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## CHAPTER III RESEARCH METHODOLOGY

### A. The Research Design

The design of this research was a descriptive research. It aimed at describing and analyzing the students' error in writing indirect speech, determining the category of indirect speech in which the eleventh grade students Madrasah Aliyah Al-Ihsan Buluh Rampai tend to make error, and also finding out the factors that influence the students' error in writing indirect speech.

### B. The Location and Time of the Research

This research was conducted at eleventh grade students of Madrasah Aliyah Al-Ihsan Buluh Rampai, Indragiri Hulu Regency. It was conducted on April 2017.

### C. The Subject and object of The Research

The subject of the research was the eleventh grade students of Madrasah Aliyah Al-Ihsan Buluh Rampai, Indragiri Hulu Regency and the object of this research was students' error in writing indirect speech. The writer also wanted to know the factors that influenced students' error in writing indirect speech.

### D. The Population and Sample

In this research, the writer took students from social science (IPS) and nature science (IPA) as sample of this research. The population in this research was eleventh grade students of Madrasah Aliyah Al-Ihsan Buluh

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Rampai Indragiri Hulu regency. They were 117 students consisting of four classes. In this research, the writer used simple random sampling technique to take the sample. Arikunto (2002, p. 112) indicates that if the amount of the subject is more than 100. It is better to take about 10-15% or more than it. So, the writer took 20 students as the sample.

**Table III.I**  
**The number of the population and sample**

No	Class	Total	Population		Sample
			Male	Female	
1	XI IPA 1	28	10	18	5
2	XI IPA 2	31	10	21	5
3	XI IPS 1	29	10	19	5
4	XI IPS 2	29	10	19	5
<b>TOTAL</b>		<b>117</b>	<b>40</b>	<b>67</b>	<b>20</b>

*Data source: from Madrasah Aliyah Al-Ihsan Buluh Rempai*

### E. The Technique of Data Collection

The technique of data collection, the writer used test and questionnaire. The test that used simple sentence (imitative writing) was carried out twice, the first test was to find out students mistake and the second test was to find out students' error in writing indirect speech. Test analysis consisted of 20 items contained changing tenses, pronoun and expression of time from direct into indirect speech. While, questionnaire that consisted of 18 items was used to find out which factor that most influenced students' error in writing indirect speech.

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## F. The Validity and Realibility

### 1. Validity

Creswell (2012, p. 159) said that validity is development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches its proposed use. 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. This research used construct validity. According to Ary, Jacobs, Sorensen and Razavieh (2010, p. 272), construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety and personality are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

To analyze the validity of data, the researcher used Ms. excel. From the analysis on the item values was found the score and total score. The researcher compared  $r_{item}$  to  $r_t$ . The  $r_{item}$  was higher than  $r_t$  at significance level of 5%, is 0.4044, and where  $r_t$  ( $dk = N - 2 = 22$ ). If the value of  $r_{item}$  on the analysis of less than  $r_t$ , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Based on the try out result of the instrument validity to the 20 items, it showed that all of the items were valid. It means that the

instrument could be used in this research. The following table is the result of the instrument validity test and questionnaire.

**Table III.2**  
**Data of Validity Test**

Number of Item	$r_{\text{item}}$	$r_{\text{table}}$	Result
1	0.616325	0.4438	Valid
2	0.502325	0.4438	Valid
3	0.705906	0.4438	Valid
4	0.763509	0.4438	Valid
5	0.597076	0.4438	Valid
6	0.763509	0.4438	Valid
7	0.836432	0.4438	Valid
8	0.853369	0.4438	Valid
9	0.836432	0.4438	Valid
10	0.616325	0.4438	Valid
11	0.499481	0.4438	Valid
12	0.720399	0.4438	Valid
13	0.72401	0.4438	Valid
14	0.84395	0.4438	Valid
15	0.639862	0.4438	Valid
16	0.543459	0.4438	Valid
17	0.560012	0.4438	Valid
18	0.507143	0.4438	Valid
19	0.651789	0.4438	Valid
20	0.456422	0.4438	Valid

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**Table III.3**  
**Data of Validity Questionnaire**

Number of Item	$r_{item}$	$r_{table}$	Result
1	0.7997	0.4438	Valid
2	0.546898	0.4438	Valid
3	0.424162	0.4438	Valid
4	0.730874	0.4438	Valid
5	0.820497	0.4438	Valid
6	0.434915	0.4438	Valid
7	0.41455	0.4438	Valid
8	0.820497	0.4438	Valid
9	0.539642	0.4438	Valid
10	0.799481	0.4438	Valid
11	0.437293	0.4438	Valid
12	0.527519	0.4438	Valid
13	0.820497	0.4438	Valid
14	0.500622	0.4438	Valid
15	0.402372	0.4438	Valid
16	0.521504	0.4438	Valid
17	0.730874	0.4438	Valid
18	0.596065	0.4438	Valid

## 2. Reliability of the instrument

A test must be reliable as a measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004, p. 20) said that a reliable test is consistent and dependable. It means the test should have similar results when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al, (2007, p. 522), the guidelines for reliability is are follows:

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**Table III.4**  
**Category of Reliability**

No	Reliability	Category
1	>0.90	Very highly 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

In this research, the writer used software SPSS 22 version to calculate the reliability of test. There were two tests of reliability; test and questionnaire. The result of test reliability is as follows:

**Table III.5**  
**Reliability of Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	20

The reliability value of the Test was 0.784. It was categorized into high reliable level. Then, the result of questionnaire reliability is as follows:

**Table III.6**  
**Reliability of Questionnaire**

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	18

The reliability value of the Questionnaire was 0.894. It was categorized into high reliable level.

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## 5 The Technique of Data Analysis

This research was a descriptive research and this research focused on students' error in writing indirect speech. The objectives of this research was to find out the form of indirect speech that students tended to make errors and to know the factor that influences the students' error in writing indirect speech. To find out the types of indirect speech that the students tended to make error, the data was analyzed by classifying the error made by the students into each type of indirect speech. The writer referred to criteria of ELS composition profile as suggested by Jacob et al (1983, p. 185) that the criteria are excellent to very good, good to average, fair to poor and very poor. The writer interpreted the criteria of students' ability into the following categories:

76-100%	= excellent to very good
56-75%	= good to average
40-55%	= fair to poor
Less than 40%	= very poor

To calculate the data of questionnaire, writer used SPSS 22 version. Moreover, to count the percentage of error in writing indirect speech the writer used the following formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage of error

F = Frequency of error made by the students

N = Total number of error

(Sudijono, 2004, p. 43)