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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Research Design

The design of this research was a correlational research design by using explanatory design that involved two variables; speaking anxiety was independent variable (x), while students' speaking fluency was dependent variable (y). According to Creswell (2012, p. 338), stated a quantitative method in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlation analysis. In addition, a correlational research also means two variables are said to be "related" when there is an association between the variables such different amounts or levels of one variable tend to go with different amounts or levels of the other variable in a systematic way and the purpose of correlational research is to measure two or more variables and examine whether there are relationships among the variables (Lodico, et.al, 2006, p. 214-215).

#### B. The Time and Location of the Research

This research was conducted in State Senior High School 12 Pekanbaru. It is located on Garuda Sakti street No.3, Simpang Baru, Tampan, Pekanbaru . It was conducted on 26-27 April 2018 in academic year 2018/2019.

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## C. The Subject and Object of the Research

### 1. Subject of the study

The subject of this research was the tenth grade of Senior High School 12 Pekanbaru in academic year 2018-2019.

### 2. Object of the Research

The object of the research was the correlation between students' speaking anxiety and their speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru.

## D. The Population and Sample of the Research

### 1. The Population of the Research

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic. The population of the research was the students of the tenth grade of State Senior High School 12 Pekanbaru. The total numbers of the students as follow:

**Table III.1**  
**The Total Population and the sample of the Tenth Grade Students of Senior High School 12 Pekanbaru**

| No           | Class    | Students | No | Class   | Students   |
|--------------|----------|----------|----|---------|------------|
| 1            | X MIPA 1 | 36       | 7  | X IPS 1 | 36         |
| 2            | X MIPA 2 | 36       | 8  | X IPS 2 | 36         |
| 3            | X MIPA 3 | 36       | 9  | X IPS 3 | 36         |
| 4            | X MIPA 4 | 36       | 10 | X IPS 4 | 36         |
| 5            | X MIPA 5 | 36       | 11 | X IPS 5 | 36         |
| 6            | X MIPA 6 | 36       |    |         |            |
| <b>Total</b> |          |          |    |         | <b>396</b> |

Source: the curriculum division of State Senior High School 12 Pekanbaru

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## 2. The Sample of the Research

The researcher used simple random sampling technique to take sample of this research. Each student had the same opportunity to be a sample of this research. In line with Cohen (2007.p, 110) states, “In simple random sampling, each member of the population under research is an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population. For taking the samples, the researcher took 30 students as the samples.

According to Creswell (2012.p,146), for correlational study it needs about 30 participants that relate variables. Furthermore, Borg and Gall as cited in Cohen (2007.p, 102) suggest that correlational research requires a sample size of no fewer than thirty cases. Thus, the researcher decided to take randomly thirty from the total population of the tenth grade students as the sample. The samples were taken randomly from 11 classes of the tenth grade which consisted of 396 students by using lottery technique. Every student had the same opportunity to be sample of this research. The researcher took 2-3 students per class.

Here were the steps that the researcher did to take the sample:

- 1) The researcher cut the paper based on the total numbers of the class
- 2) The researcher wrote the number 1 to 3 in some papers and the other were blank.

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- 3) The researcher rolled them and put in to a box.
- 4) The researcher shook the box, then asked the students from the population to take the pieces of paper.
- 5) The students who got the number would be the sample of the research.

## **E. The Technique of Collecting the Data**

In this research, there were two kinds of technique that would be used for collecting the data, they were:

### **1. Questionnaire**

According to Anderson (2015, p. 179), a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner. In addition, The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Cohen, L. 2007. P. 317).

In this research, the researcher used questionnaire to measure students' speaking anxiety or variable X that was adapted from Horwitz and Cope (1986) acknowledged the uniqueness of foreign language anxiety and introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. The FLCAS consisted of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication apprehension, test anxiety and



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fear of negative evaluation associated with language anxiety. The questionnaire dealt with respondent's opinions in responding to following options based on the Likert' – scale:

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

Each of the scales had different points, for the answer strongly agree was scored by 5, for the answer agree was 4, undecided was 3, disagree was 2 and the last for the strongly disagree was scored by 1. For further information, the researcher showed the content of the questionnaires below :

**Table III. 2**  
**Blue Print of Speaking Anxiety Questionnaire**

| No | Indicator                   | Item of Questions                    |
|----|-----------------------------|--------------------------------------|
| 1  | Communication Apprehension  | 1, 4, 7, 12, 13, 16, 22, 25, 27, 28  |
| 2  | Fear of Negative Evaluation | 2, 6, 10, 11, 17, 18, 21, 24, 29, 30 |
| 3  | Test Anxiety                | 3, 5, 8, 9, 14, 15, 19 20, 23, 26,   |

## 2. Test

According to Cohen et.al (2007, p. 421) “test is subject to items analysis”. Pertaining to definition above (Brown, 2003, p. 3) says “a test

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is a method of measuring a person's ability, knowledge, or performance in a given domain". The point that would be examined to measure and evaluate the indicator of test that has been formulated in operational concept of speaking fluency or variable Y. The test was tested orally based on the indicators of students' speaking fluency. The researcher used a speaking test to know their speaking fluency.

The students were asked to speak about topic given by the researcher with the time given and for preparation is about 5 minutes. In order to give scoring, the researcher was helped by two raters. The raters gave scoring by using recording. The researcher used the scale rating scores from Kessler (2010) :

**Table III. 3**  
**Speaking Fluency's Rubric**

|  |
|--|
| <b>Pausing rubric</b>                                    |
| 5. Pausing is acceptable                                 |
| 4. Pausing interferes slightly with communication        |
| 3. Pausing interferes with communication                 |
| 2. Pausing distracts significantly                       |
| 1. Pausing makes evaluation very difficult               |
| <b>Rate rubric</b>                                       |
| 5. Rate of speech is acceptable                          |
| 4. Rate of speech interferes slightly with communication |
| 3. Rate of speech interferes with communication          |
| 2. Rate of speech distracts significantly                |
| 1. Rate of speech makes evaluation very difficult        |
| <b>Utterance rubric</b>                                  |
| 5 . Utterances are acceptable                            |

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|   |
|---|
| 4. Utterances interfere slightly with communication |
| 3. Utterances interfere with communication          |
| 2. Utterances distract significantly                |
| 1. Utterances make evaluation very difficult        |
| <b>Volume rubric</b>                                |
| 5. Volume is acceptable                             |
| 4. Volume interferes slightly with communication    |
| 3. Volume interferes with communication             |
| 2. Volume distracts significantly                   |
| 1. Volume makes evaluation very difficult           |

Having the data with the maximum score of 20, so the resercher transformed it to the same value as the speaking anxiety highest questionnaire score by the formula :

$$\text{"Final Speaking Fluency Score"} = \text{Total Rubric Score} \times 5$$

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

### 3. Validity and Reliability

#### a. Validity of the Questionnaire

Creswell, (2008, p. 169) stated that "validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population". It means that validity makes a score is appropriate and meaningful. An instrument is valid if it is able to measure what must be measured.

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when we distribute questionnaire we have a purpose to be achieved. To gain our purpose, we should ensure that our measurement tools can measure what they are supposed to measure. Based on the explanation above, Gay et.al (2011) stated that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

To analyze the validity of questionnaire to measure speaking anxiety in speaking, the researcher used Microsoft excel. Based on the try out result of the instrument validity to the 33 items, it showed that 30 items were valid and 3 items were not valid, so the researcher took 30 questions among those valid ones to be used in this research. In the following table is the result of the instrument validity.



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**Tabel III.4**  
**The Item Validity of Try Out**

| Items | R-Item | R-Table | Result  |
|-------|--------|---------|---------|
| 1     | 0.46   | 0.36    | Valid   |
| 2     | 0.4    | 0.36    | Valid   |
| 3     | 0.82   | 0.36    | Valid   |
| 4     | 0.68   | 0.36    | Valid   |
| 5     | 0.32   | 0.36    | Invalid |
| 6     | 0.79   | 0.36    | Valid   |
| 7     | 0.83   | 0.36    | Valid   |
| 8     | 0.32   | 0.36    | Invalid |
| 9     | 0.42   | 0.36    | Valid   |
| 10    | 0.79   | 0.36    | Valid   |
| 11    | 0.79   | 0.36    | Valid   |
| 12    | 0.49   | 0.36    | Valid   |
| 13    | 0.49   | 0.36    | Valid   |
| 14    | 0.83   | 0.36    | Valid   |
| 15    | 0.39   | 0.36    | Valid   |
| 16    | 0.5    | 0.36    | Valid   |
| 17    | 0.37   | 0.36    | Valid   |
| 18    | 0.83   | 0.36    | Valid   |
| 19    | 0.44   | 0.36    | Valid   |
| 20    | 0.39   | 0.36    | Valid   |
| 21    | 0.65   | 0.36    | Valid   |
| 22    | 0.37   | 0.36    | Valid   |
| 23    | 0.67   | 0.36    | Valid   |
| 24    | 0.72   | 0.36    | Valid   |
| 25    | 0.87   | 0.36    | Valid   |
| 26    | 0.42   | 0.36    | Valid   |
| 27    | 0.54   | 0.36    | Valid   |
| 28    | 0.42   | 0.36    | Valid   |
| 29    | 0.76   | 0.36    | Valid   |
| 30    | 0.82   | 0.36    | Valid   |
| 31    | 0.79   | 0.36    | Valid   |
| 32    | 0.32   | 0.36    | Invalid |
| 33    | 0.77   | 0.36    | Valid   |

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## b. Reliability of the Questionnaire

Siregar (2013) stated that reliability test can be done by having external and internal ways. In this research, the researcher used internal consistency in which the researcher tried out the questionnaire once and analyzed each item by using cronbach alpha technique.

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

**Table III. 5**

**Cronbach's Alpha Table Reliability**

| N | 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.5 above, it could be seen that the questionnaire was reliable if the value of Cronbach Alpha was higher than 0.69.

**Table III. 6**

**The Level of Reliability**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .936             | 30         |

From the table above, it could be seen that the value of Cronbach's alpha was 0.936. Then the researcher compared the result with the table of internal consistency before. It meant that the items of questionnaire were very high reliable

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## F. The Technique of Data Analysis

In order to find out whether there was a significant correlation or not between students' speaking anxiety and their speaking fluency, the data was analyzed by using statistical formula. The researcher used the score of questionnaire of variable X and test score of variable Y. In analyzing the data, the researcher used Pearson product-moment correlation coefficient (r) technique because the sample of this research was almost homogeneous, the variables were form of indication (Sudijono, 2006, p. 191) and follows:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{\sum X^2}{n}\right)\left(\sum Y^2 - \frac{\sum Y^2}{n}\right)}}$$

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 22.0 program. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable)

Statistically the hypotheses are:

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

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

$H_a$  was accepted if  $r_o > r_{table}$  or there was a significant correlation between the students' speaking anxiety and their speaking fluency.

$H_o$  was accepted if  $r_o \leq r_{table}$  or there was no significant correlation between the students' speaking anxiety and their speaking fluency.