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CHAPTER III

RESECRH METHOD

A. Research Design

In this research, the researcher uses Pre-experimental research design. Sugiyono (2011, p. 74) states that there are some forms of Pre-experimental design, they are: One-Shot Case Study, One-Group Pretest-Posttest and Static Group Comparison. From the three forms of pre-experiment research, the researcher uses One-Group Pretest-Posttest. According to Ary (2010, p. 303) "There are three steps that usually involves in one-group pretest-posttest design, (1)administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest score".

In conducting the research, it will done in one class with pretest and posttest. The researcher is carried out at the first science grade students of State Madrasah Aliyah 1 Pekanbaru. Actually there are four classes of first science grade students, but the researcher chooses one class of first science grade randomly. In the beginning the researcher give the pre-test in order to know the students' speaking ability before the treatment. Creswell (2012, p. 297) states that A pre-test provides a measure of some attributes or characteristics that you asses in an experiment *before* they receive the treatment. After that, the researcher uses

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the treatment in teaching speaking. The last, the researcher give the post-test to measure the students' speaking ability in using the treatment. A post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment *after* a treatment (Creswell: 2012, p. 297).

Table III.1

One Group Pretest and Posttest Design

Pre-test	Treatment	Post-test
01	X	02

Where:

- 01 : Pre-test (Pra treatment)
- X : Treatment
- 02 : Post-Test (Pasca Treatment)

B. Time and Location of the Research

The research will be conducted at the First Grade Students of State Madrasah Aliyah 1 Pekanbaru. The research will be started from February 2018. It is located on Jl. Bandeng, Paus Pekanbaru.

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C. Subject and Object of the Research

The subject of this research are first grade students of State Madrasah Aliyah 1 Pekanbaru in the academic year of 2017-2018. While the object of this research is the use of questioning technique in teaching speaking.

D. Population and Sample of the Research

1. Population

The population of the research will be the first science grade students of State Madrasah Aliyah 1 Pekanbaru in 2017-2018 academic years. According to Creswell (2012, p. 142), "Population is a group of individual who have the same characteristic". In State Madrasah Aliyah 1 Pekanbaru, there are four classes of science class. Since the design of the research refers to single group, the researcher will take one class only. The population of the research can be seen as follows.

Table III. 2

**The Total Population of the First Science Grade Students
of State Madrasah Aliyah 1 Pekanbaru**

NO	CLASS	TOTAL STUDENTS
1	X MIA 1	30
2	X MIA 2 (Experimental Class)	32
3	X MIA 3	30
4	X MIA 4	31
TOTAL		123

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2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher will use Cluster Random Sampling. According to Gay and Airasian (2002, p. 129) state that Cluster random sampling selects based on group not individually, all members of selected group have similar characteristics. In this research, the researcher will take the groups by using the lottery. The researcher will make the paper rolls and the English teacher in the school will select it randomly. The class is X MIA 2 as the research sample.

Table III. 3

**The Sample of the First Science Grade Students
of State Madrasah Aliyah 1 Pekanbaru**

NO	CLASS	BOYS	GIRLS	TOTAL NUMBER OF THE STUDENTS
1	X MIA 2	16	16	32

E. Technique of Collecting Data

In this research, the researcher will use test to collect the data (pre-test and post-test). Brown (2007, p.3) mentioned that test means a method of measuring of a person's ability, knowledge or performance in given domain. The type of the test is oral presentation test to measure students' speaking ability by using questioning technique. In this research, the researcher will use some technique in collecting the data as follows:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Test

In this research, the researcher will use a test to measure the students' speaking ability. The test will divide into two tests, they are pre-test and post-test in order to get the data required in this research, the researcher employ the procedures that can be seen in the following:

a. Pre-test

The pre-test will carried out in order to know the ability of the students before giving the treatment in which the students will give a topic and then ask to do oral presentation. Creswell (2012, p. 297) states that A pre-test provides a measure of some attributes or characteristics that you asses in an experiment *before* they receive the treatment.

b. Treatment

The treatment will conduct after the pre-test. The researcher will teach the students by using questioning technique.

c. Post-test

A post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment *after* a treatment (Creswell: 2012, p. 297). Moreover, both pre-test and post-test will be done by recording the students' oral presentation. The researcher will give the recordings to two raters to assess students' speaking ability. According to Hughes (2003, p. 131), there are some components those have to be considered in assessing students' speaking ability.

They are: accent, grammar, vocabulary, fluency and comprehension. So, this research will use this technique in assessing the students' speaking ability. They have typical scale where each component has a set of qualities (level) to be rated and a series of possible rating. Hughes describes the rating as follows:

Table III. 4
Components of Speaking Ability

a. Accent

Score	Requirement
6.	Pronunciation frequently unintelligible.
5.	Frequent gross error and a very heavy accent make understanding, difficult, require frequently repetition.
4.	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
3.	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
2.	No conspicuous, mispronunciation but would not be taken for a native speaker.
1.	Native pronunciation, with no trace of "foreign accent".

b. Grammar

Score	Grammar
6.	Grammar almost entirely inaccurate except in stock phrase.
5.	Constant errors showing control of view major patterns and frequently preventing communication.
4.	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3.	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
2.	Few errors, with no patterns of failure.
1.	No more than two errors during the interview

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c. Vocabulary

Score	Requirement
6.	Vocabulary inadequate for even the simple conversation.
5.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
4.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
3.	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
2.	Professional vocabulary board and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
1.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

Score	Requirement
6.	Speech is so halting and fragmentary that conversation is virtually impossible.
5.	Speech is very slow and uneven except for short or routine sentences.
4.	Speech is frequently hesitant and jerky, sentences may be left uncompleted.
3.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
2.	Speech is effortless and smooth but perceptively non-native a speed evenness.
1.	Speech on all professional and general topics as effortless and smooth as a native speakers

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e. Comprehension

Score	Requirement
6.	Understands to title for the simplest types of conversation.
5.	Understands only show, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.
4.	Understandings careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
3.	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
2.	Understands everything in normal educated conversation except for very colloquial or low-frequency items or rapid or slurred speech.
1.	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Note: for non-native speaker, score 5 is the highest score.

The speaking result will evaluate by concerning five components and each component have score and level. Each component have 20 for the highest score and total of all components is 100. The specification of the test is as follows:

Table III. 5
The Specification of the Test

No	Speaking skill	The highest score
1.	Accent	20
2.	Grammatical	20
3.	Vocabulary	20
4.	Fluency	20
5.	Comprehension	20
	Total	100



2. Validity

In this research, the oral test will give to the students in order to find out their speaking ability. Content validity will use in constructing the instrument of the test. According to Cohen et.al (2005, p. 109) “To demonstrate this form of validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover. The purpose of conducting the test is to find out students’ speaking ability, thus the students have to speak English within 3-5 minutes based on the topic to be discussed. The material or the topic of the test must related to the syllabus and the textbook used by the students. The textbook and the syllabus of the school will be the guidance in determining the materials in pre-test, post-test and also the treatment in six meetings.

3. Reliability

According to Brown (2003, p. 19), reliability is has be done with accuracy measurement. The supporting idea above, Cohen et.al (2005, p. 117) state that Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy. In this research, the researcher will use inter-rater reliability to find out reliability of the test. In this research, there will be two raters who take the score of students’ speaking ability. The inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decision.

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F. The technique of Data Analysis

In analyzing the data, the researcher will use Paired- Sample T-Test. Pallant (2010, p. 243) states that A paired-sample t-test is used when you have only one group people and you collect data from them on two different occasions or under two different conditions. Pre-test and Post-test experimental design are an example of the type of situation where the technique is appropriate. Gay and Airasian (2000, p. 512) mentioned that t-test is one of the statistics test used to determine whether two means are significantly different at a selected probability level. There are a number of different effect size statistics, the most commonly used being eta squared. The procedure for calculating eta squared is provided below:

The formula for eta squared is as follows:

$$\text{Eta squared } (\eta^2) = \frac{t^2}{t^2 + (N-1)}$$

The guidelines (proposed by Cohen in Pallant, 2001, p. 181) for interpreting this value are:

- .01= small effect
- .06= moderate effect
- .14 = large effect

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The interpretation of output from paired-samples t-test. There are two steps involved in interpreting the results:

1. H_a is accepted if the value in the **sig. (2-tailed)** If the value is less than .05 (e.g. .04, .01, .001), it means that there is a significant difference between students' speaking ability before and after using questioning technique at State Madrasah Aliyah 1 Pekanbaru.
2. H_o is accepted if the value is above .05(e.g. 0.06, 0.10). It means that there is no significant difference between students' speaking ability before and after using questioning technique at State Madrasah Aliyah 1 Pekanbaru.