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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

Research design is commonly defined as the way of thinking and doing preparation to complete research and achieve the goal of the research. In this research, there were two variables; independent variable or variable X and dependent variables or variable Y. Students' perception on verbal-linguistic intelligence acted as independent variable. Meanwhile, speaking ability acted as dependent variable.

This research used quantitative research. According to Aliaga and Gunderson (2002, p.81), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). This research used correlational research which include as a quantitative research. According to Creswell (2012, p.338), correlational research involves to study a relationship between variables through the use of various measures of statistical association. In this case, the writer wanted to find out the relationship between the two variables, so the design used in this research was a correlational study. Then, the real design of this research presented as follows:



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Table III.1
The Population of The Eleventh Grade Students at Islamic boarding school
Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar

Class	Population		Total
	Male	Female	
XI	12	20	32

2. The Sample

Determining the sample of the research is an important step for conducting a research study. Sample is part of number and characteristic those set in population (Sugiyono, 2015, p.62). In other words, it is a representative from a population.

In this research, writer took all of students as the sample because the number of population was not big enough. Therefore, research used total sampling as the technique sampling of this research. Technique sampling is a technique to take the sample from the population (Sugiyono, 2015, p. 62). Moreover, total sampling is one of technique sampling which means all of the population was taken as the sample of the research (Sugiyono, 2015).

E. The Technique of Collecting Data

Technique of collecting data is a technique to obtain or conduct the data in this research. The data in this research had been conducted as follows:

1. The Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay, 2012, p. 388). Writer

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gave 30 items or statements in the questionnaire by using the Likert-scale in order to measure students' perception on verbal-linguistic intelligence. A Likert scale requires an individual to respond to a series of statements by indicating whether the respondents are strongly agree (SA)=5, agree (A)=4, Neutral or undecided (U)=3, disagree (D)=2, or strongly disagree (SD)=1. Five options are included (Gay, 2012, p. 157). However, in this case, writer modified the Likert scale by omitting the neutral or undecided option in the questionnaire based on some reasons (Nazir, 2003). First, the neutral or undecided option have multiple interpretable. It could be interpreted to the respondent who does not have an answer yet; he or she might agree or even disagree. This is not expected in this research. Second, the respondents normally tend to choose neutral or undecided option. And third the objective of using 4 options (strongly agree, agree, disagree, and strongly disagree) is to know the tendency of respondent's answer. If the neutral option available in the questionnaire, then it would have influence the result of the data (Setiyadi, 2006, p. 59). Additionally, when the Likert scale was first developed, it did not include a neutral response because Likert did not believe that there were "neutral" people walking around and that even if you were not passionate about an issue, you would at least feel a little something one way or the other (Lodico, 2006, p. 108). For avoiding that, thus writer omitted the neutral or undecided option in this research and the scale looks like following:

Strongly Agree	: 4 point
Agree	: 3 point
Disagree	: 2 point
Strongly Disagree	: 1 point

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Then, the data were collected through the following procedures:

- a. The writer gave the questionnaire for 32 students.
- b. The writer calculated the result score of 32 students' answer by using MS. Excel Program and SPSS 17 version.
- c. Next, the writer categorized the score into the range scale of questionnaire (Riduwan, 2010, p. 88).
- d. The writer distributed the frequency and percentage of verbal-linguistic intelligence score.

Table III.2

The Blue Print of Perception on Verbal-linguistic Intelligence Questionnaire.

No.	Indicators	Number of items	Total
1	The students perceive the sounds of language	2, 10, 18, 28	4
2	The students have communication skill	6, 12, 23, 29	5
3	The students like to tell stories and jokes	4, 13, 15, 26	4
4	The students interpret the language	5, 7, 11, 17	4
5	The students have good memorization for vocabulary	14, 16, 25	3
6	The students sense the grammatical of the language	1, 9, 19, 21, 22	5
7	The students interest in play word games and English subject	3, 8, 27, 30	4
8	The students enjoy poetry	24, 20	2
TOTAL			30

2. The Oral Test

In simple terms, a test is a method of measuring a person's ability, knowledge, or performance in a given domain. It requires performance on the part of the test-taker (Brown, 2004, p. 3). Writer wanted to measure students' ability in

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speaking. Thus, the writer used oral test in measuring students' speaking ability.

The steps or directions of oral test described as follows:

Steps:

1. English teacher and writer came to the class and asked the students to do an oral test.
2. The instruction of the test is:
Please choose one topic from 3 topics below and after that tell it by using your own words in form of Report text!
The topics: Durian, Elephant and Football.
3. The students' speaking test was recorded. Meanwhile, the English teacher acted as an observer in the classroom.
4. The students only have time 1-3 minutes to finish the oral test.

The scoring categories had been taken from Brown's book (2004, pp. 172-173):

a. Grammar

Table III.3
Grammar

Score	Rubrics
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.

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3	Control of grammar is good. Able to speak language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite here.
5	Equivalent to that of an educated native speaker.

b. Vocabulary

 Table III.4
Vocabulary

Score	Rubrics
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

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c. Comprehension

**Table III. 5
Comprehension**

Score	Rubrics
1	Within the scope of this very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

d. Fluency

**Table III.6
Fluency**

Score	Rubrics
1	No specific fluency description. Refer to other four language areas for implied level of fluency.
2	Can handle with confidence but not facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
4	Able to use language fluently on all levels normally pertinent to

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Hak cipta milik UIN Suska Riau	professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

e. Pronunciation

**Table III.7
Pronunciation**

Score	Rubrics
1	Errors in pronunciations are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

To obtain the data from the respondents, the writer made try out the questionnaire to determine the validity and reliability of the instruments.

3. The Validity

Validity refers to the degree to which a test measure what it is supposed to measure (Gay, 2012, p. 160). In line with this, Lodico (2006, pp. 87-88) stated that validity focuses on ensuring that what the instrument “claims” to measure is

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truly what it is measuring. In other words, validity indicates the instrument's accuracy.

a. The Validity of the Questionnaire

Generally, writers discuss four types of validity. They are content validity, criterion-related validity, construct validity, and consequential validity. This research is included as construct validity for the variable X. According to Gay (2012, p. 163) construct validity reflects the degree to which a test measures an intended hypothetical construct. All variables derive from constructs, and constructs are non-observable traits, such as intelligence, anxiety, and honesty, "invented" to explain behavior. Constructs underlie the variables that writer measure. "You cannot see a construct; you can only observe its effect. Moreover, construct validity is related to our theoretical knowledge of the concept we are wanting to measure" (Muijs, 2004, p. 68). In this research, the writer wanted to measure one of students' intelligence precisely verbal-linguistic intelligence. Thus, writer took several concepts and theories about verbal-linguistic intelligence from various experts as well as the questionnaire items had been taken from MIDAS (Multiple Intelligences Developmental Assessment Scales), Armstrong's questionnaire, and Mckenzie's Multiple Intelligence surveys and other relevant sources. Those items had been used by several previous writers and had been proved to have good validity value though it still depends on the certain situations. The total of questionnaire items was 30 items. Non-test instrument which is used to measure the attitude include in construct validity.

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To analyze the validity of the data, the writer used Statistical Package for Social Sciences (SPSS V.17) program for Windows. Here are the table shown the value and validity status for each questions.

Table III.8
The Analysis of Questionnaire Validity

Item	r_{11}	Status	Item	r_{11}	Status
1	.573**	Valid	16	.440*	Valid
2	.682**	Valid	17	.421*	Valid
3	.583**	Valid	18	.350	Invalid
4	.456*	Valid	19	.505**	Valid
5	.532**	Valid	20	.411*	Valid
6	.367*	Valid	21	.456*	Valid
7	.633**	Valid	22	.694**	Valid
8	.305	Invalid	23	.550**	Valid
9	.548**	Valid	24	.336	Invalid
10	.565**	Valid	25	.537**	Valid
11	.548**	Valid	26	.685**	Valid
12	.432*	Valid	27	.646**	Valid
13	.609**	Valid	28	.581**	Valid
14	.327	Invalid	29	.564**	Valid
15	.449*	Valid	30	.175	Invalid

Then, the writer compared r_{11} to r_t . If the value of r_{11} on the analysis less than r_t , it can be concluded that the items are not significantly correlated with the total score (declare invalid) and must be removed or corrected. Based on the table above, it implied 25 items were valid 5 items were not valid. However, the writer

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took 20 items of 25 valid items to measure students' perception on verbal-linguistic intelligence in order to make equal total items for each indicators of variable x.

Then, the writer changed the blue print of questionnaire as follows:

Table III.9
The Valid Blue Print of Perception on Verbal-linguistic Intelligence Questionnaire.

No.	Indicators	Number of items	Total
1	The students perceive the sounds of language	2, 7, 20	3
2	The students pleased in communicating orally	5, 9	2
3	The students like to tell stories and jokes	10, 11, 19	3
4	The students interpret the language	4, 6, 8, 13	4
5	The students have good memorization for vocabulary	12, 18	2
6	The students sense the grammatical of the language	1, 14, 16, 17	4
7	The students interest in play word games and English subject	3	1
8	The students enjoy poetry	15	1
TOTAL			20

b. The Validity of Oral Test

To analyze the students' speaking ability, the writer used content validity. Gay (2012, p. 161) stated that content validity is the degree to which a test measures an intended content area. In other words, the test was measured based on the content or program of the research subject. To measure speaking ability, the test must be created based on appropriate material and suitable with student's level. The test of the research was appropriate to students' knowledge and it was familiar materials to the students' daily life. Referred to the School Based Curriculum used in Madrasah Aliyah Darul Qur'an Tarai Bangun Kampar, the

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English subject of the eleventh grade students showed that in the first semester, the students had studied the report text in their class.

4. The Reliability

In common English words, the term of reliability means dependability or trustworthiness. The term means the same thing when describing measurements. Reliability is the degree to which a test consistently measures whatever it is measuring (Gay, 2012, p. 165). In other meanings, it is referred to consistency as meaning obtaining the same score for an individual over repeated testing. In sum, reliability has to do with consistency and accuracy of measurement. Even the test was repeated in different time, situation or different person perhaps, the result of the test is still the same. The following table is the level of internal consistency of Cronbach Alpha: (Cohen, Manion, & Morrison, 2007, p. 506)

Table III.10
A Commonly Accepted Rule of Thumb for Describing Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80 - 0.90	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Unacceptably low reliability

a. The Reliability of the Questionnaire

To gain the reliability of the questionnaire given, the writer used SPSS 17.0 program to find out whether or not the questionnaire was reliable.

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Table III.11
Cronbach's Alpha Table

Reliability Statistics	
Cronbach's Alpha	N of Items
.874	20

From the table above, it can be seen that the value of Cronbach's alpha is that 0.874. It means that the reliability of questionnaire was acceptable or was in Highly reliable.

b. The Reliability of Oral Test

In this case, the writer measured the reliability of the test through the raters' reliability, specifically in inter-rater reliability. The writer chose inter-rater reliability because the scores gotten from the test were evaluated by two raters, surely the scores given were different. Hence, the writer wanted to find out the reliability of the test through the scores scored by two raters. The writer used *Pearson Product Moment* formula by using SPSS 17 version to obtain the reliability from rater 1, Mrs. Kurnia Budiyanti, M. Pd, and rater 2, Mrs. Rizki Amelia, M. Pd.

The following table describes the correlation between scores given by rater 1 and rater 2 by using Pearson Product Moment through SPSS 17 version:

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Table III.12
The Score Correlation between Two Raters

Correlations			
		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	32	32
Rater 2	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	32	32

*. Correlation is significant at the 0.01 level (2-tailed).

The table shows that the score from rater 1 and rater 2 were had significant correlation at 1% significant level. Then, writer concluded that the score of speaking ability from two raters were in reliable level.

F. The Technique of Data Analysis

The independent variable (X) and dependent variable (Y) were two variables correlated. In analyzing the data, the writer chooses the *Product Moment Correlation* as the formula because the data of the two variables above were in interval form. If the variables are connected in interval form and spread of the data is normal distribution, then the suitable formula is Product Moment Correlation.

To analyze the presentage of the students' verbal-linguistic intelligence, the writer used the idea of Sudijono (2008, p. 54) with formula:

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

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Where:

- P = Number of percentage
 F = Frequency
 N = Number of individual

Riduwan (2010, p. 88) Indicated the scale to classify the gained percentage of questionnaire as follows:

1. 81% - 100% categorized into very high level
2. 61% - 80% categorized into high level
3. 41% - 60% categorized into high enough level
4. 21% - 40% categorized into low level
5. 0% - 20% categorized into very low level

Meanwhile, to figure out the level of students' speaking ability, the writer took the scale of students' speaking ability as follows:

Table III.13
The Scale of the Students' Speaking Ability

No.	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Low
5	30-39	Very low

As mentioned before, in analyzing the relationship between students' perception on verbal-linguistic intelligence and speaking ability, writer used Pearson Product Moment. The Pearson is one of measurements to figure out the relationship between two sets of variable (Sugiyono, 2015, p. 228).

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To know if there is a relationship between students' perception on verbal-linguistic intelligence and speaking ability, the writer used Pearson Product Moment Correlation on SPSS 17 windows program.

Statistically, the hypotheses are (Siregar, 2013, p. 350):

H_0 is accepted if $\text{sig} \geq \alpha$: there is no significant relationship between students' perception on verbal-linguistic intelligence and speaking ability.

H_a is accepted if $\text{sig} < \alpha$: there is a significant relationship between students' perception on verbal-linguistic intelligence and speaking ability.

Then, determining the level of correlation coefficient between the two variables, the following categories from Hartono (2008, p. 87) used:

Table III.14
The Interpretation of Correlation Coefficient

No.	Coefficient Interval	Level of Correlation
1.	0.00 – 0.200	Very Low
2.	0.200 – 0.400	Low
3.	0.400 – 0.700	Medium
4.	0.700 – 0.900	Strong
5.	0.900 – 1.000	Very Strong

5 The Data Analysis

1. The Normality Test

The normality test is used to determine whether sample data has been drawn from a normally distributed population. In this case, the writer used SPSS 17.0 to find out whether the distribution of data is normal.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The Descriptive Statistic

Descriptive statistics are used to summarize data from both pre-established and quantitative self-developed instruments using either graphical or mathematical procedures (Lodico, 2006, p. 74). In other words, it provides basic information about the data in a research.

Descriptive statistics can be obtained a number of different ways, providing a variety of information. Some measures that utilize to describe a data set are measure of central tendency, variability and relative standing. The central tendency consisted of the mean, median and mode. Next is variability consisted variance, standard deviation and range, and relative standing consisted the z score and percentile rank.

3. The Inferential Analysis

Inferential analyses are used to make inferences about parameters, based on the statistics from a sample (Gay, 2012, p. 341). In this research, to find out whether there is a relationship between students' perception on verbal-linguistic intelligence and speaking ability, the writer used Pearson Product Moment correlation which is used to measure of the strength and direction of association that exists between two variables measured on at least an interval scale. To make it easier, the writer used SPSS 17.0 to find it out.