

CHAPTER III RESEARCH METHODOLOGY

Determining the effect of presentation method towards students' speaking proficiency, the researcher deemed the eleventh-grade students of MAN 1 Kudus to be studied. This chapter includes research method, research population/sample, research participants/subjects, instrument and data collection technique, research data validity, data analysis technique, and research ethical considerations.

A. Research Method

This study is field research that uses quantitative research. This research is aimed to know the effect of presentation method to improve students' speaking proficiency. This research was conducted with a true experimental research design because researcher is attempting to search the effect of a variable on another variable. A true experimental study consists of three main characters, they are the independent variables are manipulated, the control or control all other variables except the independent variable and the observation or measurement of the dependent variable as the effect of independent variables.¹ Here the dependent variable is students' speaking proficiency while the independent variable is presentation method. One type of a true experimental design that the researcher used was pre-test-post-test control group design. There are two groups that were randomly selected, then those two groups were given a pre-test and post-test to find out whether there was a difference between the experimental group and the control group.²

¹ Siti Supaat; Aris, Nur; Hakim, Arif; Karim, Abdul; Supriyadi; Masturin; Masrukhin; Nakhirin; Saliyo; Dzhofir, Mohammad; Naim, Abdul Haris; Afif, Muh; Marhamah, *Pedoman Penyelesaian Tugas Akhir Program Sarjana, LPM*, 2018, 33.

² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R & D)*, 17th ed. (Bandung: Alfabeta, 2013), 112–13.

B. Research Population/Sample

The population of the study is two classes of science eleventh-grade students at State Islamic Senior High School 01 Kudus, namely XI MIPA 3 and XI MIPA 4. The total population was 71 students. The researcher used simple random sampling technique. This technique is used to determine the sample without considering strata in the population because they are considered homogeneous.³ The researcher chose XI MIPA 3 that consist of 36 students as an experimental class and XI MIPA 4 that consist of 35 students as a controlled class as the representative because they are taught by the English teacher that uses presentation method. Each class will be chosen 15 students randomly as the sample of this study because students almost have the same ability in speaking achievement in the learning process. It can be seen from their test on semester 1. The total of the samples that the researcher takes the data are 30 students.

C. Research Participants/Subjects

The researcher attempts to research the effect of presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus in academic year 2020/2021. It is located at Conge Street, Ngembalrejo Bae Kudus regency, postcode 59322. The researcher will examine eleventh graders of MAN 1 Kudus.

After determining the sample, the researcher prepared the materials and instruments that would be used to teach. Then the researcher made a pre-test to both the control group and the experimental group. A pre-test was held to determine the initial results of speaking ability of the control group and the experimental group before treatment. A pre-test was also made to equalize between the control group and the experimental group. This is done because both groups must be set off from the same state.

First, the control group and the experimental group were given the same pre-test and considered to have same ability. The next step was giving treatment was aimed to take data in both classes. In this case, the treatment in the control

³ Sugiyono, 120.

class did not use presentation method. The next step was providing same post-test to both groups. Giving post-test of speaking proficiency was aimed to look at the differences in learning outcomes after both groups experienced a greater improvement and significance from the experiment group by using presentation method.

D. Design and Definition of Operational Variable

Operational variable is the operational definition explains the variables referred to in the study and how to measure them. The explanation of the variables contained in the author's title is:

1. Presentation Method

Presentation is an activity of speaking in front of a large audience. It is also made in the learning process, both those made by the teachers and the students. The purposes of presentation in the learning process are to provide information, to convince participants, deliver messages, and even to conduct assessments.

2. Speaking Proficiency

Speaking is a process of verbal communication between speaker and listener that involves the productive ability to speak and the ability to accept listening with understanding. Speaking is one of the skills that need to study to have good communication with others.

E. Instrument and Data Collection Technique

The research instrument is a tool used to collect data in the research.⁴ The instruments used in this study were pre-test in the first meeting and post-test and questionnaire in the last meeting. These were used to measure or to know the score of speaking proficiency of students. The test was conducted based on the course outline of the eleventh grade in the curriculum. The researcher also observed course book that used by the teacher as a reference.

The researcher used the instruments of the research to gather the data as follow:

⁴ Sugiyono, 177.

1. Test

Test was the sequence of practice which used to measure students' skills, intelligence, ability, and attitude in speaking performance through presentation method. Data were collected by speaking test. For both pre-test and post-test, the researcher used scoring guide proposed by David P. Haris which provides rating scale for five criteria of the elements of speaking proficiency. The criteria are pronunciation, grammar, vocabulary, fluency and comprehension. Besides, The students' presentation method performances will be assessed with oral presentation checklist from H. Douglas Brown on his book entitled "Language Assessment: Principles and Classroom Practices" in the appendices page.

Table 3. 1 Five Components of Grading Speaking Proficiency

No	Criteria	Rating Scores		Description
1	Pronunciation	5	(95-100)	Has few traces of foreign language.
		4	(85-94)	Always intelligible, though one is conscious of a definite accent.
		3	(75-84)	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	(65-74)	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	(below 65)	Pronunciation problem to serve as to make speech

				virtually unintelligible
2	Grammar	5	(95-100)	Make few (if any) noticeable errors of grammar and word order
		4	(85-94)	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	(75-84)	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	(65-74)	grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	(below 65)	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	(95-100)	Use of vocabulary and idioms is virtually that of native speaker.
		4	(85-94)	Sometimes uses inappropriate terms and must rephrase ideas because of lexical and equities.
		3	(75-84)	Frequently uses the wrong words conversation somewhat limited

				because of inadequate vocabulary.
		2	(65-74)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	(below 65)	Vocabulary limitation is so extreme as to make conversation virtually impossible.
4	Fluency	5	(95-100)	Speech as fluent and efforts less as that of native speaker.
		4	(85-94)	Speed of speech seems to be slightly affected by language problem.
		3	(75-84)	Speed and fluency are rather strongly affected by language problem.
		2	(65-74)	Usually hesitant, often forced into silence by language limitation.
		1	(below 65)	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	(95-100)	Appears to understand everything without difficulty.
		4	(85-94)	Understand nearly everything at

				normal speed although occasionally repetition may be necessary.
		3	(75-84)	Understand most of what is said at slower than normal speed without repetition.
		2	(65-74)	Has great difficulty comprehend social conversation spoken slowly and with frequent repetition.
		1	(below 65)	Can not be said to understand even simple conversation.

2. Questionnaire

Beside the test, the researcher also administered questionnaires to XI MIPA 3 students of MAN 1 Kudus that have been given the treatment support the research results. The questionnaires are distributed for knowing students' opinion about presentation method on e-learning environment can improve students' speaking proficiency. The researcher designed the questionnaire using google form and distribute the link to the students.

3. Documentation

The researcher gathered students' speaking proficiency based on the final score of their presentation performance. The researcher administer speaking test to know the students' achievement. The researcher documented students' speaking proficiency based on students' performance using presentation method which obtained from the teacher. Then the students' final score consists of students' formative score including presentation, test score is including of theory of presentation materials.

There are two main types of documentation that the researcher collect to gather data in the following:

- a. Archive
 - 1) Syllabus
 - 2) Lesson plan
 - 3) Students' pre-test and post-test scores
 - 4) Tables of students' questionnaire responses
- b. Photos
 - 1) Screenshot of meeting on google meet
 - 2) Screenshot of English Class Whatsapp group
 - 3) Screenshot of students' pre-test and post-test video archive sent in google form

E. Research Data Validity

Instrument will be tested for validity and reliability in SPSS. So all instruments can be used clearly. The validity test is aimed to measure how far the instrument is appropriate to test what will be tested. As consequence, before distributing the questionnaire to sample of the study, the researcher has to test the validity to measure whether the instrument is appropriate to be distributed. Besides, the researcher also tests the reliability of instrument. Reliability is aimed to measure the consistency of instrument if it is conducted twice or more. It means that reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the sample of the study.

Before distributing the questionnaire to the sample of the study, the questionnaire has been tested the validity by expert lecturers, they are Mrs. Alfu Nikmah, M. Pd. has approved the questionnaire with adding the suggestions to make relations between variable 1 and 2. Further, Mrs. Suciati, M. Pd. has approved the questionnaire by adding the suggestions to add the questions about the reason(s) of their impression (No. 5). So the researcher completed the questionnaire based on the expert lecturers' suggestions. The revision of the questionnaires were listed on appendices page.

F. Data Analysis Technique

This research used software of SPSS 16.0 to analyze the data related to testing normality, homogeneity and hypothesis. After getting the data from the pre-test and post-test, furthermore it is important to analyze the data to examine the hypothesis. This research used linear regression to investigate between the influence of presentation method and students' speaking proficiency. Hence, linear regression is regression analysis which is used to learn the functional relationship between the variables.⁵

Therefore, linear regression is appropriate to be used to test the causal relationship between two variables. Linear regression is different from linear correlation. Linear correlation is used to test the relationship of two variables and the degree of variables X and Y can be changed their position or it can be said it is a vice versa relationship. While the linear regression, the degree of the variables X and Y cannot be changed or it can be said it is a causal relationship.⁶ Furthermore, this study used F-test to test the hypothesis. F-test is used to examine the influence of independent variable and dependent variable.⁷

After obtaining the questionnaire and documentation, then the researcher will analyze data of students' presentation performance scores and students' speaking proficiency test scores into some steps:

1. Analyze the students' presentation performance scores and then input them in the SPSS 16.0.
2. Input the score of students' speaking proficiency into SPSS 16.0.
3. Decide the Mean value from variable 1 (presentation method)
4. Decide the Mean value from variable 2 (students' speaking proficiency).
5. Decide the maximum and minimum score of presentation method and speaking proficiency.
6. Examine the normality test of quality of score of

⁵ Sugiyono, 228.

⁶ Sugiyono, 229.

⁷ Sugiyono, 229.

- students' presentation method and speaking proficiency.
7. Examine the homogeneity of both variables: presentation method and speaking proficiency.
 8. Examine linear regression to test the hypothesis at SPSS 16.0

Statistically, research hypothesis is expressed as follow:

$$H_0 = \rho = 0$$

$$H_1 = \rho \neq 0$$

1. Null Hypothesis (H_0)
 $H_0 =$ "Presentation method does not influence students' speaking proficiency".
2. Alternative Hypothesis (H_a/H_1)
 $H_1 =$ "Presentation method influences students' speaking proficiency."

The assumption if the hypothesis as follows:

1. If F-ratio (F_0) < F-table (F_t), the Null Hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that presentation method does not influence students' speaking proficiency.
2. If F-ratio (F_0) > F-table (F_t), the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that presentation method influences students' speaking proficiency.

G. Research Ethical Consideration

Ethical consideration is defined as the combination between "ethics" and "consideration" words. Ethics is a method, procedure or perspective for deciding how to act and for analyzing complex problems and issues. Many different disciplines, institutions and professions have norms for behavior that suit their particular aims and goals. These norms also help members of the disciplines to coordinate their actions or activities and to establish the public's trust of the disciplines. Ethical norms also serve the aims or goals of research and apply to people who conduct scientific research or

other scholarly or creative activities.⁸ The following are five principles for research ethics:

1. Discuss intellectual property frankly

The best way to avoid disagreement about who should get credit and in what order is to talk about these issues at the beginning of a working relationship even though many people often feel uncomfortable about the topics.⁹

2. Be conscious of multiple roles

The researcher should think carefully before entering into multiple relationships with any person or group, such as recruiting students or clients as participants in research studies or investigating something.¹⁰

3. Follow informed-consent rules

The consent process ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits.¹¹

4. Respect confidentiality and privacy.

Upholding individuals' right to confidentiality and privacy is a central tenet in a research.¹² There are other steps researcher should take include:

a. Discuss the limits of confidentiality

It can be done by giving information to the participants about how their data will be stored, what will be done with case materials, photos and audio and video recordings and secure their consent.¹³

b. Know federal and state law

c. Take practical security measures

The researcher should ensure that confidential records are stored in a secure area with limited access, and consider stripping them of identifying

⁸ Nilesh B. Gajjar, "Ethical Considerations in Research," *International Journal for Research in Education* 35, no. 7 (2013): 8, <https://doi.org/10.1177/216507998703501008>.

⁹ Gajjar, 11.

¹⁰ Gajjar, 12.

¹¹ Gajjar, 12.

¹² Gajjar, 13.

¹³ Gajjar, 13.

- information.¹⁴
- d. Think about data sharing before research begins.
 - e. Understand the limits of the internet.
5. Tap into ethics resources.¹⁵



¹⁴ Gajjar, 14.

¹⁵ Gajjar, 14.