

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The method that the writer will use in this research is experiment. Experiment research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variable during manipulating time, the writer has control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is not caused by other variables. Experimental are carried out in order to explore the strength of relationship between variables.

B. Population and Sample

Population is all cases situations, or individuals who share one or more characteristic. Meanwhile, according to Donna “population is the entire group of entities or person to which the result of a study are intended to apply. The population of this study are the whole students in the VIII grade of MTs. AL- IRFAN NUSATARA, Tangerang.

In this research the writer will choose all students to take random sampling technique, because the member of population has opportunity to be sample. And the sample will be taken as many as students from VIII grade of MTs. AL-IRFAN NUSANTARA, Tangerang.

C. Place and Time

The field research was held at MTs. AL-IRFAN NUSANTARA Tangerang located on Jl. Marsekal Surya Dharma Kel. Selapajang Jaya Kec. Neglasari Kota Tangerang 15127 – Banten. The field research was done from 13th of January 2015 until 27th of January 2015.

D. Instrument

The instrument is important to collect data on the research. In this research the writer will use the instrument, follow as:

- a. Observation
- b. Test

E. Technique of Data Collecting

In collecting the data, the writer used one methods, is:

- a. Observation

Firstly, the writer will be observe the location where the writer carry out before doing the research.

- b. Test

A speaking test will be important instrument in this research.

In this research the writer will be give oral test that make by her self based on the English book. The students do the oral test through role play. The students need to do the tests in pairs.

The students' test will take score by using the rating scores of oral test by Arthur Hughes as follow: The data that the writer will use in this study is English oral test will be taken from English for SMP/MTs 2 grade. The students will do the test in pairs on two minutes each pair of students. The writer will use role-play technique.

In this technique, the students must play a role in front of the class. In here students' are must communicate with his partner. The test focused on five components of speaking skill. They are accent, grammar, vocabulary, fluency and comprehension. So, the writer will score the students test based on five component by using the rating scores of conversation English proficiency test by Arthur Hughes the students' score can be classified as follow:

Firstly, the writer will give pre-test to the students of experiment class and control class. To process the data the writer will give the scores of the pre-test by using scoring sheet directly.

Secondly, after the writer do the experiment in two classes, then the calculated the students' post-test score.

RESEARCH INSTRUMENT

The writer is students' of 10th semester at English Education Department IAIN "Sultan Maulana Hasanuddin" Banten will conduct the research entitled USING ROLE PLAY IN IMPROVING STUDENTS' SPEAKING ABILITY and this precious time, I would to ask your willingness to answer the question below:

Name :
Class :

Aims: To know students speaking ability!

1. Describe about your self(name, address, hobby and family)!

Answer:.....
.....
.....
.....

2. Tell about your daily activities!

Answer:.....
.....
.....
.....

3. Make an invitation for this situation "***You will celebrate your birthday and invite your friend***"

Answer:.....
.....
.....
.....

F. Data Collection and Data Analysis

a. Data Collection

Collecting data is important thing for this study. To get the data related to role play techniques in improving the students' speaking ability, the writer used two sources, are: library and field sources.

Firstly, the writer used some books related to the research to support theoretical framework as a library sources. And the writer got the sources by visiting some library, such as: the library of the state of institutes Islamic studies Sultan Maulana Hasanuddin Banten including the library of English Education Department.

The writer got field source by giving the students' of the VIII grade of MTs. AL-IRFAN NUSANTARA Tangerang, oral test. The writer will do the test twice, at first the writer will do pre-test and the second will do the post-test. The test will do in pairs.

b. Data Analysis

The writer analyzed the data of students' oral test and scored their speaking ability by statistic calculation of the test formula. Based on the sample, the test can be classified into two, they are:

1. T-Test for small sample (N is no more than 30)
2. T-Test for big sample (N is similar with or more than 30).¹¹

Because of the samples in this research have no correlation and the writer take as many as VIII grade of MTs. AL-IRFAN NUSANTARA as sample, therefore in calculating the data the writer

¹¹Anassudjana.*Pengantar Statistik Pendidikan*,(Jakarta: Raja GrafindoPersada, 1944), 286.

used t-test formula for the big sample where the two sample have no correlation with significance 5%. The formula as follows:

$$t_o = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2)(N + N_2)}{(N_1 + N_2 - 2) \cdot (N_1 \cdot N_2)}}$$

Note :

t_o : $t_{\text{Count}} t_{\text{table}}$

M_1 : Mean of the sources of the experiment class

M_2 : Mean of the sources of the control class

$\sum X_1^2$: Sum of the squared deviation score of experiment class

$\sum X_2^2$: Sum of the squared deviation score of control class

N_1 : Number of student in the experiment class

N_2 : Number of student in the control class

G. Scoring

The students' test will be scored by using the rating score of oral test by Artur Hughes as follow:¹²

Proficiency Descriptions	Score
<u>Accent</u>	
1. Pronunciation frequently unintelligible.	0
2. "Frequent gross" errors and a very heavy accent make	1

¹² Arthur Hughes. *Testing for Language Teacher*, Cambridge University Press, 2003).*Second Edition*, 131.

understanding difficult, require frequent repetition.	
3. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	2
5. No conspicuous mispronunciations, but would not be taken for a native speaker.	3
6. Native pronunciation, with no trace of “foreign accent.”	4
<u>Grammar</u>	
1. Grammar almost entirely inaccurate except in stock phrases.	6
2. Constant errors showing control of very few major patterns and frequently preventing communication.	12
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	24
5. Few errors, with no patterns of failure.	30
6. No more than two errors during the interview.	36
<u>Vocabulary</u>	
1. Vocabulary inadequate for even the simplest conversation.	4
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).	8
3. Choice of words sometimes inaccurate, limitations of vocabulary of prevent discussion of some common	12

<p>professional and social topics.</p> <p>4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocution.</p> <p>5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.</p> <p>6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.</p>	<p>16</p> <p>20</p> <p>24</p>
<p><u>Fluency</u></p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>2. Speech is very slow, uneven except for short or routine sentences.</p> <p>3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.</p> <p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.</p> <p>5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.</p> <p>6. Speech on all professional and general topics as effortless and smooth as a native speaker's.</p>	<p>2</p> <p>4</p> <p>6</p> <p>8</p> <p>10</p> <p>12</p>
<p><u>Comprehension</u></p> <p>1. Understands too little for the simplest type of conversation.</p> <p>2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and</p>	<p>4</p> <p>8</p>

rephrasing.	
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	12
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.	15
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.	19
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	23

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						

Note :

The relative weightings for the various components.

1	= Less Score	4	= Good Score
2	= Low Score	5	= Very Good Score
3	= Enough Score	6	= Excellent Score

And the total of the weighted score is then looked up in the following table:

CONVERSION TABLE	
Score	Rating
83-105	Excellent
65-82	Very good
50-64	Good
33-49	Enough
16-32	Low