

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was an experimental research. According to Gay (2000:355), the purpose of experimental research is to identify cause-effect relationship both two variable. Basically, experimental research has three kinds of design: one short time case study, pre-test post-test and post-test only. In this research, the researcher used pre-test post-test design.

There were two groups involved the one was experimental and the other one was control group. Before giving the treatment the teacher gave the pre-test. Researcher gave pre test in experiment class and control class. After that the reseacher gave the treatments, one group was functioned as experimental group provided some treatments by using Team Stand and Share Strategy in teaching speaking and control group provided some treatments by teaching technique or strategy used in the target school and target grade exactly. The treatment was given to experimental group six meetings and also six meetings in control group. At the end of the research, the researcher gave post-test to the students to know their abilities in speaking.

Table 3.1
Research Design

E	0₁ X 0₂
C	0₁ - 0₂

Where:

E: Experimental Group

C: Control Group

X: Experimental Treatment (Team Stand and Share Strategy)

01: Pre-test

02: Post-test

By doing this research, researcher gave pre-test before giving the treatments, after that researcher provided some treatments by using Team Stand and Share Strategy to experiment group and control group provided some treatments by teaching technique or strategy used in the target school and target grade exactly. At the end of the research, the researcher gave post-test to know students' speaking skill.

B. Population and Sample

1. Population

Gay (2000:102) says that population is a group to which the researcher would like the results of the study to be generalizable and sampling is the processes of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. In this research, the population was the students in class IX of State Junior High School 1 Lembah Melintang academic year 2017/2018 which was grouped into five classes, there were IX₁, IX₂, IX₃, IX₄ and IX₅, the total population was 149 students.

Table 3.2
Total of Students in Class IX of State Junior High School 1
Lembah Melintang

No	Class	Total
1	IX ₁	29
2	IX ₂	29
3	IX ₃	29
4	IX ₄	31
5	IX ₅	31
	Total	149

They would be chosen as the population based on the assumption that they had a basic knowledge in speaking. They also were taught with the same material and syllabus.

2. Sample

According to Gay (2000:121) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. He also states that a good sample is the one that representative of the population from which is selected.

In order to get sample, the sample of this research was taken by using cluster random sampling. According to Gay (2000:110) cluster random sampling is sampling in which groups, not individuals are randomly selected that have similar characteristics and in which subjects could be found. The sample of this research was taken by cluster random sampling.

To get the sample of the research, the researcher used the lottery to get a class for the sample. Such as class IX₁ lottery A, IX₂ lottery B, IX₃ lottery C, IX₄ lottery D and IX₅ lottery E. All lotteries were put in the box and then the researcher shooked it and removed a lottery. The one which removed was chosen as the sample of the research. In this case IX₃ as experimental class and IX₁ as control class.

According to Gay (2012:135) cluster sampling is sampling in which groups, not individuals are randomly selected that have similar

characteristics and in which subjects could be found. To get the representative sample of this research the following steps:

- a. Collecting the score MID test scores the entire students class IX from the teacher.
- b. Test of normality

Normality test had an objective to know the population normal or not. In this research, researcher used Kolmogorov Smirnov and Shapiro Wilk to know the sample normal or not. Based on analyzed by SPSS (*statistical product and service solution*) 20.0 program all of the groups of population the result of P-value higher than 0.05, it meant that the data was normal.

Table 3.3
Tests of Normality

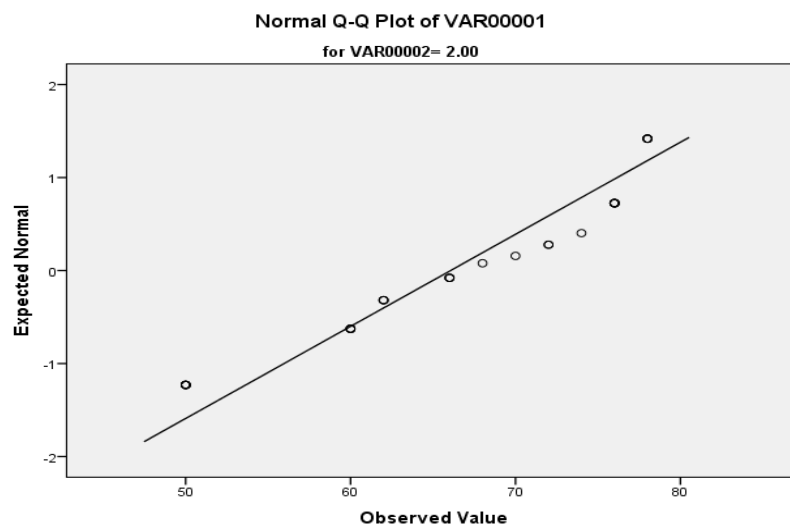
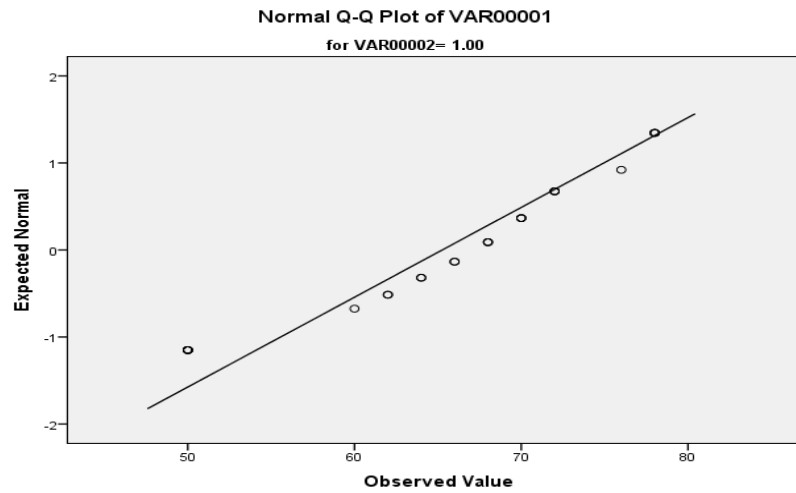
Tests of Normality							
	VAR0002	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
	1.00	.165	29	.159	.885	29	.106
	2.00	.160	29	.042	.875	29	.002
VAR00001	3.00	.154	29	.188	.905	29	.115
	4.00	.141	31	.104	.946	31	.109
	5.00	.154	31	.160	.899	31	.107

a. Lilliefors Significance Correction

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Based on the table above, it could be seen that the significance or probability score of all the classes bigger than 0.05 in both Kolmogorov-Smirnov and Shapiro-Wilk. To see whether the sample normal or not in distribution, researcher also used normal graphic of Q-Q plot, the data was normal if the distribution of data plot

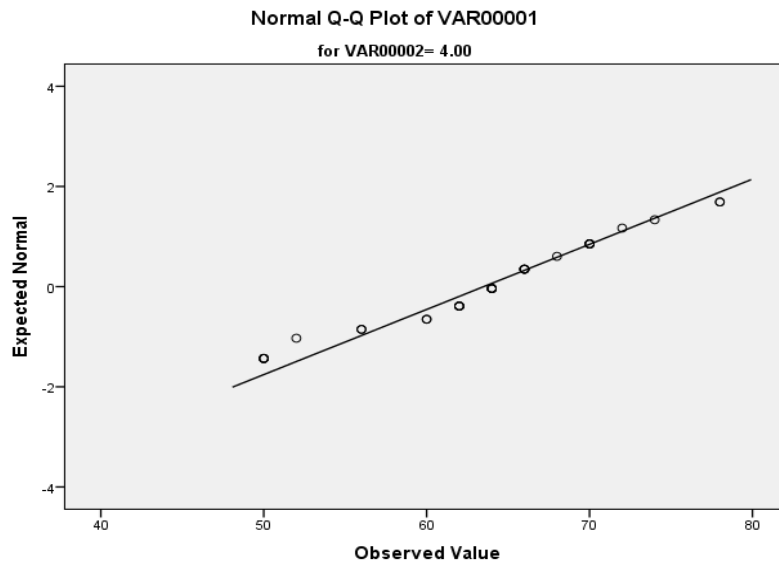
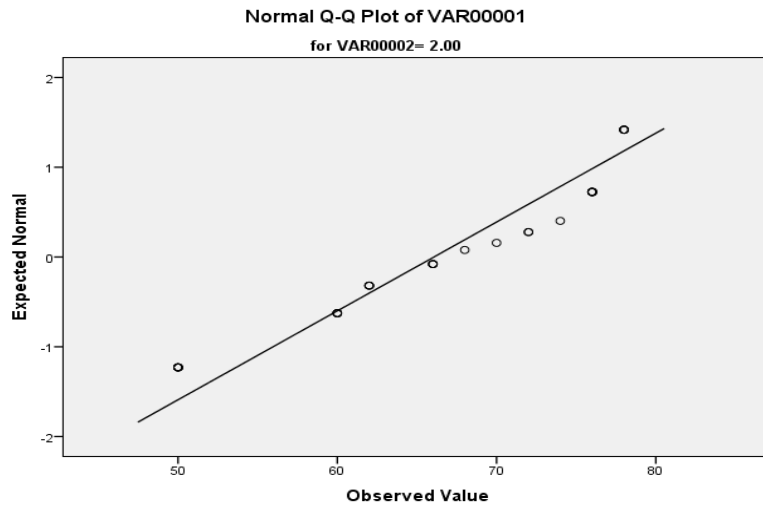
be in the surrounding of aslant and athwart line. From the normality test, researcher got the output as below:



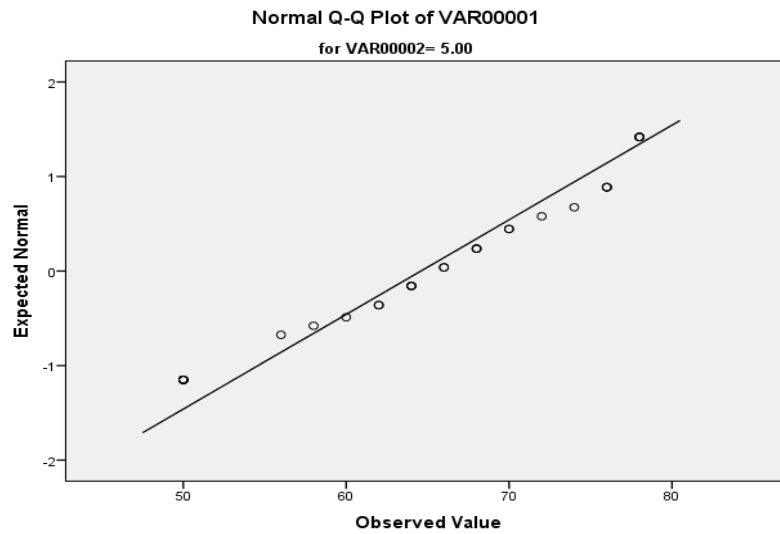
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From the graphic above could be seen that the drops spread around the line but there was one drops spread not around the line. So, it could be concluded that there were four distribution of the population is not normal.

c. Test of Homogeneity of Variances

After doing a normal test, then researcher analyzed the homogeneous variation test. This test had an objective was to know the sample homogeneity or not. This test used SPSS with test, if the data significant or the data more than 0.05 it mean the data was homogeneous.

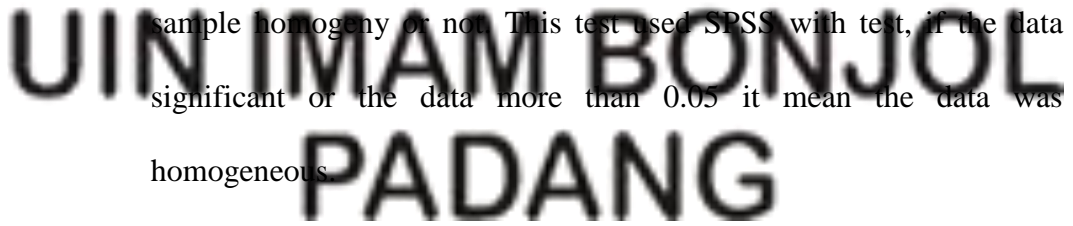


Table.3.4
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
VAR00001	Based on Mean	1.380	4	144	.244
	Based on Median	1.294	4	144	.275
	Based on Median and with adjusted df	1.294	4	138.813	.275
	Based on trimmed mean	1.360	4	144	.251

- d. After getting the class, the sample of this research consisted of two groups: an experimental group and control group. Then the researcher chosen two classes as the sample. In determining experimental group and control group, the researcher used cluster random sampling. So, Class IX₃ was experiment class and Class IX₁ was control class.

Table 3.5
Sample of the Research

No.	Class	Description
1.	IX 3	Experimental class
2.	IX 1	Control Class

C. Place and Time of Research

The research was held at State Junior High School 1 Lembah Melintang. It was started in July, 10th - 2018 until July, 31st - 2018 conducted. This research was conducted on six meetings in several weeks by applying Team Stand and Share Strategy to saw the effect on students' speaking skill.

D. Instruments of Research

The objective of teaching speaking was to improved the students speaking skill in English Pronunciation and grammar. There were two tests that used in this research, pre-test, and post-test. The researcher gave the pre-test before giving the treatment. The researcher did the treatment during the four times then gave the post-test in finally.

The test set based on the goal of teaching and learning that would be achieved. Pre-test used to know the students speaking skill at the beginning and post-test used to know the development of the students speaking skill in

the ending after using Team Stand and Share Strategy in teaching-learning speaking skill.

The instrument in this research was an oral test. The researcher used oral test formed performance as instrument. The researcher gave the picture, the students one by one made procedure text orally in front of the class about two until five minutes. After that the researcher recorded the students speaking. Then, researcher valued the students' pronunciation, vocabulary, grammar, fluency, and comprehension, after that the researcher gave score towards students speaking performance.

While, in scoring the pre-test and post-test, the researcher used the Hughes categories (2003: 132), criteria 1-6 in scoring tests, such as pronunciation, vocabulary, grammar, fluency, and comprehension.

Those criteria could be seen from the table below:

Table 2
Weightable

Criteria	1	2	3	4	5	6
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	16	20	23
Total Score	16	33	50	66	83	100

Based on the table above, the score that was given from one point until six points based on the students competence. This research used indicators of speaking skill by Hughes. It was helpful to assess students speaking skill because it measured how better students in speaking English.

Table 3.7
Sample of Instruments in Giving Speaking Scores

No	Students	Aspect					Total
		P (5)	G (36)	V (24)	F (12)	C (23)	
1							
2							
3							
29							

Table 3.8
Blue Print of Speaking Test

No	Type of Test	Indicator	Topic	Number of Item
1	Speaking skill/ Performance	1. The students are able to pronounce English well	1. How to make a glass of milk	1
		2. The students are able to construct the sentences use many vocabularies	2. How to make a plate of fried noodle	1
		3. The students are able to construct sentence grammatically correct	3. How to make a mango juice	1
		4. The students are able to speak fluently	4. How to operate fan	1
		5. The students are able to understand the command from the teacher	5. How to make origami frog	1
			Total	5

E. The Procedure of Doing Research

Teaching speaking process should be implemented as creative and communicative as possible the speaking since speaking was an interactive skill that acquires the teacher and students responses to all of the activity, why

Team Stand and Share Strategy applied in teaching and learning speaking in the classroom to be more interactive and communicative.

In this research, the researcher used two classes to conduct the research. They were experimental class and control class. Both of classes were taught by the same teacher and were given the same material, the same length of time, but different treatment of the experimental class used Team Stand and Share Strategy in teaching speaking, while the control class used teacher strategy (conventional). In short, the researcher had proposed this procedure:

1. Determining the research time
2. Prepare the lesson plan arranged by curriculum
3. Doing the Pre-test
4. Doing treatment for both experimental and control classes

Table 3.9
Treatment Procedure for Experimental Class

Activity	Description of Activity	Time Allocated
Pre Activity	<ol style="list-style-type: none"> 1. Rearrange the students sit 2. Take attendance list 3. Give motivation 4. Review last material 5. Introduce new topic 	10 minutes
Main Activity	6. Observing c. Teacher shows video about procedure text d. Teacher models the procedure text	5 minutes
	7. Questioning The teacher asks the students to comment about procedure text	5 minutes
	8. Exploring d. The teacher shows video to the	20 minutes

	<p>students</p> <p>e. The teacher asks the students to create sentences</p> <p>f. The teacher models the procedure team stand and share strategy</p> <p>9. Associating</p> <p>h. All students stand near their teammates</p> <p>i. The teacher calls on a standing student holding the team list</p> <p>j. Selected student states one idea from the team list</p> <p>k. The student in each team who is holding the team list either adds to the list or checks it off</p> <p>l. Students pass their team lists one teammate clockwise</p> <p>m. Steps b – e are repeat</p> <p>n. Teams sit when all their items are shared. When all teams are seated, all items have been shared and team stand and share is complete</p> <p>10. Communicating</p> <p>b. Students read all procedure text in one part of the class</p> <p>c. Teacher gives feedback toward students speaking product</p>	<p>25 minutes</p> <p>10 minutes</p>
Post Activity	<p>1. Teacher and students conclude what they learned</p> <p>2. Teacher gives the students homework</p> <p>3. Teacher closes the class</p>	<p>5 minutes</p>

Table 3.10
Treatment Procedure for Control Class

Activity	Descriptive of Activity	Time Alocated
Pre Activity	<ol style="list-style-type: none"> 1. Greeting the students 2. Asking the students to read the holy Qur'an, Asmaul Husna and pray before starting the lesson 3. Checking the students attendance 4. Reviewing or asking about the last material 5. Telling the purpose and benefit of the lesson 6. Telling the technique evaluation 	10 minutes
Main Activity	<ol style="list-style-type: none"> 1. Observation <ol style="list-style-type: none"> a. Teacher writes a topic of the lesson on the white board b. Teacher introduce the procedure text c. Teacher gives an example of procedure text Questioning <ol style="list-style-type: none"> a. The students ask to the teacher what the social function of this text. b. Based on the response of the teacher, students ask about some vocabularies they did not know c. The teacher ask the students about purpose, goal, materials and steps of the text 3. Exploration <ol style="list-style-type: none"> a. Teacher explain the material about. <ol style="list-style-type: none"> 1) The purpose of the text 2) Generic structure of the text 3) Language use of the text b. The teacher give a text about procedure text to the students c. The teacher arrange students into group d. The teacher selects and give appropriate topic to the students related to the topic 	<p>5 minutes</p> <p>5 minutes</p> <p>20 minutes</p>

	<p>4. Association</p> <p>a. All students sits in the group</p> <p>b. The teacher asks the students create the text procedure with the group</p> <p>c. The teacher asks the students make difficult words and look for meaning</p> <p>5. Communication</p> <p>a. Students perform procedure text in oral in front of the class</p> <p>b. Teacher gives feedback toward students speaking product</p>	<p>25 minutes</p> <p>10 minutes</p>
Post Activity	<p>1. Teacher and students conclude what they learned</p> <p>2. Teacher gives the students homework</p> <p>3. Teacher closes the class</p>	5 minutes

5. After the treatment, each of the students would be tested

After doing the learning process, so the final test was post-test about Procedure Text. The test was given to the students of experimental and control classes. The test was oral test in the form of performance.

6. The result was calculated using the percentage of improvement

The researcher scored basedon criterion of speaking by Hughes (2003: 132), criteria 1-6, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

F. Technique of Data Collection

In this research, the technique and method which could be used to gather evidence in the research were as follows: tape recording (handphone) and transcript, and performing. Data of the test consists of student scored in

pre-test and post-test. The researcher gave the pre-test about four times treatment and post-test was given at the end of the research for both classes. The test was oral test in the form of performance.

While post-test was the process of gave the test after given the treatment. The aims to conclude the contribution of Team Stand and Share in teaching and learning speaking process towards students speaking skill. The score of this research was based on studentsskill in speaking such us, pronunciation, vocabulary, grammar, fluency and comprehension.

G. Technique of Data Analysis

To analyze the students' score in posttest after using Team Stand and Share Strategy, the researcher used t-test that was taken from Gay (2000) and Statistical Software Program SPSS version 20. In this case, T-test means a statistical procedure used to determine whether there were many significant differences in the mean score between two sets of the test from control and experiment class.

In analyzing the students' test score, some steps were before analyzing the different mean by using T-test formula as follows:

- I. This formula was applied to calculate mean of students' test score in experimental and control groups:

$$\bar{X}_1 = \frac{\sum F_1 X_1}{\sum F_1} \quad (\text{Experimental group})$$

$$\bar{X}_2 = \frac{\sum F_2 X_2}{\sum F_2} \quad (\text{Control group})$$

- II. This formula was used to decide standard deviation of experiment group

$$S_1^2 = \frac{n_1 \sum \varepsilon_1 X_1^2 - (\sum F_1 X_1)^2}{n_1(n_1 - 1)}$$

III. This formula was applied to decide standard deviation of the control group

$$S_2^2 = \frac{n_2 \sum F_2 X_2^2 - (\sum F_2 X_2)^2}{n_2(n_2 - 1)}$$

The formula of t-test is as followed by Sudjana (2005: 239)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

t = The value of t calculated/ observer / obtained

\bar{X}_1 = Mean score post-test of experimental group

\bar{X}_2 = Mean score post-test of control group

S_1^2 = Standard deviation of experimental group

S_2^2 = Standard deviation of control group

n_1 = Number of samples in experimental group

n_2 = Number of samples in control group

The t-table was employed to see whether there would be a significant effect between the mean score of both experimental class and control class.

The value of t_{obtained} was consulted with the value of t_{table} at the degree of freedom $(n_1-1) + (n_2-1)$ and the level of confidence of $95\% = 0,05$. If the value of t_{obtained} is less than a value of t_{table} , the null hypothesis is accepted; on contrary, if the value of t_{obtained} is equal or bigger than a value of t_{table} , the alternative one is not accepted.