

CHAPTER III

RESEARCH METHOD

A. Research Type

This study employed a descriptive quantitative research approach. Quantitative research is research that identifies research problems based on trends in the field or the need to explain why something happens by analyzing trends, comparing groups, or related variables using statistical analysis (Creswell, 2014). The aim of this study was to examine the speaking skills of eighth-grade students at MTsN 2 Kota Pariaman. The study focused on describing the students' speaking skills as demonstrated during the speaking test. The speaking test was conducted in a question-and-answer format to obtain data on the students' speaking skills. Six speaking components proposed by Brown (2004) namely pronunciation, grammar, vocabulary, fluency, task and comprehension were used to descriptively analyze the collected data. These elements served as the analytical framework for evaluating the students' speaking skills.

B. Participant of the Research

The population of this research consisted of all eighth-grade students at MTsN 2 Kota Pariaman in the 2026–2027 academic year. The eighth-grade students were distributed into seven classes, namely VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, and VIII.7, with a total population of 215 students. The population was selected because the focus of this research was the speaking

skills of eighth-grade students at MTsN 2 Kota Pariaman. The population information is consistent with the participant description in the current thesis.

In quantitative research, the identification of the population is an important part of determining the participants of a study. The population in this research included all eighth-grade students who shared the characteristics relevant to the research focus, namely students enrolled in Grade VIII at MTsN 2 Kota Pariaman during the 2026–2027 academic year.

A sample is a subgroup of the population selected to participate in a research study. Since it was not practical to involve all 215 eighth-grade students in the speaking test, a sample was selected from the population.

The sample of this research consisted of 35 eighth-grade students. The sample was distributed equally among the seven eighth-grade classes. Therefore, five students were selected from each class.

The sample distribution was arranged in such a way that each eighth-grade class was represented in the research. This was important because the population consisted of students who were distributed across seven different classes. By involving students from each class, the researcher was able to obtain speaking-test data representing the seven eighth-grade classes included in the population.

The sampling technique used in this research was stratified random sampling with equal allocation. In this research, the seven eighth-grade classes were treated as the strata. Each class represented one stratum, and five students were randomly selected from each stratum.

Creswell (2014, p. 204) explains that researchers may identify whether a population will be stratified before selecting the sample. Stratification involves dividing the population based on particular characteristics so that the characteristics are represented in the sample. Creswell also explains that random sampling gives individuals in the population an equal probability of being selected. Therefore, stratification and random selection can be combined when the researcher needs representation from particular groups within a population.

In this research, class membership was used as the basis for stratification. The population was first divided into seven class-based strata: VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, and VIII.7. After the population was divided into the seven strata, five students were randomly selected from each class.

C. Instrument of the Research

The instrument used in this research was an individual speaking test in the form of a question-and-answer activity. The speaking test was designed to obtain direct information about the students' speaking skills. Each selected student participated individually so that the researcher and the English teacher could assess the student's speaking performance separately.

The speaking test focused on responsive speaking, particularly the question-and-answer activity. The students were required to respond orally to questions given by the researcher. The questions concerned familiar and everyday topics, namely personal information and favorite animals. These

topics were selected because they were familiar to the students and provided opportunities for them to produce spontaneous oral responses.

The speaking test consisted of seven main questions. The questions covered personal information and favorite animals, including the students' name, age, address, hobby, favorite animal, characteristics of the animal, and opinion or reason concerning the animal

Table 3. 1
Blue Print of Speaking Test

No	English Skill	Indicator	Sub Indicator	Item	Total
1	Speaking	Personal Information	Name and age	1 & 2	4
			Address	3	
			Hobby	4	
2	Speaking	Favorite Animal	Favorite animal	5	3
			The characteristics of animal	6	
			Opinion about the animal	7	
Total					7

Oral Proficiency Scoring Categories, namely, based on the following components; Grammar, Vocabulary, Pronunciation, Fluency, Task and Comprehension. Each component was scored on a five-point scale ranging from 1-5, based on Brown (2004, p. 172).

To classify the students' speaking skills level, a five-point rating scale was used. The scale consisted of five levels: 1 (Very Poor), 2 (Poor), 3 (Medium), 4 (Good), and 5 (Excellent). As in the table below.

Table 3. 2
The Classification of Students' Speaking Skill

Score	Description
1	Very Poor
2	Poor
3	Medium
4	Good
5	Excellent

D. Technique of Data Collection

The data in this research were collected through an individual speaking test. The speaking test was conducted in the form of a question-and-answer activity to assess the students' responsive speaking skills. Before the speaking test was conducted, the researcher prepared the speaking-test questions and assessment rubric. The researcher also coordinated with the English teacher regarding the schedule and procedure of the speaking test.

Each selected student participated in the speaking test individually. During the test, the researcher asked the student a series of questions concerning personal information, hobbies, and favorite animals. The student responded orally to each question. When necessary, the researcher provided a follow-up prompt to encourage the student to elaborate on the response.

The speaking performance of each student was recorded during the test. The recordings were used to support the assessment process, particularly because pronunciation, fluency, and other aspects of speaking performance could be reviewed after the speaking test. Each student was given approximately 5–7 minutes to complete the speaking test. The speaking test was conducted in two meetings, namely on August 24 and August 26, 2026.

The assessment was conducted by two raters. The first rater was the English teacher of MTsN 2 Kota Pariaman, while the second rater was the researcher. Both raters assessed the same students using the same six speaking components and the same five-point scoring rubric.

The two raters assessed the students independently. The teacher's assessment represented the assessment conducted by the English teacher based on the rubric provided by the researcher. The researcher also assessed the students independently based on the same rubric and the students' recorded speaking performance.

After both raters completed their assessments, the researcher compared the scores obtained from the two raters. This comparison was conducted to examine the consistency of the assessments. The inter-rater analysis was conducted before the final speaking scores were determined.

The final score for each speaking component was obtained by calculating the average of the score given by the teacher and the score given by the researcher. The averaged component scores were then used to calculate each student's overall speaking score.

E. Procedures of the Research

The following steps were taken during the data collection procedure:

1. Obtaining Permission

The first step was obtaining permission to conduct the research at MTsN 2 Kota Pariaman. The researcher obtained permission from the relevant school authorities and coordinated with the English teacher regarding the research schedule and implementation of the speaking test.

2. Determining the Population and Sample

After obtaining permission, the researcher identified the population of eighth-grade students at MTsN 2 Kota Pariaman. The population consisted of 215 students distributed across seven eighth-grade classes. The researcher then used stratified random sampling with equal allocation. Each class was treated as one stratum, and five students were randomly selected from each class. Therefore, 35 students were selected as the research participants.

3. Preparing the Speaking Test

The researcher prepared seven speaking-test questions covering personal information, hobbies, and favorite animals. The questions were arranged according to the speaking-test blueprint. The researcher also prepared the speaking assessment rubric consisting of six components: grammar, vocabulary, comprehension, fluency, pronunciation, and task. Each component was scored on a scale of 1 to 5.

4. Conducting the Speaking Test

The selected students participated in the speaking test individually. The researcher asked the prepared questions orally, and each student responded orally. Follow-up prompts were provided when necessary to encourage students to give more complete responses. The speaking test was recorded so that the students' performances could be reviewed during the assessment process.

5. Assessing the Speaking Performance

After the speaking test, the students' performances were assessed by two raters: the English teacher and the researcher. Both raters used the same assessment rubric. Each student received a score from 1 to 5 for each of the six speaking components. Therefore, each student received six component scores from each rater.

6. Conducting Inter-Rater Analysis

After the two raters completed the assessment, the researcher compared their scores. Inter-rater analysis was conducted to examine the consistency between the teacher's assessment and the researcher's assessment.

Both raters assessed the students' speaking performance based on six speaking components: grammar, vocabulary, comprehension, fluency, pronunciation, and task. The scores given by the two raters were compared, and the average of the two raters' scores was used as the final score for each speaking component. This process was conducted to ensure

consistency between the two raters' assessments before determining the students' final speaking scores.

7. Calculating the Final Scores

After the inter-rater analysis, the researcher calculated the final score of each student by averaging the scores given by the two raters. For each component, the formula was:

$$\text{Final Component Score} = \frac{\text{Teacher Score and Researcher Score}}{2}$$

The six averaged component scores were then added to obtain the student's final total speaking score. The final total score was converted into a 100-point scale using the following formula:

$$\text{Final Score} = \frac{\text{Obtain Score}}{\text{Maximum Score}} \times 100$$

8. Analyzing and Interpreting the Data

After the final scores had been calculated, the researcher analyzed the data using descriptive statistical analysis. The researcher calculated the frequency, percentage, and mean score for each speaking component. The mean scores of the six components were then compared to identify the component with the lowest mean score. The component with the lowest mean score was identified as the lowest-performing component of the students' speaking skills.

F. Technique Data Analysis

The data obtained from the speaking test were analyzed using descriptive quantitative analysis. The analysis was intended to describe the

students' speaking skills numerically and to identify the speaking component with the lowest mean score.

The data analysis consisted of four main stages: (1) inter-rater analysis, (2) calculation of final scores, (3) calculation of frequency and percentage, and (4) calculation and comparison of mean scores.

Since the speaking test was assessed by two raters, namely the English teacher and the researcher, an inter-rater analysis was conducted to examine the consistency between the two assessments. The two raters independently assessed each student's speaking performance on six speaking components using the same five-point scoring scale. Therefore, the assessment data consisted of scores from 35 students, six speaking components, and two raters.

After the two raters completed the assessment, their scores were compared for each speaking component. The scores given by the two raters were then averaged to obtain the final score for each speaking component. The formula used was:

$$\bar{X}_C = \frac{X_T + X_R}{2}$$

Where:

$\bar{X}_C$ = final score for a speaking component

X_T = score given by the English teacher

X_R = score given by the researcher

The final scores for the six components were then added to obtain the total speaking score for each student. The maximum total score was 30

because six components were assessed and each component had a maximum score of 5. The total score was then converted into a 100-point scale using:

$$FS = \frac{X}{30} \times 100$$

Where:

FS = final speaking score

X = total averaged speaking score

30 = maximum possible speaking score

Frequency was used to determine the number of students who obtained each score from 1 to 5 in each speaking component. The percentage was calculated using the following formula:

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

Where:

P = percentage

F = frequency of students who obtained a particular score

N = total number of students

In this research, N=35, because the sample consisted of 35 students. The frequency and percentage were calculated for each score level from 1 to 5 for grammar, vocabulary, comprehension, fluency, pronunciation, and task.

The mean score was calculated to determine the average performance of the students in each speaking component.

The formula was:

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

Where:

$\bar{X}$ = mean score

$\sum X$ = total score obtained by all students

N = number of students

The mean score was calculated separately for the six speaking components. The component means were then compared to identify the component with the lowest mean score. The final component means obtained from the two-rater assessment were used as the basis for answering the second research question concerning the lowest-performing component of the students' speaking skills.

The students' speaking performance was interpreted using the five-point scoring classification applied in this research. The classification was used to facilitate the interpretation and description of the students' speaking performance. The assessment rubric was adapted from Brown (2004), while the five-category classification was used as the framework for interpreting the numerical scores in this research.

Finally, the mean scores of grammar, vocabulary, comprehension, fluency, pronunciation, and task were compared. The component with the lowest mean score was identified as the lowest-performing component of the eighth-grade students' speaking skills at MTsN 2 Kota Pariaman.