

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research design applied quasi-experimental design with non equivalent control group design, that used two classes namely the experimental class and the control class. This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pre-test and post-test scores. No comparison with a control group is provided.<sup>1</sup> This design described as follows:<sup>2</sup>

$O_1$	$X$	$O_2$
$O_3$		$O_4$

Where :

- $O_1$  : Pre-test
- $O_2$  : Post-test
- $O_3$  : Pre-test
- $O_4$  : Post-test
- $X$  : Treatment

#### 3.2 Location and Duration of the Research

The location of the research took a place at SMA Negeri 3 Parepare Jl. Pendidikan No.9, Bukit Harapan , Parepare, South Sulawesi focusing to the first grade on academic year 2019/2020. The writer used the quantitative research that have

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<sup>1</sup>John w. Best, *Research in Education* ( United States of America: Prentice-Hall Inc, 1981), p. 81.

<sup>2</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabeta:2011),p. 116

several times to collect and analyze data. So, the writer used about one month for collecting the data.

### 3.3 Population and Sample

#### 3.3.1 Population

Population is the entire mass of observations, which is the parent group from which a simple is to be formed. Population means characteristics of a specific group.<sup>3</sup>

This population of this research was the tenth grade students of SMA Negeri 3 Parepare. It consists of five classes. They are X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2. The total of population are 95 students.

Table 3.1. The Population of First Grade Student of SMA Negeri 3 Parepare.

NO	CLASS	Number of students
1	X IPA 1	23
2	X IPA 2	18
3	X IPA 3	18
4	X IPS 1	17
5	X IPS 2	19
Total of students		95

(Source of SMA Negeri 3 Parepare)

#### 3.3.2 Sample

Sample as defined as a number of member selected from the population.<sup>4</sup>

<sup>3</sup>Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*.(Romania:Bridge Center, 2015).p. 40.

<sup>4</sup>Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media)

The writer used purposive sampling technique to take two classes of class X SMA Negeri 3 Parepare. This technique choose one class as experiment class and one class as control class as sample, and the class is X IPA 3 as experiment class and X IPA 2 as control class. The experiment class X IPA 3 consists of 18 students as a sample , while the control class X IPA 2 consists of 18 students as a sample. The total numbers of sample is 34 students.

### **3.4 Instrument of the Research**

The instrument of this research was speaking test. Test was applied in pre-test and post-test to obtain the information about the students learning result to measure the student's speaking skill in their learning English speaking through comedy drama able to improve or not at the first grade of SMA Negeri 3 Parepare.

### **3.5 Procedure of Collecting Data**

#### **3.5.1 Pre-test**

To collect the data, the writer gave pre-test to both classes. Before doing the treatment, the writer introduced herself to the students also the students, and then explained the purpose of the research. After that the writer administered to the students by giving them some question and statement to answer by the students'. After giving pre-test the writer checked the students' skill in speaking.

#### **3.5.2 Treatment**

After giving pre-test, the writer gave a treatment to the students in the classroom. The treatment carried out for six times of meeting. The following are the activities in treatment:

##### **3.5.2.1 The First Meeting**

The writer explained material of comedy drama (the structure, type, character of language in comedy drama text), then she divided some groups and gave the

example of comedy drama script before students make comedy drama by themselves. After that, the writer helped students to translate the sentences to make it easier for understanding the script and asked to the students' "understand or not" about the script of comedy drama. The last, the writer close the class.

#### 3.5.2.2 Second Meeting

The writer asked students to join the group members directly and asked to the students about their script of comedy drama with the topic "introducing self". The writer invited one by one group to perform their comedy drama based on the topic, and the witer monitored the students actions and responses during the exercise process. After all groups perform, the writer close the class.

#### 3.5.2.3 Third Meeting

The writer asked students to join the group members directly and asked to the students about their script of comedy drama with the topic "problem solving". The writer invited one by one group to perform their comedy drama based on the topic, and the witer monitored the students actions and responses during the exercise process. After all groups perform, the writer close the class.

#### 3.5.2.4 Fourth Meeting

The writer asked students to join the group members directly and asked to the students about their script of comedy drama with the topic "looking for job". The writer invited one by one group to perform their comedy drama based on the topic, and the witer monitored the students actions and responses during the exercise process. After all groups perform, the writer close the class.

#### 3.5.2.5 Fifth Meeting

The writer asked students to join the group members directly and asked to the students about their script of comedy drama with the topic "stop the thief". The writer

invited one by one group to perform their comedy drama based on the topic, and the witer monitored the students actions and responses during the exercise process. After all groups perform, the writer close the class.

#### 3.5.2.6 Sixth Meeting

The writer asked students to join the group members directly and asked to the students about their script of comedy drama with the topic “beautiful man”. The writer invited one by one group to perform their comedy drama based on the topic, and the witer monitored the students actions and responses during the exercise process. After all groups perform, the writer close the class.

#### 3.5.3. Post-test

After giving the treatment, the writer gave the students post-test to find out the result of the treatment to measure the students’ improvement in speaking skill after using comedy drama. The writer gave the same test in post-test. It conducts to check the result of treatment and it also useful to know whether using the comedy drama strategy were applied to improve student speaking skill.

### **3.6 Technique of Data Analysis**

The data were collected through the test that have been analyzed by using quantitative analysis in order to answer the first and the second research’s problems. While the third question of the research is qualitatively explain the students’ learning achievement of the effectiveness of material during the process. The steps were undertaken in quantitative analyze are following :

#### 3.6.1 Scoring the students speaking ability

The data were collected from the students’ speaking ability. The data were scored and analyzed with the aspects of scoring consist of accuracy, fluency and comprehensibility as follows:

Table 3.2: The Criteria of the Speaking Score<sup>5</sup>

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speak without two great and effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speakers' intention and general meaning very few interruptions or clarification required.
5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors. But most utterances are correct.	Has to make an effort at times to search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speakers' intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is very moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	Most of what the speakers says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey the message or to seek clarification.

<sup>5</sup>J.B Heaton , *Writing English Language Test*, New Edition (New York: Longman Group, 2001), p. 100.

3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which causes confusion.	Has to make an effort for much on time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but the most constantly seek clarification. Cannot understand many of speakers' more complex or longer sentences.
2	pronunciation seriously influenced by the mother tongue with errors causing break down in communication. Many basic grammatical and lexical errors.	Long pauses while the searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases ) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gave up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

### 3.6.2 Calculating the students' score

To calculate the student' score, the researcher used the formula in the following:

$$\text{Score: } \frac{\text{Students}^F \text{Correct Answer}}{\text{Total Score}} \times 100$$

### 3.6.3 After calculating the score, the writer classified it into following levels.

Table 3.5 classification scores<sup>6</sup>:

No	Classification	score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

### 3.6.4 The formula of score percentage present as follow :

$$P = \frac{F}{N} \times 100$$

Where : P = Percentage

F = Frequency of the correct answer

N = Total Number of sample<sup>7</sup>

### 3.6.5 To calculate the mean score, the writerer applied the formula as follow:

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

Where :

$\bar{X}$  = Mean score

<sup>6</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: PT Bumi Aksara, 2009), p. 245.

<sup>7</sup>Prof. Dr. Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Edisi Revisi), p. 263



$\Sigma$  = Total Score

N = The total number of sample<sup>8</sup>

3.6.6 Finding out Standard Deviation by using the following formula<sup>9</sup>:

$$S = \frac{\Sigma fi (Xi - \bar{x})}{(n-1)}$$

Where:

S = Standard Deviation

$\Sigma fi$  = Frequency of the students

$(Xi - \bar{x})$  = Deviation

n = Total number of sample

3.6.7 Score N-gain :

Table. 3.6 Score N-gain

Score N-gain	Categories
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

3.6.8 The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

To test hypothesis, the researcher used two-tail test, with 0,05 level of significance and degree of freedom (DF) =  $N_1 + N_2 - 2$ .

1. If  $t\text{-table} > t\text{-test}$ ,  $H_0$  is accepted and  $H_a$  is rejected. It means that implementing comedy drama in experimental class cannot to improve students' speaking skill.

<sup>8</sup>Prof. Dr. Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Edisi Revisi), p. 264.

<sup>9</sup>L.R. Gay, *Educational Skripsi Competencies for Analysis and Application 2<sup>nd</sup>*. (Columbus: Charles E.Merrill, 1981), p. 298

2. If  $t\text{-table} < t\text{-test}$ ,  $H_a$  is accepted and  $H_0$  is rejected. The result of t-table was smaller than t-test value. It means that implementing conventional way in control class activities able to improve students' speaking skill.

