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CHAPTER III

RESEARCH METHOD

III.1. RESEARCH DESIGN

Research design of this study was correlational study. According to Gay & Airasian (2003:321), Correlational study involved to collect data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relationship was to express as a correlation coefficient. Moreover, if a relation exists between two variables, it means that scores within a certain range one variable are associated with a score within a certain range of the other variable. Further, Gay and Airasian also added that the purpose of a correlational study was to determine relationships between variables or to use these relationships between variables or to use these relationships to make predictions. Correlational studies typically investigates a number of variables believed to be related to a major and complex variable.

The design of this research was categorized into correlational research. In this research, the researcher investigated the students' speaking motivation and speaking anxiety toward Students' speaking ability. This research consists of three variables. The first variable is students' speaking motivation in learning as an independent variable; it was obtained from a set of questionnaires of LLOS. The second variable was speaking anxiety as the second independent variable; this was obtained from a set of questionnaires of FLCAS and also as the intervening variable toward speaking skill which has a role as the dependent variable.

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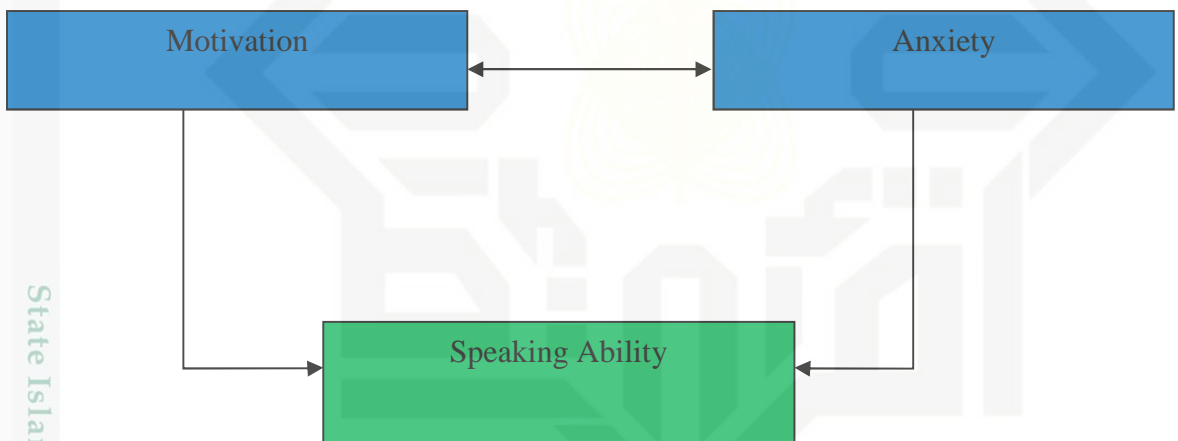
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Meanwhile, speaking skill as a variable which was influenced by those two variables measured by giving a speaking test.

The independent variable was at a variable which influenced the dependent variable, and the dependent variable was at a variable which is influenced by the independent variable. Intervening variable here was as a connector or bridge of the first independent variable toward dependent variable.

The diagram below is the design of the research:

**Table III.1
Research design diagram**



III.2. Time and Location of the Research

The research was conducted at Language Development Center of UIN SUSKA RIAU. It is located on Jl. KH. Ahmad Dahlan Sukajadi. The duration of time to conduct of this research was one month starting from May to June 2016.

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III.3 Population and Sample

According to Gay and Airasian (2000:122), the population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. They also add that two important points of the population. First, the population may be virtually any size and may cover almost any geographical area. Second, the entire group the researcher would really like to generalize to is rarely available. The populations of this study are the second semester of Law department Students, faculty of Syariah and Law of Language Development Center of UIN SUSKA Riau Pekanbaru in academic years of 2015/2016.

The reasons why the population should be chosen at this major because the problems were observed by the researcher who was also one of the lecturers that taught English at Law department. Most of the students still faced, nervous and afraid when the lecturer asked them to speak. Thus, it was interesting to choose a second semester of Law department as the population.

The total population consists of 224 and divided into seven classes. Because of the limited time and cost, simple random sampling was used in taking the sample. Simple random sampling means the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other words, every individual has the same probability being a sample (Gay and Airasian , 2000: 123). Moreover, Babbie, cited in Creswell (2009:148) also mentions selecting a random sample in

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which each individual in the population has an equal probability of being selected as a sample.

The random sampling technique was used in this study because this study conducted at Language Development Center of UIN SUSKA Riau which has a lot of non major students. Thus, to avoid large sample size in this study, this technique could also become the least representative of the large population and the tendency of individuals which had similar characteristics and the students of this study had been directly randomed by academic staff of Language Development Center of UIN SUSKA Riau Pekanbaru.

Table III.2

The Population of the Second Semester of Law Students of UIN Suska Riau

No	Class	Population		Total	Sample	
		Male	Female			
1	PB 15	3	28	33	19	130
2	PB 16	10	23	32	18	
3	PB 17	5	26	34	19	
4	PB 18	18	13	31	19	
5	PB 19	13	18	30	18	
6	PB 20	4	27	32	18	
7	PB 21	13	19	32	19	
Total				224	130	

Based on a sample of the research table III.1, the sample of this research took 18 to 19 students randomly from each class of the second level students. Therefore, the total sample of this research was 130 students.

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III.3 INSTRUMENT

In this research, there were three kinds of tests as instruments which were used as follows:

- a. Questionnaire of Language Learning Orientation Scale (LLOS) by Noels, Pelletier, Clement, and Vallerant.

Students' speaking motivation in learning was measured based on LLOS-IEA questionnaire by Kimberly A Noels from University of Saskatchewan, Luc G Pelletier from University of Ottawa, Richard Clement from university of Ottawa, and Robert J Vallerant from University of Quebec at Montreal. In this questionnaire consist of 18 questions, it consists of intrinsic, extrinsic and motivation, but the researcher just took 18 questions about intrinsic and extrinsic motivation in learning because I just investigated about students' speaking motivation.

Example LLOS items

Statement	1	2	3	4	5	6	7
I enjoy learning for the satisfied feeling I get in finding out new things. Saya merasa puas ketika mendapatkan hal yang baru dalam B.Ingggris							
For the "high" feeling that I experience while speaking in the language. Saya merasa semangat ketika saya berbicara dalam B.Ingggris.							
I learn in order to get a more prestigious job later on. Saya mempelajari bahasa inggris supaya mendapatkan pekerjaan yang bergengsi.							

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- b. Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) by K. Horwitz, Michael B. Horwitz, and Joann Cope.

This research used Foreign Language Classroom Anxiety Scale which is translated by the writer. In this research, closed-type questionnaire was used. It is a questionnaire whose answers of the questions are provided so that the respondents only have to choose the suitable one in the answer sheet. The questionnaire is in the form of Likert scale type with five degree options, strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. In determining students' scores, the item scores are used by the researcher at first. The way to score is as follows: For those who choose:

Strongly Agree : 5

Agree : 4

Neither Agree nor Disagree : 3

Disagree : 2

Strongly Disagree : 1

Example of FLCAS questions :

1. I never feel quite sure of myself when I am speaking in my foreign language class.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

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2. I don't worry about making mistakes in language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree Strongly
- disagree

a. Validity and reliability of questionnaire

1. LLOS questionnaires

Kimberly A Noels from University of Saskatchewan, Luc G Pelletier from University of Ottawa, Richard Clement from university of Ottawa, and Robert J Vallerant from University of Quebec in Montreal. This questionnaire consists of 21 questions, it consists of intrinsic, extrinsic and motivation, but the researcher just take 18 questions about intrinsic and extrinsic motivation in learning. About validity and reliability of this questionnaire was identified. As shown in Table 2, the Cronbach alpha index of internal consistency was acceptable for all subscales, varying between .67 and .88. A score was

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calculated for each subject as the mean of the responses to the items composing each subscale after operating for unanswered items (Tabachnick & Fidell, 1989). An examination of the means, standard deviations, skewness, and kurtosis values for the final subclass suggested that a normal distribution was underlying the responses. Only the motivation scale was significantly skewed. This is the concept of motivation:

TABLE III.3
Blue Print of Students' speaking motivation

No	Types of Motivation	Indicators	Items
1.	Intrinsic	a. The students do an activity for the feelings associated with exploring new ideas and developing knowledge (knowledge).	1, 4, 6
		b. Students do something related to attempting to master a task or achieve a goal (accomplishment).	2,3,5
		c. Students do something based simply on the sensations stimulated by performing the task (Stimulation).	7,8,9
2.	Extrinsic	a. Students do activities determined by sources external to the person (External regulation)	10,11,12
		b. Students do activities because some type of pressure that individual has incorporated into the self (Introjected regulation).	13,14,15
		c. Students invest energy in an activity because they have chosen to do so for	16,17,18

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	personally relevant reasons (Identified regulation).	
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b. Hortwitz et al.'s Foreign Language Classroom Anxiety Scale (FLCAS).

The instrument that was used in assessing students' speaking anxiety was adopted from Horwitz et.al (1986) but it was modified by the researcher. Moreover, there are five scales that used, starting from strongly agree to strongly disagree. While answering the statements in the questionnaire the students asked to decide whether they *strongly agree (1)*, *agree(2)*, *neutral(3)*, *disagree(4)*, and *strongly disagree(5)*.

TABLE III.4
Blue Print of Speaking Anxiety

No	Types on anxiety	Indicators	Items
1	Communication apprehension	a. Students are afraid and scared when they speak or talk in front of their teacher, students b. Students are afraid if they cannot speak English well	1,4,9,14,15,18,24, 27,29,30,32
2	Test anxiety	a. Students feel anxious during examination. b. Students usually face stressful situation if their teacher ask them.	3,5,6,8,10,11,12, 16,17,20,21,22,25, 26,28
3	Fear of negative evaluation	a. Students fear that the other students and teacher will	27,13,19,23,31,33

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	<p>evaluate them negatively</p> <p>b. Students feel afraid that they will fail in foreign language classes.</p>	
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c. Interview

In this research obtaining speaking ability data will be used interview. It is one of powerful strategy to measure students ability level. As stated by McNamara (1999) Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

Furthermore, in assessing students' speaking ability, it used the assessment from Hughes (1989:114), there were pronunciation, grammar, vocabulary, fluency and comprehension. To make it clear, there is the score and the aspect that used in speaking.

TABLE III.5
Criteria in Assessing Students' Speaking Ability

No	Aspect	Indicators	Score
1	Pronunciation	a. Pronunciation frequently unintelligible	1
		b. Frequent gross error and very difficult to answer, require frequent repetition.	2

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		<p>c. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent in grammar or vocabulary</p> <p>d. Marked foreign accent and sometimes mispronunciation but do not interfere with understanding.</p> <p>e. No conspicuous mispronunciation, but would not be taken by native speaker</p> <p>f. Native speaker with no trace of foreign accent.</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
2	Grammar	<p>a. Grammar mostly inaccurate phrases</p> <p>b. Constant error almost of pattern and frequently preventing communication</p> <p>c. Frequent error in some pattern and usually happens misunderstanding</p> <p>d. Occasional error but no weakness that causes misunderstanding</p> <p>e. Few errors with no pattern of failure.</p> <p>f. No more than two errors in interview.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
3		<p>a. The vocabulary use is too low quality even for simplest situation</p> <p>b. The limitation of vocabulary mastery even for basic or survival areas</p> <p>c. The inaccurate in choice of word, the limited of vocabulary related to social life</p> <p>d. Professional vocabulary adequate to discuss special interest: general vocabulary permit to use</p> <p>e. General vocabulary adequate to cope with</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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		<p>complex practical problem and varied in social situation.</p> <p>f. Vocabulary apparently accurate and extensive as native speaker said.</p>	6
4	Fluency	<p>a. Speech is so halting and fragmentary that conversation or speech virtually impossible</p> <p>b. Speech is very slow and uneven except for short or routine sentence</p> <p>c. Students do not speak quickly, sentence may be left uncompleted</p> <p>d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words.</p> <p>e. Speech is effortless and smooth, but perceptibly non-native in speech</p> <p>f. Speech is effortless and smooth as a native speaker</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
5	Comprehension	<p>a. Understand too little about the topic given</p> <p>b. Understand only for simple speech and common topic</p> <p>c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p> <p>d. Understand quite well normal educated speech when engaged in a dialogue.</p> <p>e. Understand in normal educated topic except for low frequency topic.</p> <p>f. Understand everything in both formal and informal speech.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>

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Furthermore, in conducting this study, test validity and reliability conducted in order to measure the instrument that was given to students. The result indicates:

a. Validity

According to Creswell, there are three kinds of validity; content validity (do the items measure the content they were intended to measure), predictive and concurrent validity (do scores predict criterion measure, do result correlate with other results) and construct validity (do items measure hypothetical constructs or concepts). Concerning in this study, construct validity used in order to measure each item of constructs. Moreover, in order to measure speaking test, content validity used in order to measure whether the question asked to students valid or not. Here, the researcher used two raters to measure the content of speaking test and assess the students' speaking ability.

After analyzing by using SPSS 21 version, the content validity of intrinsic and extrinsic motivation and communication apprehension, test anxiety and fear of negative evaluation showed $P < 0.05$. It means the instrument both motivation and speaking anxiety were valid. The result can be seen as the following table:

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TABLE III.6
Validity of the Instruments

Variable	Sig. Level	No of Items
Motivation	Sig at 0.000	18
1. Intrinsic	Sig at 0.000	
2. Extrinsic	Sig at 0.000	
Speaking Anxiety	Sig at 0.000	32
1. Communication Apprehension	Sig at 0.000	
2. Test Anxiety	Sig at 0.000	
3. Fear of Negative Evaluation	Sig at 0.000	

Based on Table III.6, it can be seen that $p=0.000$, and $p<0.05$ it means that both questionnaires motivation and speaking anxiety is valid.

b. Reliability

Different from validity, reliability refers to the degree of precision or accuracy of scores on an instrument. In speaking test, reliability measured the consistency of score from two raters in assessing students' speaking test, while in assessing students' speaking motivation and speaking anxiety, used SPSS version 21 and look at from Cronbach alpha reliability coefficient. Julie Pallant (2010:97) states that the ideally cronbach alpha coefficient of a scale should be above 0.7. If Cronbach alpha >0.8 it is preferable and if below to 0.7 (less than 0.7) it means reliability is low.

After analyzing by using SPSS 20 version, the reliability of both instruments can be seen from table III.7.

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TABLE III.7
Reliability of Instruments

Variable	Cronbach's Alpha	No of Items
Motivation	.899	18
1. Intrinsic	.826	
2. Extrinsic	.816	
Speaking Anxiety	.970	33
1. Communication Apprehension	.946	
2. Test Anxiety	.906	
3. Fear of Negative Evaluation	.951	

Based on Table III.7, Reliability of constructing intrinsic motivation showed 0.826 while extrinsic motivation showed 0.816. Furthermore, the reliability of variable motivation showed 0.899. The instrument is reliable if Cronbach's Alpha >0.6 and reliability is high if Cronbach's Alpha >0.7 . It means the reliability of motivation was high.

Moreover, before doing research at Language Development Center, the pilot study for knowing the reliability of questionnaires for assessing students' speaking anxiety also done already. Variable speaking anxiety consists of three constructs; communication apprehension, test anxiety and fear of negative evaluation. The reliability of constructing communication apprehension, the Cronbach's Alpha showed 0.946. It means the reliability of communication was also high. Moreover, the reliability of constructing test anxiety was 0.906. The reliability was high. The last construct was fear of negative evaluation. The Cronbach's Alpha showed 0.949. Thus, after analyzing all of three constructs by

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using SPSS 21, the Cronbach's Alpha showed 0.970. It means that the reliability of variable speaking anxiety was high.

Moreover, in speaking ability, in order to know the reliability of speaking ability, it was measured from the score that obtained from two raters who are also English lecturers in the English Department of UIN Suska Riau. The following table shows the Reliability from two raters.

TABLE III.8
Reliability from two raters

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.923	2

From Table III.8, it can be seen that Cronbach's Alpha shows .922, it means that the reliability score that was obtained from two raters was high, because it was higher than 0.6.

III.4. DATA COLLECTION TECHNIQUE

There were two kinds of data collection techniques to get the data in this research. The first was a questionnaire, the second was interview data taken from the students' score in their score paper. Questionnaires were used to determine students' language learning strategies and students' speaking motivation in learning.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Chamot, the most frequent and efficient method for identifying students' learning strategies is through questionnaires. And then, According to Tuckman (1978) questionnaire is used by researchers to convert into data the information directly given by a person (subject). By providing access to what is inside a person's head, this approach makes it possible to measure what person knows (knowledge or information). Questionnaire can also be used to discover what experiences have taken place (biography) and what is occurring at the present. The data from questionnaires can be transformed into numbers or quantitative data by using the attitude scaling or rating scale.

III.5. DATA ANALYSIS TECHNIQUE

To find out the mean, standard deviation, frequency of percentages and significant influence of motivation and anxiety toward students' speaking ability, Pearson product moment was use and multiple regression analysis calculated by SPSS 20.