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CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was the correlation research that involved two variables. Gay, L.R (2012, p. 321) stated “correlation research involves collecting data to determine whether and to what degree a relationship exists between two or more variables”

In this research, there were two variables that become the focus of this research. Firstly, the students’ emotional intelligence as independent variable which symbolized by “X” and then secondly, students’ speaking ability as dependent variable which was symbolized by “Y”. This research was done to determine whether or not there is a correlation between students’ emotional intelligence and their speaking ability.

B. The Location and Time of the Research

This research was conducted at the twelve grade students of State Senior High School 1 LubukDalamSiak Regency in the 2017/2018 of academic year. Then, this research was done in July 2017.

The Subject and the Object of the Research

The subject of this research was the twelve grade students of State Senior High School 1 LubukDalamSiak Regency in the 2017/2018 of academic year. The object this research was the correlation between emotional intelligence and speaking ability.

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D. The Population and Sample of the Research

1. Population

According to Gay (1992, p. 125) Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized able. An important characteristic of inferential statistic is the process of going from the part to the whole. The small group that is observed is called a sample and the larger group about which generalization is made is called a population.

The population of this research was the twelve grade students of State Senior High School 1 Lubuk Dalam Siak Regency in the 2017/2018 of academic year. There were five classes of the twelve grade students. Each class consisted of around 31 students. Thus, the total number of population approximately was 155 students.

Table III. 1
The Population of the Twelfth-grade Students at State Senior High School 1 Lubuk Dalam Siak Regency

No	Class	Population		
		Male	Female	Total
1	XII IPA 1	11	19	30
2	XII IPA 2	10	20	30
3	XII IPS 1	13	18	31
4	XII IPS 2	12	22	34
5	XII Bahasa	11	19	30
Total		57	98	155

2. Sample

Sample is part of population which wants to be analyzed. Therefore sample shall be seen as a notion to population and is not

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population itself. Selected sample is a very important to conducting a research study.

Arikunto (2013, p. 112) state that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. The researcher takes 20 % from total of population. The total sample present in the table below:

Table III. 2
The Sample of the Twelfth-grade Students at State Senior High School 1 LubukDalamSiak Regency

No	Class	Population	
		20 %	Total
1	XII IPA 1	6	30
2	XII IPA 2	6	30
3	XII IPS 1	6	31
4	XII IPS 2	6	31
5	XII Bahasa	6	30
Total		30	154

The researcher uses cluster random sampling technique in this research. According to Gay, L.R (2012, p. 129), cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristic. It means the homogenous characteristics are the consideration

E. The Technique of Collecting Data

In this research, the data were collected by using some technique. They were in following:

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1. Questionnaire

Questionnaire was used to find out the students' emotional intelligence. It consisted of 30 items. The questionnaire showed the level of the students' emotional intelligence of twelve grade at State Senior High School 1 LubukDalamSiak Regency. Likertscale ask participants to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) which each statements.Each option also has score based on the Likert Scale Rating below:

Table III. 2
Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

2. Oral Test

The kind of test used in this research is oral test. It is done to know the students' speaking ability involving their pronunciation, grammar, vocabulary, fluency and comprehension. The students' speaking ability is as the dependent variable in this research. So, to know the score of students' speaking ability, the writer conducted oral test to the students.

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The type of oral tests used in this study is conversational exchange. Students are given a situation and required to develop the sentences on the lines of certain pattern.

To avoid subjectivity in this study, the oral test is assessed by two raters. The test is conducted in the classroom. Students are asked to practice speaking in pairs (Asking for, Giving, Offering, and Refusing Help). Before students practice, they are given a situation “You meet people in some situation and then you ask him/her about “Can I help you?”. Then each pair of students speaks in front of the classroom.

The researcher scored the students’ speaking ability according to categories by Brown (2003, p.172). He said that there are some components that should be considered to score speaking skill; they are accent, grammar, vocabulary, fluency, and comprehension. He described the ratings as follows:

Table III. 3
Speaking Assessment

Aspect	Score	Requirement
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal

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		conversations on practical, social, and professional topics.
	4	Able to use the language accurately in all levels normally pertinent to professional needs. Error in grammar are quite rate.
	5	Equivalent to that of an educated native speaker.

Aspect	Score	Requirement
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of percision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

Aspect	Score	Requirement
Comprehensions	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated

		native speaker.
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Aspect	Score	Requirement
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency).
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency. In the language such that his speech is fully accepted by educated native speakers.

Aspect	Score	Requirement
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Error in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Oral proficiency scoring categories Brown (2003, pp. 172)

The result of speaking scored by using five components and each component had score or level. Each component had 20 as the highest

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score. The total of all components was 100. The specification of the test is as follows:

Table III. 4
The Specification of the Test

No	Speaking Score	Highest Score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

After the students did the test, then the researcher took the total score from the result of oral test. According to Arikunto (2013, p. 281) the classification of the students' score can be seen below:

Table III. 5
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Arikunto (2013, p. 281)

F. The Technique of Analyzing Data

In order to find out whether there is a significant correlation or not between students' emotional intelligence and their speaking ability, the writer used the score of questionnaire of variable X and test score of variable Y. In analyzing the data, the writer used a *Pearson Product-Moment Correlation coefficient* (r) through SPSS 23.00 version program.

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According to Siregar (2013) indicated H_0 is accepted if the significance 2- tailed value is bigger than α ($\text{sig-t} > \alpha$, in this case α value is 0.05.

Moreover, statistically the hypotheses are:

$$H_a : r_o > r_{\text{table}}$$

$$H_o : r_o \leq r_{\text{table}}$$

H_a is accepted if $r_o > r_{\text{table}}$ there is a significant correlation.

H_o is accepted if $r_o \leq r_{\text{table}}$ there is no significant correlation.

G. Validity and Reliability

1. Validity

a. Validity of Questionnaire

In this research, the research used construct validity. Siregar (2013, p. 51) described that construct validity means the validity related to the ability of instrument to measure the concept being measured. Non-test instrument which is used to measure attitude includes in construct validity. This instrument has been constructed based on five dimensions of Emotional Intelligence in Goleman (1995, p. 89). Therefore, this instrument is constructively valid.

According to Riduwan (2010, p. 98) to analyze the validity of questionnaire data, the researcher used SPSS 23 program for windows. The following table is the criteria of item validity.

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Table III. 6
The Criteria of Item Validity

R	Interpretation
$0.80 < r < 1.00$	Very High
$0.60 < r < 0.79$	High
$0.40 < r < 0.59$	Average
$0.20 < r < 0.39$	Low
$0.00 < r < 0.19$	Very Low

Riduwan (2010, p. 98)

Based on the try out result of the instrument validity to the items, it showed that 24 items were valid, and 6 items were invalid. It means that there are 24 items can be used in this research. In the following table is the result of the instrument validity.

Table III. 7
Result of the Instrument Validity

Items	R	Interpretation of Validity	Status
1	0.478	Average	Valid
2	0.894	Very High	Valid
3	0.410	Average	Valid
4	0.889	Very High	Valid
5	0.929	Very High	Valid
6	0.948	Very High	Valid
7	0.755	High	Valid
8	0.919	Very High	Valid
9	0.919	Very High	Valid
10	0.894	Very High	Valid
11	0.873	Very High	Valid
12	0.428	Average	Valid
13	0.879	Very High	Valid
14	0.914	Very High	Valid
15	0.919	Very High	Valid
16	0.878	Very High	Valid
17	0.887	Very High	Valid
18	0.793	High	Valid
19	0.662	High	Valid
20	0.494	Average	Valid
21	0.467	Average	Valid
22	0.326	Low	Invalid
23	0.362	Low	Invalid
24	0.587	Average	Valid
25	0.407	Average	Valid

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26	0.142	Very Low	Invalid
27	0.428	Average	Valid
28	0.364	Low	Invalid
29	0.193	Very Low	Invalid
30	0.053	Very Low	Invalid

b. Validity of the Oral Test

According to Hughes (1990, p. 114) speaking test implemented in this research should be valid and reliable. A valid test is measured what is intended to measure accurately. Thus, the assessment becomes valid when the test assesses what it claims to assess and tests what has been taught.

Dick & Hagerty (1971) as cited in Sak, (2008, p. 18) face and content validity were used in this study to find out the validity of the assessment. Face validity is concerned if the test appears to test what the name of the test implies. The test must relevant to the students' speaking needs. Meanwhile, students' level should become the basic of the assessment. Then, to check the content validity, the task should be appropriate with the students' level of proficiency

2. Reliability
a. Reliability of the Questionnaire

According to Gay, L.R (2012, p. 175) reliability is the degree to which the test consistently measures whatever it is measuring. The following table is the level of internal consistency of CronbachAlpha :

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Table III. 8
Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very High reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unacceptably low reliable

For X variable (emotional intelligence), the writer gave the try out to 30 students. After getting the result, the writer used *Cronbach's Alpha* formula to find out the reliability of the test through

To obtain the reliability of the questionnaire, the researcher used SPSS 23 program to find out whether or not the questionnaire is reliable.

Table III. 9
Reliability of Questionnaire

Cronbach's Alpha	N of items
0.947	30

From the table above, it can be seen that the value of cronbach's alpha is 0.947 or very high reliable it means valid.

b. Reliability of the oral test

According to Gay, L.R (2012, p. 169) reliability is the degree to which a test consistently measure whatever is measuring. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

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In obtaining the reliability of the test, the researcher used inters rater reliability. It was because in this research the researcher used two raters to measure student's score speaking ability. Brown (2003, p. 21) says that inter rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.

In this research, the researcher used inter-rater reliability. It was because there were two raters involved in order to assess the student speaking ability. Then, the researcher applied SPSS 23 application to find the reliability of the test based on Alpha Cronbach technique.

Table III. 10
Reliability of Oral Test

Cronbach's Alpha	N of Items
.872	2

From the table above, it shows that the calculation of rater 1 and rater 2 is 0. 872. It means the data are reliable.