

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research used quantitative design. This research is conducted to find out the “ The effect of critical debate technique towards student’s speaking skill applied on the second year of SMK Taruna Satria Pekanbaru. It is experimental research. Fraenkel and Wallen (2003), said that the best type of testing hypotheses about cause effect is experimental research. It used true experimental design by chosen two classes as the sample.

**Table 3.1 The Research Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>2 MO1</b>	T1	X	T2
<b>2 MO 2</b>	T1	-	T2

Where :

T1 : Pre-Test

X : Treatment

T2 : Post-Test

### 3.2 Location and Time of Research

This research was conducted at SMK Taruna Satria Pekanbaru on the second year students during the second semester of education year of 2017 – 2018. (February 2018).

### 1.3 Population and Sample of the Research

The population and sample of this research are the second grade of SMK Taruna Satria Pekanbaru. In this research the researcher would find out the effects of using critical debate on students' speaking skill.

#### 3.3.1 Population

According to Creswell (2008), population is a group of individuals who have the same characteristic. Population is complete elements such as person or object that possess some common characteristics define by the sampling criteria established by the researcher. The portion of the population to which the researcher has reasonable access may be a subset of the target population. The population of this research were the students at the second grade SMK Taruna Satria Pekanbaru.

**Table 3.3.1 Total Number of The Second Year**

No	Class	Number of Students
1	MO 1	20
2	MO 2	20
3	MC	22
4	TKJ 1	28
5	TKJ 2	22

6	TKJ 3	25
7	MM	5
8	EL	7
Total		150

### 1.3.2 Sample

Sample is the selected elements such as people or object chosen for participation in a study. Creswell (2008), defined, sample as the target population that researcher plans to study for generalizing about the target population. The researcher used purposive technique sample to get the samples.

**Table 3.3.2 Table of Sample**

Class	Number
2 TKJ 1	20
2 TKJ 2	20
<b>Total</b>	<b>40</b>

### 3.4 Instrument of The Research

In conducted the data, the researcher used the speaking test. The data was collected by giving pre-test and post-test in experimental class. The form of the test was speaking test.

#### 3.4.1 Pre-test

The pre-test is given in the beginning of attending class (pre-test is given before doing the experiment) in order to know students' knowledge

and achievement of the listening material. The purpose was to know the students' speaking skill before treatment applied. Pre-test conducted on the first meeting only. The pre-test would be the speaking test. The teacher try to ask something to the students in speaking from about their material and ask them to tell it their own words.

#### 1.4.2 Treatment

After pre-test, the researcher did the treatment for experimental group. The form of the treatment is the critical debate technique. The treatment was conducted for several meetings and taught the students how to speak which used Critical Debate Technique.

**Table 3.4.2**

**The Blue Print Of Material**

No	Meeting	Material	Explanation
1	First	Online Games, Internet, Social Media, Online Shop	Pre-Test
2	Second	Online Games	Treatment
3	Third	Internet	Treatment
4	Fourth	Social Media	Treatment
5	Fifth	Online Shop	Treatment
6	Sixth	Online Games, Internet, Social Media, Online Shop	Post-Test

### 3.4.3 Post-test

The post-test is given in the end of the treatment, in order to know students' skill and students' achievement in mastering listening. The post-test is speaking skill test. They should tell in the form of speaking. It aims to know whether there is an increase on the students' speaking.

### 3.5 Data Collection Technique

The collection of data researchers obtained from the students' especially for second year at senior high school. The research took the data which were the results applying teaching speaking through Critical Debate. The procedures for experiment are :

#### 1. Pre-test

The pre-test given to the students' teaching and learning process in the classroom, the teacher observed the debate conducted by the students upon some motions prepared by the teachers.

There are some steps the teacher did in this stage:

- a. The teacher divided the class into 6 groups; each group opposed another one so there were few couples of groups to have a debate section.
- b. The teacher distributed one motion per two groups. The motions are:
  1. Online Game Should be banned >< Online Game Should not be banned
  2. Online Shop is good for people >< Online Shop is not good for people

3. Social Media is important in daily life ><Social Media is not important in daily life

4. Internet Should be banned >< Internet Should not be banned

## 2. Treatment

After giving pre-test, researcher began doing the treatment of using Critical Debate for four meetings to the class XI. During the treatment , the researcher taught the students about how to express their opinion during a debate.

The researcher is focusing on what the students should do during the debate like :

a. On the first two days, the researcher focused on the personal performance of the students and record the progress.

1. On the first day the researchertaught the students how to express their personal opinion and then how to express agreements and disagreements together with the reasons they have after giving various motions to the students and support them with some example of expressions like:

- In my opinion,...(to express the speaker's opinion)
- Based on .....(a book or a research)
- According to ....(name of an expert or a newspaper/mass media etc)
- I agree with.../ that..... because....
- I go for the idea of .....(name of a speaker to support his/her idea)
- I could not agree more to Mr.../ Ms...'s opinion because....

- To add Mr./Ms... opinion..
  - I don't agree / I disagree with..... / that.... because...
  - I cannot support Mr./Ms...'s opinion because.....
2. On the second day, the researcher asked the students to both giving agreements and disagreements with more elaborated reasons and asks them to stand on their first opinion when argued. On these four days, the teacher provided the students with the samples and vocabulary the class may need regarding the thesis statements or motions given.
  3. During these four days the researcher recorded and note the activities done by the students.
- b. On the last two days, the researcher asked the students to sit in groups and give them time to understand the motions given before asking them to sit on the debate forum in their class. The researcher now is doing a real practice on how a debate is going and keep supporting the students in elaborating their argumentations and provide them with vocabulary needed.
1. Divide the students into 6 groups
  2. Give one motion per two group
  3. Give 10 minutes for the groups to prepare their performance in debate
  4. Begin the debate by giving a time for each group leader to utter their basic pro-contra statements towards the motion.

5. Give a “ping-pong” style in distributing chance to argue.
6. Give some closing time for each leader.
7. Giving scores and some summary/conclusion then show which group wins.

After finishing the whole 3 pairs of groups, the researcher gave some notes and evaluating explanation to close the class.

### 3. Post-test

After completing teaching activities for four meetings, the researcher holds post-test to the sample class. Post-test was conducted in order to know how is the improvement gained by the students in their speaking ability especially in giving opinion in a debate. In post-test activity, the researcher did the debate activity per group. Then, the researcher evaluated the students' speaking in individually. Here, the researcher compared the result of pre-test and post-test. The result was analyzed the result by using SPSS to know the effect of critical debate technique towards student's speaking skill of the second years at SMK Taruna Satria Pekanbaru. All their activities during the research were noted and recorded to see the progress in this applied technique.

## 1.6 Data Analysis Technique

Research obtained the data of the speaking by test and recording sytem, the researcher then analyzes those data besed on assesment technique for subjective test as described as follow :



The researcher collected scores upon five aspects during their tests (pre-test and post test); Comprehension, vocabulary, grammar, pronunciation, fluency. While this happens, the researcher also recorded their activity in the class. These two data had analyzed and compared to get the findings upon their speaking skills after the technique is applied in teaching speaking to them.

### 1.6.1 Speaking Assesment Techniques

After distributing a set of test to the second years students' of SMK Taruna Satria Pekanbaru who chose as the sample the researcher choose two raters checked the result by listening to the students' recorded speech and checking the comprehension, vocabulary, grammar. The raters gives scores for each students. To analyze the students' speaking skill, the following formula is used :

**Table 3.6.1 Speaking Assessment**

No	Aspect	Level	Requirements
1	Comprehension	1	Cannot be said to understand even simple conversational English
		2	Great difficulty following what is said. Can comprehend only " social conversation "
		3	Spoken slowly and with frequent repetition. Understanding most of what is said at slower than normal speed with repetition
		4	Understand nearly everything at normal speed, although accasional repetition may be necessary

		5	Understand everything without difficulty
2	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Missuse of words and very limited make conversation quite difficulty.
		3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
		4	Sometimes uses inappropriate term and must rephrase ideas because of lexical inadequacies
		5	Uses of vocabulary and idiom are virtually that of a native
3	Grammar	1	Error in grammar and words order so several as to make speech
		2	Grammar and words order error make comprehension difficult, must often rephrase sentence and restrict him basic pattern
		3	Make frequently errors of grammar and words order, which occasionally obscure meaning.
		4	Occasionally makes grammatical and words

		5	order error which occasionally of obscure meaning Makes few ( if any ) noticeable errors of grammar of words order
--	--	---	---

**Table 3.6.2 The classification of students' scores**

Level of Ability	Scores
Good to Excellent	80 – 100
Average to Good	60 – 79
Poor to Average	50 – 59
Poor	0 – 49

( Harris in Apprye, 2013 : 37 )

After the researcher analysed the students score in speaking, the researcher used SPSS to know the significant effect of critical debate towards students' speaking skill at SMK Taruna Satria Pekanbaru.

If the value of t calculated is equal or lower than the value t-test on the degree of freedom ( df ) at  $\alpha=0,5$  for two tailed test, the null hypothesis is accepted. On the other hand, if the t calculated is great than value t table the null hypothesis is rejected. ( Hatch and Farhady, 1882 : 24 )