al Huda Bandung Tulungagung.

1. Procedure of collecting data

After the researched had got permission from headmaster, the researcher was conducted on 12 may 2011 at MTs Al Huda Bandung Tulungagung.

The procedure were:

1. The researcher gives the pre – test to the students.
2. The researcher gives treatment to the students.
3. The researcher gives the post – test to the students.
4. Point result of test speaking.
5. **Data Collection method and the instrument.**

Data collecting method and instrument were needed to obtain the data in the research. The aim of the data collecting in conducting a scientific research was to get the material needed. A Test is set of stimuli presented to an individual in order to click response on the basis of which a numerical score can be assigned. According to arikunto, “ Test is a series question, exercise, or other means which is used to measure the skill, knowledge of person or group. “(Arikunto, 2006:107) .The instruments of this research is Administrating test. To test speaking asks the students to speak, in this case testing speaking by using Community Language Learning (CLL) method.

In this research the researcher use two kind of test. They were pre-test and post test. Pre-test was taken before doing an experimental study or before teaching by using Community Language Learning (CLL) method. The pre-test have done on may, 12st 2011. The second was Post test, it was taken after doing an experimental study or after teaching by using Community Language Learning (CLL). The post-test have done on may, 26st 2011.

In getting the data, in class VIII-E that becomes an experiment group the writer as teacher in this study teaches the students in three weeks. In teaching learning process for the first the teacher gives pre-test in speaking. In the second the teacher teaches speaking by using Community Language Learning (CLL) method. In the end, the teacher gives post-test to the students. The post-test in this case is speaking test in form of Community Language Learning (CLL) was given by their own words. The score was taken from the pronunciation or accent, grammatical structure, vocabulary, fluency and the comprehension.

Form of assessing speaking test.

Table 3.1 of Proficiency Descriptions By (Hughes, 2003:131)

|  |  |  |
| --- | --- | --- |
| Aspect | Score | Proficiency Description |
| Pronunciation | 1 | Pronunciation frequently unintelligible. |
|  | 2 | Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. |
|  | 3 | “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. |
|  | 4 | Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. |
|  | 5 | No conspicuous mispronunciations, but would not be taken for a native speaker.  |
|  | 6 | Native pronunciation, with no trace of “foreign accent.” |
| Grammar | 1 | Grammar almost entirely inaccurate except in stock phrase. |
|  | 2 | Constant errors showing control of very few major patterns and frequently preventing communication. |
|  | 3 | Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. |
|  | 4 | Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. |
|  | 5 | Few errors, with no patterns of failure. |
|  | 6 | No more than two errors during the interview. |
| Vocabulary | 1 | Vocabulary inadequate for even the simplest conversation. |
|  | 2 | Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc) |
|  | 3 | Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. |
|  | 4 | Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. |
|  | 5 | Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. |
|  | 6 | Vocabulary apparently as accurate and extensive as that of an educated native speaker. |
| Fluency | 1 | Speech is so halting and fragmentary that conversation is virtually impossible. |
|  | 2 | Speech is very slow and uneven except for short or routine sentences. |
|  | 3 | Speech is frequently hesitant and jerky; sentences may be left uncompleted. |
|  | 4 | Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word.  |
|  | 5 | Speech is effortless and smooth, but perceptively non-native in speed and evenness.  |
|  | 6 | Speech on all professional topics as effortless and smooth as a native speaker’s. |
| Comprehension | 1 | Understands too little for the simplest type of conversation. |
|  | 2 | Understands only show, very simple speech on common social and touristic; requires constant repetition and rephrasing. |
|  | 3 | Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. |
|  | 4 | Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. |
|  | 5 | Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. |
|  | 6 | Understands everything in both formal and colloquial speech to be expected of an educated native speaker. |

TABLE 3.2 WEIGHTING TABLE

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Aspect | 1 | 2 | 3 | 4 | 5 | 6 | (A) |
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |  |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |  |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |  |
| Fluency | 2 | 4 | 6 | 8 | 10 | 12 |  |
| Comprehension | 4 | 8 | 12 | 15 | 19 | 23 |  |
|  |  |  |  |  |  | Total |  |

Weighting table to easy to get result of scoring test.

 According to Donald ary, “Research is always dependent upon measurement. There are two important characteristic that every measuring instrument should possess: validity and reliability. (Ary, 1985: 213). So, the test were constructed by the research her self using some source. Before using these test, a tried out was in VIII-B to 20 student to find out the validity and reliability of the test.

1. Validity

The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. It is absolutely essential that the researcher ask this question. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is being used A test that has validity in one situation may not be valid in a different situation. The types of validity are content validity. (Thoha, 2003: 111).

In this study, the research used one validity :

* + - 1. Content Validity

 Content validity is a kind of validity which depends on careful analysis of the language being tested and of the particular test subjective. According to Gay in his book, Educational Research Competencies for analysis and Application Fourth Edition, “ Content validity is of prime importance for achievement test. A test score cannot accurately reflect a student’s achievement if it does not measure what the student was supposed to learn (Gay, 1992: 156) . A test is said to have content validity if its contents constitutes a representative sample of the language skill, structure, etc. being tested. The try out test was valid in terms of content validity because this test accord with Silabus.

1. Reliability

Reliability is necessary characteristic of any good test for it to be valid at all: a test must first be reliable as a measuring instrument. According to Djiwandono “The reliability of the whole test can be estimated by using Spearman – Brown Formula of Split – Half Reliability method reliability, it requires test administration only one. Once correct answer is given point 1, while in correct answer is given 0. “(Djiwandono, 1996:152). Split – Half reliability method is used to oral test , example for 1.

The Formula of correlation Product Moment :

 = Coefficient correlation

 = The total of score item

 The total of all score (All item)

The total of respondent

The Formula of Spearman – Brown:

 reliabilities of all tes.

 The result of the reliable test was reliable, It’s means that the result show that half of test. Thus, to show all of the reliable of test we must use the formula Sperman Brown.

 In the practice and fact, the reliability was find more then absolute reliability by coefficient of correlation under 1.00, like 0.98, 0.80, 0.57, 0.41 etc.

 Based on coefficient of correlation, the class of reliability test can show in the criteria of coefficient of correlation as follow:

Table. 3.1

|  |  |
| --- | --- |
| (+0.90) – (+1.00)(+0.85) – (+1.89)(+0.80) – (+1.84)(+0.70) – (+1.79)Less Than (+0.90) | Excellent ReliabilityVery Good ReliabilityGood ReliabilityFair ReliabilityPoor Reliability |

1. **Technique of Data Analysis**

Technique of data analysis was the way data were analysis by the research. The technique of data analysis in this research was quantitative data analysis and will analyze statistically by using T-test. The researcher using T-test because in Pre-Test and Post-Test design using this formula.

 The formula of T-test one group Pre-Test and Post-Test design as follows: (Arikunto, 2002 : 275)

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Notes ;

Md : Mean of the different between pretest and post test

Xd: Deviation of every subject (d-Md)

d = Total of square deviation

N = Subject on the Sample

D – b = N -1