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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a quantitative research, which is a correlational research. Referring to Creswel (2012), correlation is defined as a statistical test to determine the tendency or pattern for two even more variables or two sets of data to vary consistently. It provides an opportunity to predict scores and explain the relationship among variables. The design that used in this research is the explanatory design which explains the association between or among variables. So, there are two variables will be investigated in this research. The students' interest in speaking as independent variable (X) and the students' speaking achievement as dependent variable (Y).

B. Time and Location of the Research

This research was conducted in August 2018. It was implemented at State Senior High School 2 Bangkinang, which is located on Jl. Arahman Saleh Bangkinang.

C. The Subject and Object of the Research

The subject of this research is the eleventh grade students of State Senior High School 2 Bangkinang and the object of this research is the relationship between students' interest in speaking and their speaking achievement at the eleventh grade of State Senior High School 2 Bangkinang.

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D. The Population and Sample of the Research

1. Population

According to Gay and Airasian (2000:121-122) the population is the group of interest to the researcher, the group which she or he would like the results of the study to be generalizable. The population of this research is the eleventh grade students of state senior high school 2 Bangkinang. The total number of the eleventh grade students at state senior high school 2 Bangkinang is 298 students. It can be seen in the following table:

Table III.1
The Total Population of the Eleventh Grade of State Senior High School 2 Bangkinang

| No. | Classes | Total | No. | Classes | Total |
|-------------------------|-----------|---------------------|-----|----------|-------|
| 1. | XI MIPA 1 | 28 | 6 | XI IIS 1 | 31 |
| 2. | XI MIPA 2 | 30 | 7 | XI IIS 2 | 29 |
| 3. | XI MIPA 3 | 32 | 8 | XI IIS 3 | 30 |
| 4. | XI MIPA 4 | 31 | 9 | XI IIS 4 | 28 |
| 5. | XI MIPA 5 | 29 | 10 | XI IIS 5 | 30 |
| Total Population | | 298 students | | | |

2. Sample

The researcher used purposive sampling to use a sample from the population. According to Arikunto (1996, p. 127), purposive sampling is the process of selecting the subject based on the particular purpose within the defined population sharing similar characteristic. The researcher took only one class at the eleventh grade XI MIPA 2 class and the total number of is 30 students. So, the researcher

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interests to do research at the eleventh grade of XI MIPA 2 Senior High School 2 Bangkinang.

Table III.2
The Sample of the Research

| No | Class | Number of students |
|----|--------------|--------------------|
| 1 | XI MIPA 2 | 30 |
| | Total | 30 students |

E. Technique of Collecting the Data

To conduct this research, the researcher used questionnaire and speaking test.

1. Questionnaire

According to Brown in Dornyei, Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Questionnaire is one of research's instruments that helps researcher to collect data in a structured form effectively. They can be very detailed, covering many subjects or issues; they can also be very simple and focus on one important area. To determine the students' speaking interest, the researcher use questionnaire.

In this research, the researcher used questionnaire (Likert scale). It consist of 5 items for each statement. Those items namely: strongly agree, agree, neutral, disagree, and strongly disagree. Scoring for

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questionnaire can be seen as follows (Riduwan, 2010, p.86). It dealt with the respondents' opinion in answering the following options:

Table III.3
Likert' Scale

| Category | Score |
|-------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

For further information about the content of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

Table III.4
The Blueprint of Questionnaire

| Variable | Sub Variable | Indicators | Items Number |
|-------------------|---------------------|--|--------------|
| Speaking Interest | Expressed Interest. | The students like to speak English. | 1,8 |
| | | The students love to speak English with friends. | 4,17 |
| | | The students enjoy to speak English. | 6,19 |
| | | The students are interested in speaking English. | 7,10 |
| | | The students happy to speak English. | 2,13 |
| | Manifested Interest | The students practice to speak English. | 9,11 |
| | | The students ask or answer the teacher's questions in English. | 3,12 |
| | | The students join English speaking activities | 14,16 |
| | | The students remember and pronounce English words. | 5,15 |
| | | The students involved on learning process in the class | 18,20 |

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Before constructing the instrument of the questionnaire, the researcher considered about the validity and reliability of the instrument, it was necessary in order to get the valid and reliable instruments for proper result of the research data. The validity and reliability of the questionnaires are elaborated as follows:

a. Validity

In according to Creswell (2012, p.159) validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use. It means that validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.

To know whether the questionnaire was valid or not, the questionnaire obtained was calculated by using SPSS 23.0 windows program. The result of validity test is as follows:

Table III.5
The Validity of Questionnaire

| Item Number | r-item | r-table | Result |
|-------------|--------|---------|--------|
| Item 1 | 0.51 | 0.36 | Valid |
| Item 2 | 0.49 | 0.36 | Valid |
| Item 3 | 0.60 | 0.36 | Valid |
| Item 4 | 0.45 | 0.36 | Valid |
| Item 5 | 0.66 | 0.36 | Valid |
| Item 6 | 0.40 | 0.36 | Valid |
| Item 7 | 0.45 | 0.36 | Valid |
| Item 8 | 0.42 | 0.36 | Valid |
| Item 9 | 0.53 | 0.36 | Valid |
| Item 10 | 0.49 | 0.36 | Valid |
| Item 11 | 0.41 | 0.36 | Valid |
| Item 12 | 0.62 | 0.36 | Valid |
| Item 13 | 0.45 | 0.36 | Valid |
| Item 14 | 0.56 | 0.36 | Valid |
| Item 15 | 0.46 | 0.36 | Valid |
| Item 16 | 0.40 | 0.36 | Valid |
| Item 17 | 0.39 | 0.36 | Valid |
| Item 18 | 0.61 | 0.36 | Valid |
| Item 19 | 0.59 | 0.36 | Valid |
| Item 20 | 0.40 | 0.36 | Valid |

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b. Reliability

Creswell (2012, p.159) states that reliability means that scores from an instrument are stable and consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way.

If scores are not reliable, they are not valid. Scores need to be stable and consistent first before they can be meaningful. Additionally, the more reliable the scores from an instrument, the more valid the scores would be. The ideal situation exists when score are both reliable and valid.

The following table is the level of internal consistency of Cronbach alpha by Louis Cohen (2007: 506).

Table III.6
Internal Consistency By Using Cronbach Alpha

| Cronbach Alpha | Internal Consistency |
|----------------|---------------------------|
| > 0.90 | Very high reliable |
| 0.80 – 0.90 | High reliable |
| 0.70 – 0.79 | Reliable |
| 0.60 – 0.69 | Minimally reliable |
| < 0.60 | Unacceptably low reliable |

In order to find out the reliability of questionnaire, the researcher used SPSS 23. The result is as follows:

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .837 | 20 |

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The table showed that the reliability of vocabulary test was 0.837 which is categorized into highly reliable level.

2. Test

According to Brown (2003, p.4), test is a method of measuring a person's ability, knowledge, or performance in a given domain. In order to know how students' speaking achievement, the researcher used oral presentation (storytelling) related to the indicators of speaking that consisted of vocabulary, grammar, fluency, comprehension, and pronunciation to know the student's ability in speaking English. The students were given the single topic and make a narrative text with their own words. Then, perform in front of the class. In order to give scoring, the researcher was helped by two raters.

Students' speaking achievements are obtained through the rubric of speaking assessment. The researcher categorized the students' score of speaking achievement into some measurable categories as follows:

Table III.7
The Category of Students' Achievement

| Category | Level | Criteria | Score |
|----------|-------|--|-------|
| Grammar | 1 | Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken. | |
| | 2 | Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar. | |
| | 3 | Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy | |
| | 4 | Very good to good: Errors in grammar are quite rare. Speaker is able to use the | |

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| Category | Level | Criteria | Score |
|---------------|-------|--|-------|
| Vocabulary | | language accurately. | |
| | 5 | Excellent: Equivalent to that of an educated native speaker. | |
| | 1 | Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs. | |
| | 2 | Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions. | |
| | 3 | Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word. | |
| | 4 | Very good to good: Speaker has a high degree of precision of vocabulary. | |
| Comprehension | 5 | Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references. | |
| | 1 | Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase. | |
| | 2 | Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge) | |
| | 3 | Good to average: Speaker's comprehension is quite complete at a normal rate of speech. | |
| | 4 | Very good to good: Speaker can understand any conversation within the range of his experience. | |
| Fluency | 5 | Excellent: Equivalent to that of an educated native speaker. | |
| | 1 | Poor to very poor: Speech is halting, very slow, and fragmentary that conversation is probably impossible. | |
| | 2 | Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted. | |
| | 3 | Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words. | |

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| Category | Level | Criteria | Score |
|----------------------|-------|--|-------|
| | 4 | Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness. | |
| | 5 | Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's. | |
| Pronunciation | 1 | Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker. | |
| | 2 | Average to Poor: Accent of the speaker is intelligible though often quite faulty. | |
| | 3 | Good to average: Errors never appear with understanding. Accent may be obviously foreign. | |
| | 4 | Very good to good: Errors in pronunciation are quite rare. | |
| | 5 | Excellent: Native pronunciation, with no trace of foreign accent. | |

F. The Technique of Analyzing the Data

- 1) In order to find out how is students' speaking interest, Riduwan (2011, p.40) pointed out the formula to analyse the percentage of students' speaking interest as follows:

Where:

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

P = Number of percentage
 F = Obtained frequency
 N = Number of frequency/sample

Riduwan (2011, p.41) indicated the scale to classify the gained percentage of questionnaire as follows:

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Table III.8
Percentage of Questionnaire

| No. | Percentage | Category Level |
|-----|------------|----------------|
| 1 | 81% - 100% | Very High |
| 2 | 61% - 80% | High |
| 3 | 41% - 60% | Enough |
| 4 | 21% - 40% | Low |
| 5 | 0% - 20% | Very Low |

- 2) In order to find out how is students' speaking achievement, the data will be analysed by using this following formula (stated in Djiwandono, 2011, p.218)

$$\bar{x} = \frac{\sum x}{N}$$

Where:
 $\sum x$ = Total of students score
 N = Total of students

Classification for students' speaking score (Sudijono, 2008, p.35) can be seen as follows:

Table III.9
Classification of Speaking Score

| No. | Score | Category Level |
|-----|----------|----------------|
| 1 | 80 – 100 | Very Good |
| 2 | 66 – 79 | Good |
| 3 | 56 – 65 | Enough |
| 4 | 40 – 55 | Less |
| 5 | 30 – 39 | Fail |

- 3) In order to find out whether there is correlation between students' speaking interest and their speaking ability or not, the data will be analysed by using Pearson Product Moment formula. It will be calculated by using SPSS 23.0 windows program. Statistically the hypotheses (stated in Riadi, 2016, p.92) are:

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H_a : Sig. $< \alpha$ (0.05)

H_o : Sig $\geq \alpha$ (0.05)

H_a is accepted if sig. $< \alpha$ or there is a correlation between speaking interest and speaking ability.

H_o is accepted if sig. $\geq \alpha$ or there is no correlation between speaking interest and speaking ability.

