

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to give the description about the research method which used to conduct the study. This chapter consists of research design, population and sample, research instrument and procedure of collecting data.

3.1 Research Design

Planning to collect the data until the research can be done by matching and economically with objectivities of study it can be called by research design. From thus, research design is planning to analyze and collect the data and matching with the research objectivities. So, it can be said that a planning to collect about speaking scores which is done by seven grade student using three steps interview technique.

Here this study using experimental design, the purpose of experimental research here is to find out the result of speaking ability which implemented by seventh grade students using three steps interview technique. In this research, researcher uses quasi experiment because the school does not allow using true experiment in SMPN 1 Kebomas. It is because the classification of the class in SMPN 1 Kebomas had been determined by the school. It means that researcher cannot change the classification of the group. So, researcher does not have access to full control the target and the last is time for this study is limited. So that, the teacher had been choose the option for the researcher to use experimental research design.

There are two variable in this study. The first is three steps interview technique and the second is speaking ability. The dependent variable is speaking ability and independent variable is three steps interview technique. There will be two groups in this study. They are control group and experimental group. Control group will taught by using two stay two stray technique and experimental group will be taught by using three steps interview technique. The test is using performance test. The data will be gotten from the students which is seventh grade junior high school of SMPN 1 Kebomas. The test will be given after treatment.

In this study, design chart can be seen in figure below:

Group	Pre-test	Treatments	Post-test
Experiment	X	X	X
Control	X	-	X

Where X : With treatment (using three steps interview technique)

- : Without treatment (using two stay two straytechniques)

In the design above, quality of the subjects was first checked by pre-testing them. Then, treatment was given to the experimental group. The two groups were taught same topic with different techniques of teaching. The experimental group was taught by using three steps interview technique. Meanwhile, the control group taught by using two stays two stray techniques. Both groups got the same materials of learning. Pre-test and post-test were given to them. The result was computed statistically.

3.2 Population and Sample

3.2.1 Population

In this research, researcher chooses the students SMPN 1 Kebomas in first academic year 2018/2019. The reason why researcher takes this school because the school has good facilities so in can support the use of this strategy, the teacher never uses three step interview technique but she usually uses lecture and discussion method so researcher try to implement this strategy in the teaching learning process. In her teaching learning process. That was known by interviewed with English teacher in SMPN 1 Kebomas. The population of this research is 7th grade students in SMPN 1 Kebomas 2018/2019 academic year which consist of 240 students.

3.2.2 Sample

Because the population was large, so the researcher uses cluster sampling technique to take the sample because researcher does not have authority to set a class using random sampling. Ary (1990) said that cluster sampling is choosing a group already together not an individual. The experimental group was 7 A which consist of 25 students and control group was 7 B which consist of 25 students. So the total numbers of students are 50 students.

Table 3.2.2 The Number of the seventh grade students of SMPN 1 Kebomas

No.	Grades	Group	Number of Students
1.	VII A	Experiment	25
2.	VII B	Control	25
Total Number of Students			50

3.3 Data Collection

In this study, researcher collects the data from speaking test by conducting a test before treatment to experimental group and control group. The first data is pre-test that is given for student of SMPN 1 Kebomas. It is to know the student's ability before the students get treatments. After pre-test the researcher gives treatments for four times. Then, the researcher gives post-test to know the influence of three steps interview technique in their

speaking ability. After that, the researcher collects the data from students' pre-test and post-test score. Then, the researcher begins to analyze the data by SPSS 16.0 program.

3.3.1 Research Instrument

To reach the goal of the study, the writer had to construct the test which suitable. He had to choose the type of test and arrangement of the test. In this study, the writer used the test as instrument to collect data. In this study, the test will be given after the instruction explains the material.

There are two tests that used by the researcher. Those are pre-test and post-test. Pre-test and posttest will be conducted to the junior high school students. It is to find out whether they make progress in the speaking ability or not. The researcher designed of pre-test different from post-test but the tests are still equal in the term of topic and item. The researcher designed speaking test by herself from book sources of the school and the internet. Pre-test and post-test, selection of tests adapted with the syllabus at seventh grade with focus on speaking skill which is expression of descriptive text.

3.3.1.1 Test

The most important point activity in the research was to collect the data needed. Research instrument was a tool, which is used by researcher to collect the data. So, the research instrument played an important role in determining the research quality. Instrument could create whether the research successful or not. There are two test which used by researcher. That is pretest and posttest. Pretest and posttest is given to experimental group and control group to know any progress or not in their speaking ability. The test is in form of performance test where the students should deliver procedure text orally one by one in front of the class. Researcher develops the test based on their syllabus which focuses on speaking skill.

a. Pre test

The data will be collected by pretest in both of classes to know the differences between two classes which taught by traditional method and "three steps interview technique". Pretest will be held in both classes to know the student's speaking ability before giving treatment.

b. Post test

Post test was conducted after giving treatment. For the experimental group, three steps interview technique was used to improve their speaking ability. For control group use

two stay two straystrategies in their activity. Posttest was used to measure the student ability after giving the treatment.

3.3.1.2 Validity

Before conducting pre and posttest as an instrument of the research, researcher will test the validity of the items. Validity is a compatibility test with the main targets that need to be measured. There are three kinds of validity, those are content, construct and criterion related validity. Content validity is a kind of validity which depends on a careful analysis of the language being tested and the particular test. Construct validity depended in large part on the reliability of the test and criterion measure. While criterion related validity is to see how far the result on the test agree with the provided by some independent and highly dependable test.

In this study, the researcher used content validity because researcher wants to measure the test item for students especially on speaking test. Besides, content validity is one of process which relate between the test item and task requirement. According to ary (1990) content validity it can be used to test the item on objective course book, curriculum and syllabus. SMPN 1 Kebomas using 2013 Curriculum (K13). To test content validity, the researcher compared the content of instrument the subject based on English curriculum and syllabus. If the content of test reflects the syllabus and curriculum guide, the tests can be said have content validity. After comparing all items, researcher can conduct pre and posttest. Here the researcher helped by English teacher to check the instrument based on curriculum and syllabus. Here is in detail:

Basic Competence	Sub-Basic Competence	Focus Item	Questions	
			Pre-Test	Post-Test

Expressing the meaning in short monologue that it very simple using a variety of spoken languages accurately, fluently and acceptable to interact with the nearest environment in <i>descriptive</i> and <i>procedure</i> text.	Expressing the meaning in short monologue that it very simple using a variety of spoken languages accurately, fluently and acceptable to interact with the nearest environment in <i>descriptive</i> text.	Descriptive text	<p>1. Please choose one of the topic below:</p> <ul style="list-style-type: none"> - Kuta Beach - Luna Maya - Red Bag - Panda <p>After that, please make descriptive text based on the topic that you choose then deliver it orally!</p>	<p>1. Please choose one of the topic below:</p> <ul style="list-style-type: none"> - School - Syahrini - Shoes - Elephant <p>After that, please make descriptive text based on the topic that you choose then deliver it orally!</p>
---	--	------------------	--	--

Table 3.2 Specification in Pre-test and Post-test achievement test on speaking skill at SMPN 1 Kebomas

3.3.2 Scoring Guide

This study use scoring technique based on the standard criteria of speaking performance. The scoring guide used the method of analytical and was chosen because it was ideally suited to the classroom situation. To measure the test for student's speaking ability, researcher uses pronunciation, grammar, vocabulary, fluency and comprehension. The researcher uses analytical scoring rubric that has been created with several modifications and additional detail criteria. According to Harris (1999) the sample of oral English rating that used 1- 4 points. It can be seen in the following table.

No.	Criteria	Rating Scale			
		Poor 1	Enough 2	Good 3	Excellent 4
1.	Grammar	Uses basic structures, makes frequent errors (15 errors) from 30 words	Uses a variety of structures with frequent errors (10 errors) from 30 words	Uses variety of structures, but makes some errors (5 errors) from 30 words	Uses variety of structures with only occasional grammatical error (3 errors) from 30 words
2.	Pronunciation	Unclear pronunciation reaches 15 words from 30 words.	Unclear pronunciation reaches 10 words from 30 words.	Unclear pronunciation reaches 5 words from 30 words.	Unclear pronunciation reaches 3 words from 30 words.
3.	Vocabulary	Students had mastered 15 from 30 vocabularies to express his/her ideas properly	Students had mastered 20 from 30 vocabularies to express his/her ideas properly	Students had mastered 25 from 30 vocabularies to express his/her ideas properly	Students had mastered 30 from 30 vocabularies to express his/her ideas properly
4.	Fluency	The speed is too slow.	The speed is very slow.	The speed is slow. There	The speed is normal. There

		There are too many uncompleted sentences	There are many uncompleted sentences	are some uncompleted sentences	is no uncompleted sentences
5.	Comprehension	Delivering with limited understanding of content	Delivering with some understanding of content	Delivering with many understanding of content	Delivering with full understanding of content. There is no repetition and full of rephrasing.

Table 3.3 Scoring Guide

$$\text{Score conversion} = \frac{\text{Total students' score}}{\text{Maximum score of the test device}} \times 100$$

3.3.3 Procedure of Collecting Data

In collecting data, researcher does some procedures. The first step that the researcher should do is preparing instruments test, the researcher identify the topic from curriculum and syllabus to make pre and posttest items. The second step is trying out the test to find out the validity of those test items. The third step is giving pretest both of the classes before implementing TSI technique and getting score of the test. The fourth step is giving treatment for 4 times using TSI technique for experimental group and two stay two stray for control group. The fifth step is giving posttest for both of classes. The last steps are analyzing the data from pre and posttest by using SPSS 16.0 program.

No.	Date	Activities
1.	First meeting	Giving pretest for experimental and control group
2.	Second meeting	Giving first treatment using TSI to teach descriptive text about describing place
3.	Third meeting	Giving second treatment using TSI to teach descriptive text about describing people

4.	Fourth meeting	Giving third treatment using TSI to teach descriptive text about describing thing
5.	Fifth meeting	Giving fourth treatment using TSI to teach descriptive text about describing thing
6.	Sixth meeting	Giving posttest for experimental and control group

Table 3.4 the Schedule of Implementation

In this study, the researcher conducts four meetings to apply three steps interview technique implemented by seventh grade student in speaking ability at SMPN 1 Kebomas. Indeed, based on the table 3.4 the researcher makes four lesson plans. Further, in this study the researcher gives pre-test and post-test before and after the treatment.

3.4 Data Analysis

After collecting the data, the researcher will analyze the data. Analyzing the data is very important in a research because is to answer the research problem with the data taken from pre-test and post-test. The researcher analyzes the data by using t-test from SPSS program especially by using Independent sample t-test. Moreover, the samples are small and the groups are independent, the t-test for independent samples is carried out to determine whether there is any significant between experimental and control group.

The assumption for Independent t-test where: (1) Independence: Observations within each sample must be independent, (2) Normal Distribution: The two population must be normally distributed. In this study included in parametric research which divided into two kinds of data; ratio and interval. The data of this study is ratio because zero has value or absolute zero. If the data are ratio, the data is definite homogeny and normal distribution. Last, (3) Homogeneity of Variance: The two populations must have equal variance.

3.4.1 Normal Distribution

Normality distribution test have aimed to know that one class ability with other friends ability are in normally distributed or not. In the other words, it is to know the ability of one classes are balanced. To determine normality distribution, the researcher give test in two classes consist experimental class and control class. Before giving test for both of class, the researcher consults with an English teacher about the topic and the content of material. After that, the researcher makes a pre-test. Then the researcher gives pre-test for both experimental and control class. The researcher provide some pictures and the students should choose one of the picture, then the students should make descriptive text based on the picture that they choose orally in front of the class. After that, the researcher and English teacher give

score of students pretest. Then, the researcher collects the score from 3 correctors and input the data into SPSS program. To analyze the normal distribution, the researcher uses Kolmogorov-Simonov sample test in SPSS version 16.0.

The first step in calculating normality distribution test is state the hypothesis. H_0 : the score of experimental and control group are normally distributed. The second step is tried to compare the asymp sign (probability) with the level of significance for testing the hypothesis. If the asymp more than the level of significance (0.05) the null hypothesis is accepted and the score normally distributed. On the contrary, if the asymp less than the level of significance (0, 05) the null hypothesis is rejected. The procedure of analyze is press menu, choose nonparametric test then choose 1= sample K-S click exact next MonteCarlo 99% and the last click OK.

3.4.2 Homogeneity Test of Variance

Homogeneity test of variance uses to know whether two groups are in the same position. On the other words, it is to know that one class ability with other class ability is in the same position or not. As like normality testing, firstly the researcher should input the data of student's pretest score both of groups using three correctors. After that, the researcher can know whether the data of students' pretest score are homogenous or not. For homogeneity test, the researcher uses Levine's test of homogeneity in SPSS 16.0 version because Levine's test of the homogeneity uses to assess the equality of the variance for a variable calculates for two or more groups. In this study has two groups; experimental and control groups. So, in this study uses Levine's test. In item number 19 aims to find out the location that students want in the teaching and learning process and the result is 51% of students choose a classroom, so based on the survey results that the researchers got, researchers can determine the location of learning that is in accordance with the wishes of students. Furthermore, on item number 20 which aim to find out the role of what the students want in the learning process and the results 30% of students choose to Discuss and be active in investigations to solve problems and do assignments, so based on the survey results that the researchers got, researchers can determine the activities that are in accordance with the wishes of students. Then on item number 21 which aims to find out the teacher's role that students want in the learning process and the result is 47% of students choose so that the teacher can motivate students when working on practice questions. Then on item number 22 which aim to find out the way students want to do the task and the result is 76% of students choose to do the task in

groups / pairs, so based on the survey results that the researchers got, researchers can determine the activities that are in accordance with the wishes of students. And on item number 23 aims to find out whether students like to express their opinions and the result is 100% of students choose yes, they like expressing opinions so based on the survey results that researchers get, researchers can determine the approach that is in accordance with the wishes of students, so based on the survey results that the researchers got, researchers can determine the type of activities that are in accordance with the wishes of students. The last is item number 24 which aims to find out whether students like activities that vary or not and the results are 58% of students state that they like activities that vary.

The significance of W is tested against F (α , K-1, N-K) where F is a quintile of F test distribution, with K-1 and N-K its degree of freedom, and α is the chosen level of significance (usually 0.05 or 0.01). Based on Shades (2002), the procedures in analyzing the homogeneity by using SPSS version 16.0 are as follow: first, makes two columns. The first column is a group and the second column is a score, after the pre-test and post-test data from both experimental and control group are input, then click Analyze, Compare Means, and then Independent Sample T-test, input the score into Test Variable and the grouping variable, then click define groups to determine group 1 (for experimental) and group 2 (for control) click continue and the last click OK.

3.4.3 Hypothesis Testing

Independent t-test uses to find out the significant difference of using three steps interview technique implemented by seventh grade students to improve speaking ability between experimental and control group. The steps of t-test calculation are:

1. Test the hypothesis of the research and the setting α (alpha) level at 0.05 (two-tailed test).

The hypothesis in this research could be formulated as follow:

Null hypothesis is $\mu_1 - \mu_2 = 0$ ($\mu_1 = \mu_2$)

Alternative hypothesis is $\mu_1 - \mu_2 \neq 0$ ($\mu_1 \neq \mu_2$)

H_0 : There is no significant effect on students' speaking skill taught by using three steps interview technique at the seventh grade students of SMPN 1 Kebomas.

H_1 : There is significant effect on students' speaking skill taught by using three steps interview technique at the seventh grade students of SMPN 1 Kebomas.

2. Finding t-value using Independent - Sample T-Test and comparing the probability with the level of significance for testing the hypothesis. After the scores compute in SPSS 16.00 version, then see the output of Independent- Sample T-Test and interpret the output that if $\text{sig. (2-tailed)} > \alpha$ (0.05), the researcher should accept the H_0 , but if sig. (2-

tailed) $< \alpha$ (0.05), the researcher can be rejected the H_0 , it means H_1 is accepted. T-test calculates to find out the comparison of two means between pre and post test score of experimental and control group. In analyzing the data, the researcher uses independent t-test formula. Estimated standard error of the difference in calculating t-test, the researcher uses SPSS 16.0 version. The first steps, input the data of post-test in SPSS program between experimental and control group, then click Analyze then Compare Mean Then Independent Sample T-Test. In Independent Sample T-Test, input the score variable into Test Variable column, and group variable Grouping Variable column, then clicks Define Group, Choose group 1 (for experimental) and group 2 (for control), then click OK.