

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses about research design, subject of the study, research instrument, and technique of data compilation, technique of data analysis and standard of measurement.

1.1 Research Design

The writer considered the appropriate method to be used in this study and it was qualitative method, but the writer needed counting or measuring the ability of the students in speaking English entailing: Grammar, vocabulary and pronunciation. This method was employed to set up strategies and procedure to enable the writer in describing, classifying and analyzing the monologue speech done by the subject of this study.

1.2 Subject of the Study

This study was conducted at SMAN 4 Kupang in the school year 2018/2019. The subject of this study was the eleventh grade students. The subject will be taken from XI 1 social class. There were 38 students in that class but the writer takes the only 20

students to be the sample of the study. The writer provided 20 lotteries / paper with number one until number twenty. The students' who got number 1-20 become the sample of the study. They were divided into 5 groups of 4 students.

1.3 Research Instruments

The instrument used by the writer to compile the data was in the form of students' answers in every group. Here the writer gave them 4 topics about "Narrative text". They were **True Friends, Snow White, The Ant and The Dove** and **The Lion and The Mouse**. Each group was given one of the four narrative texts to read in 40 minutes. The writer designed 4 questions of each text and every group drew the lotteries to get one of the texts and they read and discussed the answers. Every Student in the group answered one of the four questions in turns. The answers of the 4 students in every group were recorded and analyzed to achieve/to get the data.

1.4 Methods and Techniques of Data Compilation

Data compilation is one set of method in doing the study. It is specified into some technique, as shown in the following.

1. Getting the recommendation letter from the Head of English Study Program
2. Getting recommendation letter from the Dean of English Education study program of Widya Mandira Catholic University.
3. Getting the permission from the headmaster of SMAN 4 Kupang

4. Making an appointment with the English teacher of SMAN 4 Kupang
5. Observation the researched school
6. Preparing the recorded material
7. Getting the students' recorded material

1.5 Method and Technique of Data Analysis

In analyzing the data, the writer followed the following procedures:

1. Correcting the students' answer sheets. It could be done by stretching the numbers. It was intended to know the correct answer of each student.
2. Counting the correct answer for each student. It was done by dividing the correct answer by the number of test multiplied 100%.
3. Giving grade of score to each student based on the correct answer.
4. Classifying the grades or scores based on the standard of measurement used in the school.
5. The students' answer sheets were grouped on the basis of the standard of measurement. It means to see the passing students and the failing one in the subject. In giving the grades to students both as an individual and as a class two formula were used. The first was for counting the score showing individual ability for mastery of the students. The second was for counting grade or score showing their ability or mastery level as a class.

6. Counting the passing students and the failing one in the subject investigated based on the scores that were based on the standard of measurement applied.
7. Tabulating the scores of the students to be easily read and understood.
8. The data was described, explained, interpreted and then concluded.

1.6 Standard of Measurement

Standard of measurement is accepted or approved instance or example of a quantity or quality against which others are judged or measured or compared. Standard of measurement used in this study was based on the nations proposed by Hughes (1990:91-93). This standard was used for each aspect of the monologue speech namely: vocabulary, grammar and pronunciation.

6 = Excellent

5 = Very good

4 = Above average

3 = Average

2 = Below average

1 = Bad

To find out the students ability level, the writer used the standard of measurement as follows:

Score	Level
(16-18)	Excellent
(13-15)	Very good
(10-12)	Above average
(7-9)	Average

(4-6)	Below average
(1-3)	Bad

- a. Total score = (SG + SV + SC)
- b. Grand total = Total score for all respondents per each elements and of the whole elements.
- c. Mean = $\frac{\text{Grand total}}{\text{Total respondents}}$

3.7 The Assessment Aspect

According to Hughes (1989), aspects that were assessed were pronunciation, vocabulary and grammar.

a. Pronunciation

- 5: Has few traces of foreign language
- 4: Always intelligible, though one is conscious of a definite accent.
- 3: Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
- 2: Very hard to understand because of pronunciation problem, most frequently be asked to repeat
- 1: Pronunciation problem to serve as to make speech virtually unintelligible

b. Vocabulary

- 6: Use of vocabulary and idiom rarely distinguishable from that of educated native writer.
- 5: Occasionally uses inappropriate terms or relies on circumlocution: expression of ideas is hardly impaired.
- 4: Uses wrong or inappropriate words fairly frequently: expression of ideas may be hardly because of inadequate vocabulary.
- 3: Limited vocabulary and frequently errors clearly hinder expression of ideas.
- 2: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
- 1: Vocabulary limitations so extreme as to make comprehension virtually impossible.

c. Grammar

- 6: Few (if any) noticeable errors of grammar or word order.
- 5: Some errors of grammar or word order which do not, however, interfere with comprehension.
- 4: Errors of grammar of word order fairly frequent: occasional re-reading necessary for full comprehension.
- 3: Errors of grammar of word order frequent: efforts or interpretation sometime required on reader's part.
- 2: Errors of grammar of word order very frequent: reader often has to rely on own interpretation.

1: Errors of grammar of word order as severe as to make comprehension virtually impossible.