

Hak Cipta Diindungi Undang-Undang

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## CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

The design of this research was correlational research. Pallant (2010 p.121) states, “Correlation analysis is used to describe the strength and direction of the linear relationship between two variables”. In correlational research design, Creswell (2012 p.338) state that investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

This research consisted of two variables. According to Fraenkel and Wallen (2009 p.39), a variable is a noun concept that stands for variation within a class of objects. The first variable is independent variable which is stimulus variable or input operates either within environment to affect his behavior. It is the factor which is measured, manipulated, or selected by the researcher to determine its relationship to observed phenomena (Singh, 2006 p.63). In this research the independent variable X is students’ speaking anxiety. The second variable is dependent variable which means response variable or output. It is an observed aspect of the behavior of an organism that has been stimulate (Singh, 2006 p.63). It is considered dependent because its value depends upon the value of independent variable. The dependent variable or variable Y in this research is students’ speaking performance.

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## B. Location and Time of the Research

The location of the research was Junior High School 3 Tambang, Kampar, Riau Province, this research was conducted on April-May 2018 in academic year 2018/2019.

## C. Subject and Object of the research

The subject of the research was at grade eight SMPN 3 Tambang. Furthermore, the object of the research was the correlation between students' speaking anxiety and their speaking performance.

## D. Population and Sample

### 1. Population

The population of this research was the students at grade eight SMPN 3 Tambang. The total of the population of the second grade was 116 students.

**Table III.1**  
**The Total Population of the Eighth Grade Students of Junior High School 3 Tambang**

No	Classes	Population
1	VIII. 1	28
2	VIII. 2	30
3	VIII. 3	30
4	VIII. 4	28
	Total	116

### 2. Sample

In this research, the researcher considers that the population was large. Because the population is more than 100 persons, the researcher uses simple random sampling. Gay (2012 p.131) argued that simple

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random sampling is the process of selecting a sample in such a way that all individuals in the defined population have equal and independent chance of selection for the sample. It means that simple random sampling is the way to choose individuals to be sample who is representative of the population.

Arikunto (2006 p.134) suggested that the simple random sampling is if the population is more than 100 persons, the sample can be taken between 10-15%, 20-25% or more. In this research, the researcher took 20% students from the total number of population. So, the total sample was 24 students.

**Table III.2**  
**The Total Sample of the Eighth Grade Students of Junior High School 3 Tambang**

No	Classes	Population	Percent	Total
1	VIII. 1	28	20%	6
2	VIII. 2	30	20%	6
3	VIII. 3	30	20%	6
4	VIII. 4	28	20%	6
Total		116		24

**E. Technique of the Data Collecting**

To collect data from sample of this research, the researcher uses two techniques as follows:

**1. Questionnaire**

Arikunto (2006 p.151) said that questionnaires are the statement or questions used to get the particular information from the respondent. In other words, this technique is used to collect the data about the students' speaking anxiety. In this research, the researcher used questionnaire to

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know students' speaking anxiety. The form of the questionnaire are the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, (2012 p.129) consist of 33 items. The questionnaire dealt with respondents' opinion in responding to the following option based on the likert – scale:

- a. Strong agree(5)
- b. Agree(4)
- c. Neither agree or disagree(3)
- d. Disagree(2)
- e. Strongly disagree(1)

**Table III.3**  
**Blue Print Try Out of Speaking Anxiety**

No	Indicator	Number of Items	Total
1	Students are shy in communicating with the other people	11,12,13,14,16,17,18,22,26,30,32,	11
2	Students feel fear of failure when they are speaking	1,2,3,4,5,10,15,20,21,24,27,	11
3	Students feel afraid of negative evaluation from the other people	6,7,8,9,19,23,25, 28,29,31,33	11
Total			33

**2. Oral Test**

The researcher uses an oral test related to the indicators of speaking performance that consist of vocabulary, grammar, fluency, comprehension, and pronunciation to know the students competence in

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speaking English. In order to give the test, the researcher uses an oral presentation that is related to the material. The scoring process will be by two raters.

## F. Validity and Reliability of Instrument

### 1. Validity

Creswel (2008, p.169) stated that "validity is individual's from an instrument make sense, meaningful, enable you, as a researcher, to draw good conclusion 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. Speaking anxiety measured by using questionnaires take from points of indicator to measure students' speaking anxiety.

To find out the validity of questionnaire the researcher calculated it by using SPSS 22 version. The standard value of validity is  $r_{item} > r_{table}$ . The result of try out for speaking anxiety by questionnaire is as follows:

UIN SUSKA RIAU

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**Table III.4**  
**Validity Try Out of Questionnaire**

r-item	r-table	Result
0.49	0.44	Valid
0.61	0.44	Valid
0.76	0.44	Valid
0.69	0.44	Valid
0.32	0.44	Invalid
0.78	0.44	Valid
0.83	0.44	Valid
0.42	0.44	Invalid
0.50	0.44	Valid
0.84	0.44	Valid
0.66	0.44	Valid
0.62	0.44	Valid
0.69	0.44	Valid
0.80	0.44	Valid
0.54	0.44	Valid
0.58	0.44	Valid
0.61	0.44	Valid
0.85	0.44	Valid
0.61	0.44	Valid
0.71	0.44	Valid
0.59	0.44	Valid
0.25	0.44	Invalid
0.80	0.44	Valid
0.67	0.44	Valid
0.31	0.44	Invalid
0.86	0.44	Valid
0.31	0.44	Invalid
0.51	0.44	Valid
0.71	0.44	Valid
0.29	0.44	Invalid
0.78	0.44	Valid
0.38	0.44	Invalid
0.43	0.44	Invalid

Based on the table above, it was clear that there were 8 invalid items out of 33 items. Thus, the researcher only took 25 valid items as instrument.

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## 2. Reliability

Brown (2003, p.20) stated that a test reliable if you give the same test to the same students or matched students on two different occasion, the test should yield similar result. It means that the instrument 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:

**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	Minimally
5	<0.60	Unacceptably low

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

The result of reliability questionnaire is as follow:

**Table III.6  
Cronbach's Alpha Table**

Cronbach's Alpha	N of Items
.944	33

From the table III.5 and III.6, it can be seen that the value of Cronbach's alpha is 0.944 place >0.90 means that the reliability of the questionnaire is categorized into very high level.

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## G. Technique of the Data Analysis

In this research, there are two variables; they are independent and dependent variable. The data are analysed by using the statistical analysis. In this research, the correlation is computed as the correlation of the correlational between the students' speaking anxiety (X) and their speaking performance (Y). In this research, the data will be analyzed by using Pearson Product Moment and to find the correlation coefficient, the researcher will be used SPSS 22.

The statistical the hypotheses are:

$$H_o : r_{table} < 0.05$$

$$H_a : r_{table} > 0.05$$

$H_o$  is accepted if  $r_{table} < 0.05$ . It means, there is significant correlation between student's speaking anxiety and their speaking performance.

$H_a$  is accepted if  $r_{table} > 0.05$ . It means, there is no significant correlation between student's speaking anxiety and their speaking performance.

Before testing the correlation of the data by using Pearson Product Moment, it was necessary to test the normality of the data. Pallant (2010,p.151) said normality is the residual should be normally distributed about the predicted dependent variable scores. In order know whether the data were normally distributed, the researcher did the test by using SPSS 22 version. The following table show the normality test of the variable X "Students' speaking anxiety" and variable Y " Students' speaking performance".

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**Table III.7**  
**Normality of the Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statisti c	Df	Sig.	Statisti c	df	Sig.
Speaking Anxiety (X)	.131	24	.200 <sup>*</sup>	.959	24	.418
Speaking Performa nce (Y)	.167	24	.082	.916	24	.049
*. 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, from the output of the table III.7 above, it can be seen that Kolmogorov-Smirnov sig. or p-value of speaking anxiety 0.200 and sig or p-value of speaking performance is 0.082. It can be stated that  $0.200 > 0.05$  and  $0.082 > 0.05$  which means that both of the data were normally distributed.