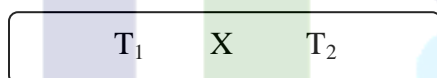


### CHAPTER III

#### 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.<sup>1</sup> And the design was described as follow:



Where:

$T_1$  : Pre-test

X : Treatment

$T_2$  : Post-test<sup>2</sup>

##### 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  $\pm 1$  month.

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

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

## **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).<sup>3</sup>

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.

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<sup>3</sup> 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 events is written the awareness and intention to prepare or forward information.<sup>4</sup> 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

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<sup>4</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (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:

**Table 3.1 Rating rubric interpreting**

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

	mispronounce.	one word.	d a few words.	d a few words.
Posture and yes contact	stand straight, look relaxed and confident. Maintain eye contact with everyone in the room while interpreting.	Stand tall and maintain eye contact with everyone in the room while interpreting.	sometimes stand up straight and defend	bowing and / or not looking at the audience during interpreting.
Readiness	the 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 have prepared themselves but it was clear that there was still not enough practice.	the student seemed unprepared for interpreting.
Content	show a full understanding of the topic.	demonstrate a good understanding of the topic.	demonstrate good understanding on several topics.	didn't seem to understand the topic very well.
Use of complete	always speak in complete	sometimes speaking in complete	rarely speak in complete	never speak in complete

sentences	sentences.	sentences.	sentences.	sentences.
Focus to the topic	focus on the topic at all times.	focus on a topic almost all the time.	sometimes focus on the topic.	difficult to understand what exactly the topic is being discussed.

## 2. Scoring and Classifying the Students Score

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

$$\text{Score} = \frac{\text{Students score} \times 100}{\text{The high score}}$$

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

**Table 3.2 Classification score**

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

<sup>5</sup> 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:

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

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.<sup>6</sup>

b) To calculate the standard deviation the researcher will apply the formula:

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

Where:

SD : Standard mean deviation

SS : Standard score

N : The total number of students

1 : Constant number

$\sum x$  : The sum of the score

$(\sum x^2)$  : The sum square of the sum of square.<sup>7</sup>

### 4. The Test of Significant

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

<sup>6</sup> Suharsimi Arikunto, “*Dasar-Dasar Evaluasi Pendidikan*”, (Jakarta: Bumi Aksara, 2010), p. 289.

<sup>7</sup> L. R. Gay, *Educational Research Competencies for Analysis and Application*, 2000), p. 289.



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

Where:

D : The mean score difference

$\sum D$  : The sum total of total score difference

$\sum D^2$  : The square of the sum score of difference

N : The total number of the sample

DF : N-1

t : Test of significant.<sup>8</sup>

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