

CHAPTER III

METHODOLOGY

This chapter discusses the methods used by the researcher in conducting the study, It involves the research design, population and sample, data collection, and data analysis.

3.1. Research Design

The design from this research is pre experimental research design using mix method approach to measure the teacher perspective and the effectiveness on improving speaking skill through CoComelon video. (Ary, et al 2009. in Yani, Indah 2019) it is stated that experimental research involves examining the effect of systematically manipulating one variable on another variable, based on the (Almeida, Fernando. 2018) stated that mixed method employed when both comparative study and development of the study need to be undertaken comprehensively in depth.

In this research, the researcher gathered the student into experimental group. Then the researcher give a pre test and post test to know the effectiveness on improving speaking skill through CoComelon video. While to know the perspective on improving speaking skill through CoComelon video, the researcher gave the questionnaire and interviewed the teacher to get the data. In the table below, it will be explained regarding the grouping for the pre test and post test.

| Group | Pre test | Treatment | Post test |
|-------|----------|-----------|-----------|
| E | X1 | T | X2 |

Table 3. 1

E : Experimental group

X1 : Pre test

X2 : Post test

T : Treatment

From the table above, it can be seen that the pre-test and post-test were given to the experimental group. Pre test was given to the students before treatment. For stage treatment, the researcher play a CoComelon video that related to the learning materials to the students. After the treatment, a post test was given to the students.

3.2. Population And Sample

The population of this study is the fifth grade students and English teachers of Anubanloei School. One class as a sample, those are the student of 5/4 as an experimental group with a total 39 students. While the total of English teachers from P1 – P6 are 12 teachers. The samples are English teacher who teach 5 grade, both they use media and don't use the media in teaching, and able to operate technology. The researcher using random sample because the resarcher as a teacher in Anubanloei School, thus the researcher have a power to organize the class.

3.3. Data Collection

To gather the data, the researcher used instruments to measure the validity of the test. Instruments are essential because, without the instruments it would be impossible to gather accurate and reliable data. The instrument that use are a pre-test, a post-test, questionnaire, and deep interview. For pre test is conducted before doing the treatment, both of pre-test and post-test is a oral test. The student ask to make a simple sentence then they asked to speak loudly one by one. The pre-test is conducted before the treatment, to assess the initial speaking ability of students at Anubanloei School. The post-test was administered after the treatment to evaluate the effectiveness of using CoComelon video in improving their speaking skill. The last is deep interview to the teacher, to know the teacher perspective on improving speaking skill through CoComelon video.

To answer the first research question, the resercher was gave a test the students to know the effectiveness of CoComelon video as a teaching media. The pre and post test in form of an oral test. The students ask to make a simple sentence and they ask to speak aloud.

To answer the second question research, the researcher adminitered questionnaire and deep interview. The purpose is to know how is the teacher perspective on media CoComelon video in teaching speaking skill. The respondent should fill the google form that the reseracher gave. The respondent should choose which one that suits with the respondent condition

3.3.1. Procedure of Collecting Data

The first step that the researcher do is asking permission to the school where the study will be conducted. The second step is the researcher prepare for the instrument that the reseacher use, including questionnaire, question for deep interview the

teacher, and pre and post test for the student. The third step is the researcher ask the respondents to fill the question using google form. The fourth steps is interview the respondent to know their perspective in teaching media. The next step is assesing the effectiveness of CoComelon video to the students, in this steps the researcher only use one group of students. Which is experimental group, because the researcher using pre experimental approach. After that the researcher give a pre test to the students. The seventh step that the researcher give a treatment to experimental group by showing CoComelon video. The seventh step is the researcher give a post test to the student. Finally the researcher will analyzed the data for the pre and post test using SPSS.

3.3.2. Scoring Guide

To examine the students' speaking skills, the researcher adapted a scoring guide developed by (Humaira, Muslimin, and Lamusiah. 2017 in Yani, Indah. 2019) that have been modify by the researcher.

| Components | 4 (81-100) | 3 (61-80) | 2 (41-60) | 1 (20-40) |
|------------------------------|---|--|---|---|
| Pronunciation 25% | There are an error pronunciation within 5-3 pronunciation | There are an error pronunciation within 10-14 pronunciation | There are an error pronunciation within 15-19 pronunciation | There are an error pronunciation more than 20 pronunciation |
| Voice 15% | Use of fluid speech and inflection maintains the interest of the audience | Satisfactory use of inflection but doe not consistently use fluid speech | Display some level of inflection throughout delivery. | Consistently use a monotone voice |
| Vocabulary 20% | Able to use more than 30 words | Able to use more than 25 words | Able to use more than 20 words | Able to use more than 10 words |
| Fluency 25% | The student speak bravely | The student speak clear | The student speak slowly | The student speak too slow |

| | | | | |
|------------------------------|---|--|---|--|
| | and clearly with little hesitant but does not interfere communication | enough eventhough with some hesitant but does not interfere communication | with some hesitant but often interfere communication | and too hesitant often interfere communication |
| Comprehension 15% | The student deliver with understanding of content. There is no repetition and full of rephrasing | The student understand nearly everything at normal speed without repetition in deliver the content | The student understand most the content at slower than normal speed eventhough repetition in deliver the content | The student only little understand the content and there are some repetition in deliver the content |

Table 3. 2

Scoring grade :

20-40 : Poor

41-60 : Average

61-80 : Good

81-100 : Excellent

3.4. Data Analysis

After completion the pre-test and post-test, the data were analyzed by researcher employing the SPSS program. This step was important for interpreting the data collected from the field. An independent sample t-test was used to determine whether there was a significant difference between the groups.

3.4.1. Descriptive of statistics

Descriptive statistics play a crucial role in summarizing and organizing the characteristics of a data set. Descriptive statistics include measures of central

tendency (mean, median, mode), measures of dispersion (such as standard deviation), and measures of distribution (including skewness, kurtosis).

3.4.2. Thematic analysis

Thematic analysis is a qualitative research method employed to identify, analyze, and report patterns or themes within a dataset. It involves a systematic process of coding, including familiarizing oneself with the data by re-reading it, generating initial codes, reviewing themes, and defining and naming those themes.

3.4.3. Normality test

Normality tests are employed to determine whether the data follow normal distribution. Their purpose is to assess if the sample data are normally distributed. If the data meet the assumption of normality, parametric test is needed. However, non-parametric methods may be required if the data are not normally distributed.

3.4.4. Hypotheses Testing

After determine the descriptive of statistic, then the hypothesis was tested to find out wether any significance effect of CoComelon video on student speaking ability or not. There are two research hypotheses, there are null hypotheses (H_0) and alternative hypotheses (H_1). So the hypotheses from this research as follow:

H_0 : there is no significant effect of CoComelon video on student speaking skill aspect.

H_1 : there is significant effect of CoComelon video on student speaking skill aspect.

The hypothesis testing procedure begins by setting the alpha (α) level at 0,05. Next, the t- value is calculated using a paired samples t-test, and the probability value is compared with the level of significance. If the significance value (2-tailed) $>\alpha$ (0,05) H_0 can be accepted. However, if the significance value (2-tailed) $<\alpha$ (0,05) H_0 is rejected.

3.4.5. Validity of the questionnaire

Validity of the questionnaire is a process of analyzing the survey for their dependability. Validity is a complex process, since there are so many factors can influence the dependability of a question in a questionnaire (Aithal & Aithal, 2020). A valid questionnaire accurately reflects the specific concept or construct it aims to assess. Using the SPSS program to know the validity of the questionnaire. The common program that used by researcher is bivariate pearson.

The instrument validity test used is questionnaire contain 30 questions. The questions were given to all the English teachers from P1 – P6 both MEP (Mini English Program) and regular class with a total 12 English teachers of Anubanloei School. The questionnaires are tested using SPSS 22 version program. 30 questions were filled by respondents in this study. To know which items are valid and invalid is making a comparison between R table and R count. The formula is:

$$df = N - 2$$

$$= 12 - 2$$

$$= 10$$

df = degree of freedom

N = respondent

We can find the R table is 0,576. R count > R table, from the table in appendices 1, as many as 14 questions are invalid. Because the R count < R table and 16 questions are valid, because the R count > R table. In general, these results illustrate that the questionnaire has a number of valid items to use as shown in the appendices 1, but it is necessary to revise or eliminate some items so that the overall instrument is more consistent in measuring the desired variables.

3.4.6. Reliability of the questionnaire

Based on (Aithal & Aithal, 2020) the reliability of a questionnaire is to help determine possibility misconceptions in content sampling, variations among respondents demographic characteristics, and the consistency of score assigned by raters or measurement scales among other factors. A questionnaire is reliable if it produce the same results when repeated in the same condition. Cronbach's alpha is involved to assess the reliability of the questionnaire. A reliability test

assesses the consistency and stability of a measurement tool or test over time, ensuring that it produces dependable and repeatable results under similar conditions. From this research the reliability of the questionnaire was explained as follow:

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .947 | 30 |

Table 3. 3

Based on the table above, the Cronbach's Alpha score for the questionnaire consisting of 30 items is 0.947. This value indicates a very high level of reliability because the value of Cronbach's Alpha is $>0,6$. As generally Cronbach's Alpha values above 0.7 are considered good enough, and values above 0.947 indicate very strong reliability. Thus, this questionnaire can be considered very consistent in measuring the desired construct, and the measurement results acquired from this questionnaire can be committed reliable because it produces stable and consistent data.

