CHAPTER III

RESEARCH METHODOLOGY

In this chapter discusses about research design, research subject, research instrument, data collection techniques, and data analysis techniques.

A. Research Design

Research design is the plan for collecting and analyzing data in order to answer the research questions. This research used descriptive qualitative with quantitative approach. Descriptive qualitative describes and interprets what is. It is concerned with condition or relationship that exist, opinions that are held, processes that are going on, effect that are evident, or trends that are developing.[1] This statement is supported by Arikunto that If the research intends to know the state of something about what and how, how much, how far, and so on, then the research is descriptive, that is explain or explain the event.[2]

If the research desires to recognized a condition of something whether what and how, how much, how far and so on. Descriptive research can also be used to explain or inform and event. Ary states that qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.[3] The goal is a holistic picture and depth of understanding rather than numeric analysis of data. This research try to

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[1] Jhon W. Best, *Research In Eduation, Third Edition* (New Jersey: Prentice-Hall. Inc, 1977), p.116.
[2] Suharsimi Arikunto, *Prosedur Penelitian.* (Jakarta : PT . Rineka Cipta, 2006), p.30.
[3] Donald Ary, *Introduction To Research In Education,* (USA: Wadsworth, 2010), p.29.

describe the students' speaking achievement in telling procedural at the third grade of SMK Plus Melati Samarinda year 2017-2018.

B. Research Subject

The location of this research was in SMK Plus Melati Samarinda. It is in HM. Rifadin street, Kec. Loa Janan Ilir, Samarinda Sebrang, Provinsi Kalimantan Timur. The school has two major programs. They are ICT Program and Program of Culinary Art).

There was only one class at the third grade in this school. The subjects of this research were all the students in class ICT of third grade at SMK Plus Melati. They consist of nine of males and 2 of female of 11 students. So, the researcher took all of the students that was taken become sample because the total number of students was less than 100 students of the population. Based on the consideration of statement made by Arikunto stated, "If the number of population is less than 100 we taken them all, but if the number of population is more than 100, we can take 10%-15% or 20%-25% or more."[4] The research is conducted in the first semester of year 2017. The third grade of ICT was selected by the researcher because they all were the last grade in vocational high school and had got lot of teaching and learning by their teachers especially in speaking.

C. Research Instruments

Research instrument is a tool or facility used by researcher in order to collect data and to make the job easier and the result better, more accurate

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[4] Suharsimi Arikunto, *Prosedur Penelitian*. (Jakarta : PT . Rineka Cipta, 2006), p.39.

complete, and systematic. In this case, the researcher used a speaking test as the instrument for collect data.

The test, Heaton describes that the test is a set of questions and exercises used to measure the achievement or ability of the individual or group and the tests may be construct primarily as devices to reinforce learning and to motivate the students' performance in the language. Heaton stated that giving a test depending on our purpose in testing. Mostly, giving a test to students is to measure or find out how well they have mastered the language are and skill teach. Test is concern with evaluation for the purpose of enabling teachers to increase their own effectiveness by making adjustment in their teaching to enable certain group of student or individuals in the class to benefit more. A good test will also help to locate the precise areas of difficulty encountered by the class or by individual student.[5]

From those above definition, it can be concluded that speaking test is the measurement to collect information about a persons' ability in speaking skill. Speaking test is one of method of evaluation, the main measurement techniques to gather information about a students' ability in speaking skill. This information is use to determine the value if students language ability. In this research the kind of the test is proficiency test to measure the speaking's student achievement.

In order to know the students' speaking achievement in telling procedural in this descriptive qualitative research, the writer used speaking test as the

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[5] J.B Heaton, *Longman Handbooks For Language Teachers,* (London: Longman Group United, 1988), p.51.

instruments to get the data. The researcher used a speaking test adapted Keith Folse, there are four elements of speaking that use to asses student speaking ability, they are : pronunciation, vocabulary, grammar and fluency.

D. Technique of Data Collection

The research data are collected through speaking test. In this research uses a proficiency test to measure the students' speaking skill. Proficiency test is designed to measure people's ability in language, regardless of any training they may have had in that language.[6] The types of classroom speaking performance is extensive speaking (monologue). The researcher uses oral test in the form spoken procedural text. From those forms, the researcher can get score directly the specific learning. With this form, the scoring can be done quickly and easily.

In scoring of the result of subjective test like speaking, the inter-rater reliability can be used as the requirement to get score acceptable. The first rater was the English teacher at the class and the second rater was the researcher himself. The researcher used inter-rater to give score of students' performance in telling procedural. It meant that there are two raters to judge students' speaking performance. Both of them discussed and put in mind of the speaking criteria in order to obtain reliable result of the test. The rater gave the students' score by testing individual performance of students in the classroom and listening to the record. The record helped the rater to evaluate more objectively.

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[6] Arthur Hughes, *Testing For Language Teacher*, (UK: Cambridge University Press, 2003), p.11.

There are four assessment of speaking that used to assess students' speaking achievement, there are: pronunciation, vocabulary, grammar, and fluency. Meanwhile, for measuring students speaking achievement, the researcher use the scoring criteria for oral test by Keith Folse.

Therefore, to find valid data, the writer gave test as the most important technique of data collecting. This test was given to know the students' speaking achievement in telling procedural. Then finding out the average score of the test. Before the students did the test, the researcher had given the explanation and direction about what should they do with the test. Each students will be given maximum 7 minutes for explaining about one of types procedure text (manual instruction) by orally in front up the classroom and the score will be given after that by using speaking rating scale for each component of speaking.

E. Technique of Data Analysis

Data analysis technique in this qualitative research, researcher uses flow diagram of analysis made by Mile and Hubermen. The flow diagram consist of three concurrent flows of activity: data reduction, data display, and conclusion drawing. The approach is shown, as follows:

1). Data Reduction, refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. The data reduction/transforming process continues after fieldwork, until a final report is completed.

2). Data display, a display is organized, compressed assembly of information that permits conclusion drawing and action. Looking at display help us to understand what is happening and to do something – either analyze further or take action – based on that understanding. Huberman states that the most frequent form of display data for qualitative research data in the past has been narrative text. By displaying the data, it makes the researcher easily to understand what is happening and to do something-further analysis or caution on that understanding. After the researcher collects the data, the researcher analysis it and present the data in narrative.

3). Conclusion drawing and verifying, conclusions are also verified as the analysis proceeds. Verification may be as brief as a fleeting means simplify and reorder the data based on requirement. In this step, researcher presented the final conclusion in order to answer the research question in this research.

In order to administrated the score of the test, the researcher used the Oral English Rating sheet proposed by Keith Folse. Based on the oral English rating sheet, there are four components that are going to be tested to the students, namely: pronunciation, fluency, grammar, and vocabulary. Here is the rubric of the scoring guide as follow:

1. Grammar

Criteria of Range Score	Grammar (25 points)
Excellent (24-25)	Few errors, communication of ideas is clear
Very Good (22-23)	One or two errors, but communication is mostly clear
Good (20-21)	Several errors in syntax but ideas are mostly clear

| Fair (18-19) | Noticeable errors that occasionally confuse meaning |
| Weak (12-17) | Language is mark by errors rather than a message. Meaning is often unclear or broken |

2. Vocabulary

Criteria of Range Score	**Vocabulary (20 points)**
Excellent (20)	Correct selection of words and idioms. Lot of variety of vocabulary
Very Good (18-19)	Correct selection of words and idioms. Some variety of vocabulary
Good (16-17)	Mostly correct choice of vocabulary. Meaning is clear.
Fair (14-15)	Noticeable vocabulary errors that occasionally confuse meaning. Reliance on simple vocabulary to communicate
Weak (12-13)	Many vocabulary errors. Listeners attention is diverted to the errors rather than a message meaning is often unclear or broken

3. Pronunciation

Criteria of Range Score	**Pronunciation (25 Points)**
Excellent (24-25)	Few errors, native like pronunciation
Very Good (22-23)	One or two errors, but communication is mostly clear
Good (20-21)	Several pronunciation errors, but main ideas are understood without problem
Fair (18-19)	Noticeable pronunciation errors that occasionally confuse meaning

4. Fluency

Criteria of Range Score	Fluency (30 points)
Excellent (29-30)	No hesitant at all
Very Good (27-28)	Hesitation is one or two place but immediately continued
Good (24-26)	Occasional hesitation but recovered well
Fair (21-23)	Noticeable gaps that catch listeners attention usually followed by recovery
Weak (12-20)	Several short periods of silence. Gap that disrupt the flow of information

Table 2.1 classification of speaking score

No	Score Range	Criteria	Classification
1	95-100	A = Excellent	Excellent
2	85-94	B+ = Very Good	Very Good
3	80-84	B = Good	Good
4	71-79	B- = Fair	Fair
5	65-70	C = Weak	Weak

In addition, in analyzing the data, the researcher used Mean score to analyze the result of the speaking test. Mean score is the score which obtained by adding all score on the test dividing the sum by number of student tested. The researcher used Mean score to find out the data, the formula as follows:

$$M = \frac{\sum x}{N}$$

M   = Mean of average

X   = Score in the test

N   = Total number of the sample

$\sum$ = The sum of the score

After that, the researcher used the formula to find out the rate percentage as follow:

$$P = \frac{fx}{N} \text{ X } 100\%$$

P   = Percentage

Fx   = Frequency of the students' get score

N   = Number of the students

The last step, researcher used descriptive analysis. It used to describe the result of the test. After the data were collected from the students, it would be formulated into descriptive statistic. The data were taken from the result of students' test would be analyzed to find out the students' speaking achievement especially in telling procedural.

Table 2.2 Rating Scoring of Speaking Skill

No	Name	Rating Score of Component of Speaking								Total Score		
		Gram (12-25)		Vocab (12-20)		Pron (18-25)		Flu (12-30)		RI	RII	Mean Score
		RI	RII	RI	RII	RI	RII	RI	RII			
1	A											
2	B											
3	C											
4	D											
5	E											
Total Score												
Final Mean Score												