

CHAPTER III

METHODOLOGY

This chapter describes the procedures of the research to answer the research question stated previously in chapter one. This chapter covers research design, research instrument, data collection, research procedure and data analysis.

III.1 Research Design

III.1.1 The Form

The design used in this study is a quasi-experimental design where the research subjects are not chosen randomly. In most Indonesian schools, the students were placed in classes by the institution so that the researcher could not randomly select the students. By using this design, the researcher can use researcher's own personal judgment in selecting the sample, so that the sample would meet the expected criteria.

There are some designs in quasi-experimental design, according to Cambell and Stanley (1966, cited in Setiyadi, 2006:136); they are time series design and non-equivalent control group design. The time series design presents some measurements in both the pre-test and post-test that will be compared. There are two designs involved in the non-equivalent control group, the post-test only design, and the pre-test – post-test design. In the post-test only design, the researcher measured only once after treatment. While in pre-test – post-test design the researcher measured twice, before treatment and after treatment. The researcher used nonequivalent control group design which is used both of experimental and control group as

samples of the population, chosen purposively (Sugiono, 2009: 79). The researcher used a pre-test and post-test non-equivalent design because in the pre - test researcher can determine the students' former ability in both experimental and control groups. Meanwhile in the post - test researcher can determine the students' ability after the treatment, so that the researcher can compare students' ability before and after experimental group treatment, whether there are differences in the result with the control group.

The formula used in this research can be represented as follows:

$$\frac{G1 : T1 \times T2}{G2 : T1 \quad T2}$$

G1 : Experimental group

G2 : Control group

T1 : Pretest

T2 : Posttest

X : Treatment

In this research, the subjects have been assigned in classes by the institution. Two classes were selected for this study. One was selected as an experimental group and the other as a control group. Both the experimental group and control group received a pre-test and a post-test, but only the experimental group received the treatment.

III.1.2 Hypothesis

This research used Null Hypothesis (H_0) which means that there is no effect using English song lyrics in improving students' pronunciation skill.

The researcher used null hypothesis because the researcher believes that there

will be a difference in mean adjustment level between the classes which receive English song lyrics treatment with the class that does not use English song lyrics treatment.

III.1.3 Variables

There are two variables in this research, first is independent variable. Hatch and Farhady (1982: 15) says that the independent variable is the major variable which is investigated. In this research the independent variable is the song. It is because the song used as a treatment which is expected in enhancing pronunciation ability. The second one is dependent variable. Still, according to Hatch and Farhady (1982: 15) the dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Students' pronunciation used as the dependent variable. This is because the pronunciation of the students used as subjects to be measured the ability of the pronunciation.

III.1.4 The Treatment

The research was held in two classes in one of the private junior high schools in Bandung. Both of the classes were in grade seven, one class as a control group, other as an experimental group. The treatment was conducted only for experiment group that lasted four meetings.

During the treatment process, students listened to the songs associated with the learning material. It is intended that students can understand the learning material and achieve learning goals. Moreover, students can also learn to pronounce the sounds of words especially the sound of /ð/, /ɔ:/, /,

/aʊ/, and /əʊ/. The treatment schedule can be seen from the following table.

Table 3.1
Treatment schedule

No.	Date	Theme
1	November 5, 2011	Pre-test
2	November 10, 2011	The songs “Sorry seems to be the hardest word” (expressing politeness and apologizing)
3	November 12, 2011	The songs “Thank you for loving me” (expressing politeness and gratitude)
4	November 17, 2011	Songs “Thank God I found you” (expressing gratitude)
5	November 19, 2011	The songs “Sorry blame it on me” (expressing politeness and apologizing)
6	November 24, 2011	Post-test

III.1.5 Material

The material was taken from the syllabus of the Junior high school in speaking aspect. The book that is used in the learning process is “English in Focus for Grade VII” is written by Artono Wardiman, Masduki B.J., M.

Sukirman D, and published by Departemen Pendidikan Nasional. Besides, the learning process also used the “English LKS” is written by Drs.Haryadi and published by Grafika.

The following is the syllabus of Junior high school (KTSP berkarakter)

Table 3.2
Syllabus of KTSP berkarakter

Aspect	Standard Competence	Basic Competence	Indicator
Speaking	Expressing the meaning in transactional and interpersonal conversation is very simple to interact with the immediate environment	Expressing the meaning in transactional and interpersonal conversation using a very simple kind of oral language accurately, fluently and thankful to interact with the immediate environment that	<ul style="list-style-type: none"> • Listen and respond to the introduction, speech acts related to the topic material to be delivered • Noting the explanation of the vocabulary and grammar that appears in the speech act with the subject

		<p>involves speech acts: asking and giving information, thanking and apologizing, and expressing politeness</p>	<p>matter to be delivered</p> <ul style="list-style-type: none"> • Listening to a conversation model that uses speech act of the subject material presented • Using speech act material submitted to the topic with a friend • Using the speech act with the submitted materials subject to variations or the possibilities of freely
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(Source: KTSP berkarakter)

III.2 Data Collection

III.2.1 Population and Sample

The population of this research is the first grade student in one of the private Junior High Schools in Bandung class 2011. That school is chosen because the researcher is currently as an active English teacher in that school. Therefore, it is easier to gain research' permission.

The sample used in this study is the purposive sample which involves two classes. One of the classes was conducted as an experimental group and the other class as a control group. The involved subjects in this group are male and female. The researcher used purposive sampling because the researcher was in the position to use personal judgment in selecting the samples so that the samples would meet the expected criteria. The selection of subjects in purposive sampling was based on characteristics will be best to answer the research question (Crossman, 2011)

According to Surakhmad (1989, cited in Mulyanti, 2010), the research study may use at least minimum 15% of the population in this study means 35 students each class from both classes purposively selected. It is intended to anticipate students who skipped the classes in any reasons.

III.2.2 Research Instrument

Test battery (pilot test, pre-test and post-test) was the first instrument used in this research. Taken from Yusuf (2010), "I used a test battery as the instrument because it was easy to use and understandable by the samples".

The text was presented using oral testing technique, by reading aloud. As

suggested by Flege (1980) cited in Freeman and Long (1991, p: 27), “reading aloud procedure has been used in study research pronunciation in a second language”.

The samples were asked to read a paragraph that consists of 21 words containing vowels /ɒ/, /ɔ:/ and diphthongs /aʊ/, /əʊ/ taken from students’ book, LKS and other resources from the internet; so that the researcher could get their phonetic transcription, and then the researcher checked to the Oxford dictionary as the source of correct phonetics transcription. In addition, the criteria of assessment consisted only the way to pronounce those diphthongs and vowels correctly. Selinger & Shohamy (1989: 178) explained that the results are presented with an oral reading stimulus and expected to be read aloud.

The second instrument was a questionnaire. It was used to answer the second question in this research, to know the students’ responses towards teaching pronunciation through English song lyrics. The questionnaire was given to the experimental group after the treatment. The questionnaire used in this research is an open questionnaire which consisted of six questions that frees students to express their opinions without giving certain limitations. In line with Sudan (1990, p. 68), an open questionnaire is a questionnaire where the respondents are not provided possible answers so that they freely answer the question given. The questions in this questionnaire were written in Indonesian with an assumption that the students can answer the questions without being troubled with the vocabulary in writing using English.

The last several instruments were the songs. There were four songs presented in this research, four of them were “Sorry seems to be the hardest word” by Elton John and Blue, “Thank you for loving me” by Bon Jovi, “Thank God I found you” by Mariah Carey, and “Sorry blame it on me” by Akon. These four songs were chosen in accordance with the theme of the lessons (see table 3.1).

III.3 Research Procedure

III.3.1 Pilot-test

Pilot-test was needed in order to discover whether a pre-test and post-test were appropriate for experimental and control group to undertake, or not. Shuttleworth (2010) said that the pilot-test can minimize the possibility of error in research, so when the research was conducted, they were able to avoid making the same mistake that occurred in the pilot-test.

In this research, the pilot test was conducted in terms of the same level of speaking ability as an experimental and control groups. There were ten students chosen randomly from the group as the samples of the pilot-test. The students were asked to take a speaking test by reading a paragraph consisting vowels /ɒ/, /ɔ:/ and diphthongs /aʊ/, /əʊ/. In addition, the criteria of assessment consisted only the way to pronounce those diphthongs and vowels correctly.

III.3.2 Data Collection

The research began with collecting the data based on the following procedures:

- 1) Choosing the class purposively
- 2) Collecting the data
 - a. Pre-test

Pre-test was conducted as the basic data of students' pronunciation ability. It was given at the first meeting, before conducting the research. A pre-test administered for both control and experimental groups. The form of the pre-test was a text. The students were asked to read the text that consists of 21 words related to the speech of vowels /ɒ/, /ɔ: / and diphthongs /aʊ/, /əʊ/.

- b. Treatment

The treatments were conducted in the second meeting until fifth meeting. The treatments were applied to the experimental group that was taught pronunciation using English song lyrics. Meanwhile, the control group was taught by the conventional teaching method.

- c. Post-test

A post-test was aimed to evaluate the differences between experimental and control groups after the songs implementation. A post-test was employed in the last session of this research after giving some treatments and exercises. The post-test was used by both of experimental and control groups. The form of the post-test was same with the pre-test. The students were asked to read the text

that consists of 21 words related to the speech of vowels /ɒ/, /ɔ:/ and diphthongs /aʊ/, /əʊ/.

3) Arranging the treatment

In implementing the process approach in teaching pronunciation, the teaching pronunciation through English lyric songs itself consists of several steps such as, preparing and planning for effective learning, selecting and using songs method, monitoring the songs method, and evaluating the method.

4) Analyzing the data

The research showed the number of the students who made errors in pronouncing English vowels /ɒ/, /ɔ:/ and diphthongs /aʊ/, /əʊ/.

5) Transcribed the data

The data were compared by the samples' transcription and phonetics transcription.

III.3.3 Data Analysis

III.3.3.1 Scoring technique

The test that was used in this research was speaking test. The formula scoring scale is purposed by Arikunto (2008):

$$\text{Score} = \frac{\text{actual score} \times 100}{\text{Ideal score}}$$

The researcher used this formula scoring scale because it was more effective in analyzing the scores. Meanwhile, the scores were analyzed in

percentage scales. There are numerous scoring systems for language testing. Supranata (2004: 59) elaborates pronunciation scoring scale into five rating scales, there are:

Table 3.3

Scoring scale

Rating Scale/ Classification	Score	Interpretation
Very good	80% - 100%	Wrong pronunciation : 1
Good	60% - 80%	Wrong pronunciation : 2
Average	40% - 60%	Wrong pronunciation : 3
Poor	20% - 40%	Wrong pronunciation : 4
Very poor	0% - 20%	Wrong pronunciation : 5

The descriptions of the scoring scale are elaborated as follows:

- a) Very Good: All target phonemes are pronounced clearly and accurately in most occasions. The score is given about 80% to 100%.
- b) Good: Pronunciation errors are still identified. However, generally the phonemes are pronounced accurately. The score is given about 60% to 80%.
- c) Average: The occurrence of target phonemes which are pronounced accurately and wrongly is almost equal. The score is about 40% to 80%.

d) Poor: Almost all the target phonemes are mispronounced in all occasions. The score is given about 20% to 40%.

e) Very poor: The target phonemes are pronounced poorly. It is difficult to perceive the meaning of the words. The score is given about 0% - 20%.

III.3.3.2 Data Analysis of Pilot test

The obtained data from the pilot test were analyzed to investigate the validity and reliability of the test items, so the researcher may know whether the data were continuous, homogenous and normal or not. The data were calculated by using SPSS (Statistical Package for the Social Sciences).

III.3.3.3 Normal Distribution test

In order to discover the distribution data whether it is normal or not, the researcher used normal distribution test. According to Hatch and Farhady (1982, p: 64), there are three parts of the normal distribution that can be seen as follows:

- 1) The mean, median, and mode in a normal distribution
- 2) The normal distribution is the same in both groups
- 3) The normal distribution does not have zero score.

Komolgrov-Smirnov test was used in this research to compare the score in the sample to a normally distribution, in which meant data were normal. The Komolgrov-Smirnov test was calculated using SPSS for Windows program.

III.3.3.4 The Homogeneity of Variance test

The Levene Test Formula in SPSS for Windows was used to analyze the scores in the research whether it is homogeneous variance or not. The procedures of the test are as follows:

1. Stating the hypothesis and setting the ρ at 0.05 (two-tailed test)

H_0 : The variance of the experimental group and the control group are homogenous

H_1 : The variance of the experimental group and the control group are not homogenous

2. Analyzing the various homogeneity using Levene Test Formula in SPSS for Windows
3. Comparing the level of significance for testing the hypothesis. If the significant value is more than the level significance (0.05) the null hypothesis is accepted, the variance of the experimental group and the control group are homogenous.

III.3.3.5 The Calculation of t-test

In this research t-test was used to compare the scores between pre-test and post-test of the experimental group. As stated by Hatch and Farhady (1982 : 114) “to investigate whether the difference of the pre-test and post-test means of experimental group’s score was significant or not, the researcher analyzed the pre-test and post-test using dependent or t-test.”

The steps of the t-test calculation are as follows:

1. Stating the hypothesis and setting the alpha level at 0.05 (two-tailed test)

H_0 : There is no significant difference between the pre-test and post-test scores

H_1 : There is a significant difference between the pre-test and post-test scores

2. Finding the t value using computation in SPSS
3. Comparing the level of significance for testing the hypothesis. If the probability is more than or equal to the level significance, the null hypothesis is accepted. In other words, if the probability is less than the level of the significance, then the null hypothesis is rejected.

III.3.3.6 Data Analysis of Experimental and Control Group

To investigate the difference of the pre-test and post-test means of experimental and control groups, the researcher analyzed the pre-test and post-test scores using effect size. This is used to measure how well the method in learning pronunciation through English song lyrics worked. If the treatment really worked, there will be a large difference between the two groups' means, which is said a large effect size. Otherwise, if the difference between the two groups' means is small, then it is said a small effect size.

The formula of the effect size can be derived as follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Notes:

r = effect size

t = t_{obt} or t value from the calculation of independent t-test

$df = N^1 + N^2 - 2$

The computation of the effect size was done by SPSS program.

After the value of r have been obtained, the score was matched with the following scale interpret of the effect size.

Table 3.4

Effect size value

Effect size	<i>r</i> value
Small	.100
Medium	.243
Large	.371

(Coolidge, 2000: 151)

III.3.3.7 Data Analysis of Questionnaire

A questionnaire was used in this research to find out the students' responses towards teaching pronunciation through English song lyrics. To

discover their responses, the researcher used percentage scales based on the students' point of view. The researcher also made charts in order to give further explanation based on percentage scales.

