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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was a correlational research. It is a research design which is useful to solve problems in education and the social sciences because it allows for the measurement of a number of variables and their relationship (Cohen, 2000, p. 199). Creswell (2012, p. 338) also stated that correlational design provides an opportunity for the researcher to predict scores and explains the relationship among variables.

Creswell (2012, p. 340) stated that there are two primary correlational designs, they are explanatory and prediction design. This research was explanatory correlational design. An explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other (Creswell, 2012, p. 340). It is an appropriate one to this research in order to find out the correlation between students' motivation in learning English (independent variable) and their speaking performance (dependent variable), if one variable is change, it will be reflected in changes in the other.



B. Time and Location of the Research

This research was conducted on December 2017 - January 2018.

The location of the research was in SMAN 1 Tapung Hilir at Pendidikan street number 2 Kota Bangun village.

C. Subject and Object of the Research

The subject of this research was the tenth grade students of State Senior High School (SMAN) 1 Tapung Hilir in the academic year of 2016/2017 while the object of this research was the correlation between students' motivation in learning English and their speaking performance.

D. Population and Sample of the Research

The population of this research was the tenth grade students of State Senior High School 1 Tapung Hilir. Population is a group of individuals who have the same characteristic (Cresswell, 2010, p. 142). The total population of the tenth grade students is 230 students from six classes. Then, the sample of this research was 35 students. Cresswell (2010, p. 142) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, the researcher can select a sample of individuals who are representative of the entire population.

This research used systematic sampling as the technique to choose the sample of population. According to Cohen (2000, p. 100), systematic sampling is a modified form of simple random sampling. It involves selecting subjects from a population list in a systematic rather than a

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random fashion. Moreover, Cresswell, (2010, p. 142) stated that systematic sampling is the procedure where the researcher chooses every n th individual or site in the population until reaches the desired sample size. This procedure is not as precise and rigorous as using the random numbers table, but it may be more convenient because it does not require a random numbers table. The desired sample in this research is 35 students. The writer took 35 students as the sample because the total population of this research was more than 100 students. Arikunto (2006, p. 112) stated that if the population is more than 100, the researcher should take the sample in the range of 10-15%, 20-25%, or more. That is why the writer took 15% students (35 students) as the sample of the total population (230 students). To get the desired sample by using systematic sampling, the writer used the formula to decide how frequently to make systematic sampling by a simple statistic (Cohen, 2000, p. 100):

$$f = \frac{N}{sn}$$

Where: f = the frequency interval

N = the total number of the wider population

sn = the required/desired number in the sample

In this research, the total number of the wider population was 230 students while the desired number in the sample was 35 students, the frequency interval can be seen as follows:

$$f = \frac{230}{35} = 6.6 \text{ (which rounds up to 7.0)}$$

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From the calculation above, the writer picked out every seventh student from each class. Therefore, the writer took 5-6 students in every class.

The procedure to take the sample:

1. The writer came to each class, and took the attendant list.
2. The writer called every seventh student's name based on the attendant list (student number 7, 14, 21, 28, and 35).
3. The writer took five until six students from each class.
4. The writer gathered thirty five students as the sample in one class.

Table III.1

The Population and Sample of the Research

No	Class	Number in attendant list	Total (Students)	Sample (Students)
1.	X A	7, 14, 21, 35, 38	38	6
2.	X B	7, 14, 21, 35, 39	39	6
3.	X C	7, 14, 21, 35	37	5
4.	X D	7, 14, 21, 35, 39	39	6
5.	X E	7, 14, 21, 35, 39	39	6
6.	X F	7, 14, 21, 35, 38	38	6
Total Population			230	35

E. Technique of Collecting Data

In this research, the writer used a set of questionnaire to collect the data of students' motivation in learning English (variable X). Then, the writer used oral test to collect the data to find out students' speaking performance (variable Y).

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a. Questionnaire

In order to collect the data of students' motivation in learning English as independent variable, the writer used a set of questionnaire based on three indicators of motivation in learning English by Gardner (2004). Questionnaire is one of the types of self-report instruments, it consists of a number of questions should be answered by respondent about their actions and beliefs (Schunk, 2008, p 21). The indicators of students' motivation in learning English can be seen as follows (Gardner, 2004):

1. *Effort* refers to the time spent studying the language and the drive of the learner.
2. *Desire* indicates how much the learner wants to become proficient in the language.
3. *Affect* means the learner's emotional reactions related to language study.

The questionnaire deal with respondent's opinions in responding to following options based on the rating scale. In a rating scale, the individual is asked to rate performance or preference using a numerical scale similar to a Likert scale (Gay et al., 2012, p. 157):

- a. Always (5)
- b. Usually (4)
- c. Sometimes (3)

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- d. Seldom (2)
- e. Never (1)

Table III.2

The Blue Print of Students' motivation in learning English
Questionnaire

Variable	Indicator	Item
Students' motivation in learning English (X)	Effort (the time spent studying the language and the drive of the learner)	5, 6, 7, 8, 14, 16, 19
	Desire (how much the learner wants to become proficient in the language)	1, 4, 9, 10, 11, 12, 18
	Affect (the learner's emotional reactions related to language study)	2, 3, 13, 15, 17, 20

b. Test

Test was used to collect the data of dependent variable (students' speaking performance). The test that has been conducted was oral test based on one of kinds of speaking performance type; it was extensive speaking (monologue). The writer chose monologue speaking type because the problem faced by the tenth grade students was particularly in monologue speaking performance, then based on the theory that stated talk as performance tends to be in the form of monologue rather than dialogue (Brown and Yule as cited in Richards, 2008, p. 21).

The students were tested to tell the story (storytelling). By doing storytelling, it was based on the basic competency of School

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Based Curriculum (KTSP) of the tenth grade students, it is: "Talk and express meaning in the form of transactional or monologue particularly in discourse of *narrative*, procedure, spoof, recount, descriptive, news item and simple song". The writer provided four different texts about narrative story based on the story in the tenth grade students' book:

1. Batara Kala (myth)
2. The Fly and the Bull (fable)
3. Catano (short story)
4. The Fox and the Crow (fable)

In order to get the data, the writer administrated the way of collecting the data as follows:

1. The writer provided four different texts about narrative story (for each text has been copied nine sheets).
2. The writer gave the text to the students randomly.
3. The writer asked the students to read the text and understanding it well.
4. The writer gave a day to the students in preparing materials/properties based on the text they have to retell.
5. The writer asked the students to retell the story in front of the class randomly. While the students were speaking, the writer recorded their speaking performance, the students got about maximum 5 minutes to retell the story.

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6. The writer gave all videos of students' speaking performance to two raters in order to assess it.

In assessing students' speaking performance, the writer gave speaking rubric and also added some aspects to assess it based on speaking rubric assessment (Grace, 2012, p. 121) to the raters because in this research the writer used storytelling to assess students' speaking performance:

Table III.3

Additional Aspects in Analyzing Speaking Performance

No	Criteria to be assessed	Low Performance	Good Performance	Very Good Performance
1.	Opening	No greeting No purpose of speaking	Greeting No purpose of speaking	Greeting With the purpose of speaking
2.	Body language and eye contact	Feels ashamed, does not focus on the audience	Does not feel ashamed but does not focus on the audience	Use body language appropriately and eye contact to the audience
3.	Content	Somewhat jumpy	Given in chronological order	Given in chronological order by using time connectors clearly
4.	Closing	No evaluation No thanking	No evaluation Thanking	Evaluation and Thanking

The two raters took the total score from the result of speaking performance test (from speaking rubric and additional aspects in analyzing speaking performance). The classification of the students' score is shown

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below (based on categories used by Senior High School 1 Tapung Hilir in students' report):

Table III.4

The Classification of Students' Score

Score	Categories
91 – 100	Very good
83 – 90	Good
75 – 82	Sufficient
66 – 74	Less
< 66	Fail

F. Validity and Reliability of Instrument

1. Validity of Questionnaire

In distributing questionnaire, there is a purpose to be achieved. To gain the purpose, it must be ensured that the measurement tools can measure what they are supposed to measure. In accordance with the statement above, David Colton and Robert W. Covert (2007, p. 65) stated that validity describes the extent to which we measure what we purport to measure or it means validity refers to the degree in which a test measures what is supposed to measure and permits interpretation of scores that are appropriate consequently. Consequently, it is important to pretest the instrument to obtain preliminary data that can be used to assess validity.

To know whether the data were valid or not, the writer used construct validity and the data obtained was calculated by SPSS 17.0 Windows program. According to Riduwan (2013, p. 109), to know the validity of the instrument, the researcher can use construct validity.

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Furthermore, in using construct validity, the researcher can use judgment experts then the researcher should try out the instrument (Riduwan, 2013, p. 109). The writer examined and noted the differences between r_{observed} and r_{table} . Siregar (2013) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5 %.

The result of questionnaire (try out) acquired from 20 items with five alternative answers indicated that all questionnaire items were valid. It can be seen as follows:

Table III.5
Validity of Questionnaire

Item	r item	r table	Result
Number 1	0.704	0.3338	Valid
Number 2	0.603	0.3338	Valid
Number 3	0.719	0.3338	Valid
Number 4	0.565	0.3338	Valid
Number 5	0.481	0.3338	Valid
Number 6	0.849	0.3338	Valid
Number 7	0.521	0.3338	Valid
Number 8	0.403	0.3338	Valid
Number 9	0.593	0.3338	Valid
Number 10	0.660	0.3338	Valid
Number 11	0.518	0.3338	Valid
Number 12	0.759	0.3338	Valid
Number 13	0.473	0.3338	Valid
Number 14	0.542	0.3338	Valid
Number 15	0.420	0.3338	Valid
Number 16	0.498	0.3338	Valid
Number 17	0.588	0.3338	Valid
Number 18	0.692	0.3338	Valid
Number 19	0.598	0.3338	Valid
Number 20	0.739	0.3338	Valid

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The data above was consulted with r_{table} at significance level of 5%. There were 35 students, so $N= 35$ with $df = N-2 = 35-2 = 33$. The writer took df 33, so r_{table} acquired was 0.3338. It could be concluded that all questionnaire items were valid. Finally, all questionnaire items were utilized in this research.

2. Reliability of Questionnaire

According to David Colton and Robert W. Covert (2007, p. 65), validity is the consistency of the measurement. If the item is reliable, a respondent will provide a consistent response across time and settings.

Arikunto (2006, p. 155) stated that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analysed each item by using cronbach's alpha technique. According to Shams (2008, p. 126), the cronbach's alpha was used to check the reliability of the survey questionnaire tool.

The categories below are the level of reliability (Cohen et al. 2007, p. 506):

Table III.6
Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very high
2	0.80 – 0.90	High
3	0.70-0.79	Reliable

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4	0.60 – 0.69	Marginally/minimally
5	<40	Unacceptably low

The result of reliability questionnaire is as follows:

Table III.7

Cronbach's Alpha Table

Reliability Statistics

Cronbach's Alpha	N of Items
.903	20

Based on the analysis, the value of Cronbach's Alpha was 0.903, it could be said that the questionnaire was reliable. Due to $0.903 > 0.90$, the level of the reliability was very high.

3. Validity of the Test

Validity is the most complex criterion of an effective test, it also becomes the most important principle of the test (Brown, 2003, p. 22). Gronlund stated that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (as cited in Brown, 2003, p. 22). There are some types of validity; content validity, criterion validity, construct validity, consequential validity and face validity (Brown, 2003, p. 23). In this research, the writer used content validity. If the test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content validity (Brown, 2003, p. 23).

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Another way of understanding content validity is to consider the difference between direct and indirect testing. In this research, the writer used direct testing, it is storytelling to assess students' speaking performance, students actually performing the target task. The writer provided four narrative texts based on students' English text book and they measured what should to be measured. It is the feasible way for achieving content validity in classroom assessment (Brown, 2003 p. 24).

4. Reliability of the Test

A reliable test is consistent and dependable (Brown, 2003, p. 21). In this research, the reliability of the test is rater reliability, because in scoring students' speaking performance (storytelling), there are two raters/scorers gave the score. The two raters/scorers gave the students' storytelling score based on scoring criteria (speaking performance rubric), so they applied the same standards and the reliability of the test could be reached. The two raters/scorers also did not know all the students that was being assessed, so there is no subjectivity in assessing students' speaking performance. All the criteria above were based on Brown statement, the careful specification of an analytical scoring instrument, however, can increase rater reliability (J. D. Brown in Brown, 2003, p. 21).

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G. Technique of Analyzing Data

The technique of analyzing data in this research was Pearson Product-Moment Correlation, the purpose was to describe the strength and direction of the relationship between two variables (Pallant, 2011, p. 122). The technique was used because the data of variable X was interval, and also the data of variable Y. Regarding with the above idea, Riduwan (2011, p. 80) stated that Product Moment Correlation technique is used when the two types of the data correlation is interval. Moreover, Cohen (2000, p. 192) also stated that Pearson Product-Moment Correlation is used when the nature of variables are continuous (interval). It was an appropriate one to find out the correlation between students' motivation in learning English and their speaking performance since those variables were interval. This research was analysed by using SPSS 17.0 version.

Criteria:

If $\text{sig-t} < \alpha$ means there is correlation (H_a is accepted and H_o is rejected).

If $\text{sig-t} > \alpha$ means there is no correlation (H_a is rejected and H_o is accepted).

In analyzing students' motivation in learning English, the formula is as follows (Sudjiono, 2008, p. 43):

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Number of percentage

F = Frequency

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N = Number of sample

Riduwan (2011, p. 23) indicated the scale to classify the gained percentage of questionnaire as follows:

Table III.8

The Classification of Questionnaire Category

No	Score	Category
1	81 – 100 %	very high level
2	61 – 80 %	high level
3	41 – 60 %	average level
4	21 – 40 %	low level
5	0 – 20 %	very low level

Furthermore, to analyze students' speaking performance, the formula was as follows:

$$M = \frac{TS}{N}$$

Where:

M = Median

TS = Total score

N = Number of sample

Table III.9

The Classification of Students' Score

Score	Categories
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83 – 90	Good
75 – 82	Sufficient
66 – 74	Less
< 66	Fail

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To know if there is a correlation between students' motivation in learning English and their speaking performance, the writer used Pearson Product Moment Correlation on SPSS 17.0 version.

Meanwhile in order to know the level of strength of correlation between two variables, Cohen (1988, pp. 79 - 81) suggests the following guidelines:

Table III.10

The Level of Correlation Strength

No	r_{xy}	Interpretation
1	0.10 – 0.29	small correlation
2	0.30 – 0.49	medium correlation
3	0.50 – 1.00	large correlation