



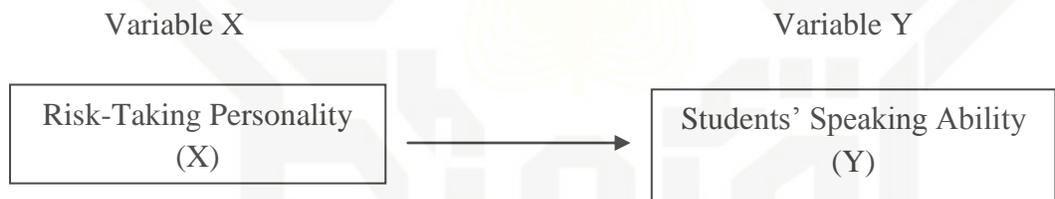
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CHAPTER III METHOD OF THE RESEARCH

A. The Research Design

The design of this research was correlational research. This research is “one way of describing in quantitative terms the degree to which the variables are related” (Anderson & Arsenault, 2005, p. 118). There were two variables used in this research. The risk-taking personality was as the independent variable symbolized by ‘x’ and the students’ speaking ability was as the dependent variable symbolized by ‘y’. The design of this research could be pictured by following diagram:



B. Time and Location of the Research

This research was conducted at Islamic Senior High School DarelHikmah Pekanbaru, located on Pekanbaru. This research was carried out on 2nd to 8th May 2017.

C. Subject and Object of the Research

The subject of this research was the tenth-grade students of Islamic Senior High School DarelHikmah Pekanbaru. The object of this research was the students’ risk-taking personality and their speaking ability of English.

D. Population and Sample of the Research

Population is the group interest to the researcher, the group which she or he would like the results of the study to be generalizable (Gay & Peter, 2000, p. 122). Generalization is a way to take a conclusion to group of individual that have amount broader based on the data that we take from some group of individual that have amount narrower. A part of individual as representative in research is called as sample. Sampling is the process of selecting a number of individuals for study that they represent the larger group from which they were selected.

It has been revealed that “the bigger the number of sample, the smaller the sampling error” (Sugiyono, 2011, p. 97). Therefore, the researcher used simple random sampling technique and according to (Arikunto, 2008, p. 116) “Determination of Sample taking as follows: If the total of population less than 100 is better taken all so that his research was a population study. If the number of subjects is large it Can be taken between 10-15% or 20-55% or more Depends a bit from the abilities of researchers viewed from the time, effort and funds, Narrow or wide area observe of each subject Because it involves a lot or a bit of funding, Big or small risk borne by the researcher for research at great risk, of course if the samples are large so the results will be better.

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Table III.1
Table of Population

NO	Classes	Students
1	XII PA A	22 students
2	XII PA B	24 students
3	XII PA C	27 students
4	XII PI D	25 students
5	XII PI E	27 students
6	XII PI F	28 students
7	XII PI G	27 students
Total		180

Therefore, researcher took fifty percent of students in each class by using lottery. The sample was supposed 90 students who were taken from the total population 180 students of seven classes, however, there were some students who were absent and did not submit the questionnaire. Therefore, the respondents of the research were 78 students.

E. Technique of Collecting Data

In this research, there are two kinds of techniques used to collect the data.

They are:

1. Questionnaire

Questionnaire is commonly used as an instrument of survey research. Wilson and Mclean propose questionnaire as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyze (as

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cited in Cohen, 2007, p. 317). The questionnaire used in this research was the standard questionnaires known as *Venturesomeness subscale of Eysenck's IVE questionnaire* which consisted of 20 items. Nevertheless, there were several items modified by researcher in order to adjust with the students culture and the context of the sample as students.

Table III.2
Blue Print of Risk-Taking Personality in Learning English

No	Indicators	Questionnaire Items
1	The students' favors on choosing linguistics elements which are more familiar over those are less familiar	16, 20
2	The students' bravery on using linguistics elements in ways that have not yet been tried by others	2, 5
3	The students' confidence on asking other to gathering detailed information	3, 17
4	The students' tendency on giving up the communication	9, 10
5	The students' tolerance of possible incorrectness in using the language	6, 14
6	The students' hesitancy in using a certain linguistic element	1, 15
7	The students' engagement in behavior which seeks for confirmation that an utterance is correct	4, 7
8	The students' expectation on daily grades	8, 13
9	The students' involvement in classroom dynamics	12, 19
10	The students' study habits in learning language	11, 18

2. Oral Test

The researcher used oral test to know students' ability in speaking English. In oral (speaking) test, the students were asked to describe a picture or theme about things, animals, people orally. Then, the students' ability and comprehension were observed and assessed when they

presented in front of the class. The aspects that were observed in speaking skills were accent, grammar, vocabulary, fluency and comprehension or how students understand what they are saying and comprehend it.

A. Proficiency Description

a. Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
3. “foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “foreign accent” and occasional mispronunciation which 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”

b. Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant 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.

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

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2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
 3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.
 4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocution.
 5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
- d. Fluency
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 groping for words.
 5. Speech is effortless and smooth, but perceptively non native in speed and evenness.
 6. Speech on all professional and general topic as effortless and smooth as a native speaker's.
- e. Comprehension
1. Understand too little for the simplest type of conversation.

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2. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but require 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. Understand everything in both formal and colloquial speech to be of an educated native speaker.

Table III.3
Weighting Table

N o	indicators	1	2	3	4	5	6	(A)
1	Accent	0	1	2	2	3	4	
2	Grammar	6	12	18	24	30	36	
3	Vocabulary	4	8	12	16	20	24	
4	Fluency	2	4	6	8	10	12	
5	comprehension	4	8	12	15	19	23	
Total								

F. The Validity and Reliability of the Instruments

1. The Validity

Validity refers to whether a measure actually measures what it is supposed to measure (Howit and Cramer,2005, p.28). It means that the validity of the test is the extent to which inference made from assessment

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results is appropriate, meaningful, and useful in terms of the purpose of the assessment. Therefore, researcher conducted a try-out in order to analyze the validity of the questionnaire and test.

Table III.4
The Validity of Risk-Taking Personality Questionnaire

No	r count	r critical	Status
1	0,580	0.468	Valid
2	0,597	0.468	Valid
3	0,528	0.468	Valid
4	0,470	0.468	Valid
5	0,671	0.468	Valid
6	0,515	0.468	Valid
7	0,511	0.468	Valid
8	0,540	0.468	Valid
9	0,589	0.468	Valid
10	0,607	0.468	Valid
11	0,514	0.468	Valid
12	0,501	0.468	Valid
13	0,492	0.468	Valid
14	0,601	0.468	Valid
15	0,512	0.468	Valid
16	0,605	0.468	Valid
17	0,527	0.468	Valid
18	0,546	0.468	Valid
19	0,633	0.468	Valid
20	0,520	0.468	Valid

Based on the table above, all of the items of the risk-taking personality questionnaire were valid. It was because the r count was higher than r table at level significance of 5% of which $df = N-2$ (20-2). Thus, the r table of $df = 18$ was 0.468, where each item of the questionnaire was higher than 0.468. Since

all items of the questionnaire were valid, the questionnaire could be used to collect the data of students' risk-taking personality for the research.

Meanwhile, to test the validity of speaking or the oral test, the researcher applied content validity. Content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured (Brown, 2003, p. 22). Therefore, the researcher determined the validity by referring to the material that was given to the students based on the students' text book and syllabus. In other words, the test was valid because it was applied to the students based on the material that they had learned.

2. The Reliability

Reliability is the measuring of test that is consistent and dependable (Brown, 2003, p.20). It means the test should consistently measure the person's ability. In testing the reliability of the questionnaire, researcher Reliability in quantitative analysis takes two main forms, both of which measures of internal consistency: the split-half technique and the alpha coefficient. Both calculate a coefficient of reliability that can lie between 0 and 1. The guidelines for the coefficient can be seen in the following table (Cohen et al., 2007, p.506):

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Table III.5
The Level of Reliability

No	Reliability	Level of Reliability
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 Reliable

Furthermore, to obtain the reliability of both questionnaires, the researcher calculated by using SPSS 22.0 program version in order to find out whether the questionnaires were reliable and could be used for this research or not.

Table III.6
The Reliability of Risk-Taking Personality Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.880	20

The table above provided information that the reliability of the risk-taking questionnaire was 0.880. Thus, based on the reliability level, the reliability was categorized as highly reliable because it was in the range of 0.80 – 0.90. It means that the questionnaire was reliable and could be used for the research.

Meanwhile, in testing the reliability of speaking test, researcher applied inter-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the test. It means that the scores of the test is

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evaluated more than one person. The students' speaking ability was evaluated by two raters.

Table III.7
The Reliability of Speaking Test

Correlations			
		Rater 1	Rater2
Rater 1	Pearson Correlation	1	,837**
	Sig. (2-tailed)		,000
	N	78	78
Rater2	Pearson Correlation	,837**	1
	Sig. (2-tailed)	,000	
	N	78	78

From the table above, it can be seen that the value of inter-rater for the speaking test was 0.837 of which belonged to the highly reliable category. It means that the speaking test was reliable and could be used to collect the data of students' speaking ability.

G. Technique of Analyzing Data

In this research, the data were analyzed by using statistical method. The researcher used the score of variable x and score of variable y. In analyzing the data, the data were collected by using questionnaire which used Likert scale as the measurement and oral test the category. The maximum score of the students for both tests was 100. The category of students' score for risk-taking personality was described in the following table:

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Table III.8
The Criteria of Students' Risk-Taking Personality

Score	Category
≤ 20	Very Low
21 – 40	Low
41 – 60	Sufficient
61 – 80	High
81 – 100	Very High

Based on the criteria table above, the students were categorized as a non-risk taker if they obtained score below or equal to 20, they were categorized as low risk taker if they obtained score between 21 to 40, they were categorized as normal risk taker if they obtained score between 41 to 60, they were categorized as high risk taker if they obtained score between 61 to 80, and they were categorized as extreme risk taker if they obtained score between 81 to 100.

Meanwhile, the criteria of the ability in speaking English can be seen in the following table:

Table III.9
The Criteria of Speaking Ability

Score	Category
≤ 50	Poor
51- 60	Average
61- 70	Good
71 – 80	Very Good
81 - 100	Excellent

Based on the criteria above, the students were regarded as poor speaker of English if they obtained score less than or equal to 50, they were regarded as average speaker if they obtained score between 51 to 60, they were regarded as good speaker if they obtained score between 61 to 70, they were regarded as very

good speaker if they obtained score between 71 to 80, and they were regarded as excellent speaker of English if they obtained score between 81 to 100.

Thus, the data were analyzed by using *Pearson Product Moment Correlation Coefficient* (r) through spss 22.0 version program of which the when the r coefficient was between 0.10 to 0.29 meant that the correlation was small, the r coefficient between 0.30 to 0.49 meant that the correlation was medium, and the r coefficient between 0.50 to 1.0 meant that the correlation between risk-taking personality and speaking ability was large.

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