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CHAPTER III

RESEARCH METHODS

A. The Research Design

A research is conducted for some purposes. The purpose of a research depends on the researcher. Gay and Airisian (2000:7) there are three reasons in conducting a research such as applying or testing theory and evaluating the benefit to solve a research problem. In conducting a research, a researcher can design qualitative or quantitative research. Quantitative research is based on collection and analysis of numerical data, and qualitative data are based on the collection an analysis of non-numerical data such as observation (Gay, 2000:9). This research used both quantitative and qualitative design. Nunan (1993:3) in Setiyadi (2006: 1-3) To conduct a research of teaching foreign language, qualitative and quantitative design are good combination. Qualitative research explains the process of doing the research while quantitative measures the result of numerical data. This research is conducted in teaching foreign language, therefore the researcher decided to use both quantitative and qualitative design.

By looking at the objective of study, research questions, and significance of study that have been mentioned formerly, this research is categorized into *ex post facto (after the fact) design*. Setiyadi (2006:144) stated that a researcher can use *ex post facto* to measure a relationship between two variables or more in

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which the researcher does not need experiment and control class. There are two familiar *ex post facto designs; co-relational study and causal-comparative study*.

This research design is co-relational study. According to Gay (2002:328), “the purpose of correlational study is to determine relationships between variables or to use these relationships to make predictions”. Anderson and Arsenault mentioned that correlational research is one way of describing in quantitative terms the degree to which variables are related (Anderson: 2005). This research is aimed at disclosing the influence of electronic portfolio (e-portfolio) on students speaking performance. There are two variables in this research; electronic portfolio which was symbolized by “X” was as independent variable. And dependent variable was the students’ speaking performance which was symbolized by Y.

The independent variable which was electronic portfolio occurred before this research was conducted. The e-portfolio was produced by each student at the end of mid-term period. Therefore, this research design was called as *ex post facto or after the fact research*. To gain the data of electronic portfolio, the researcher observed the process of electronic portfolio by the students. Then, the data was used to determine the relationship between electronic portfolio as X variable and students’ speaking performance as Y variable by conducting co-relational study. As Gay and Airasian (2000:12) said that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. This research would give brief description about the process of

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conducting the research variable data. So the data are both numeric and non-numeric.

**Table III.1
The Research Design**

Class	Independent Variable	Dependent Variable
Tenth grade of Natural Science 7 and 8	T1	T2

T1 : Score of Electronic portfolio

T2 : Score of Students' Speaking Performance

B. The Location and Time of the Research

The research was conducted at MAN 2 Pekanbaru. It is located at Jln. Diponegoro No.55 Pekanbaru. The time to conduct this research was within two months starting from April to May 2018.

C. The subject and Object of the Research

The subject of this research was tenth grade students of Natural science seven and eight and eight at MAN 2 Pekanbaru. Meanwhile, the objects of this research were electronic portfolio as additional task and the students' speaking performance.

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D. The Total Sample

Gay (2000:121), sampling a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. The research design was pretended suitable to know and solve the problem found by the researcher in the previous discussion. And, the problem revealed in first year students of natural science class seven. According to Setiyadi (2006:44) the researcher uses theoretical sample or purposive sample to describe the exist condition in the research.

In conducting this research, Total sampling was applied by the researcher because of the characteristic of this research design. According to Sugiono (2014:85), total sampling can be used if all of the population become the sample of the research. Gay also states that sample in correlational study can be smaller but not less than thirty samples (2000:323). This research was conducted at tenth grade students of Natural science seven and eight and eight at MAN 2 Pekanbaru. Both classes, Natural science seven and eight and eight are olympiad class. Therefore, all the students were the sample of this research.

In addition, the producing of electronic portfolio as additional task was conducted by the students in order to help them to understand and complete task from the teacher. The students submitted their e-portfolio as additional task in order to help the students in having good speaking performance. Therefore, this

research was conducted at tenth grade students of Natural science seven and eight of MAN 2 Pekanbaru in which the problem was exist.

E. The Research Instruments

In order to get the data which were needed to support this research, the researcher used two techniques of data collection; to measure the X variable, the researcher used scoring rubric. And the students' speaking performance as Y variable was measured by using speaking performance test as follow;

1. Scoring Rubric

Scoring rubric was used to measure the students; electronic portfolio as students' additional task. The students' e-portfolio was examined by the researcher. The researcher examined by the students' e-portfolio by using scoring rubric that consists of some criteria. Rubrics articulate the standards by which learning outcomes will be evaluated and are a prevalent method for evaluating portfolios (Buzzetto-More & Alade, 2006). Research on rubric development improve consistency in scoring, better communicate expectations and performance to students, measure student progress over time, facilitate the evaluation of complex and subjective skills, and promote learning (Jonsson & Svingby, 2007, Mossa, 2014). According Weidmer in Ramey (2003) suggests applying rubrics when evaluating and assessing portfolio contents. Three types of rubrics may be considered; first, an analytical rubric compartmentalizes the sections of the portfolio and each component is scored accordingly. Second, a holistic rubric, as the name implies, considers the project in its entirety without

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“small scale analysis.” Finally, primary trait rubric evaluates performance in several major areas of interest.

Based on some theories, The previous researchers of e-portfolio studies tend to use analytical rubric. The analytical rubric or scoring rubric has some criteria that show the students’ achievement. In this research, the analytical rubric or scoring rubric was used to assess the e-portfolio as students’ additional task. Moreover, the total points of students’ score was measured by using percentage score that the researcher could find the influence of e-portfolio as additional task on students’ speaking performance at MAN 2 Pekanbaru. The following rubric was used in assessing the students’ e-portfolio as additional task;



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Table III.2
The Indicators of E-Portfolio
E-Portfolio RUBRIC

Student Name:

CRITERIA	NOVICE 1 POINT	DEVELOPING 2 POINTS	ACCOMPLISHED 3 POINTS	EXEMPLARY 4 POINTS
Reflection: Is there evidence that the student has learned something? That growth has occurred?	Reflection is limited or not existeAnt	Reflection is apparent, but it remains on a surface level	Reflection is thoughtful and covers several levels and/or perspectives	Reflection is deep, consistent, and demonstrates thoughtful consideration of multiple levels/perspectives
Academic Artifacts: Is there evidence that the student is engaged in his/her learning process? Have all the necessary artifacts been included?	Course-related content is limited and/or not a thorough demonstration of applied learning	Course-related content shows little variety and demonstrates adequate applied learning	Course-related content contains some variety and demonstrates solid applied learning	Course-related content contains a variety of superior demonstrations of applied learning
Personalization & Connections: Does the student demonstrate s/he is making connections between course learning and other areas (other courses,	No connections are made between the coursework and anything else; expressiveness of personality is limited or not existent	A few connections are made between the coursework and other parts of the student's life; expressiveness of personality is noticeable	Some connections are made between the coursework and other parts of the student's life; expressiveness of personality is clearly evident in	A variety of connections are made between the coursework and other parts of the student's life; expressiveness of personality and is clearly apparent in the content, and creativity in this



personal/professional life)? Is the eP expressive and engaging?			the content.	expression is evident: writing, pictures, media, etc.
Audience: Is the content appropriate and well done?	The overall presentation is inconsistent and has elements that are not suitable for one audience or another.	The overall presentation is mostly consistent and mostly suitable for at least one audience.	The overall presentation is well-considered, well-done, and suitable for at least one audience	The overall presentation is well-thought out, excellently executed, and suitable for an academic as well as a wider audience
Mechanics: Are sentence level errors at a minimum? Is syntax and word choice correct and effective?	Sentence level errors, including grammar, spelling, & punctuation, are so egregious that they distract from the content. Syntax and/or word choice are confusing and/or inappropriate.	There are many sentence level errors (grammar, spelling, & punctuation). Syntax is inconsistent and/or word choice is not very effective.	There are some sentence level errors (grammar, spelling, & punctuation). Syntax errors are minor and/or word choice is average.	Sentence level errors, including grammar, spelling, & punctuation, are very few to none. Syntax and word choice are exemplary.

Total of 20 points available/Grading Rubric:

A (93+) = 4.0 (18.6 and above)	B (83-86) = 3.0 (16.6-17.3)	C (73-76) = 2.0 (14.6-15.3)	D (63-66) = 1.0 (12.6-13.3)
A- (90-92) = 3.7 (18.0 -18.5)	B- (80-82) = 2.7 (16-16.5)	C- (70-72) = 1.7 (14-14.5)	D- (60-62) = .7 (12-12.5)
B+ (87-89) = 3.3 (17.4-17.9)	C+ (77-79) = 2.3 (15.4-15.9)	D+ (67-69) = 1.3 (13.4-13.9)	F (59-) = 0 (11.9 and below)

Adopted from Cambridge (2009: 192)

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2. Speaking Performance Test

To find out the correlation between the electronic portfolio on the students' speaking performance at MAN 2 Pekanbaru, the researcher administered the tests of speaking performance in front of the class. Weir (1990:75) mentioned that students' speaking performance was one of testing speaking in which the students were asked to prepare an oral presentation about a topic. In addition, Hughes (2005:121), speaking performance test as prepared monologue in which teachers used it in order to conduct an achievement test. Therefore, this research used students' speaking performance or oral presentation in order to know the influence of electronic portfolio on students' speaking performance.

In this research, the students' speaking performance or oral test consisted of three lesson topics such as factual recount (historical event) text, factual report text and narrative text. The students chose one of topics and prepared it before the performance test. The students' speaking performance was measured by using analytic scoring rubric. The use of analytic scoring rubric was intended to get detailed or specific information about the students' achievement during the students' performance test. Hughes (2005: 130) stated that analytic scales used in oral testing to know the students' speaking level. There are five indicators that can be used to measure the students' speaking performance. The indicators are accent, grammar, vocabulary, fluency and comprehension. To rate the students' speaking performance, the researcher was helped by two raters used six points scales by Hughes.


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The following is the display of speaking performance test which used analytic scales or indicators of speaking performance.

Table III.5
The Display of Performance Test

Speaking performance test
<p>This test is part of a research study which is prepared to collect information about your level of speaking performance. It is confidential and will not interfere in any way with your grade. For this reason, the result of your speaking performance test will be recorded with any details needed. In this test, you will perform your English by choosing one of three topics given.</p> <p>Instruction:</p> <p>You are to perform a speaking performance of factual recount text, factual report text or telling a narrative text in front of the class. You are not allowed to use any kind of written text during your performance. The topic of your speaking performance should be similar to your electronic portfolio task. Then, your performance will be recorded by using video. The maximum time for your speaking performance is seven minutes.</p>

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The following is a guidance for rating the students' speaking performance;

Table III.6
The indicators of Accent

Value	The indicators
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	“foreign accent” require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4	Marked “foreign accent” and occasional mispronunciation that do not interfere with understanding.
5	No conspicuous mispronunciation, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”.

Table III.7
The Indicators of Grammar

Value	The Indicators
1	Grammar almost entirely inaccurate except in stock phrases.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

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Table III.8
The Indicators of Vocabulary

Value	The indicators
1	Vocabulary in adequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3	Choice of words sometimes is inaccurate, limitation of vocabulary prevent discussion some common professional and social topics.
4	Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Table III.9
The Indicators of Fluency

Value	The indicators
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.



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Table III.10
The Indicators of Comprehension

Value	The indicators
1	Understands too little for the simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4	Understands quite well normal educated speech directed to him or her, with occasional repetition and rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Table III.11
The Classification of Performance Scores

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

(adapted from Arikunto, 2010:245)

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F. The Technique of Data Collection

In collecting the data, the researcher used two different rubric tests. To assess the electronic portfolio as additional task, the researcher used analytical rubric or scoring rubric. The scoring rubric for a satisfactory e-portfolio includes a collection of student work (Popper, 2005). The creation of an e-portfolio throughout a degree, following the student trajectory; is an excellent form of a value-added assessment and therefore a strong indicator of student and academic learning and development throughout the curriculum (Popper, 2005, Martell, 2005).

In this research, the scoring rubric was adapted by some authors. The scoring rubric of electronic portfolio as additional task was consisted of five items or criteria. The items were used to analyze the e-portfolio task; Selection, Collection of works and Reflection. Each item showed the students' achievement in the electronic portfolio as additional task. And to complete the data presentation, the researcher would describe the numerical data of scoring rubric qualitatively or using non-numerical data.

The students' speaking performance was assessed by using performance test. Based on the regulation of Curriculum 2013 about assessment regulation, senior high schools in Indonesia adopts three assessment aspects. The aspects are affective, cognitive and psychomotor aspect. And, each aspect should be assessed by using appropriate techniques. Each technique has been provided some specific indicators and rubrics. Speaking performance is classified as psychomotor aspect. There are three techniques in assessing students' psychomotor aspects such as

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students' performance, project and portfolio. The students were asked for performing their speaking in front of the class. The students were given three topics of their lesson. The students chose one of three topics. The topics suit the lesson topics of senior high school students, they are factual recount text (historical event), factual report text and narrative text (legend). Then, it was performed by the students in front of the class. The performance was recorded by using video. The video was evaluated by two raters by using speaking performance rubrics.

The speaking performance rubric is adapted from Arthur Hughes. Hughes (2005:130-131) mentioned that there are six points scales in assessing the students speaking performance; accent, grammar, vocabulary, fluency and comprehension and each criterion has indicators that can give a brief description of the students' performance level. The aspects of assessing performance by Hughes, covered all indicators of students' speaking performance. And, the criteria or indicators suit the three-performance topic. The three topics or lesson related to the English syllabus. The topics are historical event, factual report and narrative. The students perform in front of the class. Then, the students' speaking performance was recorded by using video recording. The recordings were measured by two assessors using scoring rubric.

The two assessors were the lecturers of State Islamic University of Sulatan Syarif Kasim Riau. The assessors would examine the students' speaking' performance by using Hughes' analytic scale. Then, the researcher collected the students' score from the assessors as the quantitative research data. To get clear

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information about the correlation of the two variables; the electronic portfolio as additional task (X variable) and students' speaking performance (Y variable), the data were analyzed by using SPSS.

G. Validity and Reliability of Instrument

1. Validity

According to Gay, the validity of a test may be defined as "the accuracy with which a test measures what it attempts to measure". Furthermore, Gay states that there are three kinds of validity. They are content validity, criterion-related validity and construct validity (Gay, 2000: 163-167).

In this research, the researcher attempted to use validity construct on the dependent research variable. To test the validity of students' speaking performance test, the researcher used Pearson correlation coefficient product moment formula which was analyzed by using SPSS. According to Azwar,1992; Soegiyono,1999 in Siregar (2013:77) Pearson correlation coefficient is higher than 0.3.

To know the validity of indicators in dependent variable; speaking performance indicators, the researcher also conducted a try out session. Before conducting the real speaking performance test, the researcher administered the tryout first in order to test the validity and reliability of test instrument. The test was administered within two days as the number of

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students that joined the tryout were busy for preparing some science competition. It was administered in classroom. In the tryout session, the students took the test by presenting the students' advertisement text in front of the class. During the test, the students were assessed by teacher who also became one of the two English raters. The students were awarded marks by the raters.

In try out session, speaking performance test consisted of one oral presentation test. The students presented their advertisement text orally in front of the class. The students were given maximum five minutes to perform their text. To test the validity of students' speaking performance test, the researcher used Pearson correlation coefficient product moment formula which was analyzed by using SPSS.

Table.III.12
Tryout Score of Speaking Performance Indicators

Descriptive Statistics			
	Mean	Std. Deviation	N
ACCENT	2,80	1,033	10
GRAMMAR	3,70	,823	10
VOCABULARY	3,80	,919	10
FLUENCY	4,00	,943	10
COMPREHENSION	4,00	1,155	10
TOTAL	18,30	4,322	10

Based on the Table.III.12 above known that there were 10 students that became the sample of this try out session. The mean score of accent aspect in speaking performance is 2.80. The mean score of grammar aspect in speaking performance is 3.70. The mean score of vocabulary aspect in speaking

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performance is 3.80. The mean score of fluency aspect in speaking performance is 4.00. The mean score of comprehension aspect in speaking performance is 4.00.

Table.III.13
The instrument Validity of Speaking Performance Indicators

Aspects of Speaking Performance	Pearson Correlation	Sig. (2-tailed)
accent	0.936	0.000
grammar	0.934	0.000
vocabulary	0.912	0.001
fluency	0.791	0.006
comprehension	0.868	0..01

From the Table.III.13 above known that r (table) = $df = N - 2 = 0.3388$ It can be seen from each Pearson Correlation that is higher than 0.3388. They are $0.936 > 0.3388$, $0.934 > 0.3388$, $912 > 0.3388$, $0.791 > 0.3388$, $0.868 > 0.3388$ and $1 > 0.3388$. Based on the instruments validity, it can be concluded that all of the speaking performance indicators are valid. (See Appendix).

2. Reliability

According to Anastasi (1968 cited in Gay, 2000:193) “Reliability means consistency of scores obtained by same individual when re-examined with the test on different sets of equivalent items or under variable examining condition”. A test score is called reliable when there are reasons to believe the score to be stable and trustworthy.

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To test the reliability of speaking performance test, the researcher used Alpha Cronbach formula. The Cronbach alpha provides a coefficient of inter-item correlations, that is the correlation of each item with the sum of all the other items. If the alpha value >0.7 , it means sufficient reliable. Meanwhile, if alpha > 0.80 marked throughout the entire test items reliably and consistently and internally because it has strong reliability. Alternatively, some were interpreted as follows; If alpha > 0.90 then perfect reliability. If alpha between 0.70 and 0.90 , it means the instruments has highly reliability. If alpha between 0.50 and 0.70 , the instrument comes into moderate reliability. If alpha < 0.50 , the reliability is low.

After Cronbach Alpha was calculated by using SPSS, it was found that alpha = 0.928 . to know whether the test is reliable or not, the following guideline can be used:

- > 0.90 very high reliable
- $0.80 - 0.90$ highly reliable
- $0.70 - 0.79$ reliable
- $0.60 - 0.69$ marginally/minimally reliable
- < 0.60 unacceptably low reliability

Bryman and Cramer (1990:71) cited in Cohen et al) suggest that the reliability level is acceptable at 0.80 although others suggest that it is acceptable if it is 0.67 above. After it was calculated by using SPSS.20, and

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known that the Alpha Coefficient scale was at 0.928 which came into highly reliable category. Therefore, the test was categorized into highly reliable. (See Appendix)

H. The Technique of Data Analysis

The data were analyzed quantitatively and qualitatively. The quantitative data would be analyzed by descriptive statistic and inferential statistics. All of data from two variables; X variable (electronic portfolio as additional task) and the Y variable (students' speaking performance) were analyzed by using SPSS version. 20.

1. Descriptive Statistics

Descriptive statistic was used to analyzed Counts, Percentage, Mean Scores and Standard Deviation (SD).

2. Inferential Statistics

Inferential statistics used to test the hypothesis of this research; to measure the influence of electronic portfolio as additional task on students' speaking performance and to know what extent the influence of electronic portfolio as additional task on students' speaking performance, they were analyzed by using Pearson product moment and Simple Linier Regression formula. If the result shows $p < 0.05$, it means there is significant influence of electronic portfolio as additional task on students' speaking performance. If the result shows $p > 0.05$, it means

there is no significant influence of electronic portfolio as additional task on students' speaking performance.



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