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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This design of this research is correlational research. According to Anderson and Arsenault, correlation research is “one way of describing in quantitative terms the degree to which the variables are related” (Gary Anderson, 2005, p.118). Gay L. R. Said that the purpose of the correlative study is to determine the relationship between variables or to use these relationships to make predictions. Besides Creswell (2008, p.338) said that correlational research is a quantitative method with statistical inferences to describe and measure the degree of magnitude or relationship between two variables and sets of scores.

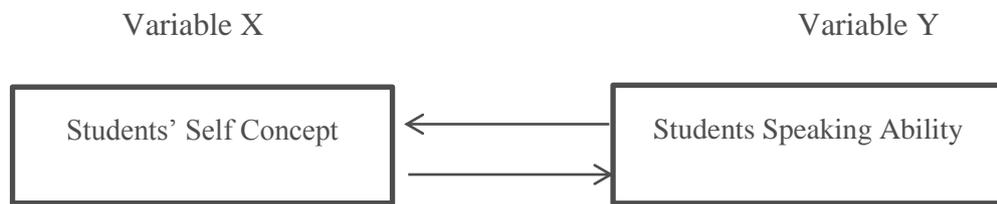
In this research, the researcher used the type of explanatory design. According to Cresswell (2012, p. 340), an explanatory correlation design explains or clarifies the degree of association between two or more variables at one point in time. It means that, when the researcher collects the data, the researcher correlate two or more variables and then collect the data at one point in time.

In this research, there are two variables; they were independent and dependent variables. The students’ self-concept is variable X and the students Peaking Performance is variable Y.

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The design of this research can be a picture by the following diagram:



B. Time and Location of the Research

This research was conducted from March until Mei 2018. The research was conducted at State Senior High School 2 Pekanbaru, located at Nusa Indah Street Pekanbaru.

C. Subject and Object of the Research

The subject of the research was eleventh-grade students of State Senior High School 2 Pekanbaru. Meanwhile, the object of this research is the Students' Self Concept and Their Speaking Ability

D. Population and Sample of the Research

1. Population

The population of this research was eleventh-grade students at State Senior High School 2 Pekanbaru. The students are divided into 6 classes. The member of the eleventh-grade were students of State Senior High School 2 Pekanbaru is 243 students.

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Table III.1
The Total Population of the eleventh-grade students of State Senior High School 2 Pekanbaru

No	Classes	Population	Sample
1	XI IPA 1	40	5
2	XI IPA 2	40	5
3	XI IPA 3	40	5
4	XI IPS 1	41	5
5	XI IPS 2	41	5
6	XI IPS 3	41	5
Total		243	30

2. Sample

The researcher used simple random sampling as a technique to take the sample. 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. According to Creswell (2012. p, 146), for correlational study, it needs about 30 participants that relate variables. so the researcher took about 30 students.

In addition, 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 of 243 eleventh grade students as the sample by using the lottery technique.

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

- a. The researcher wrote the number on the pieces of paper.
- b. The researcher rolled them and put them into a bottle.

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- c. The researcher shook it and took out rolled of paper.
- d. The researcher asked the student to speak in front of the class.

E. Technique of Collecting Data

The research used a set of questionnaire to collect the data of students' Self-Concept (variable X). Then, the researcher used oral test to collect the data to find out students' speaking ability (variable Y).

1. Questionnaire

In order to collect the data of students' self-concept as the independent variable. According to Cohen (2007:317) said that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

According to Brown in Dornyei, the questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

The researcher used Questionnaire to measure students' level of self-concept. It consists of twenty four statements. It used to find out how is the students' self-concept at the eleventh grade of State Senior High School 2 Pekanbaru. This questionnaire described some questions for the respondents to know how is the students' self-concept of the eleventh grade.

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Table III.2
The BluePrint of Questionnaire

No	Indicators	Number of Items	Total
1	The students can interacted with the environment	3,10,16,18,26	5
2	The students can motivate themselves to interact with strangers.	1,9,20,24,30	5
3	The students are not ashamed to express their abilities and uniqueness in speaking	2,8,11,23,28	5
4	The students can got experiences when interact with someone.	5,12,15,19,29	5
5	The students have good competence and motivation to study English	4,7,13,21,27	5
6	The students believed more to themselves	6,14,17,22,25	5
Total			30

Table III.3
The Scale of the Self Concept

No	Score	Category
1	84-100	Very High
2	68-83	High
3	52-67	Middle
4	36-51	Low
5	20-35	Very Low

(Yohannes, 1998:74)

2. Test

To collect the data on students' ability in speaking, the researcher used oral test. The point that examined can measure and evaluate the indicator of test that has been formulated in operational concept. Therefore, the researcher used test to find out the students' speaking ability. In collecting the data, the researcher gave one story to the students and then the researcher asked the students to retell the story in front of the class in 2 minutes.

Table III.4
The Classification of Students' Scores in Speaking

No	The Score Level	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Failure

(Arikunto,2006)

Table III.5
The Rubric of Speaking Ability

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		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.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the 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.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	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.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4.	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		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.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5.	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversations of non-technical subjects.
		1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.

(Brown:2003.172)

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F. Validity and Reliability of Instruments

1. Validity of Instrument

Validity in the test is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment. This research focused on students' self-concept and speaking ability. There are four kinds of validity for test: content validity, criterion-related validity, construct validity, and consequential validity and they are all interrelated (Gay et al., 2012). In this research, the researcher used content validity. According to Brown (2004), if all test items cover all of the learning objectives (indicators) the test is content valid. Content validity was used because the test given was based on materials that the students learned.

To find out the validity of instruments, the researcher calculated it by using SPSS 16 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based on the tryout result, it was determined that all of-of the items were valid. The result of trying out for questionnaire is as follows:

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Table III.6
The Validity of Students' Self Concept

Item Number	r-item	r-table	Result
1.	0,37	0,36	VALID
2.	0,46	0,36	VALID
3.	0,45	0,36	VALID
4.	0,44	0,36	VALID
5.	0,10	0,36	INVALID
6.	0,44	0,36	VALID
7.	0,47	0,36	VALID
8.	0,41	0,36	VALID
9.	0,58	0,36	VALID
10.	-0,18	0,36	INVALID
11.	0,39	0,36	VALID
12.	0,57	0,36	VALID
13.	0,67	0,36	VALID
14.	0,41	0,36	VALID
15.	0,21	0,36	INVALID
16.	0,48	0,36	VALID
17.	0,03	0,36	INVALID
18.	0,43	0,36	VALID
19.	0,41	0,36	VALID
20.	0,41	0,36	VALID
21.	0,44	0,36	VALID
22.	0,43	0,36	VALID
23.	0,46	0,36	VALID
24.	0,41	0,36	VALID
25.	0,43	0,36	VALID
26.	0,58	0,36	VALID
27.	0,48	0,36	VALID
28.	0,45	0,36	VALID
29.	0,40	0,36	VALID
30.	0,40	0,36	VALID

2. Reliability of Instruments

According to Gay et al. (2012), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to

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measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

Table III.7
The Level of Reliability

No	Reliability	Category
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

In this research, the writer used software SPSS 16.0 version to calculate the reliability of questionnaire. The result of reliability for questionnaire is as follows:

Table III.8
Reliability Statistics

Cronbach's Alpha	N of Items
0.814	30

The table showed that the reliability of questionnaire was 0.814 which is categorized into reliable level.

G. The Normality Test

Kadir (2015, p.143) said that when researchers want to do an inferential statistic, they should do the normality test for the data. The normality test is used to know the distribution of data was normal or not. Then, the researcher used SPSS 16.0 for normality test. The following table showed the normality test for variable X “Self Concept” and variable Y “Students Speaking Ability”.

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Table III.9
One-Sample Kolmogorov-Smirnov Test.
Tests of Normality

Variable	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students' Self-Concept	0.110	30	0.200*	0.965	30	0.410
Students' Speaking Ability	0.146	30	0.105	0.952	30	0.191

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data above, can be seen that the sig. value of students' Self Concept was 0.200 and their speaking ability was 0.105. It can be stated that $0.200 > 0.05$ and $0.105 > 0.05$ which means that both of the data were normally distributed.

H. Technique of Analyzing Data

The technique of analyzing data in this research is Person Product Moment Correlation, the purpose is to determine the relationship between two metric variables. The technique will be used because the data of variable X is interval, and also the data of variable Y. This research will be analyzed by using SPSS 16.0 version. According to Julie Pallant (2010. p. 128) Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. There are a number of different statistics available from SPSS, depending on the level of measurement and the nature of your data.