CHAPTER III
METHODOLOGY

A. Research Design

Quantitative research is an approach or method used to obtain data or information that can be measured using objectively operationalized measuring tools. This research employed an experimental method. According to Creswell in (Ramadhana & Allo, 2021), In the context of this study, the quantitative approach provides a structured framework for objectively evaluating the impact of a given treatment. Experimental research not only allows researchers to examine the relationship between variables but also to establish a cause-and-effect connection. This method is particularly relevant when the aim of the study is to determine how far a treatment, such as the use of charades, can genuinely influence students' learning outcomes. Moreover, experimental research promotes the use of systematic procedures, from sample selection and treatment application to the measurement of results. This ensures consistency throughout the research process, making the data more reliable and suitable for analysis using robust statistical methods. In other words, this method offers a strong scientific foundation for the study, as the findings can be retested and compared with similar research to validate the results. This research uses quantitative research

which aims to test hypotheses from data that has been collected in accordance with previous theories and concepts. This type of research is Experimental research, which is a research model used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2015: 117).

This research design is a Quasi-Experiment design research with this research design is two group Pretest-Posttest Design. This design was used because this study only involved two class, namely the experimental class which was carried out by comparing the pre-test results with the post-test results. The research design model is as follows:

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	X_1	Y_1	X_2
Control	X_3	Y_2	X_4

Source : (Sugiyono, 2014:110)

Description:

X_1 & X_3 = Pretest score (before treatment)

Y_1 = Treatment in experimental group using the Charades Game

Y_2 = Treatment in control group using the convensional learning

X_2 & X_4 = Posttest score (after treatment)

This experimental model goes through three steps, namely:

1. Giving a pre-test to measure the dependent variable (students' English speaking ability) before the treatment is carried out.
2. Giving treatment to the research subject class by using the Charades Game model.
3. Conduct a posttest to measure the dependent variable after the treatment is carried out.

B. Research Location and Time

1. Location of The Research

   This research was conducted at PKPPS Hidayatul Qomariyah Islamic Boarding School, Bengkulu City.

2. Time of The Research

   This research was conducted during the odd semester of 2025.

C. Population and Sample of the Research

1. Population

In research, the population is the generalization area consisting of objects or subjects that have specific

qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. Population can be understood as all individuals who are the focus of the research and whose data will be generalized. Generalization refers to drawing conclusions about a broader group of individuals based on data collected from a smaller representative group.

Based on this definition, the researcher defines the population as the entire group of subjects that will be studied, which will later serve as the basis for generalizing conclusions from the data obtained. The population in this study includes all students of grade 8 Class at Pondok Pesantren PKPPS Hidayatul Qomariyah Kota Bengkulu. VIII A and VIII B for male students and VIII A and VIII B for female students. The total population can be seen in the table below.

Table 2. Total Students

No.	Class	Gender		Total
		Female	Male	
1.	VIII A		18	18
2.	VIII B		19	19
3.	VIII A	15		15
4.	VIII B	15		15
	Total			**67**

2. Sample

The sample is part of the number and characteristics of the population. In this quasi-experimental research, the technique used is purposive sampling. Purposive sampling is used to ensure that the selected samples have the appropriate characteristics, namely that they have the same average value before being given treatment. The researcher will select students from female classes VIII A and VIII B at Pondok Pesantren PKPPS Hidayatul Qomariyah Bengkulu City as the research sample. After considering several factors, the researcher will select representatives from each class as participants in this study. Class VIII B which consists of 15 female students will be the experimental group, while class VIII A which also consists of 15 female students will be the control group.

Table 3. Total Students in the Experiment and Control Class

No.	Class	Classroom	Total	Score
1.	Experimental Group	VIII B	15	32,67
2.	Control Group	VIII A	15	33,33
	Total		**30**	**33**

D. Research Variables

The research variable provides a clear explanation of the variable's meaning or the activities needed to measure it. Variables are elements that have variations and are set by the researcher to study, ultimately helping to draw conclusions.

The research variables in this study is as follows:

1. Independent Variable (X)

   A variable that influences other variables. In this study, the independent variable is **Charades Game.**

2. Dependent Variable (Y)

   A variable that is influenced by the independent variable. In this study, the dependent variable is **students' speaking skill**

E. Research Instruments

Research instruments are tools used by researchers to collect data from respondents. The accuracy and reliability of these instruments play a crucial role in determining the quality of the research findings. In this study, the instruments English speaking ability tests. These instruments are designed to assess the implementation of the charades game and its effects on students' speaking skills at PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu.

F. Data Collections Techniques

1. Pretest

The pretest is conducted before the implementation of the charades game to assess the initial speaking skill of 8th grade students at PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu. This pretest includes various activities designed to measure students' baseline speaking ability. The activities may involve answering questions orally, performing short speaking tasks, and engaging in simple discussions in English. The pretest aims to provide a clear picture of students' initial speaking levels, which will later be compared with their performance after the charades game intervention to evaluate its effectiveness in enhancing students' speaking skills.

2. Treatment

The treatment process in this study was conducted differently for the experimental class and the control class. The experimental class received learning activities using the charades game, while the control class was taught using conventional teaching methods without the implementation of charades. The following table shows the treatment given to both classes:

Tabel 4. Treatment Design of Experimental and Control Class

Experimental Class	Control Class
Learning descriptive text through the Charades Game. Students guess words or phrases acted out by peers and then are asked to say related sentences orally.	Learning descriptive text through the conventional method with oral explanation by the researcher and reading activities.
Speaking practice with Charades to train pronunciation and fluency. Students who guess must respond orally in English.	Speaking practice conducted through drilling: students repeat sentences from the researcher and read the text in turns.
Group speaking activity through Charades competition, encouraging students to speak spontaneously and confidently in front of peers.	Speaking activity through short oral Q&A, where the researcher asks questions and students answer individually.
Charades is used to practice oral descriptive sentences. After guessing, students are asked to explain briefly in English.	The researcher explains the structure of descriptive text, then students create example sentences and read them aloud.

Charades activity: students act out words/phrases, peers guess, and then the guesser is asked to deliver oral sentences in English.	Students write a simple descriptive text and then read their writing aloud in front of the class. The researcher gives direct correction.
Final treatment session with Charades Game as formative evaluation based on speaking performance (fluency, pronunciation, grammar, vocabulary, relevance).	Formative evaluation conducted through reading text, repeating sentences, and answering oral questions guided by the researcher.

For duration, the treathment will be 6 meeting because the repetition of the treatment six times is part of replication to ensure more valid and reliable result (Creswell, 2012)

3. Postest

Following the implementation of the Charades Game, a post-test was conducted to evaluate the speaking skills of eighth-grade students at PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu. The post-test used a format similar to the pre-test and was focused on assessing key aspects of speaking ability, including

pronunciation, fluency, grammar, vocabulary, and relevance. By comparing the results of the pre-test and post-test, the effectiveness of the Charades Game in improving students' speaking skills could be measured accurately.

Table 4. Speaking Rubric

No	Assessment Criteria	Score 1 (Need improvement)	Score 2 (Fair)	Score 3 (Good)	Score 4 (Excellent)
1.	**Fluency**	Not fluent, many pause and hesitations.	Often hesitant and slow to speak.	Some minor pauses or repetitions.	Speaks fluently with minimal pauses or repetition.
2.	**Pronunciation**	Hard to understand due to many errors.	Several pronunciation errors.	Few minor pronunciation mistakes.	Clear and accurate pronunciation

3.	**Grammar**	Many grammatical errors, hard to understand.	Some errors that affect understanding.	Minor errors that do not affect meaning.	Uses accurate and varied grammatical structures.
4.	**Vocabulary**	Very limited vocabulary.	Limited word choice.	Adequate vocabulary with some variety.	Rich and appropriate vocabulary.
5.	**Relevance**	Content is not relevant or very minimal.	Content lacks depth or some relevance.	Relevant content with minor details missing.	Highly relevant and complete description of the topic.

Calculate the Score:

1) Each criterion is scored from 1 to 4.
2) There are 5 criteria, so the maximum score is 100 points.
3) The final score can be categorized as follows:

Table 5. Score Category

Total Score	**Category**
85-100	Excellent
70-84	Good
55-69	Fair
1-54	Needs Improvement

Source: (Janah & , Prita Nusanti, 2023)

Table 6. Speaking Test

No	**Topic**	**Task Instructions**
1.	My Favorite Teacher	Describe your favorite teacher. Talk about their name, personality, and why you like them.
2.	My Favorite Family	Describe your favorite family member. Mention their name, your relationship with them, their

		personality, and why they are special to you.
3.	My Favorite Friend	Describe your favorite place. It can be a tourist spot or a place you often visit.
4.	My Favorite Idol	Describe your favorite idol. You can talk about a singer, actor, or public figure. Mention their name, what they are known for, and why you admire them.
5.	My Favorite Cousin	Describe your favorite cousin. Include their name, how you spend time together, and what makes them fun or important to you.

Source: (Artono Wardiman, Masduki B. Jahur, 2018)

G. Data Analysis Techniques

The researcher used the pre-test and post-test results of the experimental and control groups in the data analysis. The aim was to find out whether the application of Charades game method significantly improved students' speaking ability.

1. Data Quality Test

In this study, the data quality test used is only the validity test as follows:

a. Validity Test

Research validity refers to the extent to which scientific research methodology has been applied throughout the process to produce research findings. Validity in quantitative research refers to how well the measuring instrument captures what it intends to measure. Validity indicates that an instrument can be criticized, but not necessarily a valid instrument (Mohajan, 2017).

Validity is a measure that indicates the degree of validity or authenticity of an instrument. An instrument is considered valid if it can accurately measure what it is supposed to measure and can reveal data from the variables being studied. The level of validity of an instrument reflects how closely the collected data aligns with the desired representation. For this study, which examines the impact of the charades game in enhancing seven grade students' speaking skills, both content and empirical validity were employed.

Content validity ensures that the instrument aligns with the research objectives and appropriately measures the aspects of motivation and speaking

skills. In this study, the questionnaire and speaking skill tests were reviewed by experts in English language learning (*expert judgment*). The experts evaluated the instruments to confirm that they effectively assessed students' speaking skill performance during the implementation of the charades game.

2. Basic Assumption Test

In this study, the basic assumption tests carried out were normality test and homogeneity test.

a. Normality Test

The normality test is used to determine whether the sample data used in the study comes from a normally distributed population. The normality test with the Lilifors method and the Shapiro-Wilk technique used in this test is calculated using the SPSS 16.0 program with the following procedure:

1) Hypothesis:

H_0 : the sample comes from a normally distributed population

H_a : the sample does not come from a normally distributed population

2) Degree of significance: $\alpha = 5\%$ or 0,05

3) Criteria area:

H_0 rejected if Probability value (sig) $< 0{,}05$, which means the sample does not come from a normal distribution population

H_0 accepted if Probability value (sig) $> 0{,}05$, which means the sample does come from a normal distribution population.

b. Homogeneity Test

The homogeneity test is used to determine whether the research population has the same variance or not. To test the homogeneity of variance, the Barlett method was used using SPSS 16.0 with the following procedure:

1) Hypothesis:

H_0 : the variance in each data group is the same (homogeneous)

H_a : the variance in each data group is not the same (heterogeneous)

2) Degree of significance: $\alpha = 5\%$ or 0,05

3) Criteria area:

H_0 is rejected if the probability value (sig) <0.05, which means that the variance in each data group is not the same (heterogeneous)

H_0 is accepted if the probability value (sig) >0.05, which means that the variance in each data group is the same (homogeneous)

3. Hypothesis Test

After testing normality and homogeneity, hypothesis testing was then carried out as follows:

a. Independent Sample t Test

The t-test is basically a statistical test used to compare the means of two or more groups. In this study, the t test used is the independent sample t test. Independent sample t test is a statistical test that compares the average of two groups of samples that are independent of each other. The independent sample t test is used to see if there is a statistically significant effect between the two groups (in terms of averages). The t test in this study was sought using SPSS 16.0.

1) Hypothesis:

H_0 : the average test results of the experimental class and control class are the same.

H_a : the average test results of the experimental class and control class are not the same.

2) Degree of significance: $\alpha = 5\%$ or 0,05

3) Criteria area:

H_0 is rejected if the probability value (sig) < 0.05, which means the average test results of the experimental class and control class are not the same. Therefore, it can be concluded that there is an effect of Charades Game on students' speaking skills.

H_0 is accepted if the probability value (sig) > 0.05, which means the average test results of the experimental class and control class are the same. Therefore, it can be concluded that there is no effect of Charades Game on students' speaking skill.