CHAPTER III

RESEARCH METHOD

3.1. Research Design

As the previous explanation, there are three variables in this study, they are teacher's pronunciation, students' pronunciation accuracy, and students' interest of pronunciation. Based on the main purpose of this study, which wants to ensure the correlation between the three variables in this study, the writer used correlational procedure to examine the level of correlation between these three variables. According to Best (1981), correlation study is the study, which examines the relationship between two or more variables, between two or more sets of data.

The first correlation of this study is the correlation between teachers' pronunciation accuracy and the students' pronunciation accuracy. Whether or not if the teacher has good pronunciation accuracy, so the students will have good pronunciation accuracy also. The second correlation is the correlation level between the pronunciation accuracy of the teachers with the pronunciation interest of the students. Whether or not when the teachers have good pronunciation accuracy then the students have good pronunciation interest also.

3.2. Population and Sample

Based on Ary (1990), population is the larger group about which generalization is made. Moreover, the small group that is observed is called as

sample. Population is defined as all members of any well-defined class of people, events, or object (Ary,1990). There are two main elements of population and sample. They are English teachers of Junior High school who teach the second grade students and students of second grade. Therefore, there are two independent sample groups in this research, teacher and students.

3.2.1 Population

Based on the variables in this study, there are two main groups of population. They are teacher and students. In term of the teacher, the population is all teachers who teach in second grade of SMK NU Gresik. There are two teacher teach in the second grade. While, in term of the students, the population is all students in second grade. They are consisting of five classes in this grade.

3.2.2 Sample

In this study, it is difficult to list of the member of target population and select the sample among this population because the total participant is in large amount. In this case, it would be more convenient to study subject in naturally occurring groups or cluster (Ary, 1990). Therefore, the writer chooses a class randomly from a list of classes and then included all students in this class and the teacher who teach in this class as the sample of this study. The class is XI AK-2 class of SMK NU Gresik. By this kind of technique, Ary (1990) classified this probability sampling technique as cluster sampling. It was called as cluster sampling because the unit (XI AK-2 class) choosen is not an individual but a group of individuals who are naturally together by the condition.

3.3. Data Collection

In this study, the data collected by using the instrument designed to get the data so that it can support the result of this study.

3.3.1 Instrument

Based on the objective of this study, there are two main purposes of the writer. They are looking for the correlation between teacher's pronunciation and students' pronunciation and the correlation between teacher's pronunciation and students' interest in pronunciation. Therefore, the writer designs two kinds of instruments to collect the data of this study.

The first instrument, which is used to fulfill the need of first objective in this study is a pronunciation test. The pronunciation test is a test to examine the pronunciation accuracy of both teacher and students (See Appendix 1). It is a form of twenty words that is compiled based on the vocabulary list exists in the students' textbook in the even and odd semester. The writer adapted some vocabularies from students' textbook because the writer assumes that there is a probability for teacher to pronounce these vocabularies to the students in front of the class. Therefore, the students can use it as a model of their pronunciation model. To collect the data from this instrument, the writer recorded the sound of the subjects while they pronouncing the words.

To evaluate this instrument, the writer gave scoring for the result of this recording by analyzing the transcription of this pronunciation test between teacher and students. The writer gave 5 (five) for each correct word of twenty words in

the pronunciation test. Therefore, the total score of the pronunciation test is 100 (a hundred).

While, to answer the question of second objective of this study, the writer used a kind of questionnaire that can measure the level of students' interest toward their pronunciation. The writer called it as "Pronunciation Interest Questionnaire" (See Appendix 2). The form of this questionnaire is a scale questionnaire that consists of ten questions. In each question, the scale is from one to four. Then, the total score of the questionnaire is one hundred.

3.3.2 Procedures

The first step conducted by the writer is literature study. In this step, the writer reviewed some literatures related with the pronunciation teaching in EFL context. This step helped the writer to compile the supporting data as the literature resources.

After doing literature study, the writer compiled the instrument of the study. After compiling the pronunciation test and pronunciation interest questionnaire as the instruments of this study, the writer collected the data by testing the instrument to the sample of this study. The pronunciation test was conducted by recording the pronunciation of both teacher and students, when they are reading the twenty words. The result of the test was used to collect the data in order to answer the research question number one. When the data had collected, then the writer analyzed the data by correcting the test result then giving the score of the sample's result test. The writer used the score of pronunciation test of

teachers and students to examine the correlation between teacher's pronunciation and students' pronunciation.

While, to answer the research question number two, the writer used the result score of students' pronunciation interest questionnaire and the result score of teacher pronunciation test to examine the correlation between teachers' pronunciation accuracy with students' interest in pronunciation.

The writer threaded the data statistically by using SPSS software, version 16. By this process, the writer got the data needed for this study in term of the normality of the data, coefficient correlation between variables, and the significance value. After conducting this step, the writer interpreted the finding of this study then introduced the conclusion and suggestion of this study.

3.4. Data Analysis

After getting the all data required, the writer analyzed the data. The first step to analyze the data is determining the score of pronunciation test and students' pronunciation interest questionnaire. These scores are needed to measure the correlation between these three variables.

3.4.1 Normality Test

When all the data needed was completed, the first step conducted by the writer is testing the normality of the data of each variable. The normality test is one of the requirements as the procedure of this study. in this study, the test of normality can be explored by using Shapiro-Wilk and Lilliefors (Kolmogorov-Smirnov) test, which obtained in the SPSS 16 procedure.

The result of the normality test can be used to determine the next step of this study on how the writer can use parametric or non-parametric test to find the correlation coefficient of this study. When the result shows that the data comes from normal distribution of variable, it means that the writer can use parametric test to determine the coefficient of correlation, in this term is Pearson Product Moment test. However, if the data distribution of the variable is not normal, the writer should use the non-parametric test of SPSS program. In this term is Spearman Rank.

3.4.2 Coefficients of Correlation

According to Best (1981), the degree of relationship between two or more variables can be represented quantitatively by the coefficients of the correlation. If the correlation coefficients between two or more variable is +1, 00, it shows that those two variables have perfect positive correlation. Perfect positive correlation means that for every unit increase in one variable there is a proportional unit increase in the other (Best, 1981). Then, -1, 00 of correlation coefficients indicates that there is perfect negative correlation between two or more variables. the midpoint of this range, 0, indicates no relationship at all (Ary, 1990).

Based on Ary (1990), a perfect positive correlation results when each individual z- score on one variable is identical in size and sign to the z - score in the other variable. A perfect negative correlation results when each individual z-score is same in size but opposite in sign.

According to Best (1981), the Spearman rank order coefficient of correlation is an acceptable method if the number of paired variables is more than

9 of fewer than 30. As the sample of this study, the sample in term of the teacher were three teachers and the students will be fifteen students. Therefore, considering this condition the writer used the Spearman rank order correlation coefficient because of the number of the subject is fewer than 30 even the data were in the form of ratio data. However, the writer still conducted the normality test to check whether the writer should use parametric or non-parametric test to get the correlation coefficient of this study.

According to Best (1981), the formula to determine the Spearman rank order coefficient of correlation computation is:

$$r = 1 - \frac{6 \sum D^2}{N\ (N^2 - 1)}$$

where D= the difference between paired ranks

$\sum D^2$= the sum of the squared differences between ranks

N= number of paired ranks

3.4.3 Hypothesis Testing

After getting the correlation coefficient between teacher's pronunciation and students' pronunciation, the writer determined whether this correlation happens by chance or truly real correlation. Therefore, the writer used hypothesis testing to determine the statistical significance of the correlation coefficient of this study. An observed coefficient of correlation may result from chance or sampling error, and a test to determine its statistic significance is appropriate (Best, 1981).

Then, the null hypothesis is needed in this stage. In this study the level of significant is on 5% level (0,05). It means that the null hypothesis (Ho) cannot be

rejected if the significant level above 0,05. While the formula of the null hypothesis of this study is:

1. There will be no correlation between teachers' pronunciation accuracy with students' pronunciation accuracy.
2. There will be no correlation between teachers' pronunciation accuracy with students' pronunciation interest.

According to Best (1981), the test of the significance of *r* is determined by the use of the formula:

$$t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where t_r= the statistical significance of the correlation coefficient

r = the correlation coefficient

N= number of paired ranks