

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was pre-experimental research because it is aimed to find out whether the implementation of Oral Presentation technique can improve students' speaking ability. Moh.Nazir (2003: 230) states that pre-experimental research was a research which involves some characteristics of experimental research. This design, basically involves one group which is experimental group. The experimental group was given a treatment by implementing Oral Presentation to improve their speaking ability.

Based on the expert's view above, it can be concluded that the research design which is used to find out whether Oral Presentation technique can improve students' speaking ability is conducted by *The One-Group Pretest-Posttest Design*. The study was conducted into two steps: pre-test and post-test. The pre-test is given at the first meeting of the research to see the students' ability before doing the treatment and the post-test was done at the last meeting of the research to find the result of the treatment given. The success of the treatment is determined by comparing pre-test and post-test scores (Gay, 1987: 281).

Table 3.1

Group	Pre-test	Treatment	Post-test
A	O	X	OA

A : Experimental group

O : Pre-test

X : Treatment of experimental group by implementing Oral Presentation

OA: Post-test

B. Population and Sample

1. Population

The population of this research was the class X State of Vocational High School 1 Solok. According to Sugiyono (2011:119), population is generalization region consisting of object or subject who have the qualities and characteristics given by the researcher to learn and then drawn the conclusion. There were four classes. The numbers of the students were 130 students.

They are chosen as the population based on the assumption that they have similar characteristic in term general English capability. The population of this research shows on the next table:

Table 3.2

Total of first year's students at State of Vocational High School 1 Solok

No	Class	Total Students
1	X AK ₁	33
2	X AK ₂	33
3	X AK ₃	32
4	X AP ₁	32

Source: English Teacher Bookmark at Vocational High School 1 Solok

The population of the study was class X State of Vocational High School 1 Solok in academic year 2016/2017. There were 130 students distributed into four classes.

Total number of first year students AK1 in State of Vocational High School was 33 Students.

2. Sample

In deciding which the class was the pre-experimental class, the researcher used simple random sampling. Sugiyono (2008) concerns that simple random sampling refers to select a

sample that the researcher believed to be representative of homogenous population. Sample is chosen randomly.

In this case, X AK1 class became the sample of this research. This class is chosen because it can represent the population based on the following reasons:

- a. The students were poor in English. They had lack of speaking.
- b. The students had low score and motivation. In teaching and learning process only a few of the students were active in the class. Most of students were not interested in following the learning process.

C. Place and Time of Research

The research has been held in the first year students AK1 State of Vocational High School. This research started on 3rd November 2017. At the first meeting, the researcher gave pretest to the class to see the ability of students' speaking before giving the treatments. Then, the researcher conducted several meetings (six times) to giving the treatment to the students by implementing oral presentation technique in teaching speaking.

After giving the treatment for six times, the researcher gave posttest to the students in order to know the students' speaking ability and to see whether the implementation of oral presentation technique improved their ability in speaking. Finally, the researcher compared the result of pre-test and post-test of the class.

D. Instrumentation

Arikunto (2005: 134) states that research instrument is the tools or facilities used by researcher in collecting data; it is used to get the accurate, complete and systematic research result. In this research, the instrument that researcher used speaking test. Speaking test was used to measure students' speaking ability.

Where the score were divided into five criteria such as; accent (pronunciation), grammar, vocabulary, fluency, and comprehension. The test gave in the first meeting (pre-test) and at the end of the meeting (post-test).

Table 3.3

Sample of Instrument in Giving Speaking Scores

Pre-test and Post-test

Num. of student	Aspects					
	Accent (1-6)	Grammar (1-6)	Vocabulary (1-6)	Fluency (1-6)	Comprehension (1-6)	Score (30)
1						
2						
↓						
33						

A. Validity and Reliability of the Instrument

Gay (2000: 263) states that the test should be valid and reliable. Validity refers to the degree to which of a test measures what it is supposed to measure and consequently. In this research, content validity would be applied. It was aim to know whether the test was included based on syllabus and teach to the students.

Then, reliability was the consistency of the test score. It means that the students' score could be rather similar if the test was administered in two different occasions. The researcher tried out the test to other class to validate and make the test reliable. In this case, the researcher tried it at X AK 1 State of Vocational High School.

In testing students, researcher formulated questions into instruction items which constructed by interview form. Then the questions were tested the content validity. To make easy the calculation of reliability, I used SPSS 16.0 program for windows.

B. Procedure of the Experiment

1. Preparation

The researcher used a class to collect the data the researcher taught the students used Oral Presentation technique after giving the pre-test. Post-test are given after giving the treatment. However the material of the teaching is the spoken material. In short, the researcher was proposed this procedure:

- a. Determine the research time.
- b. Prepare the lessons plan arrange by curriculum.
- c. Explain to the students about the planning in learning process.
- d. Prepare the final test.

2. Application

The application steps in the class before giving treatment were based on the teacher's teaching procedure and after giving the treatment was based on teaching procedure of oral presentation technique. The steps of teaching were as follows:

Table 3.4

Procedure of one group pre-test and post-test design

Stages	Procedure (on single group)	Goal
Stage 1	Pretest (speaking test)	To measure to degree of the dependent variable before the treatment
Stage 2	Treatment (six meeting by	Toinfluence dependent

	combining talking stick and four corner debate strategy)	variable
Stage 3	Post-test(speaking test)	To measure the degree of change on dependent the variable

3. Finishing

- a. giving post-test to the dependent variable
- b. processing data toward pre-test and post-test
- c. taking conclusion from technique of data collection

Table 3.5
The Procedures of Learning and Teaching Speaking

Teaching Activities	Activities
Pre Activities	<ul style="list-style-type: none"> • Greeting • Praying • Checking student's attendance • Preparing the media, such as : whiteboard, laptop, LCD, picture, etc
Main Activities Observing	<ul style="list-style-type: none"> • The students observe about the components of descriptive text, such as: definition, generic structure, the purpose, social function, and language feature • The students identify about the example of descriptive text
Questioning	<ul style="list-style-type: none"> • By guidance of the teacher, the students ask

	<p>about the components of descriptive text</p> <ul style="list-style-type: none"> • By guidance of the teacher, the students ask about the example of descriptive text that had been show
Exploring	<ul style="list-style-type: none"> • The students read and understanding about the components of descriptive that had been show by the teacher • The students explore about the components of descriptive text • The teacher gives another example about the descriptive text in front of the class • The students try to know about another example of descriptive text that had been show
Associating	<ul style="list-style-type: none"> • The teacher asks the students to make some groups (5-6 groups) to discuss about the component of descriptive text • The teacher asks the students to have a leader to manage the member of group • The leader of the group has a responsibility to give some tasks for their member to explain about the components of descriptive text • The students choose about the example of descriptive text is interested to them (describing people, describing thing, and describing place) • The students analyze and share about their tasks each other in their group • The teacher asks the leader of each students'

	<p>group to manage and prepare the oral presentation in front of the class</p>
Communicating	<ul style="list-style-type: none"> • The teacher asks the students about what they has discussed before • The students' group share and explain about their topic with another group in front of the class in oral presentation • The teacher and another group give the comments about the group that had been present • The teacher analyze the students' topic and give the feedback • The teacher evaluates about the oral presentation they have done
Post Activities	<ul style="list-style-type: none"> • The teacher gives praises of reward to the best group that had been present • The teacher asks whether the students understand about the topic • By guidance of the teacher, the students make the conclusion about their topic that had been present • The teacher motivates the students who are not successful yet • The teacher gives the homework for the students about the material that have learned

C. Technique of Data Collecting

The data was taken from the result of the students' speaking test. The first step in collecting data was prepared the speaking test. After preparing the test, the researcher administered them to the students.

In this research, there were two kind of test; pre-test and post-test. The pre-test gave before doing the treatment, and then the post-test gave after the researcher had given the treatment to the class. The researcher used the Hughes' criteria in scoring the student's speaking skill, Hughes (2003: 131-132).

D. Technique of Data Analyzing

Students' speaking product was analyzed by using ESL Composition Profile which consists of five components such as grammar, vocabulary, pronunciation, fluency and comprehension. Moreover, the data described quantitatively.

1. Normality Testing

This test was used to know whether the distribution of each variable was normal or not. Testing normality was done by applying kolmogorofsminov and saphiro-wilk test by using computer program called SPSS (Statistical Product and Service Solution) version 16. The criteria of normality test were significance, if the score was analysis was bigger than standard significant, the data distribution was normal.

2. Homogeneity Testing

This test was used to see whether the sample which sample from population had the same characteristic as population or not. The formula which was used in this test is levene statistic by using SPSS(Statistical Product and Service Solution).

This research involved many activities, therefore, various data were needed to be analyzed and described to find the accurate result of the experiment. There were two kinds of main data, generally, that the researcher tried to analyze through this research: students' speaking products and students' speaking performance in the process of speaking.

Students' speaking products was analyzed by using ESL Composition Profile which consists of five components such as accent, grammar, vocabulary, fluency, and comprehension. While, the student's performance in speaking process was collected through performance assessment and it was described quantitatively.

Technique that also used to analyze the data was statistical procedures by using a set of test. It was used to see the different quality of the student's speaking before and after implementing oral presentation technique.

Furthermore, the data was analyzed by using T- test formula as suggested by Gay (1987). And the formula of T-test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\bar{x}_1 = \frac{\sum x_1}{n_1}$$

$$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$\bar{x}_2 = \frac{\sum x_2}{n_2}$$

$$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$$

Note: t = the value of t-calculated

\bar{x}_1 = Mean of the post-test group

\bar{x}_2 = Mean of the pre-test group

SS_1 = Sum of squares post-test group

SS_2 = Sum of squares pre-test group

n_1 = Number of post-test group

n_2 = Number of pre-test group

3. Hypothesis Testing

The t-table was to whether there was significant difference between the mean score of both pre-test and post-test. The value of obtained was consult of t-table at the degree of freedom $(n_1-1)+(n_2-1)$ or (n_1+n_2-2) and the level of confidence of $95\%=0,05$.

If the value of t-observed was less than the value of t-table, the null hypothesis there was no significant difference of the students achievement in speaking skill between those taught with Oral Presentation Technique in accepted. On the contrary, if the value of t-observed was equal or bigger than the value of t-table, the alternative one the students achievement of speaking skill those taught with Oral Presentation Technique was higher those taught with conventional technique was accepted.