

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experiment research. This research concerned the implement of Three Step Interview technique as dependent variable and students' speaking skill as independent variable. They concerned for experimental research. According to Sudjana and Ibrahim (2012:19), experiment research method was used to find the relation between two variables or more, and how the effect one variable toward other variable.

Additionally, Gay (2000: 367-368), the experiment research is the only type of research that can test hypotheses to determine cause-and effect relationship. It represents the strongest chain of reasoning about the link between variable. In an experimental study, the writer manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. He also defines experimental research is the most structured of all types of research.

In an experimental study, the researcher is on the action from the very beginning. He or she selects the groups, decides what treatment will go to which group, controls extraneous variables, and measures the effect of the treatment at the end of the study.

The experimental group is teach by using Three Step Interview technique and the control group the teach by conventional technique. The

treatments was given to experiment group about six meetings. Every meetings gave topic. At the end of treatment, the researcher gave the students post-test.

Furthermore, at the end of the research, the researcher took the post-test to see how both of them, using Three Step Interview technique towards students' speaking skill. According Sugiyono (2008:76) this research describes like:

Table 3.1
Table o Research Design

	Treatment	Posttest
Experiment	X	O ₂
Control	Y	O ₄

X = treatment of experimental group

Y = treatment of control group

O₂ = post-test for experimental group

O₄ = post-test for control group

B. Population and Sample

1. Population

Gay and Airasian (2000: 122) says that population was a group of interest to the research. It means that the writer would like to know the result of the study to be generalized. In this research, the population is

the grade eight students of Junior High School 2 Nansabaris. They were distributed into 6 classes. The total of students was 98.

Table 3.2
Population of Students Grade Eight of Junior High School
2 Nansabaris

Class	Amount of the students
VIII 1	28
VIII 2	28
VIII 3	20
VIII 4	20
Total	96

They were chosen as the population based on the assumption that they had a basic knowledge in speaking. They also are teach with the same material and syllabus.

2. Sample

According to Gay (2000:121) sampling was the process of reflecting a number of individuals for a study in such way that the individual represent the large group which it is selected. He also states that a good sample is the one that representative of the population from which was selected. Population of this research is the grade eight of Junior High School 2 Nansabaris.

Then, to determine experiment and control class, writer used cluster random sampling. It is choose following the procedure of flipping coin to determine experiment class and control class. So, researcher got class VIII 2 as experiment class and class VIII 1 as control class.

The writer did these steps:

a. Collected the daily examination score data from all second grade students in first semester (Appendix I).

b. Test of Normality

Normality test had an objective to know the population normal or not. (Appendix II) In this research, to do the normality test the researcher used Kolmogorov Smirnov and Shapiro Wilk. This test was SPSS test. If the data was significant or more than 0.05 the class was normal. Then, six classes had a normal data.

Tests of Normality

U	VAR0000	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
kelas	1	,176	29	,022	,941	29	,087
	2	,168	28	,041	,952	28	,067
	3	,154	20	,200*	,917	20	,216
	4	,209	20	,022	,890	20	,106

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	,703	3	93	,552
Based on Median	,741	3	93	,530
Based on Median and with adjusted df	,741	3	85,866	,530
Based on trimmed mean	,713	3	93	,546

After done the normality test and got the normal data. Then the writer did the homogeneous variation test. This test had an objectives as to know the sample homogeny or not. This test used SPSS with levee test, if the data were significant or the data were more than 0.05 it mean the data was homogeneous.

After got the mean class that had no significant differences, then the researcher chose two classes as experimental and control group. To decide the sample the researcher used piece of paper. Class control was VIII 2 and experimental class was VIII 1.

C. Place and Time of Research

This research was held in Junior High School 2 Nan Sabaris. The students were observed at second grade student at firs semester. This research was done in six times meeting on Juny until July. The treatment was carried out based on teaching schedule of Junior High School 2 Nan Sabaris.

D. Instrument

The instrument of this research is test. The test must have content validity if it measures what is going to be measured. Arikunto (2001:62) says that one of the characteristics of test validity is content validity. It means the test is valid if it fixes with the material that has been given to the students and it is based on the Curriculum and syllabus. The writer will use the Curriculum or syllabus and teaching material to construct the test.

According to Gay (2000:191), validity is the most important quality of a test. It is the degree to which a test measures it is supposed to measure and consequently, permitted appropriate interpretations of test scores. To be able to test the hypothesis and got better result, a test should have internal and external validities: *First, Internal Validity*; the teacher teach the same class (experimental and control class), the students are asked to join the class while activities are going on, students' loss is controlled by tightening the absent list, contamination in experimental class is controlled by not telling the students about the research. *Second, External Validity*; the writer divides the students into two classes (experimental and control classes), the teacher constructs the situation of experimental class just as the daily situation, this research follows the school schedule, not tell the experimental students that they are as the object of research.

In this research, the research use a speaking test. The speaking test was do on treatment and post-test toward one class (experiment and

control class). The students of experiment class was taught speaking through use three step interview technique and the students of control class was teach through conventional technique.

Furthermore, in scoring the students' speaking skill, the researcher decided to choose the one constituted by Hughes (2003: 131-132) for measurements of speaking skill as follows:

Table 3.3
Indicator of Speaking Score

No	Items	Criteria of each item	Score
1	Pronunciation	1. Pronunciation frequently unintelligible.	0
		2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
		3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
		4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.	2
		5. No conspicuous mispronunciations, but would not be taken for a native speaker.	3
		6. Native pronunciation, with no trace of "foreign accent"	4
2	Grammar	1. Grammar almost entirely inaccurate	6

		phrases.	
		2. Constant errors showing control of very few major patterns and frequently preventing communication.	12
		3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
		4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	24
		5. Few errors, with no patterns of failure.	30
		6. No more than two errors during the interview.	36
3	Vocabulary	1. Vocabulary inadequate for even the simplest conversation.	4
		2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	8
		3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	12
		4. Professional vocabulary adequate to discuss special interests.	16
		5. Professional vocabulary broad and precise	20

		6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.	24
4	Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible.	2
		2. Speech is very slow and uneven except for short or routine sentences.	4
		3. Speech is frequently hesitant and jerky, sentences may be left uncompleted	6
		4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	8
		5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	10
		6. Speech on all professional and general topics as effortless and smooth as a native speakers'	12
5	Comprehension	1. Understands too little for the simplest type of conversation.	4
		2. Understands only slow, very simple speech on common social and touristic topics.	8
		3. Understands careful, somewhat simplified speech when engaged in a dialogue.	12
		4. Understands quite well normal educated	15

		speech when engaged in a dialogue.	
		5. Understands everything in normal educated conversation.	19
		6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	23

E. Procedure of The Research

The researcher use two classes to collect the data and teach the students by using Three Step Interview technique for experiment class and teach a conventional technique for control class. However, the material of the teaching is the same speaking material. In short, the researcher has proposed this procedure.

1. Determining the research time.
2. Prepare the lessons plan arranged by curriculum of 13 (K13), which the goal of learning daily activity.
3. Doing treatment for both experiment and control groups.

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Table 3.4
Treatment Procedure of Experimental Class

FASE	LEARNING ACTIVITIES	TIME
Apperception	<ol style="list-style-type: none"> 1. greeting 2. praying 3. checking student attendance list 4. review last material 	10 minute
Main activity	<p><i>Observing</i></p> <ul style="list-style-type: none"> - Teacher give example dialogue about daily activity - Teacher invites the students to read the dialogue - Teacher shows a video of daily activity <p><i>Questioning</i></p> <ul style="list-style-type: none"> - Teacher leads students to give comment or ask question based on the topic. <p><i>Exploring</i></p> <ul style="list-style-type: none"> - Teacher explains the material (daily activity). - Teacher explains how to identify generic structure and language features of the text. <p><i>Associating</i></p> <ul style="list-style-type: none"> - Teacher provide the interview topic (daily activity), states the duration of the interview, and provides think time. 	60 minute

	<ul style="list-style-type: none"> - Teacher ask the student to pairs. <p>Communicating</p> <ul style="list-style-type: none"> - Teacher invites the students to forward in front of the class in pair and interviewing their daily activity. 	
Post Teaching	<p>Closing</p> <ol style="list-style-type: none"> 1. Teacher concludes the lesson and tell the students about the next material 2. Teacher gives home work to students about the topic. 3. Teacher closes the class 	10 minute

4. After the treatment, students will have a post-test.
5. Findings.

F. Technique of Data Collection

The data collect by giving speaking test. Data of this research the students' scores of treatment and post-test in the final meeting. The treatment was given in the first meeting and the post-test at the end of meeting. Speaking test is given to both of control and experimental group for 75 minutes. In addition, treatment is given to recognize that how far the ability of students in speaking before the writer conducts the post test. Furthermore, the writer gave experimental group by using group three step interview technique.

G. Technique of Data Analysis

To analyze the students' score in posttest, the researcher use $t_{\text{-test}}$ formula taken from (Sudjana, 2005). In this case, $t_{\text{-test}}$ mean a statistical procedure use to determine whether both of groups are in the same ability or not.

In analysing the students' test score, some steps do before analysing the different mean by using $t_{\text{-test}}$ formula as follows;

1. This formula is apply to decide mean of students' test score in experiment and control groups:

$$\bar{X}_1 = \frac{\sum F_1 X_1}{\sum F_1} \text{ (Experiment group)}$$

$$\bar{X}_2 = \frac{\sum F_2 X_2}{\sum F_2} \text{ (Control group)}$$

2. This formula is use to decide standard deviation of experiment group:

$$S_1^2 = \frac{n_1 \times \sum F_1 x_1^2 - (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

3. This formula is use to decide standard deviation of control group:

$$S_2^2 = \frac{n_2 \times \sum F_2 x_2^2 - (\sum F_2 X_2)^2}{n_2 (n_2 - 1)}$$

The formula of t-test is as followed (Sudjana, 2005:239)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With;

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}$$

Where;

t : The value of t calculated / observer / obtained

\bar{X}_1 : Mean score of experiment sample

\bar{X}_2 : Mean score of control sample

n_1 : The number of subject of experimental group

n_2 : The number of subject of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of control group

The t_{table} is employ to see whether there was a significant difference between the mean score of both experiment group and control group.

The analysis of t-Formula describe that if the calculated is equal or less than the critical value t-table, hypothesis is rejected; and if value of t-calculated is bigger than t-table, the hypothesis is accepted.



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