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CHAPTER III

METHOD OF RESEARCH

III.1. The Research Method

This research was an explanatory correlational research design. The explanatory correlational research design was interested in two or more variables which was an independent variable influenced dependent variable. According to Gary Anderson and Arsenault (2005: 118), they stated that this research was one way of describing in quantitative terms of the degree to which the variables were related. There were three variables in this research; they were independent variable and dependent variable. The students' self-efficacy was the first independent variable and symbolized by X1, the students' self-esteem as the second independent variable and symbolized by X2, and the students' ability in writing descriptive text was the dependent variable and symbolized by Y.

III.2. Time and Location of the Research

The time of this research was carried out in June 2017. The research was conducted at the Islamic Senior High School of Islamic Boarding School Technology of Riau.

III.3. Population and Sample of The Research

According to Gay (2000: 121), he stated that population was sampled comprise the individuals, item, or events selected from a larger group. The population of this research was the tenth grade students of the Islamic Senior High School of Technology Boarding School of Riau. There were two classes. There

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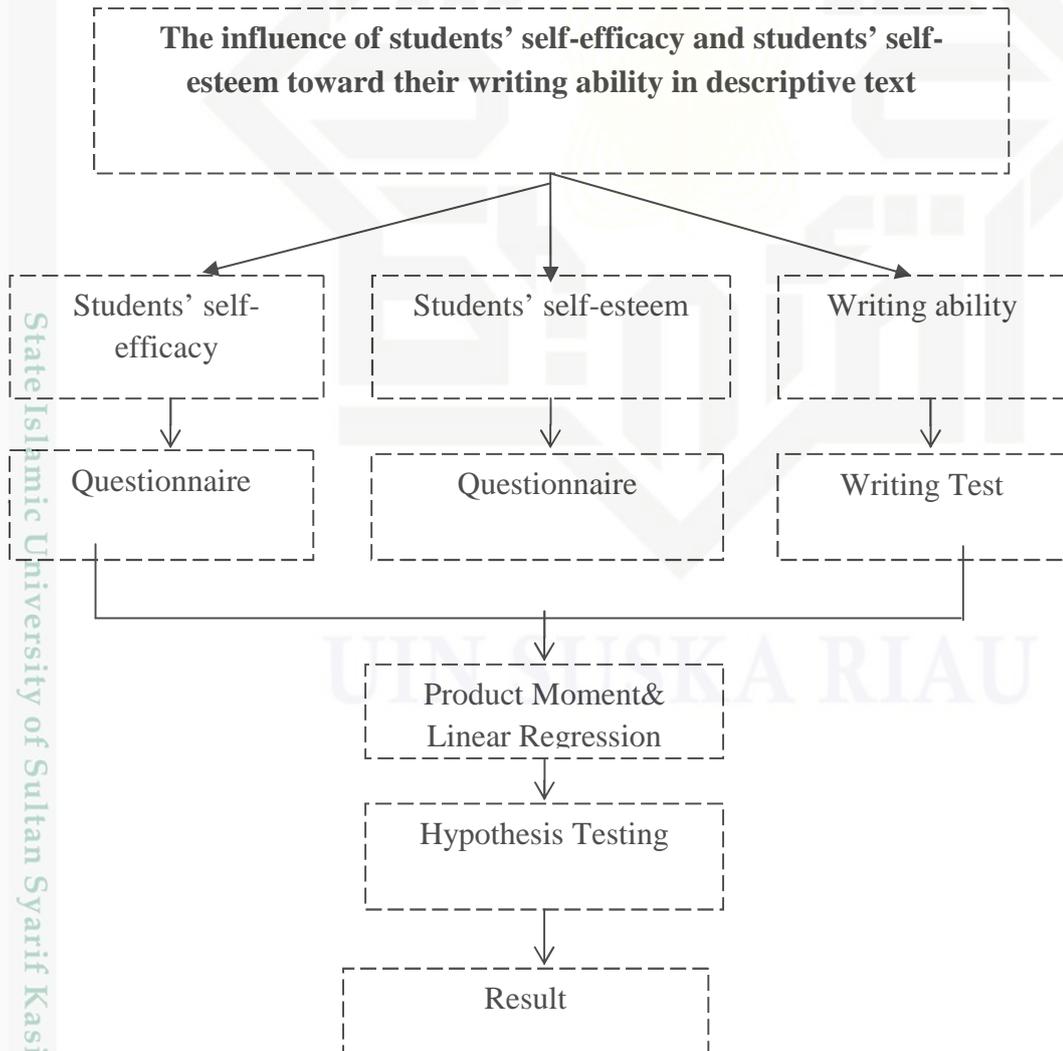
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were thirty five students. In this research, the writer took two classes (thirty five students) of the population. In this research the writer used Pearson product-moment correlation coefficient technique. Two classes would be the sample of this research, because that population less than one hundred people.

Table III.1
The total population of the tenth grade students at Islamic Senior High School of Islamic Boarding School Technology of Riau.

No	Class	Total Students
1.	X a	21 students
2.	X b	14 students
Total		35 Students

III.4. Research Procedure



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III.5. Technique of Collecting Data

In this research there were two kinds of technique used for collecting the data, they were as follows:

1. Questionnaire

In this research, there were two kinds of technique used for collecting the data, they were questionnaire and test. The test topic consisted of three that had related to their textbook. While, the questionnaire of self-efficacy consisted of sixteen questions, and questionnaire of self-esteem consisted of twenty one questions. The duration of time was 90 minutes.

The questionnaire of self-efficacy was developed from the theory of Likert scale. While, self-esteem also used questionnaires which were developed from the theory of four Likert scale also. The statement in each section was responded by putting () that suited your opinion: *strongly agree, agree, undecided, disagree and strongly disagree*.

Table III.2
Matrix of questionnaire self-efficacy

No	Indicator	Item
1	The students perform in front of the class independently	1,2
2	The students share their opinion during class bravely	3,4
3	The students regret about their performance	5,6
4	The students know what they mistake after performing	7,8
5	The students answer hard question from the teacher	9,10
6	The students become a volunteer in every task	11,12
7	The students inform the teacher to submit the task on time	13,14
8	The students enthuse for every task	15,16

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Table III.3
Matrix of questionnaire self-esteem

No	Indicator	Item
1	The students accept the criticism of their friends and teacher	1,2,3
2	The students give appreciates to others performances	4,5
3	The students commit about what they said	6,7
4	The students are relax to carried out the exam	8,9
5	The students take any challenge	10,11
6	The students keep doing many assignment	12,13
7	The students acknowledge proficiency and lack with honesty	14,15
8	The students perform confidentially	16,17
9	The students give reward to themselves	18,19
10	The students know their ability well	20,21

2. Test

Test was one of that things used for collecting data. The point can measure and evaluate the indicator of test that has been formulated in operational concept. The test was scored by ESL Composition Profile (M.Syafi'i: 2011).

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Table III.4
Assessment of Writing Descriptive Text

No	Assessment Aspect	Score			
		1	2	3	4
1.	Content				
2.	Organization: a. Identification b. Description				
3.	Vocabulary				
4.	Grammatical: a. Action verb b. Transitional word c. Present tense				
5.	Spelling and Punctuation				
	Maximum score			20	

Explanation of Score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

III.6. Technique of Analyzing Data

In order to find out whether there was a significant correlation or not between students' self-efficacy, students' self-esteem and their writing ability, the data were analyzed by using statistical formula. The writers used the score of questionnaire of variable X1,X2 and test score of variable Y. In analyzing the data, the writer used **Pearson product-moment correlation coefficient (r) technique** as follows (Hartono: 2008) :

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{\sum X^2}{n}\right)\left(\sum Y^2 - \frac{\sum Y^2}{n}\right)}}$$

Meanwhile, in order to get easy in analyzing the data, the writer used SPSS 17.0 program for Windows. The product moment correlation coefficient

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was obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable)

Statistically the hypotheses are:

$$H_a : r_o > r_{table}$$

$$H_o : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between the students' self-efficacy, students' self-esteem and their ability in writing descriptive text.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between the students' self-efficacy, students' self-esteem and their ability in writing descriptive text.

The multiple regression was also used by the researcher to know more about the relationship between several independent or predictor variables and a dependent or criterion variable. In general then, multiple regression procedures estimated a linear equation of the form:

$$Y = a + b_1 * X_1 + b_2 * X_2 + \dots + b_p * X_p.$$

III.7. Validity and Reliability Instrument

III.7.1. Validity

Creswell (2008:169) stated that validity was 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. It means that validity was the extent to which inferences made from assessment results were appropriate, meaningful, and useful in terms of the purpose of the

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assessment. An instrument was valid if it was able to measure what must be measured. Hughes (1989: 22) also stated that a test was said to be valid if it measured accurately what it was intended to measure. He also stated that validity consisted of four types; content validity, criterion-related validity, construct validity and face validity. In this research, the writer used construct validity. To analyze the validity of data, the writer used SPSS 20 program for Windows.

To analyze the validity of data, the researcher analyzed by inter item validity used SPSS 20 program. The following table was the criteria of items validity.

Table III. 5
The criteria of items validity

R	Interpretation
$0,80 < r \leq 1,00$	Very High
$0,60 < r \leq 0,79$	High
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very Low

III.7.2. Types of Validity

There are some types of validity, they are as follows:

a. Content Validity:

When we want to find out if the entire content of the behavior/construct/area was represented in the test we compare the test task with the content of the behavior. This was a logical method, not an empirical one. Example, if we want to test knowledge on American Geography it was not fair to have the most questions limited to the geography of New England.

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b. Face Validity:

Basically face validity refers to the degree to which a test appears to measure what it purports to measure.

c. Criterion-Oriented or Predictive Validity:

When you are expecting a future performance based on the scores obtained currently by the measure, correlate the scores obtained by the performance. The later performance is called the criterion and the current score is the prediction. This is an empirical check on the value of the test – a criterion-oriented or predictive validation.

d. Concurrent Validity:

Concurrent validity is the degree to which the scores on a test were related to the scores on another, already established, test administered at the same time, or to some other valid criterion available at the same time. Example, a new simple test is to be used in place of an old cumbersome one, which is considered useful, measurements are obtained on both at the same time. Logically, predictive and concurrent validation were the same, the term concurrent validation is used to indicate that no time elapsed between measures.

e. Construct Validity:

Construct validity is the degree to which a test measures an intended hypothetical construct. Many times psychologists assess/measure abstract attributes or constructs. The process of

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validating the interpretations about that construct as indicated by the test score was constructed validation. This can be done experimentally, e.g., if we want to validate a measure of anxiety. We have a hypothesis that anxiety increases when subjects are under the threat of an electric shock, then the threat of an electric shock should increase anxiety scores.

III.8. Reliability

Brown (2000: 20) states that a test is reliable if you give the same test to the same students or matched students on two different occasions, the test should yield similar result. He also said that there were four types of reliability, they are students-related reliability, rater reliability, test administration reliability and test reliability.

The nature of reliability:

1. Reliability refers to the result obtained with an instrument and not to the instrument itself.
2. An estimate of reliability always refers to a particular type of consistency (time, task, students, rater).
3. Reliability is a necessary but not sufficient condition for validity.
4. Reliability is assessed primarily with statistical indices.

The following table was the level of internal consistency of Cronbach Alpha (Cohen, 2007:506):

Table III. 6
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

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