

CHAPTER III

RESEARCH METHOD

This chapter deals with the Research Design, Subject and Setting of the Study, Procedures of the Study, Preliminary Observation, Planning, Implementing, Observing, and Reflecting.

A. Research Design

This study used quasi-experimental research design and using two groups. In this research there is one as an experimental treatment group, and one group as a control group. For a control group the researcher does not give a treatment but directly give a test and the post test was given to the students after they were taught by using the conventional teaching method. Different to treatment class, here the researcher must give treatment by taught using three-step Interview strategy before give a test. This activity is to know the effectiveness of three steps interview as a strategy to teach speaking ability by comparing the average score of two classes.

This research used quasi-experimental study because did not have random assignment of subject but the researcher took two of groups to used post-test to see the result the treatment.

The research is need the statistical result of data which is the dominant one. According to Perry (2005 : 75) stated that quantitative mainly comes from pshycology field and emphasis statistic to make generalization from sample to populations for collecting data. Statistical data can be used to know the frequency

of occurrence of The Effectiveness of Using Three Steps Interview Toward Students Speaking Ability of Tenth Grade Student at SMAN 1 Tulungagung.

This type of research is experimental study. According to Cressweell(2008 : 299), the experiment is a test idea to determine whether it affects results or dependent variables. The experimental study is a way to find causal relationship between two factors raised by the researcher. In the experiment research is usually two groups involved and compared to seek influence at treatment. As quoted in Marczky (2005: 3), "Experimental research involves benchmarking two groups on one outcome measure to test several hypotheses about causality. The design of this study was quasi experimental research with a nonequivalent control group intended to determine the effect of using the Three-Step Interview Strategy on students' speaking ability.

Furthermore, this research will be use two classes as sample. The first class functional as experimental class (X) treated by using Three-Step Interview Strategy and the second will be control class (Y) which will treat without using Three-Step Interview Strategy just taught the konvensional strategy. In the experimental class, the students will administer by giving pre-test at the beginning of the teaching learning in order to know students' speaking ability. Then there was treatment in the middle. During treatment, the writer corporate with the observer and posttest at the end of the teaching learning process in order to know the effectiveness of using Three-Step Interview Strategy.

This research was clarified as a quasi-experimental study. There was one group as an experimental group and the other as the control group. Wiesrma and

Jurs (2009: 165) state that a quasi-experimental study uses the intact groups as the research subjects. Two intact groups that had been chosen were given a different treatment. The experimental group is given a special treatment and the control group is not (Bell, 1995:15). In this research, the treatment was given to the experimental group. The teacher applied Three Step Interview Strategy in the teaching learning process, especially in speaking class.

Table 3.1 : Design of the Study

Pre and Post- Test Design Time

Select Experimental Group	Pre-Test (Y_1)	Experimental Treatment	Post- Test (Y_2)
Select Control Group	Pre- Test (Y_1)	Non Treatment	Post- Test (Y_2)

As can be seen from the diagram above, there was two groups employed in this design; one group was the experimental group, it received a treatment while second group was the control group, it received another treatment. Here, both of the groups received pre-test to obtain first data. Then, the experimental group was given treatment of using Three Steps Interview Strategy while the control group was using conventional teaching. Finally, both of the groups were given post-test. The post-test was conducted at the end of the research. The post test result determined the significant difference in speaking ability between the students who were taught by using three steps interview strategy and without using three steps interview strategy.

B. Location and Time of The Research

The research conducted of the first year student at SMAN 1 Tulungagung . Which is located at Jl. Fatahilah, Panggungrejo, Kec. Tulungagung, KabupatenTulungagung.

C. The Subject of Research

1. Population

McMillan. (1996: 85) states that s population is a group of elements of cases. whether individuals. objects. or events. That conform to specific criteria and tho which we intend to generalize the result of the research. For a research that requires a large population for the source of the data, the first steps is to the target population. Target population in educational research usually is defined as all the members of real or hypothetical set of people, event, or object to which educational researchs whis to generalize the result of the reseach Borg *et al*(1989:216).

The population of this research was the tenth grade students of SMAN 1 Tulungagung in the academic year of 2017/2018 which consisted of seven classes. All the members of puulation comprised of 205 students who had the same chance to be the sample members. From the population, it was taken 2 classes, those were X-4 and X-5. The number of population can be seen in the following table :

**Table 3.2 : The Population of the Tenth Grade Student
at SMAN 1 Tulunagung**

NO	CLASS	TOTAL
1	X-1	34
2	X-2	29
3	X-3	30
4	X-4	29
5	X-5	23
6	X-6	30
7	X-7	30
TOTAL		205

2. Sample and Sampling Technique

Charles (1995 :96) define a sample as a small group of people selected to represent the much large entire population from which it is drawn. By studying the samples, it is hoped to draw valid conclusions about the large group. A sample is generally selected for study because the population is too large to be studied for this study in its entirety. The sample should be representative or the general population

The researcher selected two of the seven classes from the tenth grade students of SMAN 1 Tulungagung and researcher used purposive sampling technique. The samples were taken based on the recommendation from English teacher. Therefore, the researcher chose X-4 and X-5 two classes as the subject of the research. One class was experimental group and the other

one was the control group. One class that was X-4 class was the experimental group and X-5 class was the control group. X-4 class was the experimental group consists of 28 students and X-5 class was as the control group consists of 23 students.

**Table 3.2 : The Sample of the Tenth Grade Students
at SMAN 1 Tulungagung**

No	Class	Number of Student		Total
		Male	Female	
1	X-4 (Experimental group)	10	18	28
2	X-5 (Control group)	12	11	23

D. Research Instrument

Instrument has important function in this research. Frankel (2005: 112) states: "Instrument is the device the researcher uses to collect data". According to Subagiyo (2007 : 53) actually there are two kinds of instruments; test instrument to measure students' achievement and non-test instrument used to measure attitude. In this research the researcher used test in order to measure the students' achievement. According to Nitko (1989: 32), " Test is a systematic procedure for observing persons and describing them with either a numerical scale or a category system".

Process of instrumentation to develop research instrument composed of seven stages. Those are reviewing syllabus (teaching scenario), here the researcher reviewed the syllabus of tenth grade students related to material being the object of research. In this research, news item text was used to be the material for this observation. Then continued with the developing blueprint, was carried out by the researcher reviewing the syllabus, so that the items of instrument will be correlated with the content of the material. After that the researcher should make the speaking instrument test, in this stage the researcher arranged the items of instrument and adjusted the students' speaking ability. It purposed as device to collect the data and make sure students' speaking ability. The instrument used interview speaking test and divided into two kinds of test, those are pre-test and post-test. The next stage the researcher must find out the validator to measure that test, the name is validation test. Validation did by the researcher to consider some aspects of blueprint and items of instrument. It has a purpose to make a good test based on the expert to measure face validity. In this research, the researcher decided to choose the English Teacher of SMAN 1 Tulungagung as the expert validating the blueprint and instrument. Revising, at the revising stage the researcher rearranged the aspect of blueprint and instruction for the expert validation. And the next is try out, it has purpose to measure validity and reliability of instrument before it was applied in the research class. The try out was held before pre-test and post-test which applied in another class not involved as the research class. And the last procedure is speaking final test, In this last stage, the researcher drafted the complete research instrument as the final step.

That was intended to the result of reliability test showed that the research instrument has been appropriate and can be used as device to collect data.

This research used a students' interview test as the instrument to collect data. The result was used to describe the significance and differences speaking ability of learners who were taught by using Three Steps Interview strategy and who were taught without using it.

In assessing students' speaking skill the researcher used scoring rubric (Brown: 2010:172-173).

Table 3.4 : The Speaking Scoring Rubric

No	Elements of Speaking	Score	Criteria
1	Grammar 30%	1-6	The student doesn't use simple past tense and conjunction, it totally wrong.
		7-12	The student uses less simple past tense and doesn't use conjunction in their present of the newx item text.
		13-18	Use simple past tense and conjunction in their present the news item, but there are many significant mistakes.
		19-24	Use simple past tense and conjunction in their present the news item, but there are several mistake.
		25-30	Use simple past tense and conjunction in their present the news item without mistake.
2	Vocabulary 25%	1-5	Speaking vocabulary inadequate to express anything but the most elementary needs.
		6-10	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		11-15	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.
		16-20	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		21-25	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3.	Fluency 20 %	1-3	No specific fluency description. Refer to other four language areas for implied level of fluency.
		4-6	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		7-9	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		10-12	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.
		13-15	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
4.	Pronunciation 15%	1-3	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		4-6	Accent is intelligible though often quite faulty.
		7-9	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		10-12	Errors in pronunciation are quite rare.
		13-15	Equivalent to and fully accepted native

			speakers.
5.	Content 10%	1-2	Many problem was known and the message can not be understandable
		3-4	Diculities to get ideas, the message need to be guessed from other but not actual production.
		5-7	Not many difficulties to get the ideas of the understandable.
		8-10	Easy to get ideas from the connector used, the speaket gives alternative option to be understandable and the message is competely undersstandable

The pre-test and post-test were used to measured students' speaking ability of both experimental and control groups. Before the researcher implemented the instrumens to the sample of the research. The validity and reliability of the instruments of pre-test and post-test should be calculated.

The reseacher designed the different topic of instrument for the pre-test and the post-test. Both tests were developed based on the materials of students' speaking ability, which referred to the main competence and basic competences of the school-based curriculum of Senior High School pf the tenth grade in English subject.

E. The Validity and Reliability of Test

The try out item should be tested to measure its validity and reliability before conducting pre-test and post-test (Brown, 1988). To know whether the test was good or not, there are two important characteristics that should to be considered :

1. **Validity**

An instrument was considered valid if it was able to test what should be tested. It could explain the data from the variables which were accurately researched. Wiersma and Jurs (2009:356) say that a valid instrument refers to the extent to which an instrument measures what is supposed to measure. There were three kinds of validity applied in this research. The first is content validity, it's means there was correspondence between curriculum objectives and the objectives being tested. Content validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively. According to Wiersma and Jurs (2009: 355), content validity is the process of how the establishes the representativeness of the items in a certain domain of the skills, tasks, knowledge, and the other aspects that are being measured. Content validity just focused on how well the items represent the intended area. To determine the validity was referring to the material given to the students.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the test given to the students were based on the material that they had learned about news item text. Besides, the test should include a propose sample of the instructure or content which relevant with the purpose of the test. Therefore, the test was developed in reference to the main competence

and basic competency for tenth grade students of Senior High School. The basic competence and indicators are presented in Table below :

Table 3.5 : Basic Competence and Indicators of the Tenth Grade Students of SeniorHigh School for English Subject.

Standard Competence	Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;
Basic Competence	Menyusun teks wawancara berita terkini , lisan dan tulis, pendek dan sederhana yang melibatkan tindakan meminta dan memberi informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, stuktur teks, dan unsur kebahasaan yang benar.
Indicator	Siswa mampu mengunhkapkan makna dalam teks fungsional pendek dan monolog tentang “news item text” dengan lisan dan tulis, pendek dan sederhana yang melibatkan tindakan meminta dan memberi informasi terkait pendapat dan pikiran dengan memperhatikan fungsi sosial truktur teks dan unsur kebahasaan yang benar
Technique	Speaking test
Instrument of Test	1. Pre-test 2. Pos-ttest
Time Allocation	90 Minutes

The second is Construct Validity, Wiersma and Jurs (2009 : 358) state that construct validity refers to theoretical or trait being measured, but not to

the technical construction of the test. This validity was used to examination whether the test had a consistent representatiin with theories underlying the material was given or not. To fulfill the construct validity, the researcher constructed the instrument based on the blue print of the speaking ability consisting of some specific indicators. To score students' speaking ability test, the researcher used scoring rubric adopted from Brown (2010 : 172-173). (See on Appendix for the detailed speaking scoring rubric.)

And The last is face validity.Face validity becomes one of the validity types that can be established. Validity was measurement that showed the validity level of the instrument Arikunto (1998: 160). Face validity is hardly a scientific concept that is very important. A test which wasn't has face validity may not be accepted by testtakers, teachers, education, authorities or employers. In this test, there were some aspect that were considered from this test to make a good test based on the validity; The instruction must be clear for the students, what they should do in the test, In this test, the students of tenth grade are intructed to tell activity in the pictures in the from of news item text. Thus the degree of difficulty of the test must be suitable with their level and then The consideration of time allocation must be clearly. The researcher gave limited time about three minutes for each student.

In this research, the researcher has made a blueprint of the speaking ability test that was used as a concept in making test. Afterward, the researched asked the expert to give comment or revision suggested based in

the blueprint given as a part of face validity stage. (For detailed blueprint and expert validation from of blueprint for this research can be seen in Appendix.)

F. Reliability of the Test

Reliability is an essential of a good test. A reliable test is consistent and dependable. According to Gay (2000 : 163), reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short the characteristic of reliability is sometimes termed consistency. It is clear that reliability is used to measure the quality of the test scores and consistency of the test. The test should yield similar result Brown (2004 : 20). Wiesma and Jurs (2009 : 355) state that reliability is the consistency of the instrument had a consistent result in the second chances or more, the instrument was reliable.

In this research, to know the reliability of speaking test, the writer used interjudge (inter-rater) reliability. According to Creswell (2008), inter-rater reliability involves two or more individuals of the observed behavior. Inter-rater reliability is achieved when two scorers or two raters are calculated to get the correlation coefficient. In this research, the students' speaking score were evaluated by two raters. For getting the reliability value, the researcher had conducted try out test for 32 student in

the same grade of Sernior High School. The researcher recorder their scores of the behavior and then compared them to see if their scores were similar or different. To get the result of inter- rater reliability of the speaking test, The researcher used SPSS 16.0 for Windows bu using the Person Formula below :

Table 3.6 Correlation of try-out

		Correlations	
		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.000
	N	32	32
Rater_2	Pearson Correlation	.871**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table, the result above. Person Correlation was 0.871 and numeral significance was 0.000. This result of Person correlation (0.871) was closer to I and the numeral significant was lowet than ($0.000 < 0.05$). It means that the test was reliable.

G. Data Analysis

The data analysis was aimed at describing the result of the mean and standard deviation score, test of Normality and test of Homogeneity. The descriptions are presented as follow :

a. Mean and Standard Deviation

Hatch and Farhady(1982 : 55) state that the mean is the commonly used measure because the mean took all scores into account. The mean was same as average of score. Hatch and Farhady(1982 : 57) state that deviation is used to measure variability. The large the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

b. Normality and Homogeneity Testing

Before analyzing the significant difference between the students taught using information Gap and those taught without Information Gap, the data be normal distribution and homogeneous. To measure the data computation were normal distribution and homogenous, the researcher conducted normality testing and homogeneity testing. The result follow.

1. Normality Testing

Normality testing is used to determine whether the data gained has normal distribution or not. In this study, research used SPSS 16.0 for windows with Shapiro-Wilk to test the normality of the data gained. The normality of the data can be seen based on the significant value(α) =

0.050 rules as follows ; H_0 : *Data is in distribution* and H_a : *Data is not in normal distribution.*

There is also certainly taking decision of normality testing, as follow ; *If the value of signivacance > 0.050, H_0 is accepted* and *If the value of significance < 0.050, H_a is rejected.* The result of normality testing can be seen on the table 3.5 bellow :

Table 3.7 Normality Testing of Experimental Class and Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.143	23	.200*	.960	23	.454
Control	.136	23	.200*	.915	23	.053

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the output from SPSS above it was known that the significance value from pre-test of experimental class was 0.454 and the significance value from pre-test of control class was 0.053. The significance value on pre-test of experimental class were bigger than 0.05 ($0.454 > 0.05$). The significance value on pre-test of experimental clas was bigger than 0.05 ($0.053 > 0.05$) . Both significance value of experiment class and control class were bigger

than 0.05. It means that both of data (pre- test of experiment class and control class) were in normal distribution.

2. The result of Homogeneity Testing

Homogeneity testing is used to determine whether the data gained has a homogeneous variance or not. To know the homogeneity, the research used Test of Homogeneity Variance formula by using SPSS program 16.0 version. Homogeneity testing was done after doing the distribution score of group involved. *The computation of homogeneity testing uses Test of Homogeneity of Variances in SPSS 16.0 windows* by the value of significance (α) = 0.050. The homogeneity of data can be dedicated based on the hypothesis of homogeneity as follow : Before doing homogeneity testing, the researcher decided hypothesis in this homogeneity as follow; H_0 : 1 variance (*Experimental group and Control group*) was homogeneous and the H_a : 1 variance (*Experimental group and Control group*) was not homogenous.

There is also certainty in taking decision of homogeneity testing, as follow ; *If the value of significance > 0.050 , H_0 is accepted and If the value of significance < 0.050 , H_a is rejected.* The result can be seen in the table as follow :

**Table 3.8 Homogeneity Testing of Experimental Class
and Control Class**

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
1.162	1	49	.286

Based on the output from SPSS above it was known that the significance value was 0.286, it means that the significance is more than 0.05 ($0.286 > 0.05$). It means that H_0 was accepted and H_a was rejected. So, it can be interpreted that the homogeneity testing of variance in both group in this research showed that the data homogeneous variance, so it was qualified to be analyzed.

F. Data Collecting Method

In this study, the data were collected by using a test. The detail of the data collection techniques could be explained as follows.

a. Pre-Test

The pre-test was administered at the beginning of the study before to know the early background of students' speaking ability for both experimental and control groups.. It was held on April 24th 2018. It was used to identify the ability of speaking in news item text. The test was given to the experimental class and control class, namely X-4 and

X5 classes. In this test, consisted of an intruction related to expression of giving comment on news item text.

b. Post-Test

The post-test was administered after all treatments were done. It was hold on Mei 09th 2018. It was conducted to know the students' spekaing ability of experimental and contol class after the treatrment. The student from both of experimental and control class were given the same test. Post-test for control class, was given the student after they were taught by using the convensional teaching method. It was used to know whether the students were to speak English well, for experimenlat class, was given after they taught by using Three-Sep Interview Strategy (treatment). It was used to know whether the students could easily speak by using Three-Steps Interview or not. The result was compared with pre test.

The result was analyzed to see how effective the use of Three Steps Interview as a strategy for developing students speaking ability of news item text. The result of the post-test should be compered with the result of the pre-test to find out the information in this study as stated in the objective of this study.

The implementation of research was done with the cooperation of the principal and the english teacher at SMAN 1 Tulungagung. The observation was conducted in five meetings including pre-test and

post-test. each meeting had 60 minutes duration. Table 3.6 presents the schedule of the implementation and the goals of each treatment.

G. Research Procedures

1. Procedures of Taught the Treatment in the Experimental Class

There are procedures of the research such as; The Introducing steps of the research as follow; Developing of lesson plan. (See Appendix for the detailed activity in lesson plan), then Developing research instrument and test to measure the effectiveness of Three Steps Interview Strategy, Conducting validity and reliability of test and the last is, Analyzing the result of test to know validity and reliability of instrument which is used research instrument.

Then the implementation step of research the researcher should make the stages of the test. The first is *Pre-test* was given to the student before doing treatment. The purpose of doing pre-test is get speaking score of students' before doing treatment. In pre-test, the researcher asked students to expression of giving comment on news item text with relevant topic to actual news. After that the researcher give the treatment.

First treatment, hold on Mei 01st 2018. The topic in First treatment was the medicine herbal. The researcher explained about the news item text it such as explanation, purpose, generic structure and language use of news item text, and then the researcher explained to the student about the topic

and taught them by using Three Steps Interview Strategy after that the researcher asked them to make group working consisting of three students in one group. The treatment topic was divided into three topics. In each meeting, students got different topics for speaking their news item text.

Then, the students sat on their own group, the researcher gave the guide line which consist of the topic and the steps what they have to do. After they got the topic, the researcher gave 50 minutes students to discussion about the topic news and make the dialog of the topic. After they do it, the researcher asked them to practicing the dialog in their seat and the researcher gave 30 minutes, then asked the representative which as a reporter to presented the result of discussion in front of the class, and then the researcher gave 10 minutes to student presented the topic news she/he can bring the outline.

Second treatment, hold on Mei 03th 2018. The topic of interactive speaking is National Examination (UNBK) Before the researcher did the treatment, the researcher did evaluation about mistakes in the generic structure of the text above, which the students have made in the first treatment. Then the students were divided into 10 groups and each group consisted of 3 students. After the students sat on their own group, the researcher gave the guide line which consist of the topic and the steps what they have to do. After they got the topic, the researcher gave 50 minutes students to discussion about the topic news and make the dialog of the topic. After they do it, the researcher asked them to practicing the dialog in their

seat and the researcher gave 30 minutes, then asked the representative which as a reporter to presented the result of discussion in front of the class, and then the researcher gave 10 minutes to student presented the topic news she/he can bring the outline.

The last treatment was done on Mei 05th 2018. The topic chosen was the danger of plastic bags. If about the procedure and time allocation of treatment same with second treatment. But the different only on the topic.

2. **Procedures of giving the Questioner in the Experimental Class.**

The researcher was giving the questioner in the experimental class after they were taught by using three step interview strategy. Here the questioner is given to the students to know how they respond after using the three step interview strategy. More petrified or not after using the three-step strategy. The researcher gives a sheet of paper containing questions about their opinions about the strategy, there are 15 questions

Table 3.9 The Schedule of the Implementation of the Treatment

Time	Materials	Activities	Goals
Tuesday, April 24 2018	News item Text	Pre-Test of Experimental Class Topic : Herbal Medicine	To measure students' speaking ability before the treatment
Thursday, 26 April 2018	News item Text	Pre-Test of Control Class Topic : Herbal Medicine	To measure students' speaking ability before the treatment
Tuesday, May 01 2018	News item Text	First Treatment Topic : Medical Herbal	The students' identify a text related to the topic.

Thursday, May 03 2018	News item Text	Second Treatment Topic: National Examination (UNBK)	The students' identify a text related to the topic.
Saturday, May 05 2018	News item Text	Third Treatment Topic : Danger og Plastic Bag	The students' identify a text related to the topic.