

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher used experimental research design. An experimental research is the traditional approach to conducting quantitative research (Creswell (2005: 282). Experimental research is aimed to test an idea (based on the systematic procedure) to determine whether there is a significant effect or outcome caused by an independent variable to a dependent variable.

Therefore, the researcher divided two groups: experimental and control class, in order to collect the data. This research technique was aimed to collect data on the effect of the CLL method through speaking skills as stated in chapter I. The data in this research included the data of English speaking skills from experimental and control classes where the teacher, the length of time, and the material are the same. However, they were treated differently: treatment was only conducted in the experimental class. Those data were obtained through a test, followed by 60 respondents of the second grade of SMAN 1 Pekanbaru.

In order to show the effect of variables in this study, both variables shown in the following figures:

Table 3.1 Design of Experiment

Class	Pre- Test	Treatments	Post- Test
-------	-----------	------------	------------

Control	✓	–	✓
Experiment	✓	✓	✓

3.2 Location and Time of the Research

The location of the research was in the second grade of SMAN 1 Pekanbaru. It is in Sultan Syarif Qasim No. 159, Pekanbaru. The research has done on January 2018. The action has conducted in six meetings, which two meetings for pre and post- test and four meetings for the treatment.

3.3 Population and Sample of the Research

3.3.1 Population

According to Fathoni (2011: 103) population is elementary unit which parameter will be predicted through analyzing statistical results that conducted to research sample. The subjects of this study were the students of the second grade of SMAN 1 Pekanbaru. The experimental class consisted of 34 students and 33 in control class.

Table 3. 2 The Population of the Research

No.	Class	Gender		Total Students
		Male	Female	
1	XI MIA 1	12	21	33
2	XI MIA 2	18	16	34
3	XI MIA 3	16	18	34

4	XI MIA 4	13	17	30
5	XI MIA 5	17	15	32
6	XI MIA 6	17	12	29
7	XI MIA 7	14	19	33
8	XI MIA 8	13	14	27
9	XI MIA 9	13	20	33
10	XI MIA 10	12	23	35
11	XI IIS 1	20	11	31
12	XI IIS 2	17	9	26
Total		182	195	377

3.3.2 Sample

According to Sugiyono in Lestari (2017: 32) part of the number and characteristics possessed by the population is the definition of sample. Furthermore, Arikunto in Lestari (2017: 32) explained that it is better to take all the subject if the population less than 100 people. In this research, the researcher use purposive sampling methods. The researcher only have license in conducted the experiment in two classes that divided into experimental class in MIA 2 and control class in MIA 1.

Table 3.3 The Sample of the Research

No.	Class	Gender		Total Student
		Male	Female	
1.	XI MIA 1	12	21	33
2.	XI MIA 2	18	16	34

Total	30	37	67
--------------	----	----	----

3.4 Instrument of the Research

3.4.1 Variable X (Community Language Learning)

CLL method implemented in experimental class as the treatment in this research for four meetings. The main purpose of using this method was creating a supportive community for learning English (especially speaking skill) in order to lower students' anxiety during class and overcome threatening affective factors such as making errors of competing with peers. The blueprint of the method implemented during class was explained as follows:

1) Small Group Discussion

The class formed into small groups in which a single topic, chosen by the group, was discussed.

2) Presentation

The summary of group discussion presented to another group, who in turn tried to repeat or paraphrased the summary back to the original group.

3) Reflection

Teacher asked the learners to reflect on the language class, as a class of group.

The blueprint of the CLL method combined with various speaking skill activities (translation, recording, transcription, listening and any related activities) and various tasks or assignments as the teacher's creativities.

The teacher also has responsibility to provide a conveyance environment within class by being a counselor where the students feel free to consule their problems in learning English. Moreover, teacher played role as a translator to overcome different proficiency level among students.

3.4.2 Variable Y (Spoken Test)

Oral test were used as the instrument of this research. The test given twice, before treatments (pre- test) and after 4 times treatments called (post- test). The pre- test was supposed to know the initial speaking skill of the sample where the post- test intended to know wether or not the were effects of the treatments toward learners' speaking skill.

In the both test, the students asked to choose a picture from 8 pictures provided. Every picture had a question that students

directly answered based on the structure explanation text and causal conjunction (based on the topic in syllabus).

Table 3. 4 The Blueprint of Test

No.	Test	Topic	Indicator
1.	Pre-Test	Causal conjunction and Explanation Text.	Learners were able to use causal conjunction and gave explanation in answering the question in pre- test based on the structure of explanation text.
2.	Post-Test	Causal conjunction and Explanation Text.	Learners were able to use causal conjunction and gave explanation in answering the question in pre- test based on the structure of explanation text.

3.4.3 Validity and Reability of the Instruments

The validity of the instrument has been tested by content of validity. The researcher used some pictures which followed by a single question for each that matched with syllabus. Furthermore, for both pre-test and post-test scoring researcher used David P. Harris scoring guide which provided five criterias of the elements

of speaking skill (pronunciation, grammar, vocabulary, fluency and comprehension).

Table 3.5 Five Component of Grading Speaking Scale

No.	Criteria	Rating Scores	Description
1.	Pronunciation	5 (95-100)	Has few traces of foreign language.
		4 (85-94)	Always intelligible, though one is conscious of a definite accent.
		3 (75-84)	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2 (65-74)	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1 below 65	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5 (95-100)	Make few (if any) noticeable errors of grammar and word order.
		4 (85-94)	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3 (75-84)	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2 (65-74)	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1 below 65	Errors in grammar and word order, so, severe, as to make speech to virtually unintelligible.
3.	Vocabulary	5 (95-100)	Use of vocabulary and idioms is virtually that of native speaker.

		4	(85-94)	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	(75-84)	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	(65-74)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	below 65	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	(95-100)	Speech as fluent and efforts less as that of native speaker.
		4	(85-94)	Speed of speech seems to be slightly affected by language problem.
		3	(75-84)	Speed and fluency are rather strongly affected by language problem.
		2	(65-74)	Usually hesitant, often farced into silence by language limitation.
		1	below 65	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	(95-100)	Appears to understand everything without difficulty.
		4	(85-94)	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	(75-84)	Understand most of what is said at slower than normal speed without repetition.
		2	(65-74)	Has great difficulty comprehend. Social conversation spoken slowly and wiht frequent repetition.

		1	below 65	Can not be said to understand even simple conversation.
--	--	---	-------------	--

3.5 Data Collection Technique

In this research, the data collected using quantitative method. In collecting the data, the researcher used the following techniques:

1) Pre-Test

A pretest provided a measure on some attribute or characteristic assessed for students in an experiment before they receive a treatment. After gave treatment, researcher collected the results. The test items used for pre-test were the same with test items used in post- test.

2) Treatment

The treatment conducted only for experimetnal class. In this research, the treatment used Community Language Learning (CLL) Method.

Table 3.6 The Blueprint of Material in Treatment

No.	Meeting	Activity	Material
1.	1	Pre- Test	Oral test (choose a picture from 8 pictures provided. Every picture had a question that students directly answered based on the structure explanation text and causal conjunction within 2 minutes)

2.	2	Treatment	Causal Conjunction (Constructing sentences using causal conjunction)
3.	3	Treatment	Causal Conjunction (Created short conversation and implemented the causal conjunction)
4.	4	Treatment	Explanation Text (re-arrange text from jumble explanation text based on the correct structure also found the main idea or topic from the text)
5.	5	Treatment	Explanation Text (recorded theirself as a presentator in explaining a topic based on the explanation text)
6.	6	Post- Test	Oral test (choose a picture from 8 pictures provided. Every picture had a question that students directly answered based on the structure explanation text and causal conjunction within 2 minutes)

3) Post-Test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. Post test

values will be compared with pre-test values to determine the difference or increase among them.

3.6 Research Procedures

To investigate the effect of CLL method through speaking skill, the following procedures were followed:

1. Gave pre-test (oral test)
2. Gave treatments.
3. Gave post-test (oral test)
4. Checked and scored both tests results.
5. Treated the data statistically by using SPSS software, version 24.
6. Interpreted the findings of the research.
7. Introduced the suggestion and recommendations of the research.

3.7 Data Analysis Techniques

The data were gained from the action conducted in the field. The data were analyzed from the result of oral test which scored by using David P. Harris Grading Speaking Scale. The data of this research analyzed using T-Test and IBM SPSS Statistics 24.