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CHAPTER III

RESEARCH METHOD

A. Research Design

This research is Ex Post Facto research design. Ex post facto research is a method that can also be used instead of an experiment, to test hypotheses about cause and effect in situations where it is unethical to control or manipulate the dependent variable. Kerlinger (1970) has defined ex post facto research as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. The researcher then studies the independent variable or variables in retrospect for their possible relationship to, and effects on, the dependent variable or variables. (Cohen, 2007: 264)

There are two kinds of design that may be identified in ex post facto research – the co-relational study and the criterion group study. The first is sometimes termed ‘causal research and the second, ‘causal-comparative research’. A co-relational (or causal) study is concerned with identifying the antecedents of a present condition. As its name suggests, it involves the collection of two sets of data, one of which will be retrospective, with a view to determine the relationship between them (Cohen, 2007:265). This research used correlational research. Student’s participation in English club is the independent variable symbolized by X, and their speaking fluency is the dependent variable symbolized by Y.

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B. Location and Time of the Research

This research was done at SMK Ibnu Taimiyah Pekanbaru and the time of the research was conducted on April 2018.

C. Subject and Object of the Research

The subject of this research was the tenth until twelfth grade students at State Vocational High School Ibnu Taimiyah Pekanbaru and the object of this research was students' participation in English club and their speaking fluency.

D. Population and Sample

Population is the group in which the researcher would like the result of the study to be generalized (Gay, 2012:130). It means that First, populations may be any size and may cover almost any geographical area. Second, the entire group of interest to the researcher is rarely available. Thus, a distinction is made between the population to which the researcher would ideally like to generalize study results, the target population, and the population from which the researcher can realistically select subjects, which is known as the accessible population or available population. The population of this research was the tenth until twelfth students at State Vocational High School Ibnu Taimiyah Pekanbaru who participated in English club. The students who participated in English club is 15 students as the total population.

Sample is to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the

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total population (however defined) under study. In this research, the writer chose accidental sampling technique. Accidental sampling is a sampling technique based on accidentally met with researcher can be used as a sample, when viewed people who happened to find it suitable as a data source (Sugiyono, 2001:60). In this research the accidentally of the 15 students who participated in the English club, only 8 students were active participated in English club as the sample.

E. Technique of the Collecting the data

There was two kinds of techniques will be used for collecting the data :

1. Questionnaire

Questionnaire was used to measure students' participation in English club. The students gave a check at the appropriate answer in the questionnaire that has available with criteria of the answer. This instrument used rating scales. Students would choose one of the rating scales, they are always, often, sometimes, seldom, and never.

The writer analyzed content validity to make this questionnaire valid. Content validity measured the content on the questionnaire. The questionnaire is valid if it measures what is going to measure. So, the writer using this indicator in every statement in the questionnaire that was used to gather the data as follows:

- a. Students' attendance in English club
- b. Participation in games activity
- c. Participation in story telling activity

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- d. Participation in drama activity
- e. Participation in discussions activity

2. Speaking Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). The writer measured the students' speaking fluency by using a test. The writer chosen Procedure text in dialogue to assessing students speaking fluency.

In this research, the data were collected by using speaking test and questionnaire. The procedures in collecting the data are:

a. Questionaire

The data from questionnaire were gathered through several steps:

1. The writer gave questionnaire to students to evaluate the students' participation in English club.
2. The writer read the respond of the students one by one.
3. The writer gave score for the answer.

b. Speaking test

The data from speaking test would be gathered through several steps:

1. The writer listened and recorded the students speaking by using hand phone.
2. The recordings replayed to evaluate students' speaking skill based on the indicators of speaking fluency.

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Table III.1
The Rubrics of Speaking Fluency

Aspects	Score	Demonstrated Competence
Pausing	4	Almost all the speaking is characterised by pausing to reflect punctuation and meaning of the dialogue
	3	Most of the speaking evidences appropriate pausing to reflect the punctuation and meaning of the dialogue
	2	Some pausing to reflect the punctuation and meaning of the dialogue.
	1	Almost no pausing to reflect punctuation or meaning of the dialogue
Phrasing	4	Almost all the speaking is appropriately phrased.
	3	Much of the speaking evidences appropriate phrasing
	2	Some evidence of appropriate phrasing during the speaking
	1	No evidence of appropriate phrasing during the speaking
Stress	4	Almost all of the speaking is characterised by stress on appropriate words to reflect the meaning of the dialogue.
	3	Most of the speaking evidences stress on appropriate words to reflect the meaning of the dialogue.
	2	Some stress on appropriate words to reflect the meaning of the dialogue
	1	Almost no stress on appropriate words to reflect the meaning of the dialogue
Intonation	4	Almost all of the speaking evidences variation in voice or tone (pitch) to reflect the meaning of the dialogue.
	3	Most of the speaking evidences variation in voice or tone (pitch) to reflect the meaning of the dialogue.
	2	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the dialogue
	1	Almost no variation in voice or tone (pitch) to reflect the meaning of the dialogue
Integration	4	Almost all of the speaking is fluent.
	3	Most of the speaking is fluent.
	2	Some of the speaking is fluent.
	1	Almost none of the speaking is fluent.

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F. Reliability and Validity of the Instrument

1. The Validity

Gay (2012:160-164) mentioned that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In this research, the writer used content validity to know the validity of speaking fluency test. Content validity is if a test actually samples the subject matter about which conclusion are to be drawn, and if it requires the test taker to perform the behavior that is being measured (Brown, 2003:22). Meanwhile, in this research, the writer used construct validity to know the validity of the questioner. Siregar (2013:77) described that construct validity means the validity that is related to the ability of instrument to measure the concept of being measured. Non-test instrument is used to measure the attitude in construct validity.

a. Validity of Participation in English Club

To analyze the validity of variable X, the writer used SPSS 16.0 program version. Based on the try out result of the instrument validity to the 5 items, it's showed that all the item were valid. It means that there were 5 items that could be used in this research. In the following table is the result of the instrument validity.

Table III. 2
The Analysis of Participation in English club
Questionnaire Validity

No	r count	r table	status
1	0,8156	$\geq 0,7067$	Valid
2	0,8871	$\geq 0,7067$	Valid
3	0,8651	$\geq 0,7067$	Valid
4	0,8057	$\geq 0,7067$	Valid
5	0,7369	$\geq 0,7067$	Valid

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Table III. 3
The Analysis of Speaking Fluency Test Validity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	12.5	12.5	12.5
50	1	12.5	12.5	25.0
55	3	37.5	37.5	62.5
60	2	25.0	25.0	87.5
65	1	12.5	12.5	100.0
Total	8	100.0	100.0	

b. The Reliability

Brown (2003:20) stated that a reliable test is consistent and dependable. If you give the same students or matched students on two different occasions, the test should yield similar result. He also said that there four types of reliability, they are students-related reliability, rater reliability, test administration reliability and test reliability.

The table below is the category of reliability test used in determining the level of reliability of the tests (Cohen, Manion, & Morrison, 2007).

Table III.4
The Level of Reliability

No	Reliability	Level of Reliability
1	0.81-1.00	Very High reliable
2	0.61-0.80	High reliable
3	0.41-0.60	Moderate reliable
4	0.21-0.40	Low reliable
5	0.00-0.20	Very Low reliable

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To obtain the reliability of the questionnaire given, the writer used SPSS 16.00 program to find out whether or not the questionnaire is reliable.

For speaking test, the writer used inter-rater reliability formula because the writer used two rater in assessing and gives the score of the students' ability in speaking fluency. Creswell (2012:161) mentioned that the writer compared score from two raters (rater 1 and rater 2) in order to find out if the scores were similar or different. After the raters compared the score, the writer determined how closes the scores from two raters. In order to find the correlation between scores that is given by rater 1 and rater 2, the writer used Distances Correlation through SPSS 16.00 version.

For X variable (students' participation in English club), the writer gave the try out to 8 students. After getting the result, the writer used *Cronbach's Alpha* formula to find out the reliability of the test through.

Table III. 5
Cronbach alpha reliability of students'
participation in English club

Cronbach's Alpha	N of Items
.880	5

According to Siregar (2013) indicated H_0 is accepted if the significance 2- tailed value is bigger than α ($\text{sig-t} > \alpha$, in this case α value is 0.05).

Moreover, statistically the hypotheses are:

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

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$$H_0 : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ there is a significant influence of students' participation in English club and their speaking fluency.

H_0 is accepted if $r_o \leq r_{table}$ there is no significant influence of students' anxiety and speaking ability.

G. Technique of the Data Analysis

1. After the writer got the data from speaking test the writer analyzed the data by using the following procedure:
 - a. The writer gave the score from total scores and maximum scores
 - b. The writer counted the average speaking test score of by using the formula:

$$\text{Final score} = \frac{\text{total score}}{\text{Maximum score (20)}} \times 100$$

- c. The writer calculated the mean and standard deviation of data
- d. The writer classified the students' speaking ability with the following categories:

Table III.6
Classification of Students Speaking Fluency

Categories	Score
Very Good	81-100
Good	61-80
Enough	41-60
Less	21-40
Fail	0-20

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2. After the writer got the data from questionnaire the writer analyzed the data used the following procedure:

- a. The writer gave score based on the scale in table.
- b. The data would analyzed in descriptive percentage table with

formula below:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = percentage of the item

F = frequency of the item

N = the total number of the item

3. The writer calculated the mean and standard deviation of data
4. The writer classified the students' participation in english club into high, moderate and low.

In order to find out whether there was a significant correlation or not Students' participation in English club and their speaking fluency. The writer used the score of questionnaire of variable X and speaking test score of variable Y. In analyzing the data, the writer used a Product Moment Correlation coefficient (r) technique as follow (Hartono,2008):

Coefficient Formula through using SPSS 16.0.

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

Where:

R = correlation coefficient of variable X and Y

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Σxy	= the sum of the products of X and Y scores for each students
ΣX	= the sum of X scores
ΣY	= the sum of Y scores
ΣX^2	= the Sum of square of students' participation in English club score
ΣY^2	= the sum of square of their speaking fluency score
$(\Sigma X)^2$	= the sum of the squared X scores
$(\Sigma Y)^2$	= the sum of the squared Y scores
n	= the total of respondents

Meanwhile, in order to get easy in analyzing the data, the writer using SPSS 16.0 program for Windows.