

## CHAPTER III

### RESEARCH METHOD

#### A. Method and Design

##### 1. Method

This research applied an experimental method. It aims to find out whether by using socio drama method improve the students speaking skills.

##### 2. Design

This research involved one group of students with pre-test and post-test design.

The design of this research can be descanted as follows:<sup>1</sup>

Pattern:  $O_1 X O_2$

Where:

Pattern = Experiment

$O_1$  = Pre test

X = Treatment

$O_2$  = Post test

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<sup>1</sup>Arikunto Suharsimi, *Prosedur Penelitian* ( Jakarta : Rineka Cipta, 1998), p. 45

## **B. Variable**

This research consisted of two variables namely:

- a) Independent variable is socio drama method in English teaching
- b) Dependent variable is the students development on speaking skill related to the instructional objective of English

## **C. Population and Sample**

### 1. Population

The population of this research is the students of SMA PMDS Putri Palopo, the eleventh academic years 2008/2009. The eleventh years students of SMA PMDS Putri Palopo consist of two classes. Social class consists of 19 students and exact class consists of 15 students. Total are 34 students.

### 2. Sample

This research employed all population as a sampling. As Nasution states that ideally, we must research the all of population.<sup>2</sup> The number of sample is 34 students.

## **D. Instrument of the Research**

The instrument of the research was an oral test. It consists of one part. In this part, the student will be given some scripts by the researcher. These scripts can be seen in appendixes.

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<sup>2</sup> Nasution, *Metode Research*, (Jakarta : Bumi Aksara. 2001). p.86

## **E. Procedure of Collecting Data**

The data collected by using the procedure below:

### 1. Giving pre-test

The researcher asked the students to read the drama script and divide the role for them to know how the student speaking skill before learning about socio drama is.

### 2. Giving Treatment

The researcher conducted treatments. It was done for six treatments. The steps are as follows:

- a) The first treatment. The researcher explained to the students about socio drama method.
- b) The second treatment. The researcher distributed the material, asks the student to read the script and the researcher divided the role to each of them and ask them to memorize their own role.
- c) The third, fourth and fifth treatment. The researcher trained the students about the drama according their role.
- d) The sixth treatment. The researcher invited the students to perform drama which have been memorize before.

### 3. Giving post test

The researcher gave test as the pre-test to the students. This test to know the socio drama method in achieving the instructional objective of English

(speaking). Although pre-test and post-test are the same, but in the post-test, the role of drama exchanged.

## F. Technique of Data Analysis

To analyze the data, the researcher uses the following steps:

### 1. Scoring the students' test

In this test, the researcher used 1-6 point scale to measure the students' oral answers based on rating ability.

The scoring of the interview can range from an impression mark to a mark arrive at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech).

The following marking scheme (using a 6-point scale) as follows:

**Table 3.1**  
**The Assessment of Oral Test**

<b>Rating</b>	<b>Accuracy</b>
<b>6</b>	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors
<b>5</b>	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct
<b>4</b>	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion
<b>3</b>	Pronunciation is influenced by the mother-tongue but only a few serious phonological and lexical errors, some of which causes confusion

<b>2</b>	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
<b>1</b>	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

<b>Rating</b>	<b>Fluency</b>
<b>6</b>	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses
<b>5</b>	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
<b>4</b>	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression
<b>3</b>	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
<b>2</b>	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression
<b>1</b>	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression

<b>Rating</b>	<b>Comprehensibility</b>
<b>6</b>	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required
<b>5</b>	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
<b>4</b>	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification

<b>3</b>	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentence
<b>2</b>	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker
<b>1</b>	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said

(Adopted From Heaton)<sup>3</sup>

Beside the technical of scoring through six scales above, the writer also make rating classification which use to give students obtained. The following is rating scale classification :<sup>4</sup>

<b>Classification</b>	<b>Scale</b>	<b>Rating</b>
Excellent	86 - 100	6
Very Good	71 - 85	5
Good	56 - 70	4
Fairly Good	41 - 55	3
Poor	26 - 40	2
Very Poor	< 25	1

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<sup>3</sup> J.B. Heaton, *Writing English Language Test* (Ed. 1: New York Inc, 1998), P.100

<sup>4</sup> Daryanto, *Evaluasi Pendidikan*, (Jakarta PT : Rineka Cipta, 2007), p 211.

2. Looking for D (Difference) between score variable I (x) and score variable II (y)

$$D = X - Y$$

3. Looking for mean from difference, by using the following formula

$$MD = \frac{\sum D}{N}$$

(N = Total Number of Sample)

4. Looking for standard deviation from difference ( $SD_D$ )

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

5. Looking for error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

6. Looking for “ $t_o$ ”, by using the following formula

$$t_o = \frac{M_D}{SE_{MD}}$$

Where:  $M_D$  = mean of Difference

$SE_{MD}$  = Error standard from  $M_D$

(All formula adopted from Sudijono)<sup>5</sup>

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<sup>5</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : PT. Rajawali Persada, 2003),p.180

Criteria of hypothesis acceptability

$t_o \geq t_t$  : Reject null hypothesis

$t_o < t_t$  : Receive null hypothesis