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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The research carried out based on causal-comparative research design. According to Gay et.al (2012, p. 228) states that causal-comparative design is determine cause, or reason, for existing differences in behaviour or status which is in groups or individual. In other words, the cause is known as the grouping variable. This research design sometimes called as ex post facto research.

In reference to Ary et.al (2010, p. 332) states that ex post facto research is research that conducted after variation in the variable of interest has already been determined in the natural course of events (such as ethnicity or gender). In addition, Cohen et.al (2000, p. 205) states that ex post facto begins with groups that are already different in some respect and searches for the factor that cause the difference.

It is clear that ex post facto or causal comparative research is to investigate past events and to find out the factors which influence that event. It is useful to describe and find out the significance or the differences between two variables, the first variable is speaking anxiety level as the independent variable and male and female as the second variable in which it is the dependent variable.

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**B. Time and Location of The Research**

The research conducted from August to September 2018. It took place in Al-Ittihad Senior High School. It's located on Al-Ittihad Komp. Damar 608, PT. Chevron Pacific Indonesia at Rumbai.

**C. Subject and Object of The Research**
**1. Subject of The Research**

The subject of this research is the eleventh grade students of Al-Ittihad Senior High School.

**2. Object of The Research**

The object of this research is the comparative analysis of speaking anxiety level between male and female at the eleventh grade students Al-Ittihad Senior High School.

**D. Population and Sample**
**1. Population of The Research**

Cresswell (2012, p. 142) defines population is a group of individuals who have the same characteristic. The population of the research were all students of eleventh grade at Al-Ittihad Senior High School.

**Table III.1**
**Population of the Research**

Subject	Male	Female	Total of Population
XI Grade	21	27	48

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## 2. Sample of The Research

Cresswell (2012, p. 143) states that sample is group of individuals with some common defining characteristic which can identify and study. In this research the writer used stratified sampling. According to Ary et. al (2010, p. 150) states that stratified sampling is use to population which consists of subgroups, or strata, that may differ in the characteristics being studied. Firstly, the writer identified and classified the characteristics of population into subgroups. Then, in reference to Kretjie and Morgan (1970) on Cohen et.al (2000), the writer used 95% confidence for each group based on the total of population. Student might represent 44 (20 of male students and 24 of female students) sample.

## E. Technique of Collecting the Data

### 1. Questionnaire

In order to get data of speaking anxiety level, the writer used a set of questionnaire. Questionnaire is a technique of collecting data by giving several items of question in written form consists of open and closed questions. As Giesen et. al (2012, p.7) questionnaire is a set of questions put to a respondent. In ways to measuring students' speaking anxiety level in the English classroom, the writer will use Foreign Language Speaking Anxiety Scale (FLSAS) which is modified version of Foreign Language Classroom Anxiety Scale) from Horwitz et.al (1986, p.129-130).

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**Table III.2**
**Blue Print of the Questionnaire**

No.	Indicators	Items of Question
1	Communication Apprehension	1, 2, 7, 11, 15, 17
2	Fear of Negative Evaluation	3, 10, 12, 14, 16, 18
3	Test Anxiety	4, 5, 6, 8, 9, 13

The writer used close-ended questionnaire. For each item students is required to respond with an answer like Strongly Agree (5pts), Agree (4pts), Neutral (3pts), Disagree (2pts), and Strongly Disagree (1pts).

**F. Validity and Reliability in Questionnaire**
**1. Validity of Questionnaire**

In this research, the writer used construct validity. In reference to Cohen et.al (2005, p. 110) construct validity involves testing a scale not against a single criterion but in terms of theoretically derived hypothesis concerning the nature of the underlying variable of construct. Since the purpose of this test that used to measure students' speaking anxiety, this research will apply Foreign Language Speaking Anxiety Scale (FLSAS). The questionnaire had standardized for each item from Foreign Language Speaking Anxiety Scale (FLSAS).

To analyse the validity of questionnaire to measure speaking anxiety level, the writer used Microsoft excel. Based on the try out result

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of the instrument validity to the 18 items, it showed that all of the items were valid, so the writer took the entire question. In the following table is the result of instrument validity. Here are the table shown those value and validity status for each question.

Table III.3

## The Analysis of Speaking Anxiety Questionnaire Validity

Item Number	r-item	r-table	Result
1	0.583	0.297	Valid
2	0.712	0.297	Valid
3	0.493	0.297	Valid
4	0.703	0.297	Valid
5	0.749	0.297	Valid
6	0.576	0.297	Valid
7	0.566	0.297	Valid
8	0.761	0.297	Valid
9	0.424	0.297	Valid
10	0.538	0.297	Valid
11	0.363	0.297	Valid
12	0.346	0.297	Valid
13	0.647	0.297	Valid
14	0.690	0.297	Valid
15	0.363	0.297	Valid
16	0.569	0.297	Valid
17	0.647	0.297	Valid
18	0.424	0.297	Valid

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## 2. Reliability of Questionnaire

According to Cohen et.al (2005, p. 118) states that there are three principle types of reliability, reliability as stability, reliability as equivalence, reliability as consistency. This research used reliability as consistency, Cronbach Alpha technique. He also stated that the level of internal consistency of Cronbach Alpha by Louis Cohen (2007) as follows:

**Table III.4**  
**The Level of Reliability**

NO	Reliability	Level of Reliability
1	>0.90	Very highly reliable
2	0.80-0.90	High reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally reliable
5	<0.60	Unacceptably low reliability

To get the reliability of the questionnaire given, the writer used SPSS 19.0 program to find out whether the questionnaire was reliable or no. The result of questionnaire test reliability is as follows:

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**Table III.5**  
**Reliability Statistic**

Cronbach's Alpha	N of Items
.876	18

From the table above, it can be seen that the value of Cronbach's Alpha is 0.876. Then the writer compared the result with the table of internal consistency before. It means that the items of questionnaire were high reliable.

### G. Technique of Data Analysis

In order to find out whether there is no significant difference on students' speaking anxiety level between male and female students at the eleventh grade at Al-Ittihad Senior High School Rumbai, the data of this research was analysed statically. To analyse the students score, the writer used the following formula:

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

Where:

P: The percentage of students' speaking anxiety

F: Total score of respondents

N: Total number of respondents

Then, to find out whether there is difference, the writer used independent sample t-test formula by using SPSS 19.0 version. According to Pallant (2007, p. 232) states independent sample t-test is used to compare the

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mean score for two different groups of subject. An independent sample t-test will tell whether there is a statically significant difference in the mean scores for the two groups (i.e. whether males and females differ significantly in terms of their speaking anxiety levels).

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

$H_0$  : sig. value  $> 0.05$ . It means that  $H_0$  has accepted ; there is no significant difference on students speaking anxiety level between male and female students.

$H_a$  : sig. value  $< 0.05$ . It means that  $H_a$  has accepted ; there is a significant difference on students speaking anxiety level between male and female students.