

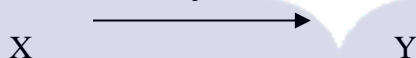
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The design of this research is associative quantitative. The influence of teachers' performance on students' speaking English skills, by first author defines the variables.

The variable is an important indicator that determines the success of the study. Because the variables are subjects of research or focus of attention in a study.



Where:

X : Teachers' Performance

Y : Speaking English Skills

Independent variables of this research is teachers' performance and symbolized as X and dependent variable of this research is students' speaking English skills and symbolized as Y.

B. Location and Time

This research was conducted at MAN 1 Parepare, by taking data from schools. The location was determined by considering that the location of a place is the researcher's domicile empirically making it easier to obtain the data required in this study. This research was conducted for approximately 1 month.

C. Population and Sample

1. Population

Population is the totality of objects or individuals that are studied clearly and completely with certain characteristics.¹ Population is all good estimation of quality and effects of measurement, both quantitative and qualitative, of the basic characteristics of the full and simple category of objects. The population should be explicitly mentioned in each study, namely with regard to the quantity of population members as well as the research area explicitly mentioned, namely with regard to the quantity of population members and research area being studied. The population's objective is to determine the magnitude of the sample participants drawn from members of the population and to limit the generalization region's entry into force.

The population this research was the whole students of second grade students of MAN 1 Parepare and considered of several classes, as follow:

Tabel 3.1 Students' of Madrasah Aliyah Negeri 1 Parepare

No	Class	Total
1	XI IPA 1	24
2	XI IPA 2	20
3	XI IPS 1	22
4	XI IPS 2	15
	Total Number	81

Source: Madrasah Aliyah Negeri 1 Parepare

¹ M. Iqbal Hasan, *Pokok-Pokok Materi Statistik 2 (Statistik Inferensif)* (Cet; 1. Jakarta: Bumi Aksara. 1999), p.83.

2. Sample

The sample is part of the population's number and characteristics. Because of several reasons, for large populations and researchers may not know all that these are in the population, the researchers may use the population sample, and the samples taken must be representative.² Sample is either a representative part of the sampled population.³

There are two forms of the most important criterion to be considered when taking a samples, namely the inadequate number of samples and profiles should be representative. To do so, it is important to choose how to represent the entire existing population.

After inisial research survey at the study site, the researchers obtain and decided that sampled in this study will be students of class XI by reason of the criteria of the most good for the research sample.

Total of sample in this research can be seen on the following table:

Table: 3.2 sample of class XI IPA 1 and XI IPS 2 Madrasah Aliyah Negeri 1 Parepare.

No	Class	Total
1	XI IPA 1	23
2	XI IPS 2	15
	Total number	38

² Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta.2012), p.62.

³ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta. 2012), p. 109.

In this fase the researcher tool the class XI IPA 1 and XI IPS 2, and the total sampled where 38 students. The writer used purposive sampling in determining the samples because the writer concidered that those classes and represent the population.

D. Techniques and Instrument of Collecting Data

1. Techniques of collecting data

Every study done certainly use some of the techniques and instruments of research in which the techniques and instruments with each other mutually reinforcing so that the data obtained from the field completely valid and authentic. To obtain exact data, using some of the techniques and methods that are likely accordance with the issues to be examined, in this case the receipts:

The researchers have used questionnaires in collecting data. The purpose of giving a questionnaire was to determine the effect of teacher performance on the English speaking skills of the second grade of Madrasah Aliyah Negeri 1 Parepare. The researchers have also taken some documentation as supporting data for this research.

2. Technique of Data Analysis

Technique of data analysis is the process of organizing and wrinkled data into patterns, categories, and the basic outline of the unit so that it can be found a theme and working hypothesis can be formulated as suggested by the data.

a. Questionnaire

In this research, the writer gave questionnaire to the students which contained some statements. Each statement of the test consists of five-option answers that have different scales. The questionnaire of this research will consist of 24 statements (12 positive statements and 12 negative statements).

In order to make easier in calculating the score, below are presented the table to measure them as adopted by *Statistical Research Method*.

Table 3.3: Criteria of teachers' professionalism questioner score

Positive statement		Negative statement	
Criteria	Score	Criteria	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Source: Rating Scale, Sugiyono⁴

To calculate percentage of the students' perception from questionnaire. The researcher will use the formulas as follows:⁵

b.
$$P = \frac{F}{N} \times 100\%$$

c. Where:

d. P : Percentage

e. F : Frequency

f. N : total Number of sample

b. Speaking English Test

In this research the researcher gave questionnaire as the second instrument that is speaking English test. The research gave some questions to the students in order to

⁴ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta. 2012), p. 109.

⁵ Gay, *Educational Research*, (New York: Charles Merrill Publishing. Co. A. Bell and Howel Company, 1987), p.298.

measure the level of their speaking skill. The main topic of the questions was about predilection or the things they like. The researcher considered that students will answer the question easily. The total questions of this research were five questions.

In measuring students' speaking English ability, the researcher used table as a primary measurement to describe their score based on the criteria, as follows:

Table 3.4: Criteria of speaking ability score

	Competence	Criteria	Poin
1	Accuracy	<ul style="list-style-type: none"> Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors 	6
		<ul style="list-style-type: none"> Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct. 	5
		<ul style="list-style-type: none"> Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors 	4
		<ul style="list-style-type: none"> Pronunciation is flounced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some 	3

The continuation of table 3.4

No	Competence	Criteria	Poin
2	Fluency	expression.	
		<ul style="list-style-type: none"> Has to make an effort for much of the time. Often has to search for the desired meaning rather than halting delivery and fragmentary. Range of expression is often limited. 	3
		<ul style="list-style-type: none"> Long pauses while he searches for desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the efforts at times limited range of expression 	2
		<ul style="list-style-type: none"> Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives making the effort very limited range of expression 	1
3	Comprehensibility	<ul style="list-style-type: none"> Easy for the listener to understand the speaker's intonation and general meaning. Frey few interruptions or clarification required. 	6
		<ul style="list-style-type: none"> The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake 	5

The continuation of table 3.4

No	Competence	Criteria	Poin
3	Comprehensibility	<ul style="list-style-type: none"> Most of what 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
		<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> Only small bits (usually short sentences and phrase) can be understood and then with considerable effort by someone with is used to listening to the speaker. 	2
		<ul style="list-style-type: none"> 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 he seems to have said. 	1

Classifying students' speaking ability into five levels as the following table:

Table 3.5 Classification of students' score

Number	Classification	Score
1	Excellent	91-100
2	Very Good	81-90
3	Good	71-80
4	Fair	61-70
5	Poor	51-60
6	Very Poor	41-50
7	Failed	0-40

Source: Scientific Journal: kementrian pendidikan dan kebudayaan⁶

Data obtained through data collection tools, processed by inferential statistics. Because it is used to analyze the data sample and the results (conclusion) applied to the population. In this inferential statistics, data that has been given a score through the questionnaire technique and then processed using parametric statistics. Because the parametric statistics are used to test the size of the population through the sample data. And also because the proposed hypothesis is descriptive hypotheses. Thus the statistical tests in this study using the regression:

The direction of the relationship between the variables X (The influence of teachers' performance) and Y (speaking English skills).



Then to find out the strength of weakness of the relationship between the independent variable calculated the correlation coefficient. Type correlation can only

⁶ Kementrian Pendidikan dan Kebudayaan.

be used on linear variable realtionships pearson product moment (r) correlation is as follow :

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

Specification:

r_{xy} = Koefisien korelasi variable X with Y

$\sum x$ = Total score Distribution X

$\sum y$ = Total score distrbtuion Y

$\sum x^2$ = Total quadrate score distribution X

$\sum y^2$ = Total product score X and Y

After obtaining the percentage results and questionnaire distributed to students, then to determine the category of assessment and the results of the research, the authors formulate as follows:

Table 3.6 Index Product Moment Correlation

Large “r” Product Moment (r_{xy})	Interpretation
0,00-0,20	There is indeed a correlation between the X variable and the Y variable, but it is very weak or very low so that the correlation is ignored (it is assumed that there is no correlation between the X variable and the Y variable).
0,30-0,40	Between variable X and variable Y there is a weak correlation.
0,40-0,70	Between variable X and variable Y there is a moderate or sufficient

	correlation.
0,70-0,90	Between variable X and variable Y there is a strong or high correlation
0,90-1,00	Between variable X and variable Y there is a very high correlation

To find out whether there is an effect of teacher performance on students' English speaking skills, the researcher uses a simple linear regression analysis which can be formulated as follows:

$$Y' = a + Bx$$

Information:

Y' = Dependent variable (predicted value)

X = Independent variable

a = Constant (Y value if $X = 0$)

b = regression coefficient (value of increase or decrease)

The a value and the b value are calculated using a simple formula, to get the a value calculated by the formula:

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

While the value of b is calculated by the formula:

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

Information:

Y = Dependent variable (students' speaking English skill)

a = Y price when $X = 0$ (constant price)

b = regression coefficient

X = Independent variable (teacher performance)

