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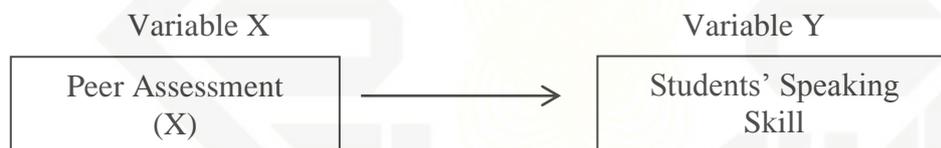
CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research was a correlational research. Creswell (2008) stated that Correlational research design was procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables or sets of scores. This research consisted of two variables. The students' peer assessment was an independent variable symbolized by "X", while the students speaking skill was a dependent variable symbolized by "Y".

The design of this research could be pictured by following diagram:



B. The Time and Location of the Research

The time of this research was conducted in Vocational High School Muhammadiyah 2 Pekanbaru. It is located on KH. Ahmad Dahlan street No.90, Sukajadi, Pekanbaru. It was conducted on 2-3 August 2018 in academic year 2018/2019.

C. The Subject and Object of the Research

The subject of this research was the eleventh grade students of Vocational High School Muhammadiyah 2 Pekanbaru in the Academic year of 2018/2019. The object of this research was the students' peer assessment and

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speaking skill at the eleventh grade of Vocational High School Muhammadiyah 2 Pekanbaru.

D. The Population and Sample of the Research

1. The Population of the Research

Creswell (2012) noted that the population is the group of individuals having one characteristic that distinguishes them from other groups. The population of the research was the eleventh grade of multimedia students at Vocational High School Muhammadiyah 2 Pekanbaru. The multimedia class had 4 classes of the eleventh grade students. They were 140 students all of them. It can be seen in the following table:

TABLE III. 1
Population of the Research

No	Classes	Population
1	XI Multimedia 1	35
2	XI Multimedia 2	35
3	XI Multimedia 3	35
4	XI Multimedia 4	35
	Total	140

2. The Sample of the Research

In this research, the writer considered that the population was large. Because the population was more than 100 persons, the writer used simple random sampling to take the sample. Gay (2012) argued that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. It means that simple random sampling

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is the way to choose individuals to be sample who is representative of the population.

Arikunto (2006) suggested that 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, there were 140 persons as the population and the writer took 25% of the population as the sample. So, the total sample that the writer took was 35 students.

TABLE III. 2
Sample of the Research

No	Classes	Number of Students
1	XI Multimedia 1	9
2	XI Multimedia 2	9
3	XI Multimedia 3	9
4	XI Multimedia 4	8
	Total	35

E. The Technique of Collecting Data

In order to collect some data in this research, the writer used two techniques as follows:

1. Questionnaire

Arikunto (2006) said that questionnaires are the statements 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' peer assessment. In this research, the writer adopted the questionnaire that consisted of 15 statements related to the indicators. The questionnaire dealt with respondents' opinions in responding to the following options based on the likert' – scale:

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- a. Usually
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

TABLE III. 3
Matrix of Questionnaires

No	Indicator	Items
1	Students are able to give the assessment	1, 2, 3, 4
2	Students are able to define the tasks clearly.	5, 6, 7, 8
3	Students are able to evaluate the performance or ability of their friends.	9, 10, 11, 12
4	Students are able to give feedback of the tasks.	13, 14, 15

2. Oral Test.

The writer used an oral test related to the indicators of speaking that consisted of vocabulary, grammar, fluency, comprehension and pronunciation to know the students' skill in speaking English. In order to give the test, the writer used an oral presentation in form asking and giving opinion about the topic that is related to the material. In order to give scoring, the writer was helped by two raters. They were Mrs. Kurnia Budianti, M. Pd., and Rizki Amelia, M. Pd

Furthermore, in order to assess the students' speaking skill, the researcher used the assessment aspects of speaking skill from Teacher's Book 2013 curriculum. The assessment can be described as follows:

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TABLE III. 4
Assessment Aspect of Speaking Skill

Criteria	SKOR 4	SKOR 3	SKOR 2	SKOR 1
Pronouncing (Pelafalan)				
Grammar (Tata Bahasa)				
Vocabulary (Kosakata)				
Fluency (Kelancaran)				
Comprehension				

(Source from the rubric of Teacher's Book 2013 curriculum)

Next, the students' scores of speaking skill were classified based on the classification of English teacher at State Vocational High School Muhammadiyah 2 Pekanbaru.

TABLE III. 5
Classification of Students' Score

No	The score level	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Poor
5	30-39	Fail

• The Technique of Analyzing Data

In order to find out whether there is a significant correlation or not between students' peer assessment and their speaking skill, the writer used the score of questionnaire of variable X and test score of variable Y. In analyzing the data, the writer used a *Pearson Product-Moment Correlation coefficient* (r) through SPSS 23.00 version program.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum X^2 - (\sum x)^2 - (\sum y)^2)}}$$

r_{xy} = coefficient of correlation between variable X and Y

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x	= sum of score in X distribution
y	= sum of score in Y distribution
xy	= sum of multiplication of X and Y
x^2	= sum of X quadrate
y^2	= sum of Y quadrate

Siregar (2013) stated that 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:

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

$$H_o : r_o \leq r_{\text{table}}$$

H_a is accepted if $r_o > r_{\text{table}}$ there is a significant correlation between students' peer assessment and their speaking skill.

H_o is accepted if $r_o \leq r_{\text{table}}$ there is no significant correlation between the students' peer assessment and speaking skill.

TABLE III.6
The Interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.10 – 0.29	Small
2	0.30 – 0.49	Medium
3	0.50 – 1.00	Large

G. The Validity and the Reliability of the Instrument

1. The Validity of the Instrument

Creswell (2008) stated that validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the

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population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Hughes (1989) also stated that a test is said to be valid if it measure accurately what it is intended to measure. He also stated that validity consist of four types are content validity, criterion-related validity, construct validity and face validity. In this research, the writer used construct validity. All of them have different usage and function.

Content validity is used to compare content of the test to the domain being measured. There is no formula used in this kind of validity and there is no way how to express it quantitatively. Content validity just focuses on how well the items represent the intended area.

In this research the writer used the content validity to measure whether the test was valid or not. In other words, the test given to the students were based on the material that they had learned. To find out the validity of instruments, researcher calculated it by using SPSS 23 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out for questionnaire is as follows:

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TABLE III.7
The Analysis of Peer Assessment Questionnaire Validity

Item Number	r-item	r-table	Result
1.	0.53	0.33	Valid
2.	0.58	0.33	Valid
3.	0.50	0.33	Valid
4.	0.35	0.33	Valid
5.	0.67	0.33	Valid
6.	0.59	0.33	Valid
7.	0.48	0.33	Valid
8.	0.51	0.33	Valid
9.	0.35	0.33	Valid
10.	0.35	0.33	Valid
11.	0.58	0.33	Valid
12.	0.38	0.33	Valid
13.	0.58	0.33	Valid
14.	0.56	0.33	Valid
15.	0.35	0.33	Valid
16.	-0.15	0.33	Invalid

Based on the table above, can be seen that there was 1 invalid item.

Thus, the researcher only took 15 valid items as instrument to be tested.

2. The Reliability

Brown (2003) 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 are 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).

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TABLE III.8
The Level of Reliability

No	Reliability	Level of Reliability
1.	>0.90	Very High Reliable
2.	0.80-0.90	Highly Reliable
3.	0.70-0.79	Reliable
4.	0.60-0.69	Minimally reliable
5.	<0.60	Unacceptably Low Reliability

To obtain the reliability of the questionnaire given, the researcher used SPPSS 23.0 program to find out whether the questionnaire was reliable or not. The result of reliability for questionnaire is as follows

Table III.9
Reliability Statistics

Cronbach's Alpha	N of Items
.772	15

The table showed that the reliability of questionnaire was 0.772 which is categorized into reliable level.