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CHAPTER III RESEARCH METHOD

A. Research Design

This research was a quantitative research, which used correlational design in explanatory research. In correlational research design, Creswell (2012) indicates that we use the correlation statistical test to describe and measure the degree of relationship between two or more variables or sets of scores. The same statement was also pointed out by Gay et al. (2011), state that correlational research is done by collecting data in order to find if, and to what degree, an existence of relation occurs between two or more variables. So, there are two variables will be investigated in this research. It is significant to analyze the correlation between students' motivation in learning speaking and their speaking ability at the eleventh grade of Senior High School 1 Kampar.

This research involved two variables, the first is students' motivation in learning speaking symbolized by "X" in which it is the independent variable and the second is their speaking ability symbolized by "Y" in which it was the dependent variable.

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B. Place And Time

The research was conducted at the eleventh grade of Senior High School 1 Kampar. The research was conducted on April 2018.

C. The Subject and Object of This Research

The subject of this research was the eleventh grade of Senior High School 1 Kampar. The object of this research was the correlation between students' motivation in learning speaking and speaking ability at Senior High School 1 Kampar.

D. The Population and Sample

1. Population of the Research

According to (Creswell, 2012, p. 142) says "population is a group of individuals who have the same characteristic". The population of the research was students at eleventh grade of Senior High School 1 Kampar. Total numbers of the students as follow:

Table III. 1
The total population of the eleventh grade students of senior high school 1 Kampar

No	Class	Total
1	XI MIPA 1	36
2	XI MIPA 2	34
3	XI MIPA 3	35
4	XI MIPA 4	35
5	XI IPS 1	36
6	XI IPS 2	34
7	XI IPS 3	33
8	XI IPS 4	34
Total		277



2. Sample of the Research

The writer used simple random sampling technique to take sample of this research. Each student has the same opportunity to be a sample of this research. According to (Creswell, 2012, p. 140) for correlational study it needs about 30 participants that relate variables. So the writer wastaken about 30 students as sample of this research.

E. Technique of Collecting the Data

In this research, there are two kinds of technique that was used for collecting the data, they are:

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 analyze (Cohen, L. 2007. P. 317). In this study, the researcher was use questionnaire to measure students' motivation in learning speaking or variable X. The instrument was used related to the indicators of students' students' speaking ability. The questionnaire adapted from perceived competence scales in self-determination theory. The researcher distributed a questionnaire to the students which contain 8 items. The questionnaire deals with

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respondent's opinions in responding to following options based on the Likert' – scale:

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

Table III. 2
Matrix of students' motivation in learning speaking

Variable	Indicator	Item
Students' Motivation in Learning Speaking (x)	Students perceive their speaking ability well	1, 3, 5, 7
	Students perceive their ability (competence) for learning English well	2, 4, 6, 8

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 is a method of measuring a person's ability, knowledge, or performance in a given domain”. The point that was examined can measure and evaluate the indicator of test that has been formulated in operational concept of speaking ability or variable Y. The test was tested orally based on the indicators of students' speaking ability. In order to give scoring, the researcher will be helped by two raters. The raters give scoring by using video recording. The students were retell the story from topic that they got from researcher.

The test was speaking test. The researcher conducted the test by speaking monolog story to the students based on the topic from researcher. In order to get the data, the researcher administrated the way of collecting the data as follows:

- a) The teacher provided 3 different topics.
- b) The teacher gives the topics to the students randomly.
- c) The teacher asked the students to read the text and understanding it well. The students were given about some minutes to read and understand the topic.
- d) The students were asked to retell the story given by the teacher in front of class randomly. While the students were speaking, the teacher recorded the students speaking. The students got about 1 until 2 minutes to retell the story.

To know students' speaking ability in this study, students are assessed by oral test. The test is evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the students are scored based on five components of speaking skill by using the scale rating scores of David P. Harris.

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Table III.3
David P. Hariss' Scale Rating Scores

No	Criteria	Rating score	Comments
1.	Pronunciation	(5)	Has few traces of foreign accent.
		(4)	Always intelligible, though one is conscious of a definite accent.
		(3)	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		(2)	Very hard to understand because of pronunciation problems, most frequently be asked to repeat.
		(1)	Pronunciation problems to serve as to make speech virtually unintelligible.
2.	Grammar	(5)	Make few (if any) noticeable errors of grammar and word order.
		(4)	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		(3)	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		(2)	Grammar and word order error make comprehension difficult, must often rephrases sentence and or rest rich himself.
		(1)	Error in grammar and word order so, severe as to make speech virtually unintelligible.
3.	Vocabulary	(5)	Use of vocabulary and idioms is virtually that of native speaker.
		(4)	Sometimes uses inappropriate terms and/ or must rephrases ideas because of lexical inadequacies.
		(3)	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		(2)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		(1)	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	(5)	Speech as fluent and efforts less as that of a native speaker.
		(4)	Speed of speech seems to be slightly affected by language problem.
		(3)	Speed and fluency are rather strongly affected by language problem.
		(2)	Usually hesitant, often forced into silence by language limitation.
		(1)	Speech is also halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	(5)	Appears to understand everything without difficulty.
		(4)	Understand nearly everything at normal speed, although occasionally repetition may be necessary.
		(3)	Understand most of what is said at slower than normal speed without repetition
		(2)	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition.
		(1)	Cannot be said to understand even simple conversational English

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3. Validity

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.

a. Validity of the Questionnaire

Creswell, (2012, p. 618) stated that “validity is the individual’s scores from an instrument make sense, meaningful, enable the researcher to draw good conclusions from the sample they 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. Motivation in learning speaking measured by using questionnaires taken from points of indicator to measure students’ Motivation in learning speaking.

To find out the validity of questionnaire, the researcher calculated it by using Microsoft Excel. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is:

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Table III.4
Validity of Questionnaire

Item	r item	r Table	Result
Item 1	0.40	0.36	Valid
Item 2	0.74	0.36	Valid
Item 3	0.69	0.36	Valid
Item 4	0.56	0.36	Valid
Item 5	0.47	0.36	Valid
Item 6	0.61	0.36	Valid
Item 7	0.57	0.36	Valid
Item 8	0.80	0.36	Valid

Besides, the test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful Hughes (2003). In this research, the researcher used content validity to measure the validity of speaking ability test. According to Creswell (2003.p,618), 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. Thus, the test was given based on material that had studied by the students. The material of the test was taken from the syllabus of eleventh grade of Senior High School 1 Kampar.

b. Validity of the Test

Validity is the most important principle and criterion of an effective test. In recent years, validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel and Wallen, 2009, p. 148). Validity refers to the degree to which evidence supports any inferences a

researcher makes based on the data collection using a particular instrument. In addition, Anderson in Arikunto (2011, p. 64) said that a test is valid if it measures what it purpose to measure. Validity is not pressed to the test itself, but to the result of the test or the score. Brown (2003, p. 22) divides validity into content validity, criterion validity, construct validity, consequential validity, and face validity.

In this research, the researcher used content validity because the test will measure the subject which is taught by the teacher to the students at school. To see the validity of the test, the researcher will try out the test to the students which are not included in the sample.

4. Reliability

Brown (2003) stated that a test would be reliable if it is given on two different occasions, the test will yield similar result. It means that the instrument that used should be consistent and dependable.

To find out the reliability of this research, the researcher used SPSS 22 version. Besides, to know which the reliability level of this research, the researcher used the table of reliability level from Cohen et al. (2007) as below:

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Table III. 5
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
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably Low

(Cohen, Manion, & Morrison, 2007:506)

a. Reliability of the Questionnaire

Siregar (2013) 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 analyzed each item by using cronbach alpha technique. According to Sugiyono (2009), cronbach alpha technique can be used for interval data.

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 result of reliability questionnaire is as follow:

Table III. 6

Cronbach's Alpha Table

Cronbach's Alpha	N of Items
.754	8

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It can be seen that the value of Cronbach's alpha is 0.754 placed 0.70-0.79 means that the reliability of the questionnaire is categorized into reliable level.

b. Reliability of the Test

According to Creswell (2012: 161) the researcher compared scores from two raters (rater 1 and rater 2) in order to find out if the scores were similar or different. After compared the score, the researcher determined how close the scores from two raters.

In order to find the correlation between scores given by rater 1 and rater 2, the researcher used Distances Correlation through SPSS 20.0 version. In order to find the correlation between scores given by rater 1 and rater 2, the researcher used Distances Correlation through SPSS 20.0 version.

The result show the really good result for 10 students who were being the sample for the pilot test. The result of reliability test is as follow:

Table III. 7
Cronbach Alpha Table for Speaking Ability
Reliability statistic

Cronbach's Alpha	N of Items
.839	10

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It can be seen that the value of Cronbach's alpha is 0.839 placed 0.80-0.90 means that the reliability of the speaking is categorized into high reliable level.

F. Technique of analyzing data

In order to find out whether there is a significant correlation or not between students' motivation in learning speaking and their speaking ability, the data are analyzed by using statistical formula. The writers use the score of questionnaire of variable X and test score of variable Y. In analyzing the data, the writer used Pearson product-moment correlation coefficient (r) technique as 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 writer used SPSS 16.0 program for Windows. 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 is accepted if $r_o > r_{table}$ or there is a significant correlation between the students' motivation in learning speaking and their speaking ability.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between the students' motivation in learning speaking and their speaking ability.

1. The Normality Test

The normality test was used to know whether the distribution of the data was normal or not. Then, the writer used SPSS 22.0 for normality test. The following table showed the normality test for variable X "Motivation in Learning Speaking" and variable Y "Students' Speaking Ability".

Table IV. 8
Normality of the Test

	Category	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Motivation in Learning Speaking	.102	30	.200*	.954	30	.211
	speaking ability	.117	30	.200*	.967	30	.469
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

If the significance level sig. value > 0.05, the data distribution is normal. Sig. 0.51 > 0.50 means that the data is normal.

2. The Linearity Test

The linearity test was used to know whether between two variables had a significantly linearity relationship or not. Then, the researcher used SPSS 16.0 for linearity test. In the following table showed the linearity relationship between students' motivation in learning speaking and students' speaking ability.

Table IV.9
Test of Linearity.

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig.
Speaking Ability * Motivation in Learning Speaking	Betw (Combined) een Linearity Grou Deviation ps from Linearity	786.200	19	87.356	3.868	.006
		617.721	1	617.721	27.353	.000
		168.479	8	21.060	.933	.512
Within Groups		451.667	20	22.583		
Total		1237.867	29			

The table above showed that significance 0.512 which mean $SV: 0,00 > 0.512$. It means that there was a linear correlation between students' motivation in learning speaking and students' speaking ability.

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