**CHAPTER III**

RESEARCH METHOD

3.1. Research Design

This research was pre-experimental research, focusing on quantitave approach. There are two variables, independent variable and dependent variable. The independent varible is dialogue memorization technique that it used to see the strong effect of dependent varaible. And dependent variable is speaking ability that is used to know the effect of dialogue memorization technique towards speaking ability of studnets.

As pre-experimental research, it uses sampel of one group pretest-post-test . At the beginning, students are given pre-test by teacher to read dialogue. And the aim of pretest to student is to know the ability of student in speaking without using dialogue memorization technique . Furthermore, in the next phase, students are given treatments by teacher, by asking student to memorize the dialogue using dialogue memorization technique. and last phase is post-tes, students are asked to practice the dialogue in front of the class. By using post-test, it will show the result of students in speaking using dialogue memorization technique. the research design will be shown as follow:

Diagram 001

Research Design

Treatments

Pre-test   **Dialogue Memorization Technique**   **Post-test**
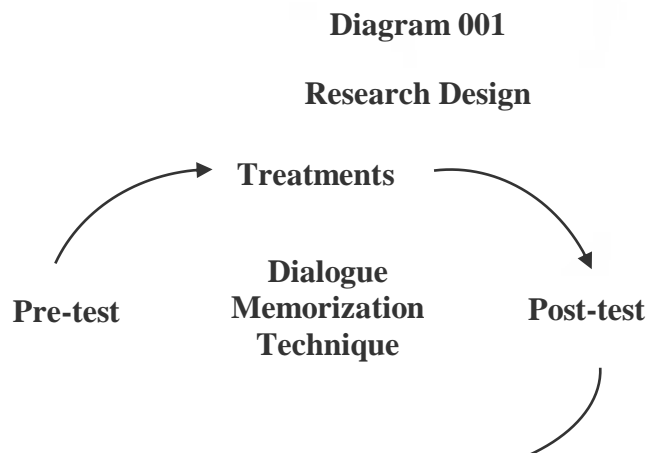
The diagram shows that there are four steps in processing of research experimental, pre-test, treatments, post-test and result. Research will be carried out to look of dialogue memorization toward students' speaking ability.

3.2. Location and Time of the Research

This research was conducted at SMP Juara Pekanbaru, Which is located at Jl.Legasari, Kota Pekanbaru. Time location of this research was from September 2016 to October 2016. In order to be clear, we could see the schedule of activities as follow:

Table 3.1 Schedule of Research Activities

No	Date	Time allocation	Activities
1	Sept, 13 2016	2x40 minutes	Pre-test
2	Sept, 26 2016	2x40 minutes	Treatment 2
3	Sept, 27 2016	2x40 minutes	Treatment 3
4	Oct, 3 2016	2x40 minutes	Treatment 4
5	Oct, 4 2016	2x40 minutes	Post-test

3.3. Population and Sample

3.3.1. Population

According to Arikunto (1997:117) state that population is all subjects of study. The population is very important in the research because it is impppossible for the

researcher to collect the data without the population. The population of this research includes the entire second year student of SMP Juara Pekanbaru. The Total Population of the second year students is 50 students. They consist of two classes; we can see it in following table:

Table 3.2. : Population of the Research

Classes	Number of Students
VIII Andalusia	25
VIII. Cordova	25

3.3.2. Sample

Based on Seno (2014) Samples are part of the population which taken collectively and in both randomized, structure and with more scientific way. Arikunto (2005:95) sample is the part of population which represents the whole. According Gay (1987 : 101) sample is the process of the selecting individual for a study. The researcher takes 23 students in class VIII Andalusia as the sample of this research. Actually it should be 25 student, but there are two students absent the class so the researcher only took 23 student as samples.

Table 3.3. : Sample of the Research

No	Class	Sample
1	VIII Andalusia	23 Students

3.4. Instrument of the Research

The research instrument used to get the data is speaking test. The data was taken from student's pre-test and post-test by recording their performance. In speaking test, student are ask to memorize the dialogue and then practice it in front of the class with their pairs.

3.5. Research Materials

Research materials of this research will be taken from students' English book entitle When English Ring a Bell and internet. The dialogues consist of 4 topics. We can see it in following table:

Table 3.4. : Blue Print of Materials

Meetings	Materials	Explanation
1	Asking for attention	Pre-test
2	Asking for attention	Material
3	appreciating someone's ability	Material
4	asking-giving opinion	Material
5	asking-giving opinion	Post-test

3.6. Research Procedures

3.6.1. Pre-test

Sept, 13 2016, was the first meeting. In this meeting, The student were given pre-test by the researcher before they get treatmens. The pre-tes would be conducted to determine the early background speaking ability of the second year students' of SMP Juara Pekanbaru. On pre-test, students are given a speaking test by memorizing the dialogue. Each student had 10 minutes opportunity to memorize the dialogue by their own way (without applied dialogue memorization

technique). Then, students practice it orally with their pairs. Finally, the reseacher took an audio-visaul recording of students performance. This data would be evalauted by the raters.
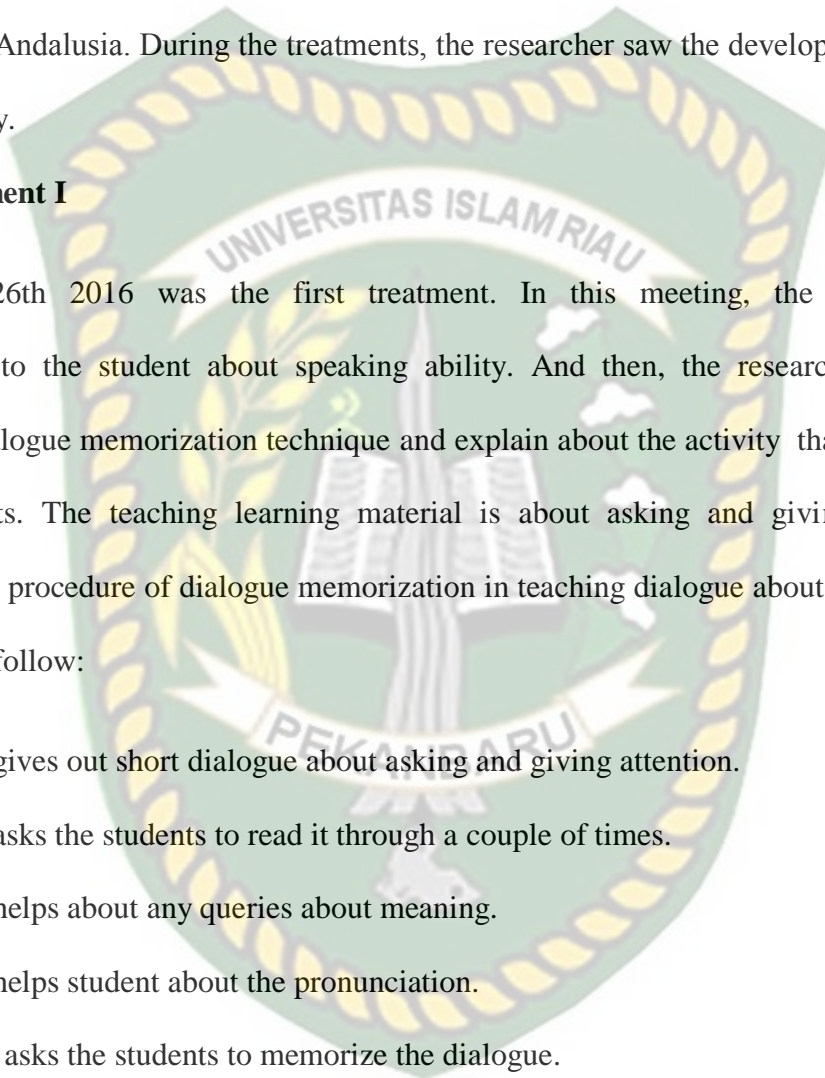
3.6.2. Treatments

After giving the pre-test, the writer did the treatments of dialogue memorization to the student of VII Andalusia. During the treatments, the researcher saw the development of students' speaking ability.

3.6.2.1 Treatment I

Sept, 26th 2016 was the first treatment. In this meeting, the researcher gave brainstorming to the student about speaking ability. And then, the researcher as a teacher introducing dialogue memorization technique and explain about the activity that would be done by the students. The teaching learning material is about asking and giving attention (see appendix). The procedure of dialogue memorization in teaching dialogue about askingand giving opinion are as follow:

1. Teacher gives out short dialogue about asking and giving attention.

2. Teacher asks the students to read it through a couple of times.

3. Teacher helps about any queries about meaning.

4. Teacher helps student about the pronunciation.

5. Teachers asks the students to memorize the dialogue.

6. Teacher gives several times to students to memorize the dialogue.

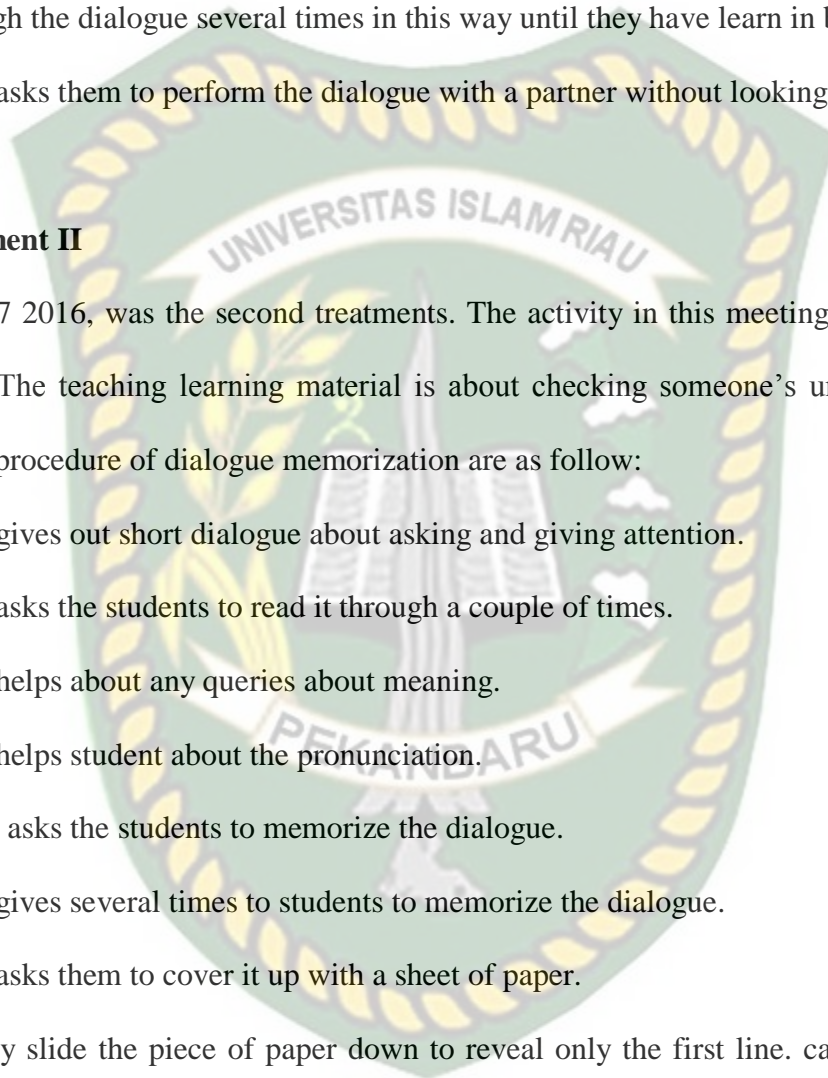7. Teacher asks them to cover it up with a sheet of paper.

8. Then they slide the piece of paper down to reveal only the first line. can they remember what the next line is? If they can't remember the complete line, can they remember anything from it?

9. Then they uncover the next line to compare it with what they guessed. How similiar is it?

10. go through the dialogue several times in this way until they have learn in by heart.

11. Teacher asks them to perform the dialogue with a partner without looking at the text.

3.6.2.2 Treatment II

Sept, 27 2016, was the second treatments. The activity in this meeting is same with the first meeting. The teaching learning material is about checking someone's understanding (see apendix). The procedure of dialogue memorization are as follow:

1. Teacher gives out short dialogue about asking and giving attention.

2. Teacher asks the students to read it through a couple of times.

3. Teacher helps about any queries about meaning.

4. Teacher helps student about the pronunciation.

5. Teachers asks the students to memorize the dialogue.

6. Teacher gives several times to students to memorize the dialogue.

7. Teacher asks them to cover it up with a sheet of paper.

8. Then they slide the piece of paper down to reveal only the first line. can they remember what the next line is? If they can't remember the complete line, can they remember anything from it?

9. Then they uncover the next line to compare it with what they guessed. How similiar is it?

10. go through the dialogue several times in this way until they have learn in by heart.

11. Teacher asks them to perform the dialogue with a partner without looking at the text.

3.6.2.3 Treatment III

Oct, 3 2016, was the last treatment. In this meeting, the researcher saw the development of the student. They could memorize the dialogue by using dialogue memorization technique without helping from the teacher. As a teacher, only help about pronounciation and find some meaning of vocabulary. The teaching material is dialogue about asking and giving opinion. The procedure of dialogue memorization are as follow:

1. Teacher gives out short dialogue about asking and giving opinion.

2. Teacher asks the students to read it through a couple of times.

3. Teacher helps about any queries about meaning.

4. Teacher helps student about the pronunciation.

5. Teachers asks the students to memorize the dialogue.

6. Teacher gives several times to students to memorize the dialogue.

7. Teacher asks them to cover it up with a sheet of paper.

8. Then they slide the piece of paper down to reveal only the first line. can they remember what the next line is? If they can't remember the complete line, can they remember anything from it?

9. Then they uncover the next line to compare it with what they guessed. How similiar is it?

10. go through the dialogue several times in this way until they have learn in by heart.

11. Teacher asks them to perform the dialogue with a partner without looking at the text.

3.6.3 Post-test

To see the differences of the significant effect of students' speaking ability after treatments, the researcher conducted post-test by recording students performance in front of the class . Student are given a dilogue and then they should memorize it based on dialogue memorization technique. Here the researcher will compare the result of pre-test and post-test. Wheter there is significant improvement (Success) or there is no significant effect (failure).

3.7 Data Collection Technique

In this research, to collect the data of speaking ability, the researcher used oral test technique which was done twice in pre test in post-test. The researcher distributes a paper to student which consit of dialogue. Student are asked to find out the meaning and memorize the dialogue, and the last step is performing in front of the class. Beside that, student also write their own dialogeu and memorize it in order to know the ability in using grammar and vocabulry. The researcher took the documentation by recording students' performance (audio-visual recording) in a camera digital.

3.8 Data Analysis techniques.

The technique in analysing data plays an important rule in conducting research for the validity of the result. This research has two raters to help calculated the data. The first rater is Mardiansyah S.Pd , and the second rater is Muhaimin S.Pd. The data was analyzed as follow:

Table 3.5 : Scoring rubric

Aspects	Level	Explanation	Score
Pronunciation	5	Have view traces as foreign accent	81-100
	4	Always intelligible, though one is	61-80

		conscious of definite	
	3	Pronunciation problem necessitate concentrated listening and occasionally to missundrstanding	41-60
	2	Very hard to understand because of pronunciation problem must frequently be asked to repeat.	21-40
	1	Pronunciation problem so severe as make speech virtually unitelligible.	0-20
Grammar	5	Makes few (if any) noticeable errors of grammar or word order	81-100
	4	Occasionally makes grammatical and or word-order errors, which do not. However, obscure meaning.	61-80
	3	Makes frequently errors of grammar and word order, which occasionally obscure meaning	41-60
	2	Grammar and word order error make comprehension difficult	21-40

	1	Error in grammar and word order so several	0-20
Vocabulary	5	Always use appropriate vocabulary	81-100
	4	Sometimes uses inapproprtiate term and/or must rephrase ideas because of lexical inadequacies	61-80
	3	Frequently uses the wrong words because of inadequate vocabulary	41-60
	2	Missuse of word and very limited vocabulary make comprehension quite difficult	21-40
	1	Vocabulary limited extreme as to make conversation virtually imposible	0-20

Modified from H. Brown Douglas: 1992

Based on table above explain about how the level of speaking ability each items of the students. Indicators of speaking is speaking ability each students would be measured. Score is level students able to reach by students. Description is standard for students as taget woulbe be reach with students.

Table 3.6 : Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very good
3	Level 3	41-60	Good
4	Level 2	21-40	Fair
5	Level 1	0-20	Bad

To know the students' speaking ability, the data were analyzed used the following

formula:

1. To find mean score in pre-test and postest.

$$\overline{X} = \sum \frac{x1}{N}$$

Where   :

X : The mean score

$\sum x$: The number of individual score

N : The number of individuals

(Hatch and Farhady, 1982:55)

2. To find out standard deviation of students' score, the followind formula is used:

$$S = \frac{\sqrt{\sum(x-x)^2}}{N-1}$$

Where:

S   : Standar deviation

$\sum(x-x)^2$: Sigma of individual deviation of students score

N   : The number of students

I   : Constant number

<div align="right">(Hatch and Farhady, 1982:59)</div>

3. In order to know the increase of students' speaking ability, the researcher compare the average core of pre-test and post-test in T-test formula as follow:

$$\text{T-test} = \frac{X1 - X2}{\frac{\sqrt{(S1)^2 + (S2)^2}}{N1 + N2}}$$

Where:

T-test   : The value of comparing two means

X_1 : Mean of score in pre-test

X_2 : Mean of score in post-test

S_1 : Standard deviation of pre-test

S_2 : Standard deviation of post-test

N_1 : Total sample in pre-test

N_2 : Total sample in post-test

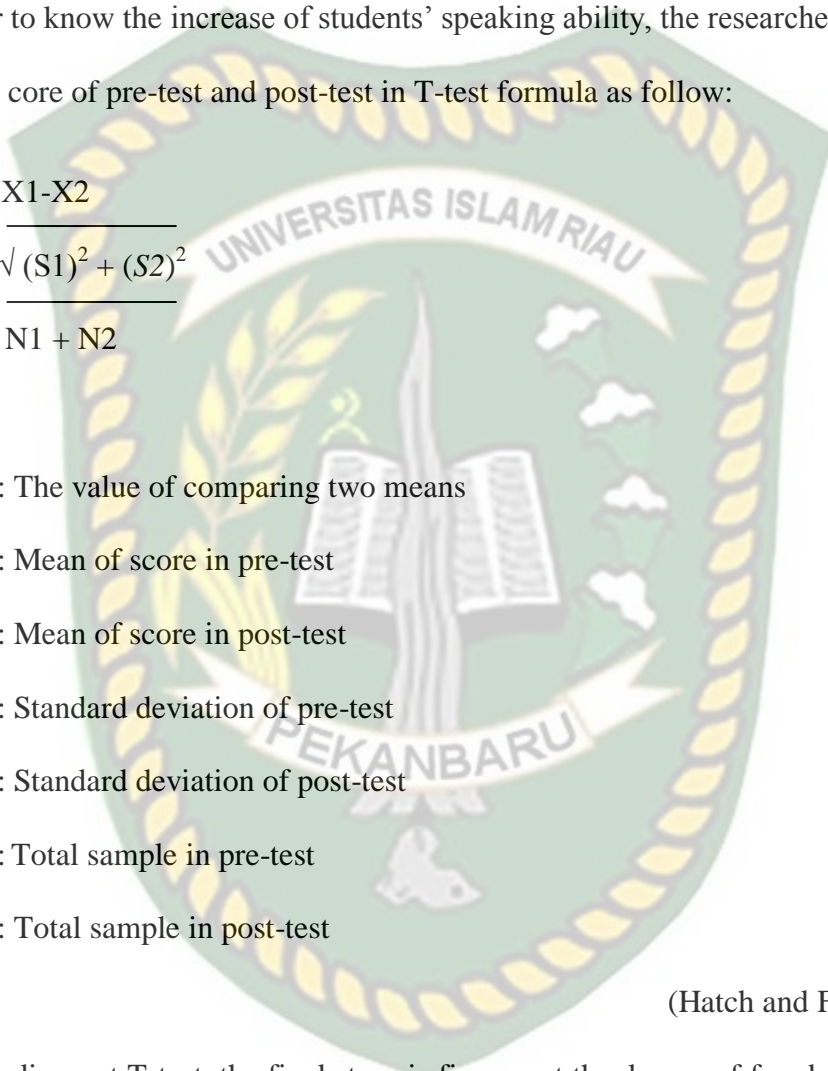<div align="right">(Hatch and Farhady, 1982:59)</div>

4. After finding out T-test, the final steps is figure out the degree of freedom of two groups. The degree of freedom is used to determine wheter the t-score is a significant value.

$Df = N-1$

Where:

Df   : The degree of Freedom (significant value)

N   : Total samples

1   : Constant Number

(Sudjana, 1996 : 146)

If the value of t-calculated is bigger than the value of t-table, the alternative hypothesis is accepted. Conversely, if the value of t-calculated is smaller than value of the t-table, the null hypothesis is accepted.

Then, to interpret the data, the researcher analyzed the data analysis by counting the students' score in to percentage by following students' score interval. The clasification of student' score used by the researcher as follow: