

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher writes several points related to the research theory. These points are research design, population and sample, data collection techniques, data analysis techniques.

#### **3.1 Research Method**

This study uses mixed methods research, Creswell in Sugiyono's book states that "Mixed Methods Research is an approach to inquiry that combines or associated both qualitative and quantitative methods of research" The combination method is a research approach that combines or connects qualitative and quantitative research methods. because it presents the results of research with numbers to see the ability of students at Al-Mujaddid Boarding School Sabang to use standard and non-standard language according to the context of use, and uses descriptive because researchers aim to describe how is the students of Al-Mujaddid boarding school ability in using standard and non standard language.

#### **3.2 Research Design**

This study was designed as a survey research involving performance test and written test. The study concentrated on measuring and mapping students' abilities in using standard and nonstandard language through written test instruments designed to test their understanding and application of correct grammar rules and nonstandard varieties of language in daily communication.

performance test and written test were chosen as the main tools as they facilitate systematic and objective evaluation of students' abilities. As quantitative instruments, written tests provide data that can be analyzed to provide a precise and effective picture of students' abilities (Nasution & Junaidi, (2024). The steps of this research design are as follows:

a. Test Design

The researcher created a test in the form of a table consisting of two parts: a standardized language test and a nonstandardized language test. The standardized language test includes words that conform to standard English, and the nonstandardized language test includes words commonly used in daily conversation. The test is based on the theory of standardized grammar and how they are used in daily communication. Stated that to produce accurate educational research data, it is necessary to develop valid and reliable test tools.

b. Test Implementation

The student sample is given a test to be carried out within a predetermined time. To reduce time and condition bias, this test will be conducted in one session. This allows results to be more consistent as students are tested under similar conditions without time variables that could affect their performance (Sugiyono, 2017).

c. Inference of Results

After the test, the data on students' use of standard and nonstandard language will be categorized into certain categories, such as "good", "sufficient", and "less". This classification of test results is important to provide a clear picture

of the students' level of language mastery and can be the basis for further steps in language learning.

### **3.3 Research location**

This research will be conducted at the Al-Mujaddid Sabang Integrated Islamic Boarding School, within the boarding school there are junior and senior high schools, this school is located on Jl. Lhok Igeuh, Cot Ba'u, Kec. Sukajaya, Sabang City. One of the superior programs in this pesantren is prioritizing students to be able to speak Arabic and English, in this school there are also several extracurricular activities related to language, such as 3-language speeches, conversation, vocabulary provision, drama competition using English, and there are many more.

### **3.4 Population and Sample**

#### **1. Population**

The population in this study were all students of the public speaking class of Pesantren Al-Mujaddid Sabang consisting of 6 classes estimated to be around 123 students.

#### **2. Sample**

The samples taken in the study were students of class X, XI, and XII which amounted to 18 students of public speaking class. The sampling technique used Totally sampling technique. The reason researchers use Totally sampling is because students in the class are students who are in phase E whose understanding of English is much better than other classes.

### 3.5 Research instruments

There are two research instruments applied in this study, namely performance test and survey. performance test is used to obtain authentic data from the field. This study used a written test as the main tool. This test focuses on students' ability to differentiate standard and non-standard words in English. Written test is considered as an effective method to assess cognitive ability directly. The extent to which students can distinguish between two language varieties in the appropriate context will be assessed through this test (Arikunto, 2021). This test will assess the extent to which students can distinguish between the two varieties of language in an appropriate context.

The Written test designed is a multiple-choice question with 20 questions with answer choices a, b, c and d. This category of questions is based on the principles of (Utomo, 2019), which states that good questions must be able to measure students' specific abilities, including their understanding of the difference between the use of standard and non-standard language according to the context. The following is the lattice of the research instrument that has been designed:

Table 3.1. Lattice of Research Instruments Test Questions

No	Question Indicators	Questions	Answer	Score
1	Standard Words in Formal Situations	Pilih kalimat yang sesuai untuk pidato formal: a. I'm gonna talk about the importance of education. b. Today, I would like to discuss	b	5

		<p>the importance of education.</p> <p>c. Education's super important, ya know.</p> <p>d. Let's talk about why education matters.</p>		
2		<p>Manakah kalimat berikut yang paling sesuai untuk digunakan dalam surat resmi?</p> <p>a. Pls respond at your earliest convenience.</p> <p>b. Kindly respond at your earliest convenience.</p> <p>c. Lemme know ASAP.</p> <p>d. Please get back to me quickly.</p>	b	5
3		<p>Pilihlah kalimat yang sesuai untuk pidato resmi:</p> <p>a. Let's get started and talk 'bout the key points.</p> <p>b. We are delighted to present our findings today.</p> <p>c. We're gonna show you some cool stuff today.</p> <p>d. Let's see what we've got here, folks.</p>	b	5
4		<p>Pilih kalimat yang cocok untuk digunakan dalam artikel akademik:</p> <p>a. The results are kinda interesting.</p> <p>b. The findings are somewhat compelling.</p> <p>c. The results are super cool.</p> <p>d. This is like, pretty awesome</p>	b	5

		data.		
5		<p>Pilihlah kalimat formal yang benar:</p> <p>a. She ain't gonna join the discussion.</p> <p>b. She does not intend to join the discussion.</p> <p>c. She don't wanna join the discussion.</p> <p>d. She's not coming to the talk.</p>	b	5
6	Nonstandard Words in Formal Situations	<p>Pilih kalimat yang sering digunakan dalam pesan teks sehari-hari:</p> <p>a. Can you kindly send me the details?</p> <p>b. Hey, lemme know the details, pls.</p> <p>c. Kindly inform me of the details.</p> <p>d. Could you forward the details?</p>	b	5
7		<p>Pilih kalimat yang sesuai untuk percakapan informal:</p> <p>a. I shall assist you later.</p> <p>b. I'm gonna help ya out.</p> <p>c. I will assist you when I'm free.</p> <p>d. I'll get back to you soon.</p>	b	5
8		<p>Pilih kalimat yang paling informal:</p> <p>a. Please confirm your attendance.</p> <p>b. Confirm your attendance, ASAP.</p> <p>c. Just lemme know if you're coming.</p> <p>d. Kindly advise if you can attend.</p>	c	5
9		Pilihlah kalimat yang tidak baku	a	5

		dalam percakapan sehari-hari: a. I ain't got time for that. b. I do not have time for that. c. I don't have time for that. d. I'm running late, so no time.		
10		Pilihlah kalimat tidak baku yang sering digunakan dalam komunikasi singkat: a. Gimme a moment. b. Give me a moment. c. Kindly wait for a moment. d. Please hold on for a moment.	a	5
11	Formal and Informal Combination	Pilihlah kalimat formal yang sesuai untuk pidato: a. We are thrilled to present this idea to you. b. We're so pumped to share this idea. c. We're gonna show you some cool stuff. d. We've got something awesome to share.	a	5
12		Pilih kalimat informal yang cocok untuk diskusi kelompok: a. Let's jump into the main topic now. b. Kindly let us proceed to the main point. c. Shall we commence with the discussion? d. Let us begin our discussion	a	5

		immediately.		
13		<p>Manakah kalimat yang paling tidak baku?</p> <p>a. I'll be there soon.</p> <p>b. I'mma be there in a bit.</p> <p>c. I shall arrive shortly.</p> <p>d. I'm on my way.</p>	b	5
14		<p>Pilihlah kalimat formal yang benar:</p> <p>a. We don't think it's a good idea.</p> <p>b. We do not consider this a viable option.</p> <p>c. We ain't thinkin' it'll work.</p> <p>d. We kinda don't like it.</p>	b	5
15		<p>Pilih kalimat yang cocok untuk situasi informal:</p> <p>a. Thanks a lot, mate!</p> <p>b. I deeply appreciate your help.</p> <p>c. Please accept my gratitude.</p> <p>d. Many thanks for your kind assistance.</p>	a	5
16	Formal and Informal Speech	<p>Pilih kalimat yang tepat untuk pidato resmi:</p> <p>a. Today, we're gonna talk about something cool.</p> <p>b. I am honored to discuss this important topic with you today.</p> <p>c. Let's dive into this fascinating topic right away.</p> <p>d. Okay, so here's the deal, everyone.</p>	b	5
17		Pilihlah kalimat informal untuk	b	5

		<p>pembuka pidato:</p> <ol style="list-style-type: none"> <li>Good evening, ladies and gentlemen.</li> <li>Hey everyone, glad to see you all here!</li> <li>It's an honor to be speaking with you today.</li> <li>Let us commence with today's discussion.</li> </ol>		
18		<p>Pilih kalimat formal yang sesuai untuk penutup pidato:</p> <ol style="list-style-type: none"> <li>That's it, folks! Thanks a lot!</li> <li>Thank you for your time and attention.</li> <li>Thanks for sticking around, guys!</li> <li>Alright, that's a wrap! See ya!</li> </ol>	b	5
19		<p>Pilihlah kalimat yang sesuai untuk kesimpulan dalam pidato formal:</p> <ol style="list-style-type: none"> <li>So, that's what I wanted to share with ya.</li> <li>Thus, in conclusion, we recommend this approach.</li> <li>And that's all I've got for you today.</li> <li>To sum it up, this is the way to go.</li> </ol>	b	5
20		<p>Pilih kalimat informal yang cocok untuk penutup pidato singkat:</p> <ol style="list-style-type: none"> <li>Thank you for your kind attention.</li> </ol>	b	5

		b. Thanks, everyone! See ya later! c. Please accept my sincere gratitude. d. I appreciate your time today.		
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### Assessment:

#### 1. Scoring

- Each correct answer is worth 5 points.
- An incorrect answer is worth 0 points.
- The maximum score is 100 points.

#### 2. Scoring Scale

- 90-100 points (Excellent): Very good understanding of the difference between standard and non-standard words and their use in formal and informal contexts.
- 70-80 points (Good): Understands well, although there are a few mistakes.
- 50-60 points (Fair): Has a basic understanding, but still often confused in choosing the right word.
- 0-40 points (Poor): Difficulty distinguishing and using standard and non-standard words.

Table 3.2. performance test Instrument Lattice

NO	Name	Proper Usage Of Standart Language	Proper Usage Of Non Standart Language	Corect Usage Of Standart Language	Uncorect Usage Of Non Standart Language
1					
2					
3					
4					
5					

### 3.6 Data Collection

Data collection was conducted using the following steps:

#### 1. Performance test

performance test is carried out when students carry out public speaking activities. performance test is used to collect direct data and get authentic data from the field. performance test focuses on the use of language in public speaking activities.

#### 2. Survey

A survey in the form of a questionnaire will be given to a sample of students at Pesantren Al-Mujaddid Sabang during a predetermined testing session. Each student is given directions to answer a questionnaire consisting of 20 multiple-choice questions. This questionnaire is designed to measure students' ability to use standard and non-standard words objectively and measurably.

### 3. Collection and checking

The collection and checking of answers was carried out through google form and then the data was analyzed according to the results of the respondents' answers. The data was checked to ensure that nothing was left out or ambiguous. In quantitative research, the checking process can increase the credibility and validity of the data obtained (Mekarisce, 2020).

### **3.7 Technique of Data Analysis**

The data collected from the written test will be analyzed quantitatively using descriptive statistical techniques. Descriptive statistical techniques allow researchers to describe and analyze data systematically without making broader conclusions or generalizations (Ramadhan, 2021). The steps of data analysis are as follows:

#### 1. Data Compilation

After data is obtained through written tests, the first step is to organize and compile the data in the form of tables or spreadsheets to facilitate processing.

#### 2. Scoring

Each correct answer to the multiple choice test is given a score of 10, while the wrong answer is given a score of 0. The score obtained by each student will be summed up to get a total score.

### 3. Frequency Calculation

The frequency of score distribution will be calculated to determine the distribution of students' ability to use standardized and non-standardized language.

### 4. Average Calculation (Mean)

The average score will be calculated to get an overview of the level of students' ability to use standard and non-standard language.

$$\text{Mean} = \frac{\text{Jumlah total skor siswa}}{\text{Jumlah siswa}}$$

### 5. Interpretation of Results

Based on the results of the analysis, the data will be analyzed to see the percentage of students who can correctly distinguish the use of standard and non-standard language. The percentage is calculated by the formula:

$$\text{Persentase} = \frac{(\text{Jumlah jawaban benar})}{(\text{Jumlah Soal})} \times 100$$

The results will be categorized based on the students' ability level (e.g., good, fair, or poor).

### 6. Data Presentation

The results of the analysis are presented in the form of graphs or tables to facilitate understanding of the distribution of students' ability to use standard and non-standard language.