

III. RESEARCH METHOD

This chapter describes the design of the research, population and sample, data collecting techniques, test of research instruments, research procedure, scoring system, analysis research instrument, data analysis, hypothesis testing, and research schedule.

3.1. Research Design

The design of this research was quantitative In conducting this research, the writer used one group pretest posttest design (Hatch and Farhady, 1982:20). This means one class was used as the subject of the research and the comparison of the gain score was between pretest and posttest. Pretest and posttest were administered to determine whether choral reading technique can be used to increase students' pronunciation. Pretest was administered before treatment to determine the students' standard of pronunciation. Posttest was administered after treatment is given to determine the increase of students' pronunciation ability after being taught through choral reading technique. The class had both pretest and posttest in 2 times treatments.

The design can be illustrated as follows:

T1 X T2

Where:

T1 : Pretest

X : Treatment (using choral technique)

T2 : Posttest

(Hatch and Farhady, 1982:20)

3.2. Setting of the Research

This research was carried out at SMPN 1 Raman Utara Lampung Timur. This school was chosen because almost 50% of the students still had low ability to pronounce English words, so their pronunciation needed to be improved. The time for conducting the research was in the second semester of second grade. It was because in this semester the students were taught about narrative text. As long as in the School Based Curriculum, the second year students in the even semester need to achieve the basic competence of reading which is reading aloud a functional text and short essay in form of recount and narrative with correct and acceptable pronunciation, stress, and intonation which relate to the daily life context. Hence, narrative text might be suitable as the instruments for implementing choral reading technique.

3.3. Population and Sample

The population of this research was the second grade students of SMPN 1 Raman Utara in the 2013/2014 academic year. There were seven classes of the second grade which consists of 210 students. One class was taken as sample for this

research. The class was selected randomly using lottery since there was no stratified and priority class.

3.4. Data Collecting Techniques

In collecting the data the writer used pronunciation tests as elaborated in the following paragraph.

Pronunciation tests were used as the instruments to investigate whether or not there is significant improvement of students' consonants pronunciation. The tests consist of two types of test, pretest and posttest. The tests were in reading texts activity and it was recorded and crosschecked on the correction sheet. The pretest was held in order to find out the students' ability of pronunciation before treatment. The posttest was held at the end of treatments in order to find out the results of students' pronunciation after being taught through choral reading technique. The coverage of the test includes the ten consonants of English in the form of isolated words.

3.5. Test of Research Instruments

A good test should fulfill the validity and reliability. Therefore, the test carried to achieve the good validity and reliability. The considerations to make a good test are elaborated in the following points:

1. Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, namely face validity, content validity,

construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer used content validity and construct validity. Face validity concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982:251). So these two validities are considered to be less needed. Therefore, the two types of validity were used in this research as follows:

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). Since the test instruments were conducted to get the data of the students' consonant pronunciation, the content validity of the test items were conducted by arranging the material that was suitable with the curriculum. Thus, if the measuring instrument has represented all the ideas that connected with the materials that will be measured, that measuring instrument has fulfilled the content validity.

Table 3. Table of Spesification

<i>Place of Articulation</i>	<i>Manner of Aticulation</i>		
	Fricative	Affricate	Approximant
Bilabial			w
Labiodental	f v		
Dental	θ ð		
Alveolar	s z		
Palato-Alveolar	ʃ ʒ	tʃ dʒ	r

(Roach, 1991)

b. Construct Validity

Construct validity refers to the validity of inferences that observations or measurement tools actually represent or measure the construct being investigated. The measurement tool seeks operation of the concept, typically measuring several observable phenomena that are expected to reflect the underlying psychological concept.

2. Reliability

Reliability is how consistent the results are when the experiment is repeated a number of times under same methodological conditions, then the instrument is said to be reliable. This research used inter-rater reliability. Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in the assessment decisions (Phelan and Wren, 2006). It is useful because observers did not necessarily interpret answers the same way; raters may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assessed.

3.6. Research Procedures

In collecting the data, the writer carried out the following procedures which could be described as follows:

1. Determining the research problems

The problem of the research intended to find out whether choral reading technique could significantly increase students' ability in pronouncing English consonants.

2. Determining the population and sample

The population of this research was the second grade of SMP Negeri 1 Raman Utara Lampung Timur. The sample of this research was one class which was selected by lottery.

3. Determining the research instrument

This research used pronunciation tests as instruments in data collecting technique, the tests were in reading activity.

4. Administering PreTest

Pretest was administered in class VIII E to reveal the students' basic pronunciation ability before treatments. The test was administered in 80 minutes for all students to read individually, each students read the text for about 4 minutes.

5. Conducting the Treatments

The treatments, choral reading technique, applied in a classroom. The students were taught two times by the researcher.

6. Administering Posttest

Posttest was given after the treatments in order to find out the increase of students' pronunciation. The test was administered in 80 minutes for students to read individually.

7. Analyzing the Result of the Test

All the data was gathered by the average score (mean) of reading test.

3.7. Scoring System

In scoring students' result of the pretest and posttest, the writer used indicator sheet consists of two categories, correct and wrong. The highest score was 30 for isolated words. The score of pretest and posttest were calculated by using this indicator:

√= correct		
X= wrong		
Church		/tʃ/
Arch		
Achieve		
giant		/dʒ/
agile		
bridge		
fly		/f/
shift		
knife		
stove		/v/
vest		
devils		
wig		/w/
sweet		
quick		

thirst	
death	
pathetic	

/θ/

though	
leather	
bequeath	

/ð/

twist	
force	
several	

/s/

daisies	
knees	
loser	

/z/

rubbish	
shawl	
traditional	

/ʃ/

3.8. Data Analysis

There were two data from test that were analyzed in this research. The pronunciation test-based data was analyzed in order to determine whether the students' pronunciation significantly improve or not. The writer examined the students' score by doing the following steps:

1. Scoring the pretest and posttest using the pronunciation indicator.
2. Tabulating the results of the tests
3. Calculating the scores of the pretest and posttest.
4. Interpreting the result of those data.

3.9. Research Schedule

This research was conducted based on sequenced schedule in order to make this research ran well. Before the research was carried out, pre-research had done on October 2013. This pre-research was conducted in order to investigate the students' problems in learning English. Then, the pretest was carried out in order to know the students' achievement of pronunciation before giving treatments. The next two meeting were applying treatment, choral reading technique, in teaching pronunciation. After the treatment had been given, the posttest were given in order to know the gain of the students' reading pronunciation after being taught using choral reading technique. The schedule of the research can be seen in the following table:

Table 4. Research Schedule in Conducting Research at SMPN 1 Raman Utara.

Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Pretest							
First Meeting							
Second Meeting							
Posttest							
Collecting Data							
Analyzing Data							
Writing Report							