

Hak Cipta Diindungi Undang-Undang

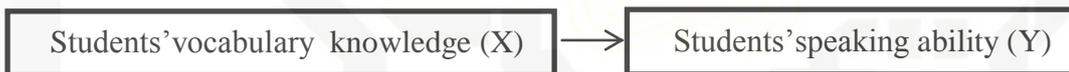
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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was a correlational research. Donald Ary (1985, p.327) said that Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation. There were two variables in this research. They were variable X and variable Y. Variable X was students' vocabulary knowledge as an independent variable and variable Y was speaking ability as dependent variable.



B. Time and Location of the Research

This research had been conducted on March 2017 at the eighth grade of Junior high school IT Madani Pekanbaru. This school was located at Bangau Street, Panam, Pekanbaru.

C. Subject & Object of the Research

Subject of the research was the eighth grade students of Junior High School IT Madani Pekanbaru. And object of the research was the correlation between students' vocabulary knowledge and their speaking ability at the eighth grade of Junior high school IT Madani Pekanbaru.

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D. Population and Sample of the Research

1. Population

Population is people or other things discussed in the research (Arikunto, 2002, p.108). Gay (2000, p. 122) stated that the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. In this case, the researcher wanted to correlate between students' knowledge in vocabulary and their speaking ability. The population in this research was the eighth grade students of Junior High School IT Madani Pekanbaru. In this school, the eighth grade consisted of one class with number of 30 students.

2. Sample

According to Cresswell (2012, p.142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Because the number of population is relatively small, the researcher took the total number of the class, it means all of them as a sample. As Arikunto (2006) pointed out that if the population is less than 100 respondents, it can be taken all as sample. Total population sampling is a type of purposive sampling technique, where you choose to examine the total population that have a particular set of characteristics. In this research, the researcher took all of numbers of the population. The total number of sample in this research was 30 students.

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E. Technique of Collecting the Data

1. Research Instruments

The research instruments are a survey, test, scale, rating, or tool designed to measure the variables, characteristics, or information of interest, often a behavioral or psychological characteristic. Research instruments could be helpful tools to the research study. In this research, the researcher used test as an instrument. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Donald Ary, p.21). There were two kinds of test used in this research, the first one to measure the students' vocabulary knowledge, and the second to measure their speaking ability.

a. Vocabulary Knowledge Test

Coombe (2013, p.6) pointed out, 'The first step in assessing your student's vocabulary knowledge is deciding whether you want to test vocabulary discretely or assess it via writing or speaking samples'. According to Read (2000), the discrete testing of vocabulary assesses a word as an independent construct. Testing vocabulary in an embedded way looks at vocabulary as part of a larger construct. More simply put, discrete vocabulary testing looks at assessing a student's knowledge at the word level whereas embedded vocabulary testing looks at the students' use of vocabulary as it pertains to a text that the student has produced such as a written essay or spoken text. In this research, the researcher used the multiple choice and matching the words in testing the students' vocabulary knowledge. As Christine (2013, p. 6) said if you decide that you want

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to test vocabulary explicitly, the first thing you need to determine whether you want to assess recognition or production. Common formats for assessing vocabulary recognition are multiple-choice questions (MCQs) and matching. The total number of items in this research consisted of 30 items, 20 items for multiple-choice questions and 10 items for matching the words. As Nation (2001) recommend a minimum of 30 items for a reliable vocabulary test.

1) Multiple Choice Questions Test

Multiple Choice Questions are one of the most common formats in professionally-developed language tests. They are widely used to assess learning at the recall and comprehension levels (Coombe, Folse, & Hubble, 2007). Multiple Choice Questions take many forms but their basic structure is stem and response options, which include the key or correct answer and the distractors or incorrect responses. The students must identify the correct or best response choice. Students construct meaning through dependence on the context clues that are provided. The Multiple-Choice Questions format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, meaning in context, and odd man out. The researcher provided 20 items of multiple choice questions to assess the students' vocabulary knowledge.

Table. III.1

Indicator	Number of test
Synonym/antonym	1,6,7,8,9,10,20
Meaning of words	2,16,17,18,19
Gap filling	11,12,13,14,15

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Table.III.3

Topics	Questions
Birthday	<ol style="list-style-type: none"> 1. Have you ever celebrated your birthday? 2. Do you enjoy your birthday ? 3. What did you do on your last birthday? 4. What's the best gift you ever get on your birthday ?
Holiday	<ol style="list-style-type: none"> 1. Do you often go to holiday ? 2. With whom you usually spend your holiday ? 3. Do you have a favorite place ? 4. Do you have an unforgettable moment on your holiday ? 5. Where the place you want to visit for your next holiday ?
Childhood	<ol style="list-style-type: none"> 1. Did you enjoy your childhood ? 2. Did you have a lot of friends when you were a child ? 3. What games that you often do when you were a child ? 4. Do you have the best memory of your childhood?

F. Technique of Analyzing the Data
1. Research Instruments Try Out

Try out is used to measure the suitability of the test and the students' ability in the sample class of this study, so the researcher conducted a try out test. The researcher chose the students in the same school but the different grade to try out the test and collected the students' answers for giving scores, and analyzed the score to get the instruments reliability and validity of test. The students were given the vocabulary test which consisted of 30 items in form of multiple choices and matching the words, and the time allocation for answering the test was 45 minutes.

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G. Validity and Reliability of Instrument

1. Validity

Creswell 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 population (Creswell, 2008). 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. An instrument is valid if it is able to measure what must be measured. There are three kinds of validity, Those are content validity, criterion-related validity, and construct validity (L.R. Gay and Peter Airasian). In this research, the researcher used content validity.

Before the test given to the sample of this research, the researcher did try out the test items. The test given to the students was considered not too difficult or not too easy. According to Arikunto (2008, p.208), the test is accepted if the degree of difficulty is between 0.30-0.70. It was determined by finding the difficulty level of each item. To analyze the validity of the data, the researcher processed the data manually in Microsoft excel program. The researcher used the item analysis in which the item scores were correlated with the total scores.

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate. The standard level of difficulty used is <0.30 and >0.70 . It means that an item is accepted if the level of difficulty is between 0.30-0.70, and it is rejected if the

level of difficulty is less than 0.30 (the item is too difficult) and over than 0.70 (the item is too easy).

Table. III.4
The Analysis of Students' Vocabulary Knowledge Validity

Item	R	Status
1	0.65	Valid
2	0.61	Valid
3	0.61	Valid
4	0.65	Valid
5	0.61	Valid
6	0.65	Valid
7	0.65	Valid
8	0.61	Valid
9	0.65	Valid
10	0.65	Valid
11	0.68	Valid
12	0.61	Valid
13	0.61	Valid
14	0.68	Valid
15	0.61	Valid
16	0.61	Valid
17	0.68	Valid
18	0.61	Valid
18	0.65	Valid
20	0.65	Valid
21	0.65	Valid
22	0.65	Valid
23	0.58	Valid
24	0.68	Valid
25	0.68	Valid
26	0.68	Valid
27	0.65	Valid
28	0.68	Valid
29	0.68	Valid
30	0.65	Valid

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2. Reliability

According to H. Douglas Brown (2003, p.19), reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. It means that, the test was reliable when an examinee's results were consistent on repeated measurement. To obtain the reliability of the test, it must be known the mean and standard deviation of test.

The reliability is a criterion that can judge the quality of the test. Reliability is a necessary characteristic of any good test. Heaton (1988, p.159) explained that reliability is primary importance in the use of both public achievement and proficiency test and classroom test. Scott and Steven (2005, p.279) said that Reliability is usually measured with four techniques: (a). test – retest reliability, (b). equivalent form reliability, (c). internal consistency, and (d). interrater reliability.

Then, Tinambunan in Dian Mujarokhim (2011, p.37) stated that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He state that reliability of test is considered as follows:

- a. 1. 0.00-0.20 : Reliability
- b. . 0.21-0.40 : Reliability is sufficient
- c. . 0.41-0.70 : Reliability is high
- d. 0.71-1.00 : Reliability is very high

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To obtain the reliability of the test given, the researcher used SPSS 17.00 to find out whether the test is reliable or not.

Table.III,5
Realibility Test

Reliability Statistics

Cronbach's Alpha	N of Items
.775	30

The reliability of test was 0.775. It is categorized into high reliability level. From the table above, it was found that the value of Cronbach's alpha was 0.775.