CHAPTER III
RESEARCH METHOD

A. Research Design

The design of this research was an experimental research. According to Gay (2000:355), the purpose of experimental research is to identify cause-effect relationship both two variable. Basically, experimental research has three kinds of design: one short time case study, pre-test post-test and post-test only. In this research, the researcher used pre-test post-test design.

There are two groups involve the one was experimental and the other onewas control group. Before given the treatment the teacher gave the pre-test. Researcher gave pre test in experiment class and control class. After that the reseacher gave the treatments one group as functioned as experimental group provided some treatments by using Talk Show Strategy in teaching speaking and control group provided some treatments by teaching technique or strategy used in the target school and target grade exactly. The treatment was given to experimental group five meetings and also five meetings in control group. At the end of the research, the researcher gave post-test to the students to know their abilities in speaking.

Table 3.1
Research Design

E	0_1	X	0_2
C	0_1	-	0_2

Where:
E	=	Experimental group
C	=	Control group
X	=	Experimental treatment (Talk Show Strategy)
01	=	Pre-test

02   =   Post-test

By doing this research, researcher gave pre-test before giving the treatments, after that researcher provide some treatments by using Talk Show Strategy to experiment group and control group provided some treatments by teaching technique or strategy used in the target school and target grade exactly. At the end of the research, the researcher gave post-test to know students' speaking skill.

B. Population and Samples

1. Population

Gay (2000:102) says that population is a group to which the researcher would like the results of the study to be generalizable and sampling is the processe of selecting a number of individuals for a study in such a way that the individual represent the large group from which they were selected. In this research, the population was students in class X of Senior High School 6 Pariamanin academic year 2017-2018 which was grouped into five classes, there are X_1, X_2, X_3,and X_4total population was about 91students.

Table 3.2
Total of Students in Class X at Senior High School 6 Pariaman

No	Class	Total
1	X 1	22
2	X 2	22
3	X 3	24
4	X 4	23
	Total	**91**

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

2. Sample

According to Gay (2000:121) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. He also states that a good sample is the one that representative of the population from which is selected.

In order to got sample, the sample of this research has been taken by cluster random sampling. According to Gay (2000:110) cluster random sampling is sampling in which groups, not individuals are randomly selected that have similar characteristics and in which subjects can be found. The sample of this research has been taken by cluster random sampling.

To got the sample of the research, the researcher used the lottery to got a class for the sample. Such as class X_1 lottery A, X_2 lottery B, X_3 lottery C, and X_4 lottery D. All lotteries were put in the box and then the researcher shake it and removed a lottery. The one which removed was chosen as the sample of the research. In this case, X_1 as experimental class and X_2 as control class.

According to Gay (2012:135) cluster sampling is sampling in which groups, not individuals are randomly selected that have similar

characteristics and in which subjects can be found. To got the representative sample of this research the following steps:

1. Collecting the score MID test scores the entire students class X from the teacher.

2. Test of normality

   Normality test had an objective to know the population normal or not. In this research, researcher was used Kolmogrov Smirnov and Shapiro Wilk to know the sample normal or not. Based on analyzed by SPSS (*statistical product and service solution*) 20.0 program all of the groups of population the result of P-value higher than 0.05, it means that the data was normal.
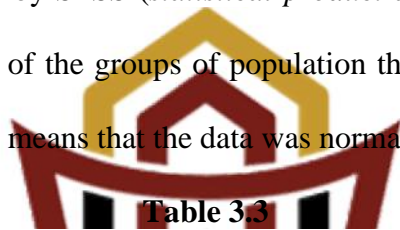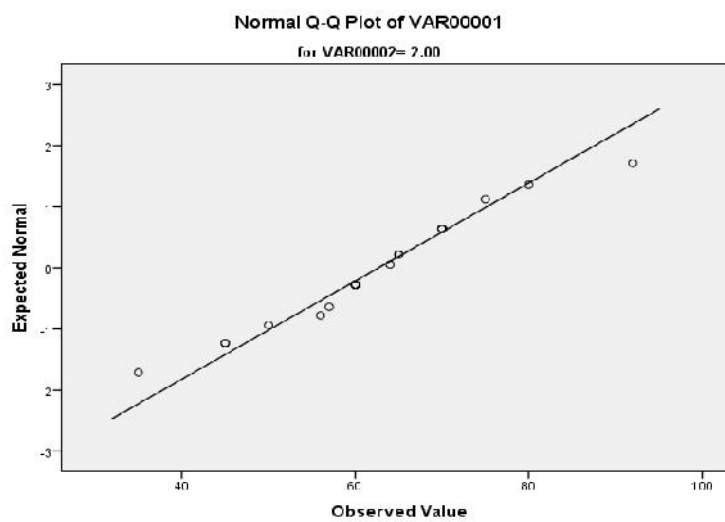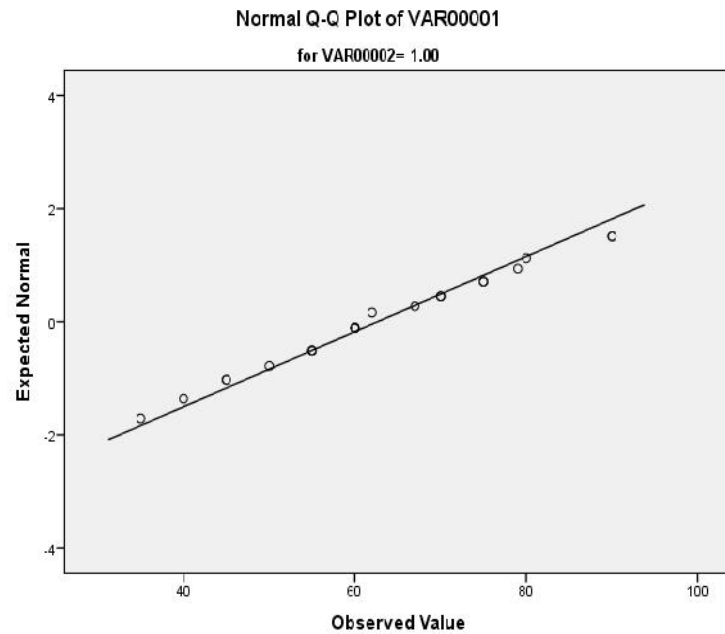
Table 3.3
Tests of Normality

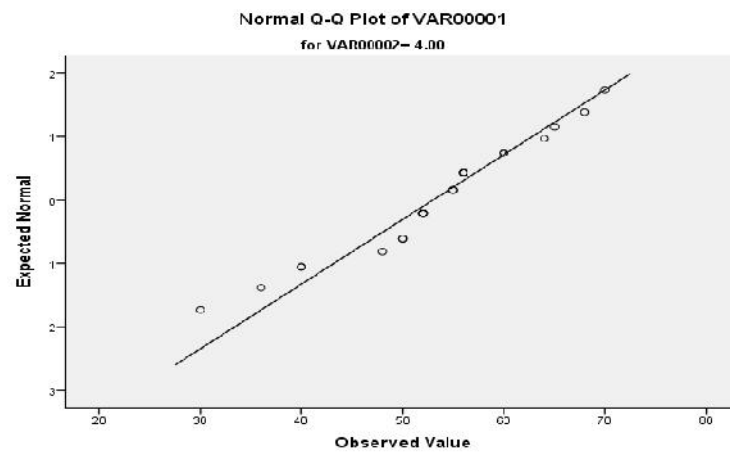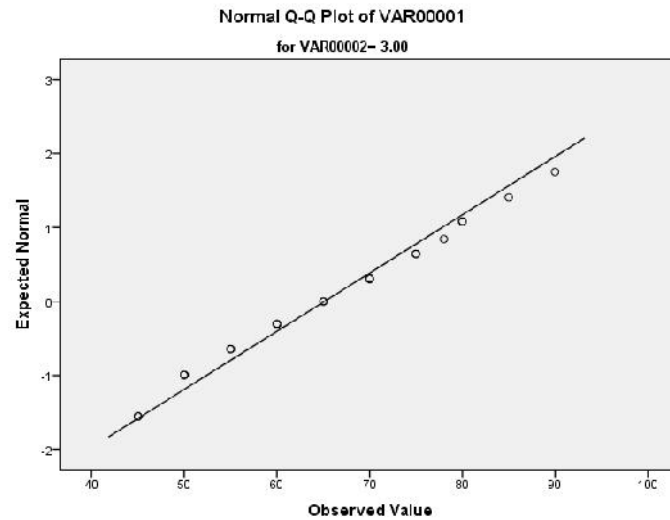|	VAR00002	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	X 1	.115	22	.200	.974	22	.811
	X 2	.142	22	.200	.967	22	.638
	X 3	.115	24	.200[*]	.966	24	.566
	X 4	.162	23	.118	.954	23	.352

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, could be seen that the significance or probability score of all the classes bigger than 0.05 in both Kolmogorov-Smirnov and Shapiro-Wilk. To saw whether the sample normal or not in distribution, researcher also used normal graphic of

Q-Q plot, the data is normal if the distribution of data plot be in the surrounding of aslant and athwart line. From the normality test, researcher got the output as below:

Normal Q-Q Plot of VAR00001
for VAR00002= 1.00

Normal Q-Q Plot of VAR00001
for VAR00002= 2.00

Normal Q-Q Plot of VAR00001

for VAR00002= 3.00

Normal Q-Q Plot of VAR00001

for VAR00002= 4.00

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From the graphic above could be seen that the drops spread around the line. So, it could be concluded that the distribution of all the population were normal.

3. Test of Homogeneous Variances

After doing the normality test, then researcher analyzed the homogeneous variation test. This test had an objective as to know the sample homogeny or not. This test used SPSS with test, if the data significant or the data more than 0.05 it mean the data was homogeneous.

Table.3.4
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
VAR00 001	Based on Mean	1.763	4	109	.141
	Based on Median	1.421	4	109	.232
	Based on Median and with adjusted df	1.421	4	100.160	.233
	Based on trimmed mean	1.759	4	109	.142

4. After getting the class,the sample of this research consisted of two groups: an experimental group and control group. Then the researcher choosen two classes as the sample. In determining experimental group and control group, the researcher used cluster random sampling. So, Class X_1 as experiment class and Class X_2 as control class.
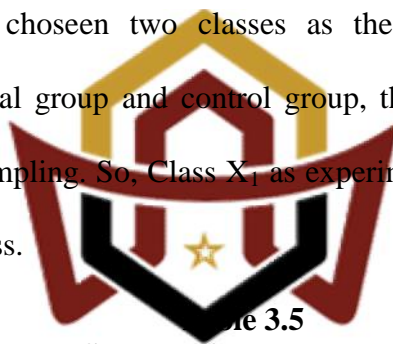
Table 3.5
Sample of the Research

No.	Class	Description
1.	X1	Experimental class
2.	X2	Control Class

C. Place and Time of Research

The research had been held at Senior High School 6 Pariaman. It was started in 29th Augustus 2017 until 02[nd]October 2017conducted. This research was conducted on five meetings in several weeks by applying Talk Show Strategy to saw the effect on students' speaking skill.

D. Instruments of Research

The objective of teaching speaking was to improved the students' speaking skill in English actively and fluently. There were two tests that used in this reseach, pre-test and post-test. The reseacher gave the pre test before giving the treatment. The researcher did the treatment during the five times then gave the post-test in finally.

The test was set based on the goal of teaching and learning that would be achieved. Pre-test used to know the students' speaking skill at the beginning and post-test used to know the development of the students' speaking skill in the ending after using Talk Show strategy in teaching and learning speaking skill.

The instrument in this research was oral test. The researcher usedoral test formed interview as instrument. The reseacher gave the some question to the students one by one in front of the classabout two until four minutes and then students answer the teacher question orally. After that the reseacher records the students' speaking. Then, resercher values the students' pronunciation, vocabulary, grammar, fluency and comprehension, after that the reseacher gave score towards students' speaking performents.

While, in scoring the pre-test and post-test, researcher used the Hughes categories (2003:132), criteria 1-6 in scoring test, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Those criteria could be seen from table below:

Table 3.6
Weighting Table

Criteria	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	16	20	23
Total Score	**16**	**33**	**50**	**66**	**83**	**100**

Source: Hughes,2003

E. Procedure of Doing Research

Teaching speaking process should be implemented as creative and communicative as possible the speaking since speaking was interactive skill that acquires the teacher and students responses to all the activity. That's why Talk Show strategy applied in teaching and learning speaking in the classroom to be more interactive and communicative.

In this research, the researcher use two classes to conduct the research. They were experimental class and control class. Both of classes was taught by the same material and the same teacher, the same length of time, but different treatment of the experimental class used Talk Show strategy in teaching speaking, while the control class usedteacher strategy (conventional). In short, the reseacher had proposed this procedure.

1. Determining the research time.

2. Prepare the lessons plan arranged by curriculum.

3. Doing the pre-test

4. Doing treatment for both experimental and control classes.

Table 3.7
Treatment Procedure for Experimental Class

No	Time	Teaching Activity	Teacher Activity	Students Activity
1	15 Minutes	Pre Activity	**(Apperception)** • Teacher greets the students • Teacher checks student attendance • Teacher ask the students about the last material **(Motivation)** • Teacher give the students motivation • Explain the new material	• Respond to teacher • Present • Review last material • Students pay attention to the teacher
2	60 Minutes	**Main Activity**	**(Exploration)** **1. Choosing an appropriate topic** • The teacher identifies an appropriate topic for talk show implementation	• Students choose the topic
			(Elaboration) **2. Explaining and modeling the talk show strategy** • Teacher explain the talk show by referring to a television talk show with which the students may be familiar	• Students watch example of the talk show

			(Confirmation) **3. Giving the group guided practice**	
			• The teacher divides the class into groups of three or four students' and gives them a topic to practice.	• Students sit in their group and get the topic that has teacher prepare and discuss with the friends who as a host and guest.
			• Each group discuss to selects their interviewer and interpreted brainstorming a list of question. The interviewer must practice asking question that cannot be answered with one word response.	• Students' try to speak with group in their sit
			• Teacher asks the students to practice in front of the class to get the value	• Students do practice in front of the class and the other group became the audience and give the additional question for the group that practice in front of the class
3	15 Minutes	**Post Activity**	• Teacher and student review and conclude the lesson	• Students conclude the material
			• Teacher give reflection	• Students response about the lesson
			• Teacher tell the next material	• Students pay attention
			• Teacher close the class	

Table 3.8
Treatment Procedure for Control Class

No	Time	Teaching Activity	Teacher Activity	Students Activity
1	15 Minutes	Pre Activity	**(Apperception)** • Teacher greets the students • Teacher checks student attendance • Teacher ask the students about the last material **(Motivation)** • Teacher give the students motivation • Explain the new material	• Respond to teacher • Present • Review last material • Students pay attention to the teacher
2	60 Minutes	Main Activity	**(Exploration)** • Teacher Encourage students to speak English such as: have you ever hear about recount text? • Teacher write a topic of on the whiteboard	• Students Respond • Students see the topic on the whiteboard
			(Elaboration) • Teacher divide students in to several groups • Teacher identifies the characteristic of the recount text and ask the students about what tenses use in recount text	• Students sit in their group • Students discuss with teacher about the text and answer the teacher question

|				
			• Teacher ask the students' to write recount text about their that have vocation to the beach in accordance with the example that has been given alternately	• Students make recount text about vocation to the beach
			(Confirmation) • Teacher ask students to perform their speaking in front of the class individually	• Students one by one in front of the class try to perform their vocation to the beach with a social function, the structure of the text, and linguistic elements appropriate to the context.
3	15 Minutes	Post Activity	• Teacher and student review and conclude the lesson • Teacher give reflection • Teacher tell the next material • Teacher close the class	• Students conclude the material • Students response about the lesson • Students pay attention

5. After the treatment, each of thestudents would be tested.

    After doing the learning process, so the final test was post-test about Recount text. The test was given to the students in experimental and control classes. The test was oral test formed interview.

6. The result was calculated using the percentage of improvement.

The reseacher scores based on criterion speaking by Hughes (2003:132), criteria 1-6, such as: pronunciation, grammar, vocabulary, fluency, and comprehension.According to Gay (2000: 161) validity is the most important characteristic a test or measuring instrument can process. It is concerned with the appropriateness of the interpretation made from test scores. Validity is important in all forms of research and all types of test and measures.

Then, reliability was the consistency of the test score. It means that the students' score would be rather similar if the test was administered in two different occasions. The researcher tries out the test to other class to validate and made the test reliable. In testing students, researcher formulate questions into instruction items which constructed by speaking test. Then the questions were tested the content validity.
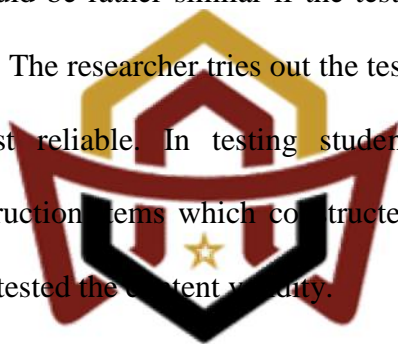
F. **Technique of Data Collection.**

In this research, the techniques and method which could be used to gather evidence in the research were as follows: tape recording (handphone) and transcript, and interviewing (test). Data of the test consist of students' scores in pre-test and post-test. Researcher gavethe pre-test about five times treatment and post-test was given at the end of the research to both of the classes. The test wasoral test formed interview. In the test, the reseacher gave the some questions to students and then the students answer orally.

While, post-test was the process of giving the test after giving the treatment. It aims to conclude the contribution of Talk Show in teaching and

learning speaking process to students' speaking skill. The scoring of this research based on students skills in speaking such as; pronunciation, vocabulary, grammar, fluency and comprehension. There were many scoring in speaking skill according Hughes.

G. Technique of Data Analysis

The researcher would be used the statistical procedures to analyze the scores. It gives a way to analyze the differences of speaking achievement between control group and experimental group. To found the standard deviation in experimental and control class, the writer would be used the formula of t-test.

In this case, T-test means a statistical procedure which was used to determine, whether there was any significant difference between the means of the two sets score from control and experiment class. In analyzing the students' test scores, there were some steps that would be done before analyzing the different mean by using t-test formula as follows:

a. This formula applied to decided mean of students' test score in experiment and control group:

$$\overline{X_1} = \frac{\sum F_1 X_1}{\sum F_1} \quad \text{(Experimental group)}$$

$$\overline{X_2} = \frac{\sum F_2 X_2}{\sum F_2} \quad \text{(Control group)}$$

b. This formula would be used to decide standard deviation of experimental group;

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

c. This formula would be used to decide standard deviation of control group;

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

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

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

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

Note:

t   = The value of t calculated

$\overline{X}_1$ = Mean of gain score experimental group

$\overline{X}_2$ = Mean of gain score of control group

S_1^2 = Standard deviation of gain score experimental group

S_2^2 = Standard deviation of gain score control group

n_1 = Number of experimental group

n_2 = Number of control group

The t-table would be employed to see whether there was a significant difference between the mean score of both experimental group and control group. The value of t-calculated would be consulted with the value of t-table at the degree of freedom $(n_1-1) + (n_2-1)$ and the level of confidence of 95% = 0.05. If the value of t-calculated is less than the value t-table, the null hypothesis was not accepted, on the contrary, if the value of t-calculated is equal or bigger than value of t-table, the alternative one is accepted.

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