CHAPTER III

THE METHOD OF THE RESEARCH

3.1. Research Design

The design of this research is Pre-experimental design with one group pre-test and post-test. The formula is presented as follow

$$O_1 \Longrightarrow X \Longrightarrow O_2$$

Where:

O_1 = pre test

X = Treatment

O_2 = Post Test[1]

3.2. Location and Duration of the Research

The location of this research is at SMA Neg 2 Parepare, especially the student of XI IPS class. This school is located in Jl. Jendral sudirman Parepare. The researcher use time around two month for collecting the data.

3.3. Population and Sample

3.3.1. Population

The population of this research are the students of the second year IPS class of SMAN 2 Parepare in academic year 2018/2019.

Table 3.1 The Population of the Students

No	Class	Number of students'
1.	XI. IPA 1	32

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[1]Sugiyono, *Metode Penalitian Pendidikan Kuantitatif, Kualitatif, dan R&D,*(Bandung: Alfabeta, 2015), p. 110-111.

2.	XI. IPA 2	33
3.	XI. IPA 3	35
4.	XI. IPA 4	32
5.	XI. IPA 5	32
6.	XI. IPS 1	30
7.	XI. IPS 2	33
8.	XI. IPS 3	33
9.	XI.IPS 4	32
Total of students		293

3.3.2. Sample

In this research, the writer was taken the sample from the second year of SMAN 2 Parepare, there are 5 classes, and in this case the researcher was use random sampling. The writer took one class as a sample is taken XI.IPS 1 Exact and total number of the sample is 32 students.

3.4. **Instrument of the Research**

The writer used speaking test which used to measure the student's speaking skill. This test applied in pre-test and post-test. The researcher used recorder to get the data from the students.

3.5. **Procedure of Collecting Data**

The procedure of collecting data is divided into some step as follow:

3.5.1. Pre-test

The pre-test is an oral speaking test. The researcher did an interview to the student one by one in the class. The pre-test was used to check the students speaking ability before giving the treatment and this test was given to find out the initial skill or ability before presenting the material through three step interview.

3.5.2. Treatment

After giving the pre-test and getting the students ability in English, the researcher gave a treatment to the students in the classroom. Here are the following activities in treatment:

3.5.2.1. The first meeting

In the first meeting, the researcher gave a greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explain about the procedure of three step interview before teaching the material, then, the researcher gave an example about the strategy; next the researcher gave the student a chance to give a question about what the researcher explained. Next, the researcher gave the student a topic about "students and part time work" next the researcher divided the student in to groups, in group there are interviewer, interviewee and reporter, after that the students reverse the role, next the student shared the information to another groups about what they learned in the interview. The researcher checks their task and gave corrections and directions if they made any mistook then The researcher suggested to them to study hard and tells the material next meeting.

3.5.2.2 Second meeting

In the second meeting, the researcher gave a greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explain about the procedure of three step interview before teaching the material, then, the researcher gave an example about the strategy, next the researcher gave the student a chance to ask question about what the researcher explained. Next, the researcher gave the student a topic about "use mobile phone while driving. (it is dangerous?)" next the researcher divided the student in to groups, in group there are an interviewer, interviewee and

reporter, after that the students reverse the role, next the student shared the information to another groups about what they learned in the interview. The researcher also gave the student a games so the students feel relax after studying. The researcher checks their task and gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

3.5.2.3 Third meeting

In the third meeting, the researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher gave the student a topic about "online bullying and workplace tensions" next the researcher divided the student in to groups, in group there are an interviewer, interviewee and reporter, after that the students reverse the role, next the student shared the information to another groups about what they learned in the interview. The researcher also gave the student a games so the student feel relax after studying. The researcher checks their task and gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

3.5.2.4 The forth meeting

In the fourth meeting, the researcher gave a greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher gave the student a topic about "working mothers" next the researcher divided the student in to groups, in group there are an interviewer, interviewee and reporter, after that the students reverse the role, next the student shared the information to another groups about what they learned in the interview. The researcher checks their task and gives corrections and

directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting. The content of the interview can be anything. Often interview is used to have students relate personal experiences on a topic related to the learning unit; it is thus an excellent method of creating a strong anticipatory set for learning more about something of interest.

3.5.3. Post-test

After doing the treatment, the researcher gave the student the test. The test is same as the pre-test which has been giving before. It is conducted to check the result of treatment and it is also useful to know whether using the "Three Step Interview technique" is applying to improve students speaking ability.

3.6.   The Technique of Data Analysis

3.6.1. Speaking test

The data of this study is quantitative data. The quantitative data is the result of the student's speaking test. The researcher use the standard of speaking score criteria, as follow:

Table 3.2. Scoring In Speaking

	Fluency	Pronunciation and accent	Vocabulary	Grammar
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.

3.6.2. The Classification of The Students Score

Table 3.3. The Classification Student's Score

No	Classification	Score
5.	Very good	81-100
4.	Good	61-80
3.	Fair	41-60
2.	Poor	21-40
1.	Very poor	0-20

3.6.3 Finding out the mean score by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum$ = Total score

N = the total number of students[2]

3.6.3. Calculating the rate percentage of the students score by using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = Percentage

F = frequency

N = total of number sample[3]

3.6.4. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\dfrac{\sum D2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

[2]Suharsimi Arikonto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p. 264.

[3]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

Where:

t = test of significance

D = the mean score of differences

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

$\sum D2$ = the square of the sum score of difference

N = the total sample[4]

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[4] Gay L.R Education Research, "Competencies For analysis and Application Second Edition", p. 331.