

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses on the method used in conducting this study. The decision covers research design, variable, population and sample of the research, treatment procedures, instrument of the research, data collection and data analysis.

A. Research Design

This study employs a quantitative approach and uses an experimental as a strategy in this study. In quantitative research, a researcher predict the answer to the research problem based on theory and the goal of quantitative research is to verify the theoretical hypothesis based on the empirical data (M. Adnan Latief, 2015).

The key problem in experimentation is establishing suitable control for interfering variables so that any changes in the dependent variable can be confidently attributed only to the experimental treatment manipulated by the researcher (Borg, W.R., Gall, M.D. 1989 in M. Adnan Latief, 2015). Some types of the experimental research are true experimental, quasi experimental, Pre-Experimental, or Factorial Designs. In this study, researcher decided to use quasi-experimental research when researcher can only assign randomly different treatments to two different classes.

Table 3.1.
The design of this study

Group	Pre-Test	Treatment	Post-Test
Experimental Group	Pre-Test	Practicing the three steps interview procedure.	Post-Test
Control Group	Pre-Test	Group Discussion	Post-Test

Before the researcher do some procedures of quasi-experimental research, researcher give pre-test to both experimental and control group. Then, researcher gives the treatment to the experimental and control group. After that, researcher gives post-test to both of groups.

B. Variables

A variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object. To asses the variable in a research, we have to identify each according to the type os relationship we expect to investigate (Hatch & Farhady, 1982). A variable also known as a characteristic that may take on different values (Wiersma 1991, in Delmar). Research variable is an attribute, characteristics, and value of person, object or the variation of activity which has been determined by the researcher to observe and take the conclusion (Arikunto. 2006).

The most commonly used classifications of variables include independent variable , dependent variable, moderate variables, intervening

and control variables. (Hatch & Farhady, 1982). These variables are used in experimental research (Wiersma 1991, in Delmar).

a. Independent Variable

Independent variables have been further categorized by various author according to the extend to which they are manipulable by the researcher (Wiersma 1991, in Delmar). Independent variable is a major variable in a research that will be select, manipulate and measure by the researcher. Researcher will select some special instruction method, control the amount of the instruction and manipulate the instruction to know the defitinition of instructional method. well (Hatch & Farhady, 1982). So, the independent variable in this study is the use three steps interview as a teaching technique.

b. Dependent Variable

The dependent variable is the variable which researcher observe and measure t determine the effect of the independent variable well (Hatch & Farhady, 1982). The independent variable in this study is the students' speaking skill. In experimental research, the researcher had responsibility to control the variable because it can give effect the result of the research. Researcher have to control both experimental and control group by setting up the best situation in teaching speaking activity.

c. Extraneous Variables

Extraneous variables are factors in a research environment which may influenced in the selection of participants, the procedures, the

statistics or the design likely affect the outcome and provide an alternative explanations for our results than what we expected. All experiments have some random error that you can not control, but you can try to control extraneous factors as much as possible (Creswell, 2012, p. 297). Based on the explanation above, the extraneous variables are the participants' interest or motivation to learn English it created good atmosphere in the classroom and some of the participants were join an english course so their speaking skill were getting better before the researcher conduct this study.

C. Population and Sample of the Research

Populaton is the group of interest to the research, the group to which she or he would like the result of the study to generalize. (Gay, 1987 in Thesis of Afifah, 2017). Population is the set of all elements, which the characteristic will be observed. It is important for the researcher area in order to conduct research easier. Sample is the smallest group of a population in a research. The sample in this research is two class of Senior High School students which divided in two group. Those are an experimental group and control group.

The population of this research is the eleventh grade students of SMAN 1 Plosoklaten, Kediri. The total number of students of the eleventh grade students of SMAN 1 Plosoklaten are 243 students with eight classes. Those class are XI-MIPA 1, XI-MIPA 2. XI-MIPA 3, XI-MIPA 4, XI-

MIPA 5, XI-IPS 1, XI-IPS 2, and XI-IPS 3. The table below is the distribution of eleventh grade of SMAN 1 Plosoklaten.

Table 3.2
Distribution of the Eleventh Grade Students

Class	The Number of Students
XI-MIPA 1	30
XI-MIPA 2	34
XI-MIPA 3	29
XI-MIPA 4	32
XI-MIPA 5	32
XI-IPS 1	29
XI-IPS 2	28
XI-IPS 3	29
8 Classes	243 students

The sample of this study are class XI-MIPA 4 and XI-MIPA 5. The researcher chose XI-MIPA 5 with 32 students as the experimental group and for the XI-MIPA 4 with 32 students as the control group. Researcher takes the class of XI-MIPA 5 as the experimental group and for the XI-MIPA 4 as the control group because the students has the same population.

D. Research Instrument

To know the effectiveness of improving students' speaking skill, the researcher gave an oral test to the students. The tests are pre test and post test

to both experimental group and control group. The explanation of the both tests are as follows:

a. Pre-test

Pre-test is given for the students before the students get treatment. The purpose of pre test is to know the students' skill before get some treatment from researcher. In this pre-test, the students will divided into groups and every group consist of two. Every group will get some topics taken lottery by researcher. Every group have to discuss the topic that they got in 10 minutes and then students have to convey the topic in front of the classroom about 10 minutes for every group. Researcher will give the students at least ten sub-topics to convey.

b. Post test

Post-test is given after the students get treatment. The purpose of pre test is to know how well the students' skill has developed after get the treatment from researcher during teaching and learning process. The post test procedure has the same type with pre test for both experimental and control group.

c. Scoring Rubric

There are some categories to propose the scoring in oral communication. Those are grammar, vocabulary, fluency and pronunciation (Doughles H. Brown, 2001).

Table 3.3
Scoring Rubric for Speaking

No	Aspect	Score	Indicators
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professionals needs. Errors in grammar are quite rare
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to

			participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Fluency	1	(No spesific fluency description. Refer to other four language areas for implied level of fluency.)
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has grope of words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
		3	Comprehension is quite complete at a normal rate of speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an education native speaker.
5	Pronunciation	1	Errors in pronunciation are frequent, but can understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted educated native speakers.

E. Treatment Procedures

The concept of an experimental design is an idealized abstraction. The ultimate goal of any investigation is to conduct research that will allow us to show the relationship between the variables that used in this research. Quasi experimental design are practical compromises between true experimentation and the nature of human language behaviour which researcher wish to investigate (Hatch & Farhady, 1982).

The quasi experimental design uses an experimental group, control group, pre-test and post test. For the pre-teaching process, researcher gives pre-test to both experimental group and control group. In teaching and learning process, researcher gives some treatment to an experimental group and conventional teaching for control group. The last activity is giving post test to both experimental group and control group to know the result from both groups after given some treatments.

Table 3.4
Activities of The Treatment

Experimental Group	Control Group
Opening Activities <ul style="list-style-type: none"> • Greeting and praying • Teacher explains about the method and technique that will use during the class activities • Teacher explain the material that will 	Opening Activities <ul style="list-style-type: none"> • Greeting and praying • Teacher explains about the method and technique that will use during the class activities • Teacher explain about the purpose of the

be taught	study
<p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> • Teacher explains about the material as a technique in teaching learning process • Teacher makes a group of 4 students and labeled the students with A, B, C and D. • Teacher pairs the students, students A with B and student C with D. • Teacher gives topic to the students in group • Students are in pairs, each of them have to be interviewer and interviewee • Student A interview student B, and student C interview student B • After that, students have to reverse roles • Each students have to share information with their team about what they have learned during two interviews process. 	<p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> • Teacher explains about the material as a technique in teaching learning process • Teacher discuss and explain more about the material to the students • Teacher gives some topics to practice dialogue • Students make a group and discuss about the dialogue • Students have to practice the dialogue in front of the class

Closing Activities <ul style="list-style-type: none"> • Teacher evaluates the students' practice • The teacher gives the score to the students • Praying and ended the classroom 	Closing Activities <ul style="list-style-type: none"> • Teacher evaluates the students' dialogue practice • Praying and ended the classroom
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F. Data Collection

The researcher do some steps in this study. First step, the researcher gives pre-test to both experimental group and control group, and then the researcher gives some treatment to experimental group by explaining the types of questions and ask the students to practice in pairs with their friend. The last, the researcher gives post-test to both experimental group and control group.

In collecting the data, will use a dialogue test performance. The students have to choose the topic of dialogue and practice the dialogue in pairs with their friend. When practicing the dialogue, students have to use the type of questions to practicing the dialogue. The score is considered based on the students grammar, vocabulary, pronunciation and fluency while practicing their speaking.

G. Data Analysis

The data was collected from the test. The score is statistically analyzed by using procedure of ANCOVA using SPSS because the sample of this research

is not taken randomly and the instrument of this research are the score from pre test and post test. The researcher compares the result from pre test and post test from experimental group and control group to know the effectiveness of using three steps interview to improve speaking skill for eleventh grade students of SMAN 1 Plosoklaten in academic year of 2018 / 2019.

H_0 : Control = Experimental . There is no significant different.

H_1 : Experimental > Control . There is significant different.

If significant value < 0.05 : H_0 rejected, H_1 accepted.

If significant value \geq 0.05 : H_1 rejected, H_0 accepted.

If significant value is smaller than 0.05 there has to reject the null hypothesis and accept the alternative hypothesis. It means that three steps interview is effective to improve speaking skill for eleventh grade students in SMAN 1 Plosoklaten. If significant value is equal or bigger than 0.05 there has to reject the alternative hypothesis and accept the null hypothesis. It means that three steps interview is not effective to improve speaking skill for eleventh grade students in SMAN 1 Plosoklaten. The degree significant used in this research to reject the null hypothesis is 0.05 alpha.