

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

This research was conducted using a survey methodology with correlational analysis. Correlation analysis is an analysis to find the level of relationship or association between the independent variable and the dependent variable. Reading habits (X) are independent variables and speaking skill (Y) are dependent variables.



Where:

X: Variable Independent (Reading habits)

Y: Variable Dependent (Speaking skill)

B. Location and Duration of the Research

The location of this research was SMAN 8 Pinrang by focusing at the tenth grade of IIS students on academic year 2020/2021, and research conducted for approximately a month, because this research is the quantitative and have a several time to collect and analyze the data.

C. Population and Sample

1. Population

The population of this research was the tenth grade of IIS students at SMAN 8 Pinrang in academic year 2020/2021. The tenth grade of IIS students at SMAN 8 Pinrang consist of four classes. The total of IIS students at SMAN 8 Pinrang are 138 students. For short, let's take a look at the table below:

Table 3.1: Students' of SMAN 8 Pinrang

No	Class	Total
1	X IIS 1	30
2	X IIS 2	35
3	X IIS 3	35
4	X IIS 4	33
Total		133

Sumber data: SMAN 8 Pinrang¹

2. Sample

There are four classes of tenth grade IIS students at SMAN 8 Pinrang. The researcher used cluster random sampling technique to choose the class to be taken as a research sample. The researcher took one class of them randomly without paying attention on their skill. There is no special class and one class of them could represent the other classes. So, the sample is X IIS 1 consists of 30 students.

D. Instrument of the Research

There are some procedural in this research such as follow:

1. Questionnaire

In this research, the researcher distributed the questionnaire about students aimed to know their reading habit score. In determining students score the researcher used closed questionnaire in which the respondents ticked the available responses given by the researcher. The questionnaires used five alternatives based on the Likert's Scale Types, which consists of positive and negative statement items. Likert's scale is used

¹ Tata Usaha, SMA Negeri 8 Pinrang (28 November 2019)

to measure attitude, opinion, perception based on the certain object or phenomena.² The indicators of the questionnaire were explained as follows: Strongly Agree (Sangat Setuju), Agree (Setuju), Hesitant (Ragu-ragu), Disagree (Tidak Setuju) and Strongly Disagree (Sangat Tidak Setuju).

Table 3.2: Criteria questionnaire score:

Positive statement		Negative statement	
Criteria	Score	Criteria	Score
Strongly agree (SA)	5	Strongly agree (SA)	1
Agree (A)	4	Agree (A)	2
Hesitant (H)	3	Hesitant (H)	3
Disagree (D)	2	Disagree (D)	4
Strongly disagree (SD)	1	Strongly disagree (SD)	5

Source: rating scale, Sugiyono³

Table 3.3: Classifying the student's score in to the following criteria:

INTERVAL	CLASSIFICATION
28-49	Very poor
50-71	Poor
72-93	Fair
94-115	Good
116-140	Very good

² Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2015).

³ Sugiyono, *Metode Penelitian Statistika* (Bandung: Alfabeta, 2011).

2. Test

Test is a number of questions that have been given to students to be given a response or answered to measure that level of students' speaking skill.

To measure students' speaking skill, the researcher gave some questions to students in order to measure the level of their speaking skill. In the process of measuring their speaking skill, the researcher shared recording via whatsapp and then scores them by using table classification score.

Table 3.4: Criteria of Students' Speaking skill score

No	Competence	Criteria	Point
1.	Accuracy	1. Pronunciation is only very slightly influenced by mother tongue. Two or three minor grammatical and lexical errors.	6
		2. Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical error but most utterances are correct.	5
		3. Pronunciation is still moderately influenced by the mother tongue but no serious phonological and lexical errors but only one or two major errors casing confusing.	4
		4. Pronunciation is influenced by the mother tongue but only a few serious	3

		<p>phonological errors. Several grammatical and lexical errors some of which cause confusing.</p> <p>5. Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication many “basic” grammatical and lexical errors.</p> <p>6. Serious pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language ability and areas practiced in the course.</p>	<p>2</p> <p>1</p>
2.	Fluency	<p>1. Speak without too great an effort with a fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses.</p> <p>2. Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.</p> <p>3. Although she has to make an effort and search for words, there are not to</p>	<p>6</p> <p>5</p> <p>4</p>

		<p>many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p> <p>4. Has to make an effort for much time. Often has search for the desired meaning. Rather halting delivery and fragmentary.</p> <p>5. Long pause while she searches for the desired meaning frequently fragmentary and halting. Delivery, almost gives up making the effort at times. Limited range of expression.</p> <p>6. Full of long and unnatural pauses. Very halting and fragmentary delivery. At the times gives up making the effort. Very limited range of expression.</p>	<p>3</p> <p>2</p> <p>1</p>
3.	Comprehensibility	<p>1. Easy for listener to understand the speaker's intonation in general meaning. Few interruptions or clarification required.</p> <p>2. The speaker's intonation and general</p>	<p>6</p> <p>5</p>

	are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.	
	3. Most of what a speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek the clarification.	4
	4. The listener can understand a lot of what said but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.	3
	5. Only small bits (usually short sentences and phrase) can be understood and then with is used to listening to speaker.	2
	6. Hardly anything of what is said can be understood, even when the listener makes a great effort or interrupts the speaker is unable to clarify anything she seems to have said. ⁴	1

⁴ J. B. Heaton, *Writing English Language Test: Longman Handbooks for Language Teachers*.

Classifying students' speaking skill into six levels as the following table:

Table 3.5: Classification of Students' Speaking Skill⁵

No	Classification	Score interval	Score
1	Excellent	18 – 20	91 – 100
2	Very good	15 – 17	81 – 90
3	Good	12 – 14	71 – 80
4	Fair	9 – 11	61 – 70
5	Poor	6 – 8	51 – 60
6	Very poor	3 – 5	< 50

E. Technique of Collecting Data

In the process of collecting data, researcher distributed questionnaire and gave speaking test to students. Researcher distributed questionnaire to students using google form to find out students' reading habits shared by researcher via whatsapp. Then the researcher gave some questions to students by sending voice messages via whatsapp also, then the researcher collected the data and the researcher analyzed the data by using product moment correlation to answer the problem about the influence of reading habits on students' speaking skill.

F. Technique of Data Analysis

1. Descriptive Statistic

Data analysis using descriptive statistics, which described the existing data to obtain facts from respondents, hence more easily to understand. The analysis used

⁵ Dahlia, *The Influence of Students Self-Confidence Toward the Speaking Ability at the eighth grade of SMP Negeri 2 Lembang Kabupaten Pinrang*, (unpublish Skripsi: STAIN Parepare, 2016).

with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

2. Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the influence of reading habits on students' speaking skill class X IIS 1 of SMAN 8 Pinrang, using Pearson's product moment correlation analysis technique with the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N(\sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = The correlation coefficient of variables X and Y

N = The sum of the object total

$\sum xy$ = Total multiplication score X and Y

$\sum x^2$ = The sum of squares distribution scores X

$\sum y^2$ = The sum of squares distribution scores Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_o is accepted and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_o is rejected.⁶

3. Speaking Skill in Speaking English Test

The result of the test was tabulated to find out the score by applying the formula as follows:

⁶ Burhan Bungin, S. Sos., M. Si. *Metode Penelitian Kuantitatif*. (cetakan 3. Jakarta: Fajar Interpratama Offset. 2005).

Rate percentage of the students score

$$P = \frac{A}{B} \times 100$$

Where:

P = percentage.

A = students' proportion choosing.

B = the total number of students.⁷

The result of the test was tabulated to find out about the influence of students' reading habits on students' speaking skill, the researcher used a simple linear Regression formula.

$$Y = a + bX$$

Y : The dependent variable (the predicted value).

X : The independent variable.

a : Constant (the value of Y when X = 0)

b : Koefisien regression (values increase or decrease if it is positive if it worth negative).⁸

The price of a and b can be determined by formula.⁹

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

⁷ Trianto, M. Pd. *Mendesain Model-Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana Prenada Media Group, 2009).

⁸ Drs. Andi Supangat. *Statistika dalam Kajian Deskriptif, Inferensi, dan Nonparametrik*, (Jakarta: Prenada Media Group, 2007).

⁹ Prof. Dr. H. Agus Irianto. *Statistik Konsep Dasar, Aplikasi dan Pengembangan*, (Edisi Pertama), (Jakarta: Prenada Media, 2004).