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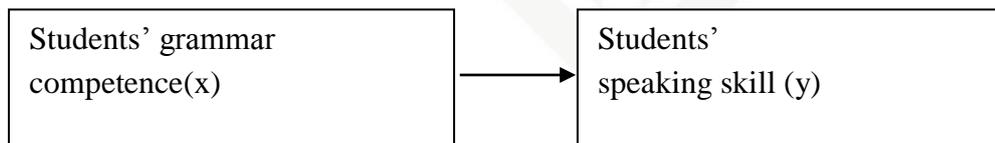
CHAPTER III

THE METHODOLOGY OF THE RESEARCH

3.1 The Research Design

The design of this research was a correlational research. It was research to discover or to measure the relationship between two or more variable. Cresswell (2008, p. 60) stated that correlational research design is a procedure of quantitative research in which investigators measure the degree of association (relationship) between two or more variables or sets of scores. According to Fraenkel and Wallen (2009, p. 11) another type of the research is done to determine relationships among two or more variables and to explore their implications of cause and effect relationship, this is called correlational research. There were two variables in this research, independent and dependent variables. The students' English grammar competence as the independent variable and the dependent variable is students' speaking skill.

These variables could be seen as follows:



3.2 Time And Location of the Research

This research was conducted at State Senior High School 1 Teluk Kuantan. The time of the research was carried out in October 2017.

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3.3 Subject and Object of the Research

The subject of this research was the eleventh-grade students of State Senior High School 1 Teluk Kuantan. The object of this research was the students' grammar competence and their speaking skill.

3.4 The Population and Sample of the Research

3.4.1 The Population

The population of this research was all of the eleventh grade students of SMAN 1 Teluk Kuantan that consisted of 9 classes they were; XI M-IPA1, XI M-IPA2, XI M-IPA3, XI M-IPA4, XI M-IPA5, XI IPS1, XI IPS2, XI IPS3, XI IPS4. The total of population of this research was 262 students, the specification of population can be seen in the table below:

III.1
The Population of the the Eleventh Grade Students at Senior High School 1 Teluk Kuantan

No	Class	Number of Students
1	XI M-IPA1	27
2	XI M-IPA2	30
3	XI M-IPA3	33
4	XI M-IPA4	32
5	XI M-IPA5	30
6	X1 IPS1	24
7	X1 IPS2	29
8	X1 IPS3	29
9	X1 IPS4	28
	Total	262

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3.4.2 The Sample

The researcher took the sample by using cluster random sampling, According to Gay (2000, p. 129) cluster sampling randomly selects groups are not individuals. The sample was XI M-IPA5 that consisted of 30 students. Arikunto (2002, p. 112) stated that if the amount of the subject is more than 100. It is better to take about 10-15% or more than it.

3.5 Techniques of Collecting Data

To collect the data from the sample, the researcher used test technique. Test is an assessment of the instrument that poses problems for students to solve, Syafi'i (2015, p. 110). In collecting the data, the researcher gives tests to the students. There were two kinds of test:

1. Written grammar test

Grammar exercise was given as the first test to the students considered of 20 questions (multiple choice). The items of the test were constructed based on the indicators of grammar knowledge.

III.2 The Blue Print of Grammar Competence Test (Simple Present Tense)

NO	INDICATOR OF VARIABLE X	NUMBER OF QUESTION	ITEMS
1.	The ability to identify frequency of adverb in the sentence.	1, 5, 7, 10	4
2.	The ability to identify final <i>-es</i> and <i>-s</i> for 3rd person singular in the sentence.	2, 3, 6, 8	4
3.	The ability to identify irregular singular verbs.	4, 9, 11, 12	4
4.	The ability to identify negative sentence of simple present tense.	13, 15, 18, 20	4
5.	The ability to identify interrogative sentence of simple present tense	14, 16, 17, 19	4

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2. Speaking test

Speaking test was given as the second test to the students (describing picture). The items of the test were constructed based on the indicators of speaking skill; grammar, vocabulary, pronunciation, fluency and comprehension.

3.6 Validity and Reliability of the Test.

To obtain the data from the respondents, the researcher made try out the grammar competence test to determine the validity and reliability of the instruments.

3.6.1 Validity of English Grammar Competence Test

In validity of the instrument of the test, it could be seen from the difficulties of the test. On the other hand, the test is not easy and the test is not difficult. The standard level of difficulty is $0.30 \leq$ and ≤ 0.70 (Arikunto, 2007, p. 208). It means that the items are accepted if level of difficulty is between 0.30-0.70 and rejected if the level of difficulties is below 0.30 (too difficult) and over 0.70 (too easy). According to Arikunto (2007, p. 208), the formula of each item difficulty as follows:

$$P = \frac{B}{JS}$$

Note:

P = index of difficulty or facility

B = The number of correct answers

JS = The number of examiners or student

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III.3 The Item Validity of Try Out

NO	r count	Status
1	0.55	Valid
2	0.42	Valid
3	0.58	Valid
4	0.65	Valid
5	0.65	Valid
6	0.45	Valid
7	0.35	Valid
8	0.48	Valid
9	0.52	Valid
10	0.42	Valid
11	0.52	Valid
12	0.45	Valid
13	0.58	Valid
14	0.61	Valid
15	0.35	Valid
16	0.48	Valid
17	0.61	Valid
18	0.55	Valid
19	0.39	Valid
20	0.45	Valid

3.6.2 Reliability of the Test

Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. According to Brown (2003, p. 19) reliability measures the accuracy of measurements. This kind of accuracy is reflected in the obtaining of similar result when measurement is repeated on

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different occasions or with different instruments or by different person. It means that a test is possible to be reliable without being valid for specified purpose, but it is impossible a test is valid without first being reliable.

Arikunto (2007, p. 218) said that the classification of reliability test was considered as follows:

1. 0.0 - 0.20 = Low
2. 0.20 - 0.40 = Satisfactory
3. 0.40 - 0.70 = Good
4. 0.70 - 1.00 = Excellent

Based on the classification above, the researcher inferred that if reliability of the test >0.0 and <0.20 , it is classified into low level. Besides, if the reliability is >0.20 and <0.40 , it is classified into satisfactory level. Then, if the reliability of the test is >0.40 and <0.70 , it is classified into good level, and if the reliability of the test is >0.70 and <1.00 , it is classified into excellent level.

To obtain the reliability of the test, the researcher used Cronbach Alpha. In this research, the reliability of the test was processed by using SPSS 23.0 version. It can be seen as in the following table:

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Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.535	2

Based on the table above, it was obtained that the total number of students was 30 and the Cronbach's Alpha was 0.535. Based on the classification of reliability, it means that the instrument was reliable and it was classified into the Good reliability

3.7 The Technique of Data Analysis

In this research, the researcher used Product Moment Correlation to analyzed the data in order to know the result whether it has statically significant correlation from two variables, and it was analyzed by using SPSS 23.00. This technique used because the data were containing interval scale.