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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The research was kind of quantitative research. It was used causal-comparative research in which the writer should determine cause or consequences of differences that exist among group. L.R, Gay, et al. (2012) stated that causal-comparative research attempts to determine the cause, or reason, for existing difference in the behaviour or status of groups of individuals. The cause was a behavior or characteristic believed to influence some other behavior or characteristic, and was known as the grouping variable.

The method sometimes called as ex-post facto research. There are two types of ex-post factodesigns they are proactive and retroactive. The design of this research was proactive design. Ary, et al. (2010) stated that proactive ex-post facto design begins with subjects grouped on the basis of an independent variable. Ex-post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events (such as ethnicity or gender).

It is clear that ex-post facto research is to investigate past events to find out the factors that influence that events. It useful to describe and find out the

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significance or the difference between those two variables, that are male and female students as the independent variable (X) and students self-efficacy in speaking performance an dependent variable (Y).

B. The Location and Time of Research

The location of this research was at MA Islamic Centre Al-Hidayah Kampar. This research was conducted on april until may 2018.

C. The Subject and the Object of the Research

The subject of this research was the tenth grade students of MA Islamic Centre Al-Hidayah Kampar. The object of this research was the students' self-efficacy in their speaking performance.

D. The Population and the Sample of the Research

The population of this research was the students of tenth grade at MA Islamic Centre Al-Hidayah Kampar. Which consisted of 3 classes. The total population students of the tenth grade were 115 students. Then, according to Gay (2012) the minimum sample size of causal comparative research is 15 samples for each group.

In this research, the writer determine the sample by using stratified sampling. As Creswell (2012,) stated that in stratified sampling, the writer divide (stratify) the population on some specific characteristic (e.g., gender) and then,

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using simple random sampling, sample from each subgroup (stratum) of the population (e.g., females and males). Besides, in simple random sampling, the writer selects participants (or units such as schools) for the sample so that any individual has an equal probability of being selected from the population.

Therefore, the writer used lottery by passing out small roiled paper marked by the sequence name of the students. Moreover, as Arikunto (2006) states that if the population is less than 100, it is better to take all of them as the sample, but if it is more 100 students, the sample can betaken between 10-15% or 20-25% or more. In this research, the writer took 25% from the total population of male and female students at the tenth grade studentsof MA Islamic Centre Al-Hidayah Kampar.

Table III.1
Sample Of the Research

No.	Class	Male	Female	Total	
				Male	Female
1.	X MAPK	20	18	5	5
2.	X IPA	18	23	5	6
3.	X IPS	20	16	5	4
Total				15	15

Thus, the writer took samples for male students were 15 students, and for female students were also 15 students. So, the total sample of this research were 30 students.

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E. The Technique of the Data Collecting

In order to get the data, the writer used questionnaire as the technique of collecting the data. Questionnaire is used to find out the students' self-efficacy in their speaking performance. Cohen, L, et al.(2007), questionnaire is widely used and useful instrument for collecting survey information, providing structure, often numerical, being able to administered without the presence of the researcher, and often being comparatively straight forward to analyze. The questionnaire consists of a set of questions to be answered by the sample of the research that was related to their self-efficacy in speaking performance. Self-efficacy questionnaire consist of sixteen structured questions (items) adapted and developed from general self-efficacy scale (Schwarzer, R., & Jerusalem, M. (1995). To make clear, the writer provided blue print table of the test below :

Table III.2
Blue Print of Self-efficacy Questionnaire

No.	The indicators of variable Y are		Items
1.	Magnitude	Students believe about their ability in speaking performance	1, 3
2.	Strength	Students believe they can solve the difficulties and obstacles during speaking performance	2, 5
3.	Generality	Students improve their ability in speaking performance	9, 11
4.	Imitative	Students are able to speak with using intonation and good pronunciation	4, 6
5.	Intensive	Students are able to speak with using phonological and grammar	7, 10
6.	Responsive	Students are able to speaking performance including interaction	8, 12
7.	Interactive	Students are able to speaking performance with dialog, interview, role play, and discussions	13, 15
8.	Extensive	Students are able to speaking performance with monologue	14, 16

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	in the form of oral, summaries and story telling.	
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F. Validity and Reliability of Instrument

1. Validity of the Instrument

Creswell (2012) stated that validity is the individual's score from an instrument make sense, meaningful, enable the writer, make good conclusion from the sample the writer is studying to the population. It means that validity is extent to which inferences made from assesment result are appropriate, meaningful, and useful in the terms of the purpose of the assesment. An instrument is valid if it is able to measure what must be measured. There are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In this research, the writer used construct validity.

Mujis (2004) stated that construct validity refers to whether or not content of the manifest variable (e.g. items of a test or question of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitude, etc.) that we are trying to measure. To analyze the validity of questionnaire of self-efficacy in speaking performance, the writer used microsoft excel. Based on the try out result of the instrument validity to the 20 items, it showed that 16 items were valid and 4 items were not valid, so the writer took 16 question. In the following table is the result of the

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instrument validity. Here are the table shown those value and validity status for each question.

Table III.3
The Analysis of Self-efficacy Questionnaire Validity

Item Number	r-item	t-table	Result
1.	0.565	0.374	Valid
2.	0.386	0.374	Valid
3.	0.402	0.374	Valid
4.	0.555	0.374	Valid
5.	0.428	0.374	Valid
6.	0.199	0.374	Invalid
7.	0.621	0.374	Valid
8.	0.722	0.374	Valid
9.	0.353	0.374	Invalid
10.	0.710	0.374	Valid
11.	0.400	0.374	Valid
12.	0.698	0.374	Valid
13.	0.387	0.374	Valid
14.	0.689	0.374	Valid
15.	0.126	0.374	Invalid
16.	0.544	0.374	Valid
17.	0.579	0.374	Valid
18.	0.697	0.374	Valid
19.	0.556	0.374	Valid
20.	0.350	0.374	Invalid

2. Reliability of the Instrument

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

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

Table III.4
The Level of Reliability

No.	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	Unacceptable low reliability

To obtain the reliability of the questionnaire given, the writer used SPSS 19.0 version to find out whether the questionnaire was reliable or not. The result of questionnaire test reliability is as follows :

Table III.5
Reliability Statistic

Cronbach's Alpha	N of Items
.869	16

From the table above, it can be seen that the value of Cronbach's alpha is 0.869. Than the writer compered the result with the table of internal consistency before. It means that the items of instrument were highly reliable.

G. Technique of Analyzing the Data

In order to find out whether there is or no a significant difference on students self-efficacy in speaking performance between male and female at the tenth grade students at MA Islamic Centre Al-Hidayah Kampar, the data of this research was analyzed statistically. Then, to find out whether there is difference, the writer used statistical method that is independent sample t-test formula by using SPSS 19.0 version. Pallant(2010) stated that an independent sample t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participant. So, the writer used independent sample t-test because the writer want to compare the mean score in two different groups ; male and female students.

The result of the formula was obtained statistically through the hypotheses below :

Ho : sig. value > 0.05 . It means that Ho has accepted : there is no significant difference on students self-efficacy in speaking performance between male and female students.

Ha : sig. value < 0.05 . It means that Ha has accepted : there is a significant difference on students self-efficacy in speaking performance between male and female students.

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