CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

Descriptive research is a survey research. This research was descriptive qualitative research. Burhan (2008) stated that descriptive qualitative is a research that used the quantitative procedure in analyzing the data. Cresswel (2012) also stated that survey research design are procedure in quantitative research because researcher collecting the data using questionnaire which investigators survey to a sample to describe the attitude, opinion, behavior, or characteristic of population. Besides that, descriptive qualitative is quasi qualitative that belonging to deduction qualitative. According to Burhan (2008) deduction qualitative is a research that used theory as a tool to find or to choose the problem, make the hypothesis, observation, and testing the data.

According to Creswell (2012) on his book educational research explanatory design is survey research design in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

B. Location and Time of the Research

The location of this research was at Vocational High School 3 Pekanbaru. It was located at Dr. Sutomo street, No.110, Suka Mulia, Sail, Pekanbaru, Riau.

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C. The Subject and Object of This Research

1. The subject of the research

   The subject of this research was the 10th grade of Vocational High School 3 Pekanbaru.

2. The object of the research

   The object of this research was to analysis of students' anxiety in storytelling at the second grade of Vocational High School 3 Pekanbaru.

D. The Population and Sample

1. Population of The Research

   According to Creswell (2012), population is a group of individuals who have the same characteristic. The population of this research was all first grade students of State Vocational High School 3 Pekanbaru in 2017/2018 academic year. The students were divided into seven programs; Dress Making, Multimedia, Beauty and Spa, Food Science, pastry, Hotel Accomodation, and Tourist Industry. There were 3 classes of Dress Making with the total number of students was 92 students, 2 classes of multimedia with total of students was 66, 2 classes of Beauty and Spa with total of students was 48, 2 classes of Food Science with total of students was 65, 1 class of pastry with total of students was 34, 2 classes of Hotel Accomodation with total of students was 66, and 1 class of Tourist Industry with total of students was 32. Thus, there were thirteen classes consisting of 403 students as the total population.

Table III.1
The Population and Sample of the Research

No	Classes	Population Students	Sample Students
1	X Dress Making 1	30	3
2	X Dress Making 2	30	3
3	X Dress Making 3	32	3
4	X Multi Media 1	32	3
5	X Multi Media 2	34	4
6	X Beauty & Spa 1	27	3
7	X Beauty & Spa 2	21	3
8	X Food Science 1	36	4
9	X Food Science 2	29	3
10	X Pastry	34	3
11	X Hotel Accomodation 1	33	3
12	X Hotel Accomodation 2	33	3
13	X Tour & Travel	32	3
	Total	**403**	**41**

(School Administration, 2018)

2. **Sample of The Research**

The sample of this research was 52 students. Cresswell (2012) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other words, the researcher can select a sample of individuals who are representative of the entire population.

In this research, the researcher used simple random sampling as the technique to choose the sample of population. Cresswel (2012), stated that simple random sampling is the procedure where the researcher select the participant from every classes so that any participant has an equal probability

of being selected from the population. The desired sample in this research was 41 students. The researcher took 3 until 4 students from each class.

The researcher used lottery to take the sample, the researcher number each student from each class, writing number in separate pieces of paper, these pieces of paper were to folded and mixed into a box, lastly sample were to be taken randomly from the box by choosing folded pieces of papers in random ways.

E. The Technique of Data Collection

The researcher used some instruments such as: a test (storytelling test), and questionnaire, in order to collect the data of students' anxiety in storytelling (Variable Y).

1. Test (Storytelling Test)

According to Brown (2003), test is the method of measuring a person ability or knowledge in given areas. The researcher gave a storytelling text to all the samples, thus the researcher asked to each of the samples to retell the story in front of the researcher. The researcher recorded the students' storytelling. The function of the test was as the media that help students to measure their anxiety.

2. Questionnaire

The reason for choosing questionnaire as the instrument of this research was because the questionnaire can gather information from special populations of people who have firsthand knowledge and experience and

because it is usually more cost-effective than other comparable techniques such as personal interview. Wilson and McLean (in Cohen, *et al.,* 2000 p. 245), stated that questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, and being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

Table III.2

Blue Print of Students' Anxiaety Levels

No.	Indicators of Students' Anxiety Levels	Number of Items
1	Mild Level	2, 4, 11, 15, 19
2	Moderate Level	3, 9, 13, 17, 18
3	Severe Level	5, 8, 10, 12, 20
4	Panic Level	1, 6, 7, 14, 16,

The questionnaire deal with respondent's opinions in responding to following options based on the Likert-Scale. According to Kothari (2004) Likert-type scales are developed by utilizing the item analysis approach where in a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose score is low. In which that interval scales is rank numbers but describe scales that have an equal distance between each number.

There are some types of Likert Scales and the researcher used (5) Strongly agree, (4) Agree, (3) Undecided, (2) Disagree, and (1) Strongly

disagree. Dealing to Creswell (2012) the instruments is available in the form of question and statement.

F. Validity and Reliability of Instrument

1. Validity of Questionnaire

Before the questionnaire was given to the sample of this research, they were tried out to tenth grade students of Vocational High School 3 Pekanbaru. The purpose of the try out is to obtain validity and reliability of the questionnaire. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.

Gay (2012) mentioned that there kinds of validity. They are content validity, criterion-related validity, and construct validity. In this research, the researcher used construct validity to know the validity of questionnaire. According to Gay (2012), construct validity is the validity that determined the concept of instrument being measured. This validity was used for determining the characteristics of the subjects such as an intelligence test, a motivation test, an interest test, and skill test of persons.

To know whether the data was valid, the questionnaire was tried out to 21 students and calculated by using SPSS 16.0 version. The researcher examined and noted the differences between r_{item} and r_{table}. Siregar (2014) stated that the item is valid if the value of r_{items} higher than r_{table} at significance

level of 5%. The data was consulted with r_{table} at significance level of 5% ($\alpha =$ *alpha* = 0.05). The researcher took N 21, so r_{table} acquired was 0.3515 (See in appendix r_{table}).

The result of questionnaire indicated that all items were valid. It can be seen as follows:

Table III. 3
The Validity of Students' Anxiety

Item Number	r-item	r-table	Result
1	0.62	0.3515	Valid
2	0.42	0.3515	Valid
3	0.42	0.3515	Valid
4	0.52	0.3515	Valid
5	0.43	0.3515	Valid
6	0.50	0.3515	Valid
7	0.60	0.3515	Valid
8	0.44	0.3515	Valid
9	0.44	0.3515	Valid
10	0.58	0.3515	Valid
11	0.44	0.3515	Valid
12	0.72	0.3515	Valid
13	0.42	0.3515	Valid
14	0.44	0.3515	Valid
15	0.39	0.3515	Valid
16	0.36	0.3515	Valid
17	0.64	0.3515	Valid
18	0.55	0.3515	Valid
19	0.44	0.3515	Valid
20	0.69	0.3515	Valid

The table above showed the validity of students' Anxiety Level questionnaire try out. Based on the table, all items were valid because $r_{item} > r_{table}$. Because all items were valid, the researcher used all the items to be tested to the sample.

2. Reliability of Learning Styles Questionnaire

Reliability is an accuracy of measurement in good test. Gay (2012) argued that reliability is the degree to which a test consistently measures whatever it is measuring. Creswell (2012) also stated that reliability is the scores from an instrument that are stable and consistent. The instrument need to be analyzed the consistency each time and condition from the subjects research.

Siregar (2004) stated that reliability test can be done by having external and internal ways. In this research, the researcher used internal consistency in which the researcher used split-half method to try out the questionnaire and analyzed each item by using cronbach alpha technique in SPSS 16.0. Gay (2012) stated that split-half method is part of internal reliability which is the test is split into two parts and then both parts given to one group of students in the same time. Split-half is a measure of internal consistency in how well the components contribute to the construct that is being measured. According to Cohen (2007), the categories level of reliability is present below:

Table III. 4
Level of Reliability

No	Reliability	Level of Reliability
1.	>0.90	Very High Reliable
2.	0.80 - 0.90	High Reliable
3.	0.70 – 0.79	Reliable
4.	0.60 – 0.69	Minimum Reliable
5.	<40	Unacceptable Reliable

To find out the reliability of the questionnaire, the researcher used *Cronbach's alpha* formula and test through SPSS 16.0.The following table is the reliability test of students' Anxiety Levels questionnaire.

Table III. 5
Reliability Statistic of Students' Anxiety Level

Cronbach's Alpha	N of Items
.829	20

From the table of reliability statistic above, the score of cronbach's alpha in this research was 0.829. It meant that the score was in range 0.80 – 0.90 which is the level of reliability was in high reliable.

G. The Technique of Data Analysis

The data of this research was analyzed by using measures of central tendency (MCT) in SPSS 16.0. Clark (as cited in Archana, 2010), measures of central tendency or average is an attempt to find one single figure to describe whole of figure. Measures of central tendency defined arithmetic *Mean, Median, and Mode*. The analysis of this study used measures of central tendency where the researcher presents frequency distributions of mean, median, and mode as well as the variation and the standard deviation results analysis. All the analysis presented with diagrams, chart, and tables