

CHAPTER III

THE RESEARCH METHOD

3.1 Research Design

In this research, the method was applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

$$E = O_1 \times X \times O_2$$

Where: E = Experimental
O1 = pre-test
X = treatment
O2 = post-test¹

In this experimental design, the effect of selected teaching material implementation will be found out by comparing the result of the students' achievement in pre-test and post-test.

3.2 Population and Sample

A Population was the whole of the object research which can be either human, animal, plants, air, symptoms, values, event, attitudes and forth. So that these objects can be varied source of research data.

1.2.1 Population

The population of this research was the students of MAN 2 Parepare in also as the second grade, they consist of 221 students. But here reseacher just take the DMC (Debate Meeting Club) of MAN 2 Parepare that consist of 16 member.

NO.	Class	The Number Of Students		Total
		Male	Female	

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

1.	DMC (Debate Meeting Club)	2	14	16
Total		2	14	16

3.2.2 Sample

The researcher used total sampling where the number of sample equal with the population. Whole of the population was used as a sample of the research.

3.3 The Instrument of the Research

This test was speaking test that used to measure the students' speaking skill. This test had been applied in pre-test and post-test. The researcher will use recorder in getting data from the students.

3.4 Procedure of Collecting Data

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

3.4.1 Pre test

Before treatment began, a pre-test had been given for each students. Gave an opportunity for three minutes to respon about the scenario. The researcher will call the students one by one. The researcher will record when they explain their respon about the scenario, to find out the initial skill or ability of students.

3.4.2 Treatment

The treatment conduct after given a pre-test in classroom based on the material from 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

The researcher greeted the students, divide students into two groups. Pro and contra and give the topics than 15 minutes to building the case, the students presented their idea in front of their friends. After all the student presenting. The researcher giving a common explanation towards the topic. After that close the class.

2. Second meeting

The researcher greeted the students and explain about the system of the debate and how to apply the British Parliamentary after that the student practice the British Parliamentary debate system by giving them topic to discuss.then giving common explanation and suggestion to the student. After all the activities the reseacher closes the meeting.

3. The Third, Fourth, Fifth and and the Sixth meeting

The Researcher greet the students and divide them into 8people in every session. The 8 people in the firsth, second and third session had some roles of debate. Government 4 people (2 as opening government, 2 as the closing of government) and Opposite 4 people (2 as Opining Opposition, 2 as the closing Opposition). All the position took randomly for every session . and their partner for each group they together until the last treatment. After that give them motions to debate (Every meeting had different motion to debate) and preparation time for fifteen minutes. During the debate, the researcher role as the educator and then close the class after the activities finish.

3.4.3 Post test

After doing the treatment, the research gave the post-test to the student. It is aimed to identify the influence of Critical thinking through debate in achievement speaking skill of students of MAN 2 Parepare.

3.5 Technique of analysis data

1. Speaking test

The data collected through the test will be analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps were:

1. To find out the student's speaking ability, it is viewed from the four components, and they are: pronunciation, grammar, vocabulary, fluency and comprehension.

Table 3.3 Scoring formulation for students' communicating ability

Classification	Score	Criteria
Pronunciation	9-10	Equivalent to and fully accepted by educated native speaker
	7-8	Errors in pronunciation are quite rare
	5-6	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	3-4	Accent is intelligible though often quite faulty.
	1-2	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Grammar	9-10	Equivalent to that of an educated native speaker
	7-8	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5-6	Control of grammar is good. Able to speak the language with Sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	3-4	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	1-2	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	9-10	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
	7-8	Can understand and participate in any conversation within the range of his Experience with a high degree of precision of vocabulary.

	5-6	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	3-4	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	1-2	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	9-10	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	7-8	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5-6	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words
	3-4	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1-2	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
Comprehension	9-10	Equivalent to that of an educated native speaker.
	7-8	Can understand any conversation within the range of his experience.
	5-6	Comprehension is quite complete at a normal rate of speech.

	3-4	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge
	1-2	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*²)

2. The data will be classified into the following ways of classification as the table below:

Table 3.4 Classification the students' communicating score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	≤40

(Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*)³

- 3.5.1.3 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

²Daughlas H Brown. *Language Assessment and Classroom Practice*, (San Francisco: State University, 2004), p. 406-407.

³Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi)(Jakarta: PT. Bumi Aksara, 2005), p. 245.

N = Number of Students⁴

3.5.1.4 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 difference between pre-test and post-test
($X^1 - X^2$)

N = Total sample

3.5.1.5 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 ($X_1 - X_2$)

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

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

N : the total sample.⁵

⁴L.R. Gay, *Educational Research* (New York: Charles Merrill Publishing Company, 1987), p.298.

⁵L.R. Gay, *Educational Research*, p. 331.

