

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is mix method which would consist with quantitative and qualitative. Since the researcher needs to describe the results and the findings and show a range of number from the students' score after performing a speech. It based on the aim of this research to know how the students' skill in performing a speech and the researcher also needs to know what the students' deprivation in performing a speech.

B. Location and Time of Research

The location and Duration research takes place at SMAN 6 Pinrang by focusing at the eleventh grade students' of SMAN 6 Pinrang in academic year 2020/2021. The researcher used mix method which is needed several times to collect and analyze the data. That is way the researcher needs more than a month that to collecting the data and analyze the data.

C. Population and Sample

1. Population

The population of this research is whole students at the eleventh grade of SMAN 6 Pinrang, in academic year 2020/2021. Total populations are 123 students.

Table 3.1 The Population of the eleventh grade students of SMAN 6 Pinrang

No	Class	Students		Total
		Male	Female	
1	XI MIPA 1	11	23	34
2	XI MIPA 2	12	22	34
3	XI IPS 1	15	15	30
4	XI IPS 2	12	13	25
		50	73	123

(Source: Administration of SMAN 6 Pinrang)

2. Sample

For four classes of eleventh grade on SMAN 6 Pinrang program academic year 2020/2021 as the population, the researcher took class XI MIPA 1 as sample and used probability sampling which is would use purposive sampling as the technique of sampling. It is based on the research purpose to give a test to students that have been learning using CLT.

D. Instrument of the Research

To find out students' skill in performing a speech the researcher gave a test to the students by asking them to performing a speech and to supports the result of this research, the researcher also doing an interview to help researcher to know the students' deprivation in performing a speech.

E. Procedure of Collecting Data

In collecting the data, the researcher would used some ways as follow:

1. The researcher sent the instrument test to the students, which consist of instruction and instrument test.
2. The students submit their speech performance in video format.
3. After the test is finish, the researcher collected the results of the students test.
4. Then, the researcher doing an interview to the students about their deprivation in performing a speech.
5. The researcher got a conclusion based on the test results and the interview.

F. Technique of Data Analysis

To analyze the data the researcher used quantitative and qualitative analysis by employed statistically calculation to the test. The researcher applied the statistically analyzing by some procedures in below:

1. Scoring Students' performance

$$S = \frac{R}{N} \times 100\%$$

Where:

S : The Score of the Test

R : The Total of the Right Answer

N : The Total Items¹

¹Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Fourteenth edition, (Jakarta: PT Rineka Cipta, 2010), p.271.

Public speaking competencies and criteria for assessment based on national communication association (NCA)²:

Table 3.2 Public speaking competencies and criteria for assessment

- a. Competency one: chooses and narrows a topic appropriately for the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker present a topic and a focus that are exceptionally appropriate for the purpose, time constrains, and audience.
Satisfactory	2	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.
Unsatisfactory	1	The speaker presents a topic and a focus that are not appropriate for the purpose, time, the constraints or audience.

²SherwynMorreale, et al, *The Competent Speaker Speech Evaluation Form, Second Edition*, p.12

- b. Competency two: communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker communicates a thesis/specific purpose that is exceptionally clear and identifiable.
Satisfactory	2	The speaker communicates the thesis/specific purpose that is adequately clear and identifiable.
Unsatisfactory	1	The speaker does not communicate a clear and identifiable thesis/specific purpose.

- c. Competency three: provides supporting material (including electronic and non-electronic presentational aids) appropriate to the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker uses supporting material that is exceptional in quality and variety.
Satisfactory	2	The speaker uses supporting material that is appropriate in quality and variety.
Unsatisfactory	1	The speaker uses supporting material that is inappropriate in quality and variety.

- d. Competency four: uses an organization pattern appropriate to the topic, audience, occasion and purpose.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.
Satisfactory	2	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.
Unsatisfactory	1	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas.

- e. Competency five: use language appropriate to the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker uses language that is exceptionally clear, vivid, and appropriate.
Satisfactory	2	The speaker uses language that is reasonably clear, vivid, and appropriate.

Unsatisfactory	1	The speaker uses unclear or inappropriate language.
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- f. Competency six: use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker makes exceptional use of vocal variety in a conversational mode.
Satisfactory	2	The speaker makes acceptable use of vocal variety in a conversational mode.
Unsatisfactory	1	The speaker fails to use vocal variety and fails to speak in a conversational mode.

- g. Competency seven: use pronunciation, grammar, and articulation appropriate to the audience and occasion.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker has exceptional articulation, pronunciation, and grammar.
Satisfactory	2	The speaker has acceptable articulation, with few pronunciation or grammatical errors.
Unsatisfactory	1	The speaker fails to use acceptable articulation, pronunciation, and grammar

- h. Competency eight: use physical behaviors that support the verbal message.

The category of competency	Score	Criteria for Assessment
Excellent	3	The speaker demonstrates exceptional posture, gestures, bodily movement facial expression, eye contact, and use of dress.
Satisfactory	2	The speaker demonstrates acceptable posture, gestures, facial expression, eye contact, and use of dress.
Unsatisfactory	1	The speaker fails to use acceptable posture, gestures, facial expression, eye contact and dress.

2. Finding out the mean score

To find out the mean score of each test the researcher will use the following formula:

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

Where:

X : Mean score

$\sum X$: Total score

N : number of student³

³ L. R. Gay, *Educational Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p.282

3. Analyze the interview

The researcher doing the interview to the students by doing online interview, and researcher sent the question of interview to the students. After the researcher got the result of the interview the researcher took conclusion based on the students' responds.

