CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher collected, process and analysis the data to get the conclusion from the research. This research was quantitative because it used number or statistics. The design was applied in this research was pre-experimental design with one group pre-test and post-test design. Pre experimental research is an experimental study that uses an experimental group, without a control group (comparison) and the subject sample is selected as is without using randomization.¹ And the design was described as follow:



B. Location and Duration of the Research

The location of the research was at MA DDI Kanang, Mangondang Street Number 35 Batetangnga village, Binuang District Polewali Mandar. Then, the time was ±1 month.

² Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 1998), p.
41.

¹ Yusuf Zainal Abidin, *Metode Penelitian Komunikasi*, (Bandung: CV Pustaka Setia, 2015), p. 126.

C. Population and Sample

1. Population

The population of this research was the eleventh grades at MA DDI Kanang with the total of population are 127 students.

2. Sample

The sample is a part of the number and characteristics taken by the population, if the population is large and the researcher cannot examine all the exiting populations due to limited manpower, funds, and time, the researcher can use the sample taken from that population. Research results or conclusions from the sample can later be applied to the population. Thus, in determining the sample from the population really must be representative (represent).³

To take the sample from the population, the researcher used the technique namely probability sampling with the simple random sampling. With this technique, all the population has a chance to become the sample. The sample selection is carrying out randomly using the lottery numbers that have been prepared. Then, the selected lottery number will be the sample in this research. The sample of this research was the students from IPA 2 of second grade which consist 17 students.

D. Instrument of the Research

1. Interpreting Practice/test

This research used the instrument that is interpreting practice/test by show one video as the source language and then the students interpreted it to the target language (English Language). The practice/test applied in pre-test and post-test. The pre-test is aim to know the students interpreting and the student's strategies in interpreting before the treatment, while the post-test is aim to know the student's improvement in interpreting after the treatment.

³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2012), p. 118.

2. Documentation

Documentation is the collecting data by recording data obtained from events whose contents consist of explanations and thoughts, the evens is written the awareness and intention to prepare or forward information.⁴ And if it is completed with attach photographs of research documentation.

E. Procedure of Collecting Data

In collecting data, the researcher collected the data with the following procedures:

1. Pre-test

Before give the treatment, on Thursday April 29 2021, the researcher went to school at MA DDI Kanang to get more information about the students in IPA 2 of second grade while introduced and explained the purpose of the research and also explained the step in this research. After that, the researcher gave the pre-test to the students by showed one video and asked the students to interpreted it and come to front the class.

2. Treatment

After giving the pre-test, the researcher gave the material about the consecutive interpreting strategies. So here, the researcher explained and taught about the strategies in consecutive interpreting to the students. The treatment was conducted five meetings.

a) The first meeting was Monday, May 03 2021

The researcher explained more about interpreting. After that, the researcher started to explain the meaning of interpreting and explained one strategy in consecutive interpreting and the first strategy that was become the first explanation by the researcher is understanding the context. After explained more about the

⁴ Lexy J. Moleong, *Metodologi Penelitian Kuualitatif*, (Bandung: Rosda Karya, 2017), p. 135.

strategy, the researcher reminds the students to learn more about the strategy and practice to use the strategy. After that, the researcher closes the class.

b) The second meeting was Thursday, 06 May 2021

In this meeting, the researcher opened the class while try to asked the students understanding about the first strategy that was learned before. After that, the researcher continues to explain the next strategy in consecutive interpreting that was decoding notes. After explained the second strategy, the researcher closed the class.

c) The third meeting was Monday, May 17 2021

In the third meeting, the researcher opened the class by asked the students to repeat the explanation about the two strategies before. After that the researcher continues to explain the third strategy that was coping tactics. The, the researcher closes the class.

d) The fourth meeting was Wednesday, May 19 2021

In this fourth meeting, the researcher taught about the fourth strategy in consecutive interpreting that was expression and reformulation. While the researcher taught about the fourth strategy, the researcher always asked the students about the strategy that was learned before. Then, the researcher closed the class.

e) The fifth meeting was Saturday, May 22 2021

In this meeting was the last meeting in treatment. The researcher explained two strategies that are listening and understanding to the source language and next meaning-based and word-based interpreting. After explained the two strategies, the researcher re-explained all the strategies in interpreting and then asked the students about the understanding also remind the students to practice interpreting by looking for video and try to interpret it. Before the researcher closed the class, the researcher explained to the students about the post-test and then closed the class.

3. Post-test was Saturday, May 29 2021

After giving the treatment, the researcher did the post-test. In will be done in order to find out the students consecutive interpreting skill after fifth-time treatment.

In the post-test, the researcher showed one video which use Indonesian language as the source language and then asked the students to interpret it again into the English language as the target language to take the score from the post-test.

F. Technique of Data Analysis

1. The scale criteria of interpreting

The data of this research is quantitative data. The researcher will use the interpreting quality measurement. The interpreting rubric was adopted from SCRIBD that uploaded by Diba Artsiyanti Basar and show that there are seven categories that will be assessed. SCRIBD is a website created by Trip Adler, Jared Friedman and Tikhon Bernstam that contains various documents or data that are integrated into a web page using the iPaper format. The seven categories as follow:

Categories		<u>A (4)</u>	<u>B (3)</u>	<u>C (2)</u>	<u>D (1)</u>
	-				
Enthus	nthusiasm facial facial		facial	facial	uses very little
		expressions and	expressions	expressions	facial
	body language and langu		and language	and body	expression or
		indicate a	sometimes	language are	body
		strong sense of	show a strong	used to try and	language.
		interest and	interest and	generate	shows no
		enthusiasm for	enthusiasm	enthusiasm but	interest in the
		the topic.	for the topic.	are not very	topic.
				sincere.	
<u> </u>	1 1	0 1 1 1		1 1 1	<u> </u>
Speak of	clearly	Speak clearly	speak clearly	speak clearly	often
		and	and	and decisively	mumbled or
		emphatically at	emphatically	most of the	couldn't be
		all times and	at all times	time.	understood or
		don't	but one utters	mispronounce	mispronounce

 Table 3.1 Rating rubric interpreting

mispronounce.one word.d a few words.d a few words.Posture andstand straight,Stand tall andsometimesbowing and /yes contactlook relaxedmaintain eyestand upor not lookingand confident.contact withstraight andat the audienceMaintain eyeeveryone indefendduringcontact withthe roominterpreting.interpreting.everyone in theinterpreting.interpreting.interpreting.room whileinterpreting.seemed quiteseemed tofully preparedseemed quiteseemed toseemed forand it was clearthe studentseemed quiteseemed topracticing.practiceit was clearthat there waspracticing.practiceit was clearthat there wasfully preparedgoodgoodunderstand theunderstandinggoodgoodunderstand theunderstandinggoodgoodunderstand theunderstandinggoodgoodunderstand theunderstandinggoodon severalwell.topic veryg of the topic.on severalwell.Use ofalways speak insometimesscenteg is practice,well.tube of topicealways speak insometimesscenteg is practice,well.tube of topicealways speak insometimesscenteg is practice,well.tube of topicealways speak insometimes <t< th=""><th colspan="3">· · · · · · · · · · · · · · · · · · ·</th><th>1</th><th>1</th></t<>	· · · · · · · · · · · · · · · · · · ·			1	1	
yes contactlook relaxed and confident. Maintain eye contact with everyone in the room whilemaintain eye contact with the room while interpreting.stand up straight and defendor not looking at the audience during interpreting.Readinessthe student was fully prepared and it was clear fully prepared practice practice practice more.the student seemed quite it took some practice more.the student seemed to have prepared it was clear there was still not enough practice.the student seemed to interpreting.Contentshow a full understanding of the topic.demonstrate a good understandin gooddemonstrate understanding topic very well.didn't seem to understanding goodUse of completealways speak in completesometimesrarely speak in completenever speak in complete			mispronounce.	one word.	d a few words.	d a few words.
yes contactlook relaxed and confident. Maintain eye contact with everyone in the room whilemaintain eye contact with ithe room while interpreting.stand up straight and defendor not looking at the audience during interpreting.Readinessthe student was fully prepared and it was clear they were practice more.the student seemed quite it took some prepared but it took some practice more.the student seemed to have prepared it was clear there was still not enough practice.the student seemed to interpreting.Contentshow a full understanding of the topic.demonstrate a understandin gooddemonstrate gooddidn't seem to understanding topic very well.Use of completealways speak in completesometimesrarely speak in completenever speak in complete						
yes contactlook relaxed and confident. Maintain eye contact with everyone in the room whilemaintain eye contact with the room while interpreting.stand up straight and defendor not looking at the audience during interpreting.Readinessthe student was fully prepared and it was clear fully prepared practice practice practice more.the student seemed quite it took some practice more.the student seemed to have prepared it was clear there was still not enough practice.the student seemed to interpreting.Contentshow a full understanding of the topic.demonstrate a good understandin gooddemonstrate understanding topic very well.didn't seem to understanding goodUse of completealways speak in completesometimesrarely speak in completenever speak in complete	Posture	e and	stand straight	Stand tall and	sometimes	bowing and /
SourceAnd confident. Maintain eye contact with everyone in the room whilecontact with everyone in the room while interpreting.straight and defendat the audience during interpreting.Readinessthe student was fully prepared and it was clear they were practicing.the student seemed quite prepared but it took some practice more.the students seemed to themselves but it was clear that there was still not enough practice.the student seemed to themselves but it took some practice.Contentshow a fulldemonstrate a good understanding go of the topic.demonstrate a good understanding go of to n several topics.didn't seem to topic very well.Use of completealways speak in completesometimesrarely speak in completenever speak in complete						
Maintain eye contact with everyone in the room whileeveryone in the roomdefendduring interpreting.interpretingwhile interpreting.understandingfully preparedseemed quiteseemed to thestudentseemed to thestudentReadinessthe student was fully preparedthe student prepared but it took somethe students preatcice more.the student themselves but it was clear that there was still not enough practice.the student seemed to themselves but it was clear that there was still not enough practice.demonstrate gooddidn't seem to understanding goodContentshow a full of the topic.demonstrate a gooddemonstrate understandin gooddidn't seem to understanding goodunderstanding understandingUse ofalways speak in completesometimesrarely speak in speaking innever speak in complete	yes coi	inact			1	
IntermediationIntermediationIntermediationcontact with everyone in the room whilewhile interpreting.interpreting.interpreting.interpreting.Interpreting.interpreting.interpreting.interpreting.Readinessthe student was fully preparedthe student seemed quitethe student seemed to themselves but it took some practice more.the student seemed to themselves but it was clear that there was still not enough practice.the student seemed to themselves but it was clear that there was still not enough practice.demonstrate gooddidn't seem to understanding topic very well.Contentshow a full of the topic.demonstrate g of the topic.demonstrate on several topics.didn't seem to understanding topic veryUse of completealways speak in completesometimes speaking inrarely speak in completenever speak in complete					U	
everyone in the room whilewhile interpreting.interpreting.interpreting.interpreting.interpreting.interpreting.interpreting.Readinessthe student was fully preparedthe studentthe studentsand it was clear they wereprepared but it took somehave prepared themselves but practicing.have prepared it took someunprepared for interpreting.practicing.practice more.it was clear that there was still not enough practice.seemed too the studentinterpreting.Contentshow a fulldemonstrate a understanding of the topic.good understandin understandindemonstrate understanding topic verydidn't seem to understanding go f the topic.Use ofalways speak in completesometimesrarely speak in completenever speak in complete					defend	U U
room while interpreting.interpreting.interpreting.Readinessthe student was fully prepared and it was clear practicing.the student seemed pute it took somethe student seemed to have prepared it was clear that there was still not enough practice.the student seemed it it ook someContentshow a fulldemonstrate a gooddemonstrate a gooddidn't seem to understanding it opic veryContentshow a fulldemonstrate a goodgoodunderstanding understandingUse of completealways speak in completesometimesrarely speak in completenever speak in complete			contact with	the room		interpreting.
Readinessthe student was fully prepared and it was clear they were practicing.the student seemed quite prepared but it took some more.the students seemed to have prepared it was clear that there was still not enough practice.the student seemed umprepared for interpreting.Contentshow a full understanding of the topic.demonstrate a good understanding go f the topic.demonstrate a it was clear they were it was clear that there was still not enough practice.didn't seem to understanding good understanding it was clear that topics.didn't seem to understanding it was clear they were it was clear that there was still not enough practice.didn't seem to understanding it was clear that there was still not enough practice.didn't seem to understanding it was clear that there was still not enough practice.Contentshow a full understanding gooddemonstrate a gooddemonstrate understanding it was clear topic very well.Use of completealways speak in completesometimes speaking in completerarely speak in completenever speak in complete			everyone in the	while		
Readinessthe student was fully preparedthe student seemed quitethe students seemed tothe student seemed toand it was clear they wereprepared but it took somehave prepared themselves but interpreting.unprepared for interpreting.practicing.practice more.it was clear that there was still not enough practice.it was clear that there wasContentshow a fulldemonstrate a understanding g ooddemonstrate a topic very on several topics.didn't seem to understanding topic veryUse of completealways speak in completesometimesrarely speak in completenever speak in complete			room while	interpreting.		
fully prepared and it was clear they were practicing.seemed quite prepared but it took some practice more.seemed to have prepared themselves but it was clear that there was still not enough practice.seemed quite have prepared themselves but it was clear that there was still not enough practice.seemed quite unprepared for interpreting.Contentshow a full understanding of the topic.demonstrate a good understandindemonstrate understanding understanding go f the topic.demonstrate a understanding understanding go f the topic.demonstrate understanding understanding go f the topic.demonstrate understanding understanding go f the topic.more.Use of completealways speak in completesometimes speaking inrarely speak in completenever speak in complete			interpreting.			
And it was clear they were practicing.prepared but it took some practice more.have prepared themselves but it was clear that there was still not enough practice.umprepared for interpreting.Contentshow a full understanding of the topic.demonstrate a good understandin g of the topic.demonstrate a understanding good understanding g of the topic.demonstrate a understanding good understanding g of the topic.demonstrate a understanding understanding g of the topic.demonstrate a understanding understanding good understanding g of the topic.demonstrate a understanding understanding understanding g of the topic.more.Use of completealways speak in completesometimes speaking inrarely speak in completenever speak in complete	Readiness		the student was	the student	the students	the student
Iter were practicing.Iter word it took some practice more.themselves but it was clear that there was still not enough practice.interpreting.Contentshow a full understanding of the topic.demonstrate a good understandin go of the topic.demonstrate a understandin go of the topic.demonstrate a understandin understanding go f the topic.demonstrate a understandin understanding go f the topic.demonstrate a understanding understanding go f the topic.demonstrate a understanding understanding understanding go f the topic.more.demonstrate understanding understanding understanding topic very well.Use of completealways speak in completesometimes speaking inrarely speak in completenever speak in complete			fully prepared	seemed quite	seemed to	seemed
Practicing.practice more.it was clear that there was still not enough practice.it was clear that there was practice.Contentshow a fulldemonstrate a gooddemonstrate aunderstanding of the topic.goodgoodunderstand the topic very go f the topic.Use of completealways speak in completesometimes speaking inrarely speak in completenever speak in complete			and it was clear	prepared but	have prepared	unprepared for
Image:			they were	it took some	themselves but	interpreting.
NoteHat there wasinore.that there wasstill notenoughenoughpractice.practice.that there wasunderstandinggoodof the topic.understandingof the topic.understandingg of the topic.go f the topic.understandinggo f the topic.understandinggo f the topic.understandingunderstandingtopic verywell.understandingtopics.understandingon severalunderstandingtopics.understandingtopics.understandingtopics.			practicing.	practice	it was clear	
Contentshow a fulldemonstrate aenough practice.didn't seem toUnderstandinggoodgoodunderstand theof the topic.understandinunderstandingtopic veryof the topic.go f the topic.on severalwell.Use ofalways speak insometimesrarely speak innever speak incompletecompletespeaking incompletecomplete				more.	that there was	
Contentshow a fulldemonstrate aenough practice.didn't seem toUnderstandinggoodgoodunderstand theof the topic.understandinunderstandingtopic veryof the topic.go f the topic.on severalwell.Use ofalways speak insometimesrarely speak innever speak incompletecompletespeaking incompletecomplete	-				still not	
Contentshow a fulldemonstrate ademonstratedidn't seem tounderstandinggoodgoodunderstand theof the topic.understandinunderstandingtopic veryg of the topic.g of the topic.on severalwell.Use ofalways speak insometimesrarely speak innever speak incompletecompletespeaking incompletecomplete						
Contentshow a fulldemonstrate ademonstrate adidn't seem tounderstandinggoodgoodunderstand theof the topic.understandinunderstandingtopic veryg of the topic.g of the topic.on severalwell.Lunderstandinunderstandintopics.topics.Use ofalways speak insometimesrarely speak innever speak incompletecompletespeaking incompletecomplete					-	
understanding of the topic.goodgoodunderstandingof the topic.understandinunderstandingtopic veryg of the topic.g of the topic.on severalwell.topics.topics.topics.topics.Use ofalways speak insometimesrarely speak innever speak incompletecompletespeaking incompletecomplete					practice.	
of the topic.understandinunderstandingtopic veryg of the topic.on severalwell.topics.topics.topics.Use ofalways speak insometimesrarely speak incompletecompletespeaking incomplete	Conter	nt	show a full	demonstrate a	demonstrate	didn't seem to
Image: Second			understanding	good	good	understand the
Use of completealways speak in speak insometimes speaking inrarely speak in completenever speak in complete			of the topic.	understandin	understanding	topic very
Use of completealways speak in speaking insometimes speaking inrarely speak in completenever speak in complete				g of the topic.	on several	well.
complete complete speaking in complete complete					topics.	
complete complete speaking in complete complete	Llas of					1.
					• •	1
complete	complete		complete	speaking in complete		complete
				complete		

		1	1	1
sentences	sentences.	sentences.	sentences.	sentences.
D	C 1	0		11.001 1.
Focus to the	focus on the	focus on a	sometimes	difficult to
			C 1	
topic	topic at all	topic almost	focus on the	understand
		11.4		11
	times.	all the time.	topic.	what exactly
				the topic is
				the topic is
				being
				being
				discussed.
				uiscusseu.

2. Scoring and Classifying the Students Score

Scoring the students interpreting quality in pre-test and post-test will use this formula:

Score = Students score \times 100

The high score

The score of the test result was classified in the following criteria:

Table 3.2 Classification score

Score	Classification
80-100	Very good
DADEI	
66-79	Good
56-65	Fair
40-55	Poor
<39	Very poor ⁵

⁵ Suharsimi Arikunto, Dasar-dasar Evaluasi Pendidikan, Edisi Revisi, (Jakarta: Bumi Aksara, 2009), p. 245.

- 3. Calculating the Mean and Standard Deviation
- a) To calculate the mean score, the researcher will apply the formula as follow:

$$\mathbf{M} = \frac{\sum Xi}{N}$$

- Where: M : The mean or arithmetic average of the score
 - $\sum xi$: The sum of all the score
 - N : The total number of the subjects.⁶
- b) To calculate the standard deviation the researcher will apply the formula:

$$SD = \sqrt{\frac{SS}{N-1}}$$
 Where $SS = \sum x^2 - \frac{(\sum x)^2}{N}$

Where:

SD	: Standard	mean	deviation

- SS : Standard score
- N : The total number of students
- Constant number
- $\sum x$: The sum of the score
- $(\sum X^2)$: The sum square of the sum of square.⁷

4. The Test of Significant

To finding the significant difference between the mean score of pre-test and posttest, it will need to calculate t-test value using the following formula:

289.

 ⁶ Suharsimi Arikunto, "Dasar-Dasar Evaluasi Pendidikan", (Jakarta: Bumi Aksara, 2010), p.
 ⁷ L. R. Gay, Educational Research Competencies for Analysis and Application, 2000), p.



Where:



⁸ L. R. Gay, *Educational Research Competencies for Analysis and Application*, 2000), p. 331.