CHAPTER III

METHODOLOGY

A. Research Design

This research analyzes the effect of single-sex classroom management in improving English speaking skill. In this case, the researcher uses quantitative method which concern on experimental approach with control and experiment class[48]. In exact words, the researcher uses quasi-experimental research, involves periodic measurements on the dependent variable for a group of test units, after that, the sample gets experimental treatment, after the treatment, periodic measurements are continued in order to determine the treatment effect.

The data from the test is numeric, so, the researcher analyzes with some statistical patterns, finding the mean on each, standard deviation, and comparing both mean from two tests, deciding which hypothesis is true, and also drawing conclusion to answer statement of the research.

B. Variable of Methodology

1. The independent variable is single-sex classroom management, and

2. The dependent variable is English speaking skill.

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[48] Judith Bell. 2005. *A Guide for First-Time Reseaerchers in Education, Health, and social Science.* Open Univ Press. UK. P.15

C. Research Subject

The data of this source are got from sample and population. In this case, the population is the whole students of SMPN 5 Bangkalan as a place of research. While, the sample is 45 students of the 2nd grade 2013/2014 SMPN 5 Bangkalan.

The location of SMPN 5 Bangkala is Jl.Cempaka No.33 Bangkalan. In additional, the time setting is 18 JP consists of allocation time for pre test, treatment in teaching learning process to find out the treatment effect and also post test.

D. Research Procedure

Conducting this research starts from pre test which relate to the material chosen, recount text but in form of speaking. In this test, the three classes of students in the original class (mixed classroom) will be asked to describe a pictures in the past. As a result, the researcher finds whether the students uses correct verbs as in a recount text or not, whether the students uses proper vocabularies or not and other aspects which already stated in the scoring rubrics to score the students speaking skills. After that, there are two groups of classes, the researcher decides an experimental class is 15 female students and control class is the rest of 3 sample classes in mixed classroom. This treatment is held based on the pre-test score in order to get the students' abilities in both classes are

varied. It is divided to compare the students' speaking ability in different classroom management, exactly by single-sex classroom and not.

The data are score of students' pre test and post test in testing their speaking English ability. Besides that, the additional scores are collected while the students got speaking material in different class, it is called progress scores. This progress score includes students' participations, activities and also interests. Those three scores are mixed and considered.

E. Data Collection Technique and Instrument

The collecting data starts when the researcher comes to the field, conducting pre test to find out the students speaking skill achievement before giving treatment. After that, based on experimental procedure, the researcher gives treatment in form of teaching-learning process with material chosen, recount text. This treatment is given to both classes, experiment (single-sex classroom) and control group (mixed classroom) that have already been divided by purposive sampling. The last stage is giving post test, the researcher finds out the effect of single-sex classroom management, whether the students' speaking skill improves or not.

The researcher decides the material which is used in the test and in the treatment process. "Recount Text" is chosen because it is included in 2nd grade material of English lesson, as a result, the duration of conducting this research is until the material has already been delivered and the researcher has already got the answer for the statement of the

research. Recount text is a text that telling the reader about one story, action, or activity. Its goal is to entertain or inform the reader[49]. Yet, this research uses this material in form of speaking, in other words, the students are asked to describe some pictures based on the pattern of recount text, orientation, event, and reorientation. Those arrangements bring into informing their friends as listener in the class.

The researcher chooses this material based on English teacher in that school who asks the researcher to use this material with some considerations[50]. The interviewee shows his interest to the type of classroom management which is used by the researcher in this research. He never used this classroom management type in teaching speaking, so, he expects that this research gives contribution to his teaching styles, especially in teaching English speaking. Furthermore, he also ready to help the researcher in conducting this research because he is very curious to the result of this research.

The data is the result of tests in forms of pre test and post test. The researcher makes speaking rubrics to score those students' result. The form of pre test is testing the students' knowledge about using past participle verbs as a rule in a recount text, the researcher gives several

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[49] Triyanto et.al. 2012. *Wajar (Penunjang Program Wajib Belajar).* Graha Pustaka. Jakarta Selatan. P.74
[50] Preliminary Research based on Interview with Mr.Zamri,M.Pd, 10th of October 2012 09.00 WIB in SMPN 5 Bangkalan (Jl.Cempaka No.33 Bangkalan)

activities in the past, in form of pictures to be described by the student one by one.

Shopping in the mall Playing Kite   Holiday Time Swimming in the beach

And then, after getting the pre test score, the researcher teaches speaking in different type of classes, single sex classroom as well as mixed classroom. Those classes are treated in using past participle verbs either regular or irregular verbs and also doing some exercises relates to the recount text. The researcher treats the students in delivering recount text in front of the class. In the end of the teaching process, the students are given a post test of speaking skill, either control class or experimental class. The students are given some pictures but they are asked to choose one picture to help them in composing recount text to be delivered in front of their friends.

Ancol Jakarta   WBL Lamongan   Kuta Beach, Bali   Malang (Free)

Monas Jakarta   Jatim Park Malang   Bromo Mountain

Table 1

Rubric of Collecting Scores[51]

Aspects	Excellent(4)	Good(3)	Satisfactory(2)	Enough(1)	Score
Introduction(1)	(1) Gains the attention of the Audience, (2) Clearly identifies the topic, (3) Establishes credibility, (4) Previews the rest of the speech	Meets three of elements	Meets two of elements	Meets only one elements	
Preparation(2)	Completely prepared, has obviously rehearsed the speech	Prepared, but could use additional rehearsals	Somewhat prepared, but it seems that the speech was not rehearsed	Unprepared	
Enthusiasm(3)	Facial expression and body language convey strong enthusiasm and interest	Facial expression and body language sometimes convey strong enthusiasm and interest	Facial expression and body language seem contrived	Apparent disinterest in the topic	

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[51] http://qbx6.ltu.edu/anneberg/speech.htm

Eye contact(4)	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 75% of the time	Eye contact with audience less than 50% of the time	Little or no eye contact	
Use of language(5)	Use of language contributes to effectiveness of the speech, and vocalized pauses	Use of language does not have negative impact, and vocalized pauses	Use of language causes potential confusion, and/or vocalized pauses	Use of language is inappropriate	
Confidence(6)	Speaks neither too quickly nor too slowly	Speaks either slightly too quickly or too slowly	Speaks either too quickly or too slowly	Tempo of speech is inappropriate	
Clarity(7)	Speaks clearly and distinctly all the time	no mispronounced words	Speaks clearly and distinctly all the time	no mispronounced words	
Topic(8)	Well focused, creative and appropriate	Appropriate and reasonably focused	Topic is appropriate but lacks some focus or strays a bit	Inappropriate topic	
Time(9)	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	
Conclusion(10)	(1) Cues the audience that the end of the speech is at hand (2) Brings closure (3) Memorable	Cues the audience and brings closure	Brings closure	Does not bring closure; the audience is left hanging	

Students' score = score of items x 2 +20

= 100

F. Data Analysis Procedure

The first step is collecting scores of both tests, and those scores are analyzed by some steps :

The scores of each test (both pre test and post test) in and each class are calculated in term of mean, by adding up all scores of male and female students and divided by the number of items ($M = \sum x / N$). We can say that score of pre test, post test and control, experiment class are accounted one by one. The next track is finding the standard deviation $SD = \sqrt{\sum(D-\bar{D})^2} / N-1$. And then to answer the statement of the research, mean and standard deviation of post test in different type of classroom management is needed. In additional, the next step is t-test. The formula of t-test is $t = \bar{D} - \mu_d / SD/\sqrt{N}$. The result of t-test brings to check hypothesis for drawing conclusion. If this t result $\leq$ t table means that the hypothesis alternative is accepted (There is an effect of single-sex classroom management in improving the students' English speaking ability). On the contrary, if t table less than this t result, H_0 is accepted. This conclusion answers the research problem which has already been stated.