

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

This research was a quantitative descriptive research. Matched T – Test formula was used in this research after Information gap task was implemented for two meetings and so was the role play in the same group of students. The first meeting was for the treatment and the second meeting was for the test to each task. The research design could be represented as follows:

X1 T1 X2 T2

X1 : Treatment 1 (information gap)

T1 : Test

X2 : Treatment 2 (role play)

T2 : Test

3.2 Subject of this Research

The subjects of this research were the second year students of SMA Negeri 8 Bandar Lampung in the 2011/2012 school year consisting of 6 classes, and one class XI IA 1 which consists of 40 students was taken as the sample.

3.3 Research Procedures

To make this research run well, there were there steps done in the research procedures, they were:

1. Planning

Before applying the research procedures, some planning's to make the application run well were done. They were:

- a. Determining the subject
- b. Preparing the material
- c. Preparing the assignments
- d. Preparing the test

2. Application

After making the planning, research procedures that had already been planned were applied. They were:

- a. In the first and second meeting the writer taught the students by using information gap task and gave a test to the students.
- b. In the third and fourth meeting the writer taught the students by using role play task and gave a test to the students.

3. Reporting

The last point that was done in the research was reporting. Two steps were done in reporting:

- a. Analyzing the data.
- b. Making report on the findings.

3.4 Data Collecting Technique

The data were taken by recording the students' utterances while doing the two tasks given. Here, the number of C-units was calculated based on the number of meaningful utterances. A C-unit was defined as an independent utterance that provides referential or pragmatic meaning, that is, C-units are utterances produced by any individual which are meaningful though not necessarily complete (Crook: 1990) in Yufrizal (2000). There are three type of C-unit and the followinhg is how to code it in students trancription.

C-unit (C)

1. a single semantic meaning (*C SSM*)
2. one intonation contour (*C IC*)
3. one pause (*C OP*)

3.5 Data Analysis

Ur (1996) notices that one of the characteristics of successful speaking activity is that learners talk a lot. This suggests that the success of teaching speaking may depends on the number of C-units produced by the students. Therefore, the data in the research were the number of C-units produced by the students. The data were first collected by

transcribing the students' utterances from information gap and role play to see the number of utterances produced by the students in each task. A C-unit is defined as an independent utterances that provide referential or pragmatic meaning, that is, that C-units are utterances produced by students which are meaningful though not necessarily complete (Crooks, 1990: 4). Crooks (1988: 5) identify a C-unit or unit of utterances of a stream of speech with at least one of the following characteristics:

- a. It is under one intonation contour.
- b. It is bounded by pause.
- c. It constitutes a single semantic meaning.

For example:

A: "And then .. (one intonation contour) and...hmm..he is very...(one pause), he has good voice and famous. (a single semantic meaning)

B: "I'm sorry, pardon me."(a single semantic meaning)

In the example above, student A produced three C-units that constitutes one contour, one pause and one single semantic. Meanwhile student B only produced one C-unit that constitutes one single semantic meaning. Second, the result of the number of utterances produced by the students in using the two tasks was analyzed by using Matched T-Test.