

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the method was applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

$$E= O1 X O2$$

Where: E= Experimental

O1= pre-test

X= treatment

O2= post-test¹

In this experimental design, the effect selected teaching materials implementation was found out by comparing the result of the students' achievement in pre-test and post-test.

3.2 Population and sample

A Population was the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes, and forth. So that these objects can be varied source of research data.²

¹Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110-111.

² Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

3.2.1 Population

The population of this research was the students of SMP Muhammadiyah Parepare on 2019. It has consisted 207 students. The researcher's reason took this school to population and sample because it has some students which have a different background of family, And the researcher also as one of the teacher of SMP Muhammadiyah Parepare. Therefore, the researcher knew all situations there.

3.2.2 Sample

The researcher used purposive sampling in this research. The sample of this research has consisted of 25 samples from 207 members. Researcher took all students that have whatsapp because this research used online media.

3.3 The instrument of the research

This test was speaking test that used to measure the students' speaking skill. This test applied in pre-test and post-test. The researcher used recorder in getting data from the students' voice.

3.4 The procedure of collecting data

In collecting data, the researcher gave the students some steps as follows:

3.4.1 Pre test

The pre-test was an oral speaking test where the students were telling story to another students (for example, telling a story about their daily activity). Student A would be telling a story and student B become the listener. Then exchanged the speaker become listener and listener become speaker. The pre-test was used to check the students' speaking ability before giving treatment. Before giving the treatment

and this test was given to find out the initial skill or ability before implementing folktale based instruction strategy.

3.4.2 Post test

After doing the treatment, the research gave the post-test to the student. It was aimed to identify the influence of the folktale based instruction strategy in achievement speaking skill of students of SMP Muhammadiyah Parepare.

3.5 Treatment

The treatment conduct after pre-test has been given in the classroom. The materials would be given based on the syllabus. The researcher applied the procedure of each activity. The treatment was based on procedures for each activity in each meeting as follows:

3.5.1 First meeting

3.5.1.1 The researcher greets the students.

3.5.1.2 The researcher explains how to asking an attention.

3.5.1.3 The researcher gives some examples.

3.5.1.4 Teacher explains all the difficult words and the important information.

3.5.1.5 The students make a group consists of 4 persons.

3.5.1.6 Each person be labeled as A, B, C, and D.

3.5.1.7 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.8 Students watch and listen carefully to the video

3.5.1.9 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.10 Each students record their voice about the information they found of the story

3.5.1.11 The researcher concludes the given material.

3.5.1.12 The researcher gives the students motivation to practice their English.

3.5.1.13 The researcher closes the class

3.5.2 Second Meeting

3.5.1.1 The researcher greets the students.

3.5.1.2 The researcher explains how to asking and answering.

3.5.1.3 The researcher gives some examples.

3.5.1.4 Teacher explains all the difficult words and the important information.

3.5.1.5 The students make a group consists of 4 persons.

3.5.1.6 Each person be labeled as A, B, C, and D.

3.5.1.7 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.8 Students watch and listen carefully to the video

3.5.1.9 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.10 Each students record their voice about the information they found of the story

3.5.1.11 The researcher concludes the given material.

3.5.1.12 The researcher gives the students motivation to practice their English.

3.5.1.13 The researcher closes the class

3.5.3 Third Meeting

3.5.1.1 The researcher greets the students.

3.5.1.2 The researcher explains how to giving instruction.

3.5.1.3 The researcher gives some examples.

3.5.1.4 Teacher explains all the difficult words and the important information.

3.5.1.5 The students make a group consists of 4 persons.

3.5.1.6 Each person be labeled as A, B, C, and D.

3.5.1.7 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.8 Students watch and listen carefully to the video

3.5.1.9 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.10 Each students record their voice about the information they found of the story

3.5.1.11 The researcher concludes the given material.

3.5.1.12 The researcher gives the students motivation to practice their English.

3.5.1.13 The researcher closes the class

3.5.4 Fourth Meeting

3.5.1.1 The researcher greets the students.

3.5.1.2 The researcher explains how to make an invitation.

3.5.1.3 The researcher gives some examples.

3.5.1.4 Teacher explains all the difficult words and the important information.

3.5.1.5 The students make a group consists of 4 persons.

3.5.1.6 Each person be labeled as A, B, C, and D.

3.5.1.7 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.8 Students watch and listen carefully to the video

3.5.1.9 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.10 Each students record their voice about the information they found of the story

3.5.1.11 The researcher concludes the given material.

3.5.1.12 The researcher gives the students motivation to practice their English.

3.5.1.13 The researcher closes the class

3.5.5 Fifth Meeting

3.5.1.1 The researcher greets the students.

3.5.1.2 The researcher explains how to asking an address.

3.5.1.3 The researcher gives some examples.

3.5.1.4 Teacher explains all the difficult words and the important information.

3.5.1.5 The students make a group consists of 4 persons.

3.5.1.6 Each person be labeled as A, B, C, and D.

3.5.1.7 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.8 Students watch and listen carefully to the video

3.5.1.9 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.10 Each students record their voice about the information they found of the story

3.5.1.11 The researcher concludes the given material.

3.5.1.12 The researcher gives the students motivation to practice their English.

3.5.1.13 The researcher closes the class

3.5.6 Sixth Meeting

3.5.1.14 The researcher greets the students.

3.5.1.15 The researcher explains how to asking and answering an action.

3.5.1.16 The researcher gives some examples.

3.5.1.17 Teacher explains all the difficult words and the important information.

3.5.1.18 The students make a group consists of 4 persons.

3.5.1.19 Each person be labeled as A, B, C, and D.

3.5.1.20 Teacher tells the folktale to the students using videoscribe by whatsapp

3.5.1.21 Students watch and listen carefully to the video

3.5.1.22 After the story of the folktale finish. Each student shares with team members the information they have got during the story of the folktale.

3.5.1.23 Each students record their voice about the information they found of the story

3.5.1.24 The researcher concludes the given material.

3.5.1.25 The researcher gives the students motivation to practice their English.

3.5.1.26 The researcher closes the class

3.6 The Technique of Data Analysis

3.6.1 Speaking test

The data collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

3.6.1.1 To find out the students' speaking ability, it viewed from the four components, and they were: fluency, accuracy, content, pronunciation.

Table 3.1 Scoring formulation for students' communicating ability

Classification	Score	Criteria
Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Content	9-10	Message required is dealt with effectively
	7-8	Message required is dealt with effectively but a little unsystematic
	5-6	Message required is adequately conveyed and

	3-4	organized but some loss of detail Message is broadly conveyed but with little subtlety and some loss of detail
	1-2	Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*³)

3.6.1.2 The data classified into the following ways of classification as the table below:

4 Table 3.2 Classification the students' communicating score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	≤40

(Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*⁴)

³ Daughlas H Brown. *Language Assessment and Classroom Practice*, (San Francisco: State University, 2004), p. 406-407.

3.5.1.3 Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students⁵

3.5.1.4 Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test
($X^1 - X^2$)

N = Total sample

3.5.1.5 Finding out the difference by calculating the T-test value by using the following formula;

⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p. 245.

⁵L.R. Gay, *Educational Research* (New York: Charles Merril Publishing Company, 1987), p. 298.

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

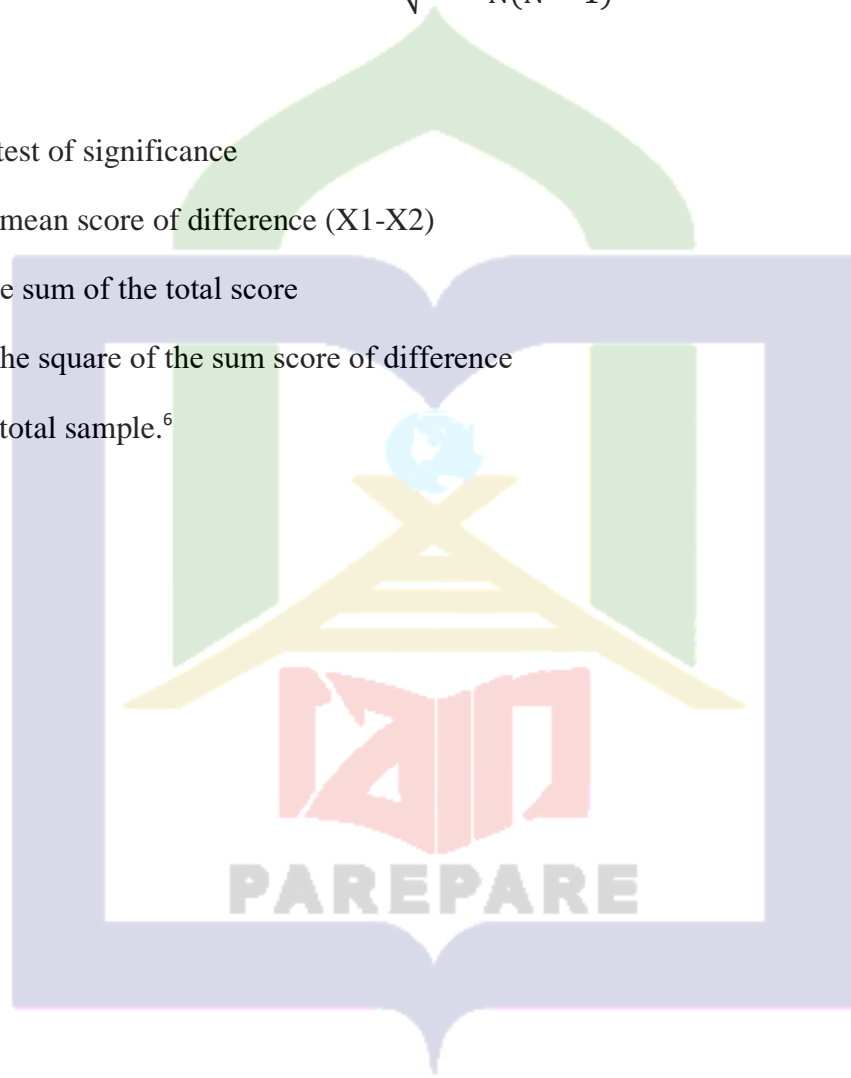
T: the test of significance

D: the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N: the total sample.⁶



⁶L.R. Gay, *Educational Research*, p. 331.