CHAPTER III

RESEARCH METHOD

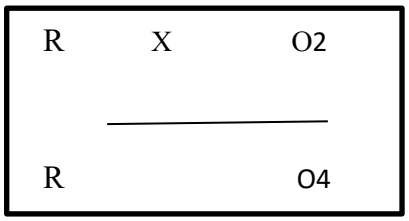
A. Research Design

This research used a quasi-experimental design with two class groups. One group was treated as the experimental class, and the other group was treated as the control class. In the experimental class, the researcher applied cue cards in teaching speaking, while the control class did not.

In this research, the researcher used a post-test only design, in which two groups were selected through cluster random sampling. This research design was called the Post-Test Only Control Group Design. The experimental class received the treatment, while the control class did not. The effect of the treatment was analyzed using statistical tests, such as the t-test. If there was a significant difference between the experimental class and the control class, it indicated that the treatment had a significant effect. The aim of this research was to find out the effect of using cue cards in teaching students' speaking skills. The effectiveness was measured by comparing the post-test results of both the experimental and control classes. According to Sugiyono (2017:118), this design was presented as follows:

and controll class. According to Sugiono (2017:118) This design is present as follows :

Cue card in teaching students speaking. To get the significant effectiveness by comparing the post-test both of experimental class and controll class. According to Sugiono (2017:118)This design is present as follows:



Note:

R: Two groups were selected randomly

X: Treatment for experimental class

O2: Result of Post-tes (in experimental class)

O4: Result of Post-test (in control class)

A. Population and Sample of the Research

1. Population

In a research study, it was important to set limits on the group being observed. As explained by Sugiyono (2017:222), **a population referred** to a collection of individuals or objects that **shared** specific traits or characteristics, which the researcher **selected** to examine and **draw conclusions** from. **The population of this research consisted** of all students in the eighth grade of MTsN 1 Padang Pariaman. **There were** seven classes in the eighth grade: VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, and VIII-7. **The total number of students in these classes was** 212.

Table 3.1
The population

No	Class	Male	Female	Total
1.	VIII.1	9	21	30
2.	VIII.2	12	18	30
3.	VIII.3	11	19	30
4.	VIII.4	13	18	31
5.	VIII.5	10	21	31
6.	VIII.6	12	19	30
7.	VIII.7	10	20	30
TOTAL		77	136	212

Source: The English Teacher at MTsN 1 Padang Pariaman

2. Sample

According to Cresswell (2012, p. 142), "Samples are subgroups of the target population that will be studied by researcher to make generalizations about the target population." In determining the sample, there were several techniques in sampling.

Based Based on the number of population above, it was large enough to be a research sample. The sample was homogeneous so it used the Cluster Sampling Technique to select one of the classes to be sampled. The cluster sampling technique is the process of randomly selecting whole groups, not individuals in a population that is determined to have the same characteristics (Ridwan, 2003:41). The researcher wrote the numbers 1–7 on several small pieces of paper according to the total number of classes and

cluster random sampling was done by lottery. The samples of this research were class VIII.2 consisted of 30 students as experimental class and VIII.3 consisted of 30 students as control class.

B. Technique Of Collecting Data And Instrument

1. Treatment

The researcher gave the treatment namely using Cue Card media to students who were as experimental class, meanwhile the control class was taught without cue card. The procedure was explained as follow :

a) The first meeting, the teacher introduced the topic of *descriptive text*, focusing on words to describe physical appearance such as *tall, short, slim, chubby, curly hair*, and others. The teacher showed pictures of famous Indonesian people and asked students to say words they knew. Then, the teacher wrote the English words on the board and gave simple sentence examples. After that, students worked in **pairs** using **cue card** that showed a person's picture and key words. They described the person to their partner, and some pairs spoke in front of the class.

b) In the second meeting, students learned new words to describe someone's personality, like *kind, funny, honest, shy,* and *diligent*. One student stood in front of the class while others said personality traits in Bahasa Indonesia. The teacher translated them into English and wrote them on the board, then gave example sentences. Students received **cue card** with pictures and personality clues. In **pairs,** they described the

person and gave feedback to each other. Some students shared their descriptions with the whole class.

c) In the third meeting, focused on speaking practice. The teacher gave short clues about a famous person (like Rafathar), and students guessed who it was. Then, students worked in **pairs** and chose **cue card** randomly. One student described the person on the card without saying the name. The partner had to guess who it was. This activity helped students speak more fluently and clearly. The teacher gave comments on pronunciation and sentence use.

d) For the final activity, students had a chance to show their speaking skills in the *"Character Parade"* activity. Each student got a **cue card** with a character. They practiced talking as if they were that person. Then, one by one, they spoke in front of the class using sentences like: *"Hi, I'm a teacher. I have short hair. I'm patient and helpful…"* without saying the name of the character. The teacher gave scores based on pronunciation, grammar, vocabulary, and fluency. At the end, the teacher gave praise, reflection questions, and closed the lesson.

2. Post test

After conducting the treatment, the researcher gave a posttest to students to get data to find out the results of the treatment. **The procedure in giving the posttest was** that students **were given** an oral test and students **talked** about describing people. **The posttest was given** to measure

students' progress after **being given** treatment or to determine the improvement of students' speaking skill.

C. Research Instrument

1. Lesson Plan

The Learning Implementation Plan is a face-to-face learning activity plan for one or more meetings, as per Permendikbud No. 22 of 2016. Based on the syllabus, a lesson plan was created to guide students' learning activities and help them reach Basic Competence. The preparation of lesson plans is based on the Primary and Secondary Education Process Standards, it is stated that the preparation of learning tools is part of learning planning. Learning plans are designed in the form of syllabus and lesson plans that refer to content standards. Apart from that, in learning planning, learning media and resources, assessment tools and learning scenarios are also prepared (Ardiani, 2016 : 4-10).

According to Mulyasa in Eni Rindarti (2017) A learning implementation plan, also known as developmental learning, refers to a basic competency that is listed in the syllabus or curriculum. Lesson made in the framework of the teacher's guide in teach so that the implementation can more focused, in accordance with that has been set.

So based on several statement above lesson plan is a learning activity plan that is developed in detail from a certain main material/theme, refers to

the syllabus, is prepared for one or more meetings, and is prepared to direct students in achieving basic competence.

2. Test

A test is a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, ability or talent possessed by a group or individual, Arikunto (2002:127). In this research, the researcher use a speaking test in collecting data during the process of the research. The form of the speaking test is an oral test where the student will speaking about describing the person. The assessment of the speaking skills focuses of five aspects of speaking, that are pronunciation, grammer, vocabulary, fluency, and comprehension.

2. Speaking Score

a. Scoring Classification

The speaking test assessment includes components: pronunciation, grammar, vocabulary, fluency, and comprehension. It consists of quality tests to assess a series of possible ratings. Ratings have a numerical value. The range of assessment varies in each aspect.

Table 3.2
Scoring of Speaking Test

Aspect	Weight Table						Total
	1	2	3	4	5	6	
Accent	0	1	2	3	4	5	
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	24	

Source: Hughes (2003: 131-132)

Table 3.3

Rubric for Assesing Speaking

Item	Creteria of Each Item	Score
Pronounciation	1. Pronunciation is frequently unintelligible.	0
	2. Frequent gross errors and a weighty accent make understanding difficult, require frequent repetition.	1
	3. Foreign accent‖ requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	4. Marked ―foreign accent‖ and occasional mispronunciations which do not interfere with understanding.	3
	5. No gross mispronunciations, but would not be taken for a native speaker	4
	6. Native pronunciation, with no trace of ―foreign accent.	5
Grammar	1. Grammar almost entirely inaccurate except in stock phrases	6
	2. Constant errors are showing control of very few major patterns and frequently preventing communication.	12
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	18

	4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding	24
	5. Few errors, with no patterns of failure.	30
	6. No more than two errors during the performance.	36
Vocabulary	1. Vocabulary inadequate for even the simplest conversation	4
	2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	8
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	12
	4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions.	16
	5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	20
	6. Vocabulary is apparently as accurate and extensive as that of an educated native speaker.	24
Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible.	2
	2. Speech is very slow and uneven, except for short or routine sentences.	4
	3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.	6
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	8

	5. Speech is effortless and smooth but perceptively non-native in speed and evenness.	10
	6. Speech on all professional and general topics as effortless and smooth as a native speaker‘s.	12
Comprehension	1. Understands too little for the simplest type conversation	4
	2. Understands only show, very simple speech on common social and touristic topic; requires contant repatition and rephrasing	8
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetation and rephrasing	12
	4. Understands quite well normal educated speech when engaed in a dialogue, but requires occasional repetition or rephrasing	15
	5. Understands everything normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech	19
	6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	23

Source : Hughes, 2003. Testing for Language Teachers. p. 131-132 (revised)

b. Classification of student score

To determine the grades obtained by the students, a score classification system was applied. This classification served as a guideline for interpreting the students’ results based on the following criteria :

Table 3.4

Classification of Student Score

Classification	Score	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

A. Data Analysis

To find out The Effect of Cue Card On Students' Speaking Skill At Grade VIII MTsN 1 Padang Pariaman, researchers analyze data using several steps, as follows :

1. Data Description

According to Sugiyono, descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting them with other variables. Meanwhile, the main aim of descriptive research according to Sukardi is to systematically describe the facts and characteristics of the object or subject being studied accurately. Sukardi states the steps for descriptive research as follows :

a. Identifying significant problems to be solved through descriptive methods.
b. Limit and formulate the problem clearly.
c. Determine the objectives and benefits of the research.

d. Conduct literature studies related to the problem.

e. Determine the framework of thinking, and research questions and/or research hypotheses.

f. Design the research method to be used, including determining the population, sample, sampling technique, determining data collection instruments, and analyzing the data.

g. Collect, organize and analyze data using relevant statistical techniques.

h. Create research reports.

In The data collected for this research will be provided just as it is; no additional inferences or even future predictions will be made based on the data. The researcher's next goal is to explain and analyze the symptoms found in the data collected in order to gain a better understanding of how the cue card media affect the speaking skill of class VIII students at MTsN 1 Padang Pariaman.

2. Descritive Data Analysis

Descriptive analysis is a statistical analysis used to describe the data that will be used in research to make conclusions that apply generally. The results of this descriptive data analysis are a summary of the samples to be processed, such as average, middle value, mode, etc.

a. Mean

The mean is a representative of a data set or an average value which is considered to be the value closest to the actual measurement

results. Determining the mean can be done by adding up all the data values, then dividing it by the number of data.

b. Stadart Deviation

The distribution of data in a sample to determine how near or how distant the data values are from the average is called the standard deviation. An assessment of the data distribution in relation to the average is one of the purposes of the standard deviation formula..

c. MAX

The MAX function is used to display the maximum (largest) value or number contained in a data cell/range.

d. MIN

The MIN function is the opposite of MAX where MIN is used to display the minimum (smallest) value or number contained in a cell/range.

e. Range

The range, which is usually given the symbol R, is a statistical measure that shows the distance between the lowest score and the highest score (Sudijono, 2009:144). Riefly can be formulated:

3. Pre-Requisite Data Analysis

a. Normality test

The normality test is conducted as a prerequisite for statistical data analysis. This test is used to determine whether the data is normally distributed, which is essential for selecting appropriate parametric or

non-parametric statistical methods. In this study, the normality test was performed on the posttest data from both the experimental and control groups using the Shapiro-Wilk test through the Statistical Package for the Social Sciences (SPSS) version 25 for Windows.

According to Arifin (2017), the criteria for interpreting the results of the Shapiro-Wilk normality test in SPSS are as follows :

a. If the significance value (p) > 0.05, the data is considered to be normally distributed.
b. If the significance value (p) < 0.05, the data is considered not to be normally distributed.

Once the data was confirmed to be normally distributed, a homogeneity of variances test was conducted using the Levene test, also with SPSS version 25 for Windows.

b. Homogeneity test

Homogeneity test is conducted to determine whether students in the class have homogeneous variance or not. Homogeneity test of two variances on the results of posttest experiment class and control class data using Levene's test with Statistical Package For Social Sciences (SPSS) 25 for Windows software. The decision criteria in the homogeneity test in SPSS according to Arifin (2017) are :

a. If the significance value p <0.05 means that the data is declared non-homogeneous.

b. If the significance value p > 0.05 means that the data is declared homogeneous.

From the test results, the data of both groups have the same variance, so the hypothesis test is carried out with the sameness using the one sample t test.

4. Hypothesis Testing

Hypothesis testing is a statistical method used to determine whether there is enough evidence in a sample of data to draw conclusions about a population. This involves formulating a hypothesis that has been established by the researcher where the hypothesis is Students' speaking skills who are taught by using cue card media are greater than students who are taught without using cue card and then collecting data to assess the evidence.

a. T-test

in this research, the hypothesis was examined using a t-test. The t-test is used to test whether there is a significant difference in the level of learning success between the speaking skills of students who are taught using cue cards and students who are taught without using cue card. The t-test used in this study is specifically the Independent Sample t-test. The t-test will be analyzed using SPSS software version 25 and the following criteria :

When T-test result Positive (+)

1. If the ρ-value is higher than sig α = 0.05 (5%) then the alternative hypothesis is accepted

2. If the result indicates ρ-value or sig (2-talled) lower than the significance level of sig $\alpha = 0.05$ (5%), then the null hypothesis is accepted.