CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of the study is experiment research. Experiment research is a study to know the result of the treatment which is wilfully by the researcher. The study is aimed to know the influence of small group discussion in students' presentation skill. Based on Sugiyono (2014), there are four kinds of experiment research, there are pre-experimental, true-experimental, factorial experimental, and quasi experimental. Because the researcher does not have full control of the object of research, so the researcher used quasi experimentaldesigned. Quasi experiment research is an elaboration from true experiment research when the researcher does not have full control of the variable. Quasi experiment is used to find out the influence of treatment which is given by the researcher. The treatment in this study is the implementation of small group discussion towards students' presentation skill. The researcher consider to use quasi experiment research because, she has limited fund, force, time, and capability.

In this research, the researcher will group the students into two groups, control group and experiment group. Then the researcher uses tests to get the data. There are two tests in this research, pretest and posttest. From the test, the researcher can find the result the pretest and post test and know the effect of small group discussion in students' presentation skill at the eleventh grade of SMA Negeri 1 Kebomas.

The design of this study is control group pretest posttest as be drawn as :

Group	Pretest	Treatment	Posttest
Experiment	O	X_1	Y
Control	O	X_2	Y

Table 3.1 Research Design

O : Pretest

X_1 : Small group discussion method

X_2 : Discussion in Pair

Y : Posttest

From the table above, it can be seen that both of classes will be given a pretest with the theme "Smartphone for Students". For the implementation or treatment, the experiment group will teach use small group discussion method, and then the control group will teach use discussion in pair. Both of group will give a task, experiment group will do the task in group, then the control group will do the task in pair. Next both of two groups will be given posttest, the topics are provided by the researcher and the students can choose one.

3.2 Population and Sample

The researcher chooses SMA Negeri 1 Kebomas as the population and sample. The researcher chooses that school because it carries out the researcher's criteria. First, it has good accreditation (A accreditation). Second, the school has an excellent in English. That school got the winner of English story telling in Kebomas-Gresik.

Based on Sugiyono (2014), population is the generalization area which consist of object/subject that has particular quality and characteristic those set by the researcher to be learned then draw the conclusion. So the population not only the students or learner but also the object in the school, and it includes the characteristic of the students. The population of the study is all the students in the eleventh grade of SMA Negeri 1 Kebomas.

There are nine classes of eleventh grade in that school. XI IPA 1 and XI IPA 2. The number of population is about 327 students. Next, the researcher will choose two classes who have same abilities.

Because of the large of population, the researcher uses purposive sampling technique to take the sample. Based on the teacher's suggestion, the researcher chooses XI IPA 1 and X1 IPA 2 as the subject of her study. Then, the researcher will divide the students into two groups, the experimental group and the control group. The XI IPA 1 as the experiment group and the XI IPA 2 as the control group.

The sample is 46 students of eleventh grade of SMA Negeri 1 Kebomas from XI IPA 1 and XI IPA 2 classes.

3.3 Data Collection

The data will be collected by the researcher, and the data will be collected for about three meetings from the lesson plan, from March until April. The study is going to do in the day of English subject in that school, Monday at 1:00 PM for IPA 2 and Wednesday at 7:00 AM for IPA 1. The researcher collects the data

from the result of the tests. The researcher makes pretest and post test both in the experiment group and control group. The pretest is given to the students to measure students' presentation skill before giving the treatment. The posttest is given to the students to measure students' presentation skill after giving treatment.

From the pretest, the researcher will analyze the homogeneity of the students, they are equal or not. Then second data is taken from the posttest to see the influence of small group discussion towards students' presentation skill. Then, the last is analyzing data from pretest and posttest by using SPSS 16.0 program.

3.3.1 Instrument

Because the researcher uses experiment research, the tests is used as the instrument in his research. The kind of test is presentation test. The test is to observe and gather the information on what was going on in the class when Small Group Discussion implemented by the students. However, it is important to measure the validity of the test to make sure that the test is valid.

3.3.1.1   Test

Test is an assessment. It is an activity to measure the quality, performance, knowledge or skill. The test which use in this study is oral presentation test. It focuses in hortatory exposition text. The researcher uses two kinds of test in her study, pretest and posttest. Pretest is given before doing treatment than posttest is given after doing the treatment. The test

checks content validity. The content based on standard of competence in the syllabus.

3.3.1.1.1 Pre Test

As stated before, pre test will give before doing the treatment. The result of the pretest is to measure the students' oral presentation in hortatory exposition text. In the pretest, the researcher asks the students to make a presentation from the topic which have read by the students. Then, from the result of pretest, the researcher will get the students' oral presentation skill.

3.3.1.1.2 Post Test

Post test is distributed to both of two groups, experiment and control group to find out the progress in their presentation skill. This post test is given after the experiment group is given the treatment. In the posttest, students are asked to make an oral presentation from the text which they made before. Posttest is to measure students' oral presentation skill of hortatory exposition text. It gives after both of classes doing treatment.

3.3.2 Procedure of Collecting Data

To collect the data, the researcher should make a procedure. For the first step, the researcher will ask permission the school where the study will be

conducted. The second is the researcher prepares pretest and posttest for presentation skill about hortatory exposition. The third step, the researcher divides the subject into two group, control group and experimental group. For the fourth, the researcher gives treatment for the experiment group using small group discussion for the experiment group and for the control group, they will be taught by the researcher using discussion in pair. The treatment will be done three times. For the treatment, students will be given some hortatory exposition in written text and some of videos of hortatory exposition text. In the fifth step, the researcher gives the posttest for both of two groups. And the last, the researcher will analyze the data from the pretest and the posttest using SPSS 16.0 program.

3.3.3 Scoring Guide

To assess the students' test, the researcher adapted scoring guide of presentation by Nguyen (2013) which assesses student's test on content, visual aid, grammar, pronunciation and eye contact & body language. Then, the researcher modified it into content, word choice, grammar, pronunciation and eye contact & body language. Whereas, the researcher divides the scoring grade into four criteria, they are: excellent if they get 100-88, very good if they get 87-75, good if they get 74-62, and fair if they get < 61.

Because, oral presentation is a subjective test which need an accurate in correction, the correctors are the researcher self and two English teachers in SMA Negeri 1 Kebomas. Here is the rubric of students' presentation.

No.	Aspect	Score	Criteria
1.	Content & organization 30%	Excellent 100-88	The student always has accurate content, very clear information and well organized.
		Very good 87-75	The student is essentially accurate content, clear information and organized.
		Good 74-62	The student uses unclear content and information in most of the time but organized.
		Fair < 61	The student uses not relevant content and poorly organized.
2.	Word Choice 15%	Excellent 100-88	The student's word choice contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting. Students use appropriate vocab.
		Very good 87-75	The student's uses good word choice and a half of the audience seems understand and vocalized pauses (um uh er etc.) not distracting. Students use several inappropriate vocab.
		Good 74-62	The student uses inappropriate word choice so the audience seems confused at time and vocalized pauses (um uh er etc.) are distracting. Students use many inappropriate vocab.
		Fair < 61	The student has poor word choice and vocalized pauses (um, uh,er etc.) are often used. Use wrong vocab.
3.	Grammar 20%	Excellent 100-88	There isn't mistake is using grammar
		Very good 87-75	There are some mistakes in using grammar
		Good 74-62	Almost the grammar is wrong

		Fair < 61	All of the grammar is totally wrong
4.	Pronunciation 20%	Excellent 100-88	Speaking with correct pronunciation and understandable
		Very good 87-75	Speaking with several incorrect pronunciations and understandable
		Good 74-62	Speaking with incorrect pronunciation but still understandable
		Fair < 61	Speaking with incorrect pronunciation and understandable
5.	Eye contact & Body language 15%	Excellent 100-88	The student has excellent gesture and eye contact with the audience.
		Very good 87-75	The student maintains good gesture and eye contact most of the time.
		Good 74-62	The student has little eye contact and the gesture needs improvement.
		Fair < 61	The student has no eye contact and poor gesture.

Table 3.2 Scoring Rubric

3.3.4 Validity

Before doing pretest, the test should be tried out in terms of validity. There are three kinds of validity, they are: content validity, content-related validity, and construct validity. In this study, the researcher will use content validity and construct validity. Content validity is a kind of validity which measures the content of the Indonesia curriculum, it is K13. Content validity is not always in numeric form but it can be determined in curriculum guides and syllabus. To test the content validity, the researcher compares it to the subject

based on English curriculum and English syllabus of eleventh grade. If it reflects with curriculum and syllabus, the test is valid. Then, the second is construct validity. Construct validity is the approximate truth of conclusion that your operational accurately reflects its construct. For the construct validity the researcher prepare the things for presentation as like note, carton, marker, etc. Moreover, in this study the researcher is also become a teacher.

Basic Competence	Sub-Basic Competence	Questions	
		Pretest	Posttest
Expressing the meaning of short functional text and monologue in narrative, spoof, and hortatory exposition form in every day social context	Expressing the meaning of monologue text in speaking style which is accurately, fluently and for public communication in every day social context with hortatory exposition form	Make a recommendation for hortatory exposition, the theme is "smartphone for students"	Make a hortatory exposition text based on the generic structure and appropriate language feature. The topic are: 1. The effect of cigarette. 2. The important of exercise. 3. Stay safe in the sun 4. Traditional games for kids.

Table 3.3 Content Validity

3.4 Data Analysis

After collecting the data from pretest and posttest, the researcher will analyze the data using SPSS program. Analyze the data is very important in this study, it will answer the research problem. To analyze the data, researcher uses the Independent sample t-test. The result of t-test is to determine whether there is significant effect between experiment and control group.

3.4.1 Homogeneity Test of Variance

Homogeneity test of variance uses to know that both of two groups are equal. It means that two group are in the same position. The researcher uses Levene's test of homogeneity in SPSS 16.0 program because it is to assess the quality of the variance for a variable which calculate for two or more groups. There are two groups in this study; control group and experiment group. The test of Levene's test defined as follow:

$$P = \frac{(N-k)\sum_{i=1}^{k} N_i \ (Z_i - Z..)^2}{(k-1 \sum_{i}^{k} \sum_{j=1}^{Ni} (Z_{ij} - Z_i)^2}$$

The significance of P is tasted a gained F (α,k-1, N-k) where F is a quintile of the test distribution, with k-1 and N-k is degrees of freedom, α isi the chosen level of significance (0.05).To analyze the homogeneity, the researcher uses SPSS 16.0. The homogeneity will check in SPSS by Levene's test with the following procedure. First, insert the pretest score of both groups in the data view. Second, go to the analyze menu, select compare means and choose independent sample t-test. Last, interpret the homogeneity test output, the researcher looks (sig.) at the Levene's test column to know whether the quality of variance in group of score is homogeneity or not. If the sig. > α (0.05), two populations of variances are homogeneous or adequate but if sig. < α (0.05) two populations of variance are not homogenous or not adequate.

3.4.2 Hypothesis Testing

The hypothesis of this research could be formulated as:

H$_0$: there is no significant difference of using small group discussion method on students' presentation skill of hortatory exposition text between control group and experimental group.

H$_1$: there is significant difference of using small group discussion method on students' presentation skill of hortatory exposition text between control group and experimental group.

The step of calculating the data are: the tests of hypothesis research and the setting α (alpha) level at 0.05 (two tailed test). The second step is finding t-value. It uses independent sample t test and comparing the probability with the level of significance for testing the hypothesis. If the sig. (2-tailed) >α (0.05), H$_0$ can be accepted, but if the sig. (2-tailed) < α (0.05), H$_0$ can be rejected. It means that H$_1$accepted.

The formula of calculating t-test is:

$$t = \frac{(X_1 - X_2) - (\mu_1 - \mu_2)}{S_{X_1 - X_2}}$$

In calculating t-test, the researcher uses SPSS 16.00 version. The first steps, input the data of posttest, the experimental and control group in SPSS program, then click analyze then compare mean then the independent sample t-test. In independent sample t-test, input the score variable into t-test variable coloumn and group variable grouping variable column, then click define group, choose group 1 for experimental group and group 2 for control group, then click OK.