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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is a correlational research. According to Gay (2000, p.321), correlation research involved collecting data in order to determine whether, and what degree, a relationship exists between two or more variable. It means that score within a certain range on one variable are associated with scores within a certain range on the other variable. The kind of this research was explanatory research design. Explanatory research design is concerned two or more variables which independent variable influences dependent variable. According to Cresswel (2012, p.135) an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more), where changes in one variable are reflected in changes in the other.

This research consists of two variables, students' listening comprehension as independent variable (variable X), and students' speaking ability as dependent variables (variable Y). In conducting this research, the researcher uses quantitative method. The purpose of this research is to know the significant correlation between students' listening comprehension and students' speaking ability at the eleventh grade students of state senior high school 12 Pekanbaru.



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B. Time and Location of the Research

1. Time of the Research

This research was conducted on April 2018. The research was done four weeks, started in April to May 2018.

2. Location of the research

The research was conducted at state senior high school 12 Pekanbaru. It is Located on Jl. Garuda Sakti No. 3, Simpang Baru, Tampan, Kota Pekanbaru, Riau.

C. Subject and Object of the Research

The subject of this research is Eleventh grade students of state senior high school 12 Pekanbaru. The object of this research is the correlation between students' listening comprehension and their speaking ability.

D. Population and Sample of the Research

1. Population of the Research

Population is one of the important parts in this research. According to Gay (2000, p.325), population is the group of interest researcher; the group to which she or he would like the results of the study to be generalizable. The eleventh grade students of State Senior High School 12 Pekanbaru consists of eleventh classes, which 5 classes for science department, 6 classes for social department. The number of the second year students of State Senior High School 12 Pekanbaru was 414 students. But, the researcher takes 5 classes science department to become the population.

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The total of population is 196 students from 5 classes. The following is number of population:

Table III.1
Students Population

No.	Classes	Total
1	XI MIPA 1	40 Students
2	XI MIPA 2	39 Students
3	XI MIPA 3	40 Students
4	XI MIPA 4	40 Students
5	XI MIPA 5	37 Students
	Total Population	196 Students

2. Sample of the Research

According Cresswell (2010, p.142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. While Nuardi (2013, p.81) in simple random sampling is to select n units out of N such that every sampling unit has an equal chance of being selected. Sample is the population that was selected. So, the researcher was selected from total population can be taken become a sample. In this research, the researcher used simple random sampling as the technique to collect the sample, because the total population is more than 100 people. To find the sample of this research, the researcher oriented to Arikunto (2006, p.131) who stated that:

- a. If the population is under 100, the writer can take all of them.

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- b. If the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample.

Table III.2
Students Sample

No.	Classes	Population Students	Sample Students
1	XI MIPA 1	40	8
2	XI MIPA 2	39	8
3	XI MIPA 3	40	8
4	XI MIPA 4	40	8
5	XI MIPA 5	37	7
	Total Sampling	196	39

E. The Technique of Data Collection

In this research the researcher used Test technique to collect the data of students' listening comprehension (variable X), and speaking ability (variable Y). Test is the technique to collect the data of independent variable (students' listening comprehension) and dependent variable (student's speaking ability). According to Brown (2003, p.243), test is a method of measuring a person's ability, knowledge, or performance in a given domain.

a. Listening Test

To measure students' listening comprehension, the researcher used test, the test in form of multiple choice (a, b, c, and d) which was consist of twenty items. The researcher choose one song the title is "Season in the Sun", and then made fill in the blank from the lyric in to letter. The students

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are asked to choose one correct answer in multiple choices. For the correct answer, the students got 1 point, and for the incorrect answer, they got 0.

$$\text{Final Score} = \frac{\text{Number of correct answer}}{\text{Number of items}} \times 100$$

Table III.3
Blue Print

No.	Indicators	Item number
1	Students are able to interpret social function	8, 9, 12, 13, 20
2	Students are able to identify contextual meaning	4, 5, 15, 17, 18
3	Students are able to identify grammar	2, 7, 10, 14, 16
4	Students are able to identify language features	1, 3, 6, 11, 19

Then, to find out the students' listening comprehension, the researcher classify based on categories used By SMA 12 Pekanbaru. The passing grade is 75. The real score of the respondents are classified into five level ability, as follows:

Table III.4
Range of Scores

No	The score level	Category
1	91-100	Very Good
2	83-90	Good
3	75-82	Sufficient
4	66-74	Less
5	< 66	Fail

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b. Speaking Test

To Measure students' speaking ability, the researcher created five topics from procedure text on the card (how to make a glass of coffee, how to make fried banana, how to make ice tea, how to make fried chicken, how to make fried rice), after that students choose one topic and explain topic they got.

Table III.5
Speaking Assessment

Aspect	Score	Requirement
Grammar	1	Errors in grammar are frequent
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good.
	4	Error in grammar are quite rate.
	5	Equivalent to that of an educated native speaker.
Aspect	Score	Requirement
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	3	Vocabulary is broad enough that he rarely has to grope for a word
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
	5	Speech on all levels is fully accepted by educated native speakers in all its features.

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Aspect	Score	Requirement
Comprehension	1	Understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal are of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker
Aspect	Score	Requirement
Fluency	1	Frequent repetition and/or self correction.
	2	Can handle with confidence but not with facility.
	3	Can discuss particular interest of competence with reasonable ease.
	4	Able to use the language fluently on all levels normally pertinent to profession all needs.
	5	Has complete fluency. In the language such that his speech is fully accepted by educated native speakers.
Aspect	Score	Requirement
Pronunciation	1	Errors in pronunciation are frequent.
	2	Accent is intelligible though often faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Error in pronunciation are quite rare.
	5	Can pronounce correctly and articulate clearly.

The result of speaking was scored by using five components and each component had score or level. Each component had 20 as the highest score.

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The total of all components was 100. The specification of the test is as follow:

Table III.6
The Specification of the Test

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Then, to find out the students' listening comprehension, the researcher classify based on categories used By SMA 12 Pekanbaru. The passing grade is 75. The real score of the respondents are classified into five levels of the ability, as follows:

Table III.7
Range of Scores

No	The score level	Category
1	91-100	Very Good
2	83-90	Good
3	75-82	Sufficient
4	66-74	Less
5	< 66	Fail



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Validity and Reliability of Instrument

1) Test Listening Comprehension

a. Validity of Listening Comprehension Test

The test can be valid if it measured accurately whether the test was appropriate, meaningful, and useful. According to Gay (2012, p. 160-164) there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In this research, the researcher used content validity to measured listening comprehend test. According to Brown (2003, p.22) Content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured. The researcher used multiple choices based on indicator of the variable, the researcher wants to measure students' listening comprehension. The test is given to the students based on material that they had learned.

To analyze the validity of variable X is Listening Comprehension. The researcher used SPSS 17.0 program version. Based on the try out result of the instrument validity to the 20 items, it's showed that all items were valid. It means that there were 20 items that could be used on this research. The following table of the instrument validity as follows:

Table III.8
The Analysis of Listening Comprehension Test Validity

Item Number	r-item	r-table	result	Item Number	r-item	r-table	Result
1	0.66	0.316	Valid	11	0.47	0.316	Valid
2	0.34	0.316	Valid	12	0.39	0.316	Valid
3	0.32	0.316	Valid	13	0.55	0.316	Valid
4	0.51	0.316	Valid	14	0.37	0.316	Valid
5	0.69	0.316	Valid	15	0.69	0.316	Valid
6	0.44	0.316	Valid	16	0.34	0.316	Valid
7	0.65	0.316	Valid	17	0.41	0.316	Valid
8	0.69	0.316	Valid	18	0.49	0.316	Valid
9	0.65	0.316	Valid	19	0.47	0.316	Valid
10	0.64	0.316	Valid	20	0.34	0.316	Valid

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From the table above, the test items were valid. Because all of the items were valid, the researcher used multiple choices to be examined to the sample of the research. According to Heaton the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less 0.30 (too difficult) or bigger 0.70 (too easy).

b. Reliability of Listening Comprehension

Reliability is to measure the instrument that is used to collect data. To know whether the test is reliable or not, the researcher calculated the data obtain by using SPSS 17.0 Program. The test reliability can be seen as follow:

Table III. 9
Reliability Statistic of Students' Listening Comprehension

Cronbach's Alpha	N of Items
.835	20

2) Test Speaking Ability

a. Validity of Test Speaking

According to Hughes (1990, p. 114) Speaking test implemented in this research should be valid and reliable. A valid test is measured what is intended to measure accurately. Thus, the assessment becomes valid when the test assesses, what it claims to assess and tests has been taught. According to Brown (2003, p. 23) There are some types of validity, content validity, criterion validity, construct validity, consequential validity and face validity. In this research, the researcher used content

validity. According to Brown (2003, p.23) Content validity is if the test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured. The test must relevant to the students' speaking needs. Then to check the content validity, the task should be appropriate with the students' level of proficiency.

b. Reliability of Test Speaking

According to Gay (2012, p. 169) reliability is the degree to which a test consistently measures wherever is measuring. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. In this research, the reliability of the test is rater reliability. According to Brown (2003, p. 21) that rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases. In scoring students' speaking ability, there are two raters/ scores gave the score. The two rates gave the students' score based on scoring criteria (speaking performance rubric), so they applied the same standards and the reliability of the test could be reached. The two raters also did not know all the students that was being assessed, so there is no subjectivity in assessing students' speaking performance.

G. Technique of Data Analysis

To find out whether there is a significant correlation between students' listening comprehension and their speaking ability. The data had been analyzing by using statistic formula. The data analysis used by the researcher is the formula of Pearson's product

moment correlation. The purpose is to determine correlation between two metric variables.

The technique will be used because the data of variable X is interval, and so do variable Y.

This research will be analysed by using SPSS 17.0 version.

Then, to determine the level of correlation between two variables, the following category is use (Hartono, 2006):

Table III.10
The Interpretation of Correlation Coefficient

Coefficient Interval	Level of Correlation
0.00-0.200	Very Low
0.200-0.400	Low
0.400-0.700	Medium
0.700-0.900	Strong
0.900-1.00	Very Strong

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