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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a quantitative research. It used a correlational research design. In correlational research design, Creswell (2012) indicates that we use the statistical inferences to test and measure the degree of relationship between two or more variables and a set of scores. The same statement was also pointed out by Gay et al. (2011), stated that correlational research is done by collecting data in order to find out to what degree the existence of relation occurs between two or more variables. Therefore, there were two variables investigated in this research. This research analyzed the relationship between students' self-efficacy in speaking English and their speaking fluency in storytelling at the second year of State Senior High School 3 Pekanbaru.

B. Location and Time of the Research

The research was conducted at State Senior High School 3 Pekanbaru. It was located on Jl. Yossudarso km 2,5 Pekanbaru, Riau. Then, this research was conducted in February 2018 at State Senior High School 3 Pekanbaru in the academic year of 2017-2018.

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C. Subject and Object of the Research

The subject of this research was the second year students of State Senior High School 3 Pekanbaru. Then, the object of this research was the students' self-efficacy in speaking English and their speaking fluency in storytelling.

D. Population and Sample of the Research

1. The Population of the Research

According to Creswel (2012) population is a group of individuals who have the same characteristic. The population of the research was students at second year of Senior High School 3 Pekanbaru. Total of the students as follows:

Table III. 1
The Total Population of the Second Year Students at State Senior High School 3 Pekanbaru

No	Classes	Total	No	Classes	Total
1.	XI IPA 1	35	6.	XI IPS 1	29
2.	XI IPA 2	35	7.	XI IPS 2	29
3.	XI IPA 3	29	8	XI IPS 3	30
4.	XI IPA 4	30	9	XI IPS 4	34
5.	XI IPA 5	29	10	XI IPS 5	31
Total Population = 311					

Source: the curriculum division of State Senior High School 3 Pekanbaru

2. The Sample of The Research

Arikunto (2006.p.134) states that if the research subject more than 100, the researcher can take 10-15% or 20-25% from the population as the sample. So, the researcher took 32 students in the second grade as the sample with 10% of students as the representative of each class. The writer used simple random sampling technique to take sample of this research. Each student had the same opportunity to be a sample of this research.

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The samples were taken randomly from 10 classes of the second year which consisted of 311 students by using lottery technique. Every student had the same opportunity to be sample of this research. The researcher took 3-4 students per class. Here are the steps to take the sample:

- a. The researcher cut paper into many pieces based on the total students of each class.
- b. The researcher wrote number 1 to 4 in the six pieces of paper and the other pieces of paper were blank.
- c. The researcher rolled them and put them into a box.
- d. The researcher shook the box, then asked the students from the population to take the pieces of paper.
- e. The students who got the number would be the sample of the research.

It is the following table of the population and sample:

Table III. 2
The Samples of The Research

No	Class	Population	Sample
1.	XI IPA 1	35	4
2.	XI IPA 2	35	4
3.	XI IPA 3	29	3
4.	XI IPA 4	30	3
5.	XI IPA 5	29	3
6.	XI IPS 1	29	3
7.	XI IPS 2	29	3
8	XI IPS 3	30	3
9	XI IPS 4	34	3
10	XI IPS 5	31	3
Total		311	32

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E. Technique of Collecting the Data

There are two techniques that the researcher used in collecting the data:

1. Questionnaire

In order to get the data, the researcher used questionnaire as the technique of collecting the data. Ary et al. (2010) states that questionnaire is a widely used as a source data in many studies even education. Through questionnaire, the collected data can be processed quickly.

Creswell (2012) states that there are scoring data that the researcher assigns a numeric score (value) to each category for each questions on the instrument used to collect data. The researcher used the following method in collecting the data of students' self efficacy in speaking English. The researcher used a questionnaire that was adopted from Asakareh (2015) in his journal that was arranged based on the indicators from Bandura. In questionnaire, the researcher used 25 items of questionnaire for collecting the data of students' efficacy in speaking English which was adapted from Asakareh and Dehghannezhad (2015) and it deals with the respondent's opinions in responding to the following options based on the Likert' - scale:

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

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The score given to the students based on the option of the answers. For the answer strongly agree the score was 5, answer agree the score was 4, answer neutral 3, answer disagree the score was 2, and answer strongly disagree the score was 1. For further information about the contents of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

Table III.3
Blue Print of Self-efficacy Questionnaire

Indicators	Number of Items	Items
The students' belief to overcome the difficulties (magnitude).	7	1,4,6,8,9,12,14
Individual's strength or stability toward their belief (strength).	6	2,5,7,11,13,15,18
The students' belief about their ability on certain situations (generality).	7	3, 10, 16,17, 19, 20

2. Test

In this research, the students' speaking fluency was assessed by oral test. The researcher used a speaking test to know their speaking fluency in storytelling. The researcher focuses on fairytale story as the material for storytelling. The students could choose 4 titles of the story provided by the researcher based on their interest. In order to give scoring, the researcher was helped by two raters. The students were asked to retell a story with the time given for preparing is about 15 minutes. The writer used the scale rating scores from Kessler:

a. Pausing rubric

- 1) Speech with multiple hesitations, many long pauses.
- 2) Speech with multiple hesitations, several long pauses

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- 3) Speech with several hesitations and long pauses but not unlimited
- 4) Speech has no too many long pauses, it may exhibit some hesitations but most words are spoken in continuous phrases.
- 5) There are only 1 to 5 non-native phonological hesitations

b. Rate rubric

- 1) Speech is very low and seems laboured and very poor
- 2) Speech is slow, staccato and has irregular phrasing or rhythm.
- 3) Speech maybe uneven or somewhat staccato
- 4) Speech has acceptable speed, but maybe somewhat uneven and does not sound staccato
- 5) Speech has acceptable rhythm, with appropriate phrasing and word emphasis

c. Utterance rubric

- 1) Utterances are extremely brief with false starts and or major phonological simplification.
- 2) Utterances are broken within sentences boundaries
- 3) Utterances reflect recognizable sentences
- 4) Utterances extend beyond simple sentences
- 5) Utterances reflect chunking or thought group patterns

d. Volume rubric

- 1) Volume is erratic that makes evaluation very difficult
- 2) Volume is very low distracts significantly
- 3) Volume is low that interferes with communication
- 4) Volume is loud enough but still interferes slightly with communication
- 5) Volume is acceptable

Having the data with the maximum score of 20, so the resercher transfor it to the same value as the self-efficacy higest questionnere score by the formula :

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“Final Speaking Fluency Score = Total Rubric Score X 5”

So, there were same highest value for both of instrument and make the analisis of the data became easier.

F. Validity and Reliability

1. Validity of Instrument

Creswell (2008) stated that validity is the individual's scores from an instrument make sense, meaningful, enable the researcher, to draw good conclusions from the sample the researcher is studying to the population. It means 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. An instrument is valid if it is able to measure what must be measured. There are three kinds of validity. They are content validity, criterion-related validity, and construct validity (2000). In this research, the researcher used construct validity for questionnaire and content validity for speaking test.

Muijs (2004) stated that construct validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc.) that we are trying to measure. To analyze the validity of questionnaire to measure self-efficacy in speaking, the researcher used Microsoft excel. Based on the try out result of the instrument validity to the 25 items, it showed that 22 items were valid and

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3 items were not valid, so the researcher took 20 question among those valid ones to be used in this research. In the following table is the result of the instrument validity. Here are the table shown those value and validity status for each questions.

Table III. 4
The Analysis of Self-Efficacy Questionnaire Validity

No	R	Status	No	R	Status
1	.430	Valid	14	.360	Valid
2	.470	Valid	15	.660	Valid
3	.450	Valid	16	-.020	Invalid
4	.590	Valid	17	.680	Valid
5	.410	Valid	18	-.070	Invalid
6	.550	Valid	19	.560	Valid
7	.430	Valid	20	.510	Valid
8	.700	Valid	21	.020	Invalid
9	.420	Valid	22	.380	Valid
10	.490	Valid	23	.700	Valid
11	.580	Valid	24	.670	Valid
12	.550	Valid	25	.580	Valid
13	.540	Valid			

In this research, the researcher used content validity to know the validity of speaking test. According to Brown (2003) content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent.

Based on the explanation above, the researcher used the content validity to measure whether the test was valid or not in this research. The researcher focused on fairytale stories as the material for storytelling. The stories are suitable with 2013 curriculum where the second-year students learn about narrative text. The stories contain the generic structure of

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narrative text. In selecting the story, Burn and Broman in Indramawan et.al (2013) stated that:

- a. A simple plot is centered in one main sequence of events.
- b. Using repetition that the students memorize new words quickly and easily.
- c. Using carefully chosen language, not using complicated words and using a large amount of direct conversation.

The researcher prepared different 4 stories for the students that matches to the criteria above and also based on teacher's recommendation, then the students are asked to retell a story with the time given for prepare is about 15 minutes so that the students could understand what kind of story they will retell. For students' storytelling, the researcher used videotaping.

2. Reliability of The Instrument

Reliability has to do with accuracy of measurement. Brown (2003) states this kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency. The following table is the level of internal consistency of Cronbach Alpha by Louis Cohen (2007):

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Table III. 5
The Level of Reliability

No	Cronbach Alpha	Internal Consistency
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

To obtain the reliability of the questionnaire given, the researcher used SPSS 22.0 program to find out whether the questionnaire was reliable or not. From the table III.6 above, it can be seen that the questionnaire is reliable if the value of Cronbach Alpha is higher than 0.69.

Table III.6
Reliability Statistics
of Students' Self-Efficacy in Spaking English

Cronbach's Alpha	N of Items
.867	20

From the table above, it can be seen that the value of Cronbach's alpha is 0.867. Then the researcher compared the result with the table of internal consistency before. It means that the items of questionnaire were high reliable.

5. Technique of Data Analysis

For the technique of analyzing the data, the researcher applied a quantitative data. In quantitative data analysis, Creswell (2012) indicates that we analyze the data using mathematical procedures, called statistics to explain the result of the research.

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In order to analyze the data, the data is normally distributed the researcher used Pearson Product Moment correlation on SPSS 22.0 windows program. The researcher used the product moment correlation to determine relationship between two parametric variables. The researcher wanted to find out linear relationships between those variables. The hypothesis is as follow:

H_0 : Sig. (2-tailed) > (0.05)

H_a : Sig. (2-tailed) < (0.05)

H_0 is accepted if sig-t : there is no significant correlation between the students' self-efficacy in speaking English and their speaking fluency in storytelling.

H_a is accepted if sig-t < : there is a significant correlation between the students' self-efficacy in using English and their speaking fluency in storytelling.

Then, to determine the level of correlation between the two variables, the following categories from Riduwan (2014) were used:

Table III.7
The Interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.00-0.199	Very Low
2	0.20-0.399	Low
3	0.40-0.599	Medium
4	0.60-0.799	Strong
5	0.800-1.00	Very Strong