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CHAPTER III

RESEARCH METHODOLOGY

A. Method of The Research

This study is a descriptive research design by using mix method. Best (1979, in Defitri, 2017, p.32) says that the descriptive describes and interprets what condition or relationship that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. While, a mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano, 2011 cited in Creswell 2012, p.535). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method.

B. Time and Location of The Research

This research had been conducted from 26 January 2018 to 30 March 2018 at Islamic Senior High School 1 Pekanbaru. It was located on Jl.Bandeng no.51 A Pekanbaru.

C. Subject and Object of The Research

The subject of this research was the eleventh grade students of Islamic Senior High School 1 Pekanbaru. The object of this research

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were factors affecting students' speaking performance and students' strategy to encounter their problems in speaking performance at eleventh grade students of Islamic Senior High School 1 Pekanbaru.

D. Population and Sample of The Research

1) Population of The Research

The population of this research was the eleventh grade students of Islamic Senior High School 1 Pekanbaru. The number of students is 319 students.

Table III.1

The total population of the eleventh grade students

No	Class	Number of Students
1	XI MIA 1	31
2	XI MIA 2	31
3	XI MIA 3	31
4	XI MIA 4	31
5	XI MIA 5	29
6	XI IIS 1	24
7	XI IIS 2	25
8	XI IIS 3	28
9	XI IIS 4	25
10	XI AGAMA	33
11	XI BAHASA	31
Total Population		319

2) Sample of The Research

Considering that this population of the research was large, thus the researcher should take some sample of the population of the research.

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In this research, the researcher used purposive sampling. According to Arikunto (2010, p.183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The researcher's purpose in taking the sample was because the school only provided the social class.

Moreover, according to SuharsimiArikunto (2006) the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. Regarding this idea, the researcher has taken 49 students as sample of the research.

Table III.2

The total sample of the eleventh grade students of Islamic Senior High School 1 Pekanbaru

No	Class	Number of Students
1	XI IIS 1	24
2	XI IIS 2	25
Total Sample		49

E. Technique for Data Collection

The researcher collected the data by using two instruments, which are questionnaire and interview.

1. Questionnaire

Some questions used in the questionnaire were adopted from Attitude/Motivation Test Battery (Gardner *et al.*, 1997) to

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gather information on students' motivation. In order to assess the degree of students' speaking, the researcher used the adaptation and translation of Foreign Language Classroom Anxiety Scale (FLCAS). This questionnaire was developed by Horwitz, Horwitz, and Cope (1986). To assess students' self-esteem, the researcher adopted the question from RosenbergSelf-Esteem. The total of question was 30 in the questionnaire. The students' response on this questionnaire counted with 5-point Likert scale ranging from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD).

For further information about the content of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

Table III.3
The Blueprint of Questionnaire

Number	Indicator of Item	Number of Item	Items Number
1	Self-Esteem	10	1,2,3,4,5,6,7,8,9,10
2	Anxiety	10	11,12,13,14,15,16,17,18,19,20
3	Motivation	10	21,22,23,24,25,26,27,28,29,30

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Before constructing the instrument of the questionnaire, the researcher considered about the validity and reliability of the instrument, it was necessary in order to get the valid and reliable instruments for proper result of the research data. The validity and reliability of the questionnaires are elaborated as follows:

A. Validity

In according to Creswell (2012, p.159) validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use. It means that validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.

To know whether the questionnaire was valid or not, the questionnaire obtained was calculated by using SPSS 16.0 windows program. In according to Gunawan (2015, p.169), the item is valid if the value of r_{item} is higher than r_{table} that r_{table} at significance level 0.10 or 10%. The questionnaire was tried by 24 students, meaning that $N = 24$ with $df = N - 2 = 22$. The researcher took $df = 22$, so r_{table} acquired was 0.344.

The result of the questionnaire indicated that all items were valid. It can be seen as follows:

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Table III.4
The validity of questionnaire

Items	r_{item}	r_{table}	Status	Information
Item 1	0.73	0.344	Valid	Used
Item 2	0.91	0.344	Valid	Used
Item 3	0.48	0.344	Valid	Used
Item 4	0.89	0.344	Valid	Used
Item 5	0.47	0.344	Valid	Used
Item 6	0.82	0.344	Valid	Used
Item 7	0.39	0.344	Valid	Used
Item 8	0.91	0.344	Valid	Used
Item 9	0.55	0.344	Valid	Used
Item 10	0.79	0.344	Valid	Used
Item 11	0.81	0.344	Valid	Used
Item 12	0.74	0.344	Valid	Used
Item 13	0.56	0.344	Valid	Used
Item 14	0.76	0.344	Valid	Used
Item 15	0.79	0.344	Valid	Used
Item 16	0.81	0.344	Valid	Used
Item 17	0.89	0.344	Valid	Used
Item 18	0.86	0.344	Valid	Used
Item 19	0.88	0.344	Valid	Used
Item 20	0.90	0.344	Valid	Used
Item 21	0.40	0.344	Valid	Used
Item 22	0.88	0.344	Valid	Used
Item 23	0.38	0.344	Valid	Used
Item 24	0.65	0.344	Valid	Used
Item 25	0.52	0.344	Valid	Used
Item 26	0.45	0.344	Valid	Used
Item 27	0.53	0.344	Valid	Used
Item 28	0.55	0.344	Valid	Used
Item 29	0.59	0.344	Valid	Used
Item 30	0.61	0.344	Valid	Used

B. Reliability

Creswell (2012, p.159) states that reliability means that scores from an instrument are stable and consistent. When an individual

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answers certain questions one way, the individual should consistently answer closely related questions in the same way.

If scores are not reliable, they are not valid. Scores need to be stable and consistent first before they can be meaningful. Additionally, the more reliable the scores from an instrument, the more valid the scores would be. The ideal situation exists when score are both reliable and valid.

The following table is the level of internal consistency of Cronbach alpha by Louis Cohen (2007: 506).

Table III.5

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

To obtain the reliability of the questionnaire given, the researcher used SPSS 16.0 program to find out whether or not the questionnaire is reliable or not.

Reliability Statistics	
Cronbach's Alpha	N of Items
.770	30

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From the table above, it can be seen that the value of cronbach's alpha is 0.770. It means that the questionnaire was reliable.

2. Interview

To obtain more information about students' strategy to encounter their problems in speaking performance, the researcher used an interview for some students. Some students to be interviewed taken from their result of questionnaire. The researcher took six students based on their characteristics. These characteristics related to their affective factors. It means that the researcher took each student for each characteristic, which are the lowest and highest score for motivation, self-esteem, and anxiety. Then, the researcher recorded the conversation during interview. From interviewing, the researcher learned about the experiences, perceptions, and feelings of those being interviewed (Chims, 2008). The purpose of interviewing people is to find out what is on their minds—what they think or how they feel about something (Fraenkel and Wallen, 2009). The researcher chose one-on-one interview which is a data collection process in which the researcher asked questions to participant and recorded the answers from only one participant in the study at a time (Creswell, 2002).

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Table III.6

Interview's Guideline Question of Strategy Conducted by Students to Encounter their Problems	
Anxiety	1. What did you feel when you have to speak in front of the class?
	2. Have you ever felt nervous?
	3. What did you do when you are nervous while speaking?
	4. How did you face your anxiety while speaking?
Self-Esteem	5. What did you feel after speaking performance?
	6. Did you feel satisfied?
	7. How often did you feel satisfied?
	8. What did you do if you are not satisfied after speaking performance?
Motivation	9. Did you think English is important?
	10. Is there any person motivate you to be able to speak?
	11. What did you do if you are not motivated?

F. Method of Data Analysis

The data obtained from the questionnaires analyzed by using the Microsoft excel program. After getting the score, the researcher categorized the score into the scale of each factor and took the high percentage as the factor that was the dominant factor affecting students' speaking performance. The researcher described the result of questionnaire with formula:

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

P = Percentage

F = Frequency

N = Respondent

A five-point Likert scale used to measure the level of students' motivation, self-esteem, and anxious. The students' response scored by



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the given values; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree (for positive statement). Then, for negative statements the score for “Strongly Agree” was 1, “Agree” was 2, “Neither Agree nor Disagree” was 3, “Disagree” was 4 and “Strongly disagree” was 5.

The researcher used content analysis to analyze data collection from interview to reduce amounts of written data through the categories. Content analysis defined as a process of summarizing and reporting written data-the main contents of data. It focuses on language and linguistic features, meaning in context which used codes and categories (Cohen, 2007)

The use of data reduction technique are transcribing, coding, and interpreting data. It referred to transcribe the data, to code the data into some categories and to interpret (Miles and Huberman, 1994). The first process was the researcher transcribed the data of interview, then the transcription of the data coded into some categories. The last, the researcher interpreted the data. According to Miles and Huberman (cited in Mira AyuDefitri 2017) there are there components in analyzing the data:

1. Data Reduction

In the process of data reduction, the researcher will select, focus, simplify, and transform the data into a note or transcription. The data reduction is done during the research

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activities. Data collection will be analyzed by using a data reduction technique: transcribing, generating categories through coding and interpreting data.

2. Data Display

This technique is use in arranging information, description or narration in order to draw the conclusion. By presenting the data, the researcher will consider about what she should do. In addition, she will make the analysis or take the action on her understanding. The data will already display through the reduction of the data in order to reduce overlapping unimportant and ambiguous information.

3. Conclusion or Verification

The third activity is to draw conclusion and verification. In this study, conclusion is drawn continuously through the course of study. The researcher will accumulate and formulate her interpretation based on the data gained.