

CHAPTER III RESEARCH METHOD

3.1 Research Design

In this research, the researcher used a pre-experimental method by applying one group pre-test, treatment and post-test design, this presented as follow:

$$E= O1 \text{ X } O2$$

Where:

| | | |
|----|---|------------------------|
| E | = | Experimental |
| O1 | = | pre-test |
| X | = | treatment |
| O2 | = | post-test ¹ |

In this experimental design, the differences were seeing in pre-test and post-test result of the students' achievement when the treatment wa applying in classroom.

3.2 Location and Duration

The location of this research conducted in Vocational High School 3 Parepare meanwhile the duration of the researcher was taken about more than one month.

3.3 Population and sample

3.3.1 Population

The population of this research is the students of Second Grade at Vocational High School 3 Parepare in academic year of 2019. There were two class for Multimedia class in the second grade which it was divided into Multimedia Class I and Multimedia Class II.

¹Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 110-111.

3.3.2 Sample

The researcher used purposive sampling technique which involve one class for use as class experiment was Multimedia Class II which consisted of 33 students.

3.4 The instrument of the research

Researcher delivered test to identify the students' pronunciation error. There were some instruments of this research. There were test and questionnaire. This test is pronunciation test that used to measure the students' pronunciation ability. This test applied in pre-test and post-test.

3.5 The procedure of collecting data

In collecting data, the researcher will give the students some steps as follows:

3.5.1 Pre-test

The pre-test was reading test where the students was reading a story which has been provided by the researcher to identify students' pronunciation itself. The researcher was directly asking the students one by one based on the absence to come forward to read the story in front of the researcher to know how far the ability of students during producing an English word. The researcher used a phone recorder in getting data of students' voice.

3.5.2 Treatment

The treatment conducted after pre-test has given in the classroom. The materials were given based on the syllabus. The researcher applied the procedure of each activity. The treatment was based on procedures for each activity in each meeting as follows:

1. First meeting

- a. The researcher opened the class and said greeting to the students.
- b. The researcher pointed one of the students to prepare the class by using English
- c. The researcher started to speak in English related to English Language before going to the materials. In this case, the researcher wants to stimulate her students with an English sound as always as possible by asking them about the problems that they usually encountered during learning English process in the class.
- d. The researcher introduced to the students of the software called A1 SpeechTRON as medium in learning English to improve student's pronunciation that they used during learning process.
- e. The researcher explained to the students each part of the software such as, the implementation A1SpeechTRON and the benefits of the software towards them while directly showing up of the display of software.
- f. The researcher applied the material by using the software A1 SpeechTRON by giving the students a short story.
- g. The researcher gave some minutes to the students to read the speech text correctly and analyze with the words that they hardly to mention.
- h. The researcher has provided the speech text same with on their English textbook inside the software before showing up to the students how the software will work.
- i. The researcher pointed some of the students to read the text.
- j. The researcher guided the students to read again the text after hearing through the software.

- k. The researcher asked the students which part that they didn't understand.
- l. The researcher corrected the words that they didn't understand
- m. The researcher told the students to bring their laptop for the next meeting
- n. The researcher concluded the given material.
- o. The researcher gave the students motivation to practice their English.
- p. The researcher closed the class.

2. Second meeting

- a. the researcher opened the class and said greeting to the students.
- b. The researcher told the students the implementation A1SpeechTRON and requests them to their laptops on the first meeting.
- c. The researcher helps to the students to install the software.
- d. The researcher explained the material by given them a text which has been provided inside the researcher's A1 SpeechTRON while waiting some students installed the software.
- e. The researcher gave the students some minutes to listen it carefully for a perfectly result.
- f. The researcher pointed some of the students to read the text according what they had listening.
- g. The researcher guided the students to read again the story according to the software for perfectly result after the students read the text.
- h. The researcher asks the students which part that they didn't understand
- i. The researcher corrected the words that they didn't understand
- j. The researcher concluded the given material.
- k. The researcher gave the students motivation to practice their English.
- l. The researcher closed the class.

3. Third meeting

- a. The researcher opened the class and said greeting to the students
- b. The researcher prepared to play a game called guessing challenge to the students through the software in the third meeting. it will be a little bit different from the previous meeting,
- c. The researcher explained the procedure of game. In this case, the students should guess phrase or sentence that has been provided by the researcher.
- d. The researcher asks for the first group to come forward to play the game.
- e. The researcher was playing the audio of English word to the students
- f. The researcher asked the students to raise the hand if they knew the English word
- g. The researcher continued the material after playing game
- h. The researcher concluded the given material when the game has done.
- i. The researcher gave the students motivation to practice their English.
- j. The researcher closed the class.

4. Fourth meeting

- a. The researcher opened the class and said greeting to the students
- b. The researcher asked the students to open the software in their laptop
- c. The researcher played the sounds to the students before asking them to read the text again.
- d. The researcher gave the students some minutes to listen it carefully for a perfectly result.
- e. The researcher asked the students to come forward the class after the students hearing the native speaker from the software.

- f. The researcher pointed some of the students to read the according what they had listening.
- g. The researcher guided the students to read again the story according to the software for perfectly result.
- h. The researcher asked the students which part that they didn't understand
- i. The researcher corrected the words that they didn't understand.
- j. The researcher concluded the given material.
- k. The researcher gave the students motivation to practice their English.
- l. The researcher closed the class.

3.5.3 Post-test

After doing the treatment, the researcher gave the post-test to the student. It was purposed to identify the influence of A1 SpeechTRON in achievement pronunciation of Students' of Vocational High School 3 Parepare.

3.5.4 Questionnaire

Questionnaire, based on Airasian is a checklist to get responses or information from some people about factual or demographic, behavioural, and also attitudinal. From the questionnaire, the researcher will collect the information from the students related to the implementation A1 SpeechTRON to improve their Pronunciation Skill.

3.6 The Technique of Data Analysis

3.6.1 Pronunciation test

The data was collecting through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

- a. To know the students' pronunciation ability, it was viewed from the one component, and it was: accuracy, content, pronunciation. but in this research the researcher gave accuracy component.

Table 3.1 The Classifications of Students' Pronunciation Score

| Classification | Score | Accuracy |
|----------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent | 6 | Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors. |
| Very Good | 5 | Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors. But most utterances are correct. |
| Good | 4 | Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. |
| Average | 3 | Pronunciation is influenced by the other tongue but only a few serious phonological errors, some of which causes confusion. |
| Poor | 2 | Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors. |

| | | |
|-----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Very Poor | 1 | Seriously pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course. ² |
|-----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- b. Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students³

- c. Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of differences between pre-test and post-test
($X^1 - X^2$)

N = Total sample

²J.B Heaton, *Writing English Language Test*, Longman Handbook for language Teacher, (United States America: Longman, 1989), p. 100.

³L.R. Gay, *Educational Research* (New York: Charles Merril Publishing Company, 1987), p. 298.

- d. Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T = the test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁴

- e. Finding out students' responses by using the following formula:

$$X = \frac{F}{N} \times 100$$

X = Percentage

F = Frequency

N = Number of Students

⁴L.R. Gay, *Educational Research*, p. 331.