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CHAPTER III RESEARCH METHOD

A. Research Design

The researcher employs correlational research. According to Gay (2012, p.204), correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relation is expressed as a correlation coefficient. If two variables are related, scores within a certain range on one variable are associated with scores within a certain range on the other variable. For example, intelligence and academic achievement are related; individuals with high scores on intelligence tests tend to have high grade point averages, and individuals with low scores on intelligence tests tend to have low grade point averages.

Creswell (2008) stated that the correlational research design are procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables or sets of scores. The reason why the researcher chooses this type of research is because the researcher wants to find out whether or not there is a positive correlation between watching English movie and their listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru. The writer describes the relationship of both variables in this following scheme:

$$X \rightarrow Y$$

The research design is variable X correlated to variable Y, where variable X is watching English movie and variable Y is listening comprehension.

B. The Location and the Time of the Research

This research conducted at SMA Tri Bhakti Pekanbaru. The time of this research was conducted on 4th and 5th September 2017 in academic year 2017/2018

C. The Subject and Object of the Research

The subject of this research is the tenth grade students of SMA Tri Bhakti Pekanbaru in academic year 2017/2018 with the object of this research is watching English movie and their listening comprehension.

D. The Population and Sample of the Research

The population of this research is the tenth grade students of SMA Tri Bhakti Pekanbaru in 2017/2018 academic year. It has 2 classes and the total number of the population consisted of 70 students.

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Table III.1
The Population and Sample of the Tenth Grade Students of Senior High School Tri Bhakti Pekanbaru 2017/2018

No	Class	Total
1	X IPA 1	32
2	X IPS 1	38
Total		70

Cresswell (2008,p.142) stated that a sample is a subgroup of the target population that researcher plans to study for generalizing about the target population. In this research, the writer used total sampling as the sampling technique. Sugiyono (2015,p.85) stated that total sampling is a type of sampling technique that involves the whole population as sample of the research. The reason of using this sampling technique is the population of the tenth grade of SMA Tri Bhakti Pekanbaru is less than 100 students, thus all the population became the sample. So, the samples of this research are 70 students.

E. Technique of Collecting Data

In order to collect some data in this research, the researcher will apply the techniques as follow:

1. Questionnaires

These questionnaires contain a number of positive statements for the

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respondent dealing with watching English movie. The researcher distributed the questionnaire to the sample students which were aimed to know their watching English movie. The validity and reliability of the questionnaire were analyzed first to 20 students before the questionnaire were given to the sample of this research.

The questionnaire used Rating's Scale, as stated by Cohen, et al (2007,p.327) rating scale is used to determine frequencies, correlations and other forms of quantitative analysis. They afford the researcher the freedom to fuse measurement with opinion, quantity and quality. The five alternative answers and scores of Rating' Scale for the questionnaires are explained as follow:

- | | |
|------------------|---------------|
| A: Always (5) | D: Rarely (2) |
| B: Often (4) | E: Never (1) |
| C: Sometimes (3) | |

Students have to choose one answer that suitable to themselves. The blue print of the questionnaire is:

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Table III.2
Blue print of Watching English Movie

No	Watching English Movie (X) Indicators	Item Number
1	The students pursue to watch English movie in daily activities not only in the classroom but also in the home	1,5,9,13,17
2	The students understand watching English movie in their daily activities can affect their listening skill.	2,6,10,14,18
3	The students involve in listening activities (watching English movie with their friends and English teacher during class times.	3,7,11,15,19
4	The students use their resting/free time in practicing English (listen and watch the movie)	4,8,12,16,20
TOTAL		20

On the other hand, to obtain the score of questionnaire, the researcher used the formula as follow (Riduwan, 2013, p. 14-15):

$$\text{Score} = \frac{\text{Student's Score}}{\text{Highest Score}(5) \times \text{Total Statements}(20)} \times 100$$

2. Test

Brown (2004) stated that a test refers to a method to measure one's ability, knowledge, intelligence, or performance in a supplied area. This technique was used to find out the students' score in listening comprehension. So, the researcher used the written test for purpose to pinpoint strength and weakness of students' listening comprehension. The test was an objective test in form of multiple choice tests which consisted 20 items. Each items will be

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scored 1 or 0. Students have to choose one correct answer among five provided answers based on the question in the test. The validity and reliability of this test were also analyzed first to 20 students before the test were given to the sample. The blue print of the test is:

Table III. 3
Blue Print of Listening Comprehension Test

No.	Indicators	Number of Items
1.	The students are able to know the detail information about what they hear.	3,11,15,17,19
2.	The students are able to obtain gist of what is being said.	1,4,10,12,14
3.	The students are able to recognize the function of structures. (such as interrogative as request).	2,5,7,9,18
4.	The students are able to make inference of what they heard.	6,8,13,16,20
Total		15 items

Thus, to classify the students' listening comprehension score, the researcher had to get score scale 0-100. In order to find out students' score scale 0-100, the researcher used the formula that explained by Sudjono (2008) to analyze the percentage of students' listening comprehension. The formula:

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$$S = \frac{R}{N} \times 100$$

Where:

S= Individual Score

R= Right Answer

N= Total of Items

100= Standard Maximal Mark

F. Validity and Reliability of the Instruments

Validity and Reliability are the standardized criteria of instruments. A good instrument must be valid and reliable. While validity is about accuracy, reliability is about the consistency of a test. More explanation about these, are discussed as follows:

1. The Validity

Brown (2000) stated that validity is a criteria of an instrument which measures what it is supposed to be measure. Hughes (1989, p.22) also stated that a test is said to be valid, if it measures accurately what it is intended to measure. In addition, validity is about a test or an instrument which measures accurately what it wants to measure. It means that the instrument should cover up all the indicators which is wanted to measure.

a. Validity of Questionnaire

To analyze the validity of the questionnaire, the researcher used

Construct Validity. The data gathered from questionnaires which were given to 20 students were analyzed by using SPSS 20.0 program. Then the researcher compared r_o and r_{table} in *Product Moment Pearson Correlation* formula. According to Siregar (2013) There are two criteria to determine validity of the items, as follow:

- 1) If $r_o > r_{table}$ at the level significance of 5%, it means that the instrument is valid.
- 2) If $r_o < r_{table}$ at the level significance of 5%, it means that the instrument is not valid.

For $N=25$ on the significance 0,05 in the table of critical values for Person's Correlation Coefficient the r_{table} is 0.444. The following table is the comparison of r_o and r_{table} :

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Table III.4
The Analysis of Questionnaire Validity

No.	r_o	r_{table}	Category
1.	0,739	0.444	Valid
2.	0,827	0.444	Valid
3.	0,827	0.444	Valid
4.	0,888	0.444	Valid
5.	0,694	0.444	Valid
6.	0.857	0.444	Valid
7.	0.785	0.444	Valid
8.	0.793	0.444	Valid
9.	0.833	0.444	Valid
10.	0.771	0.444	Valid
11.	0.793	0.444	Valid
12.	0.789	0.444	Valid
13.	0.749	0.444	Valid
14.	0.807	0.444	Valid
15.	0.753	0.444	Valid
16.	0.853	0.444	Valid
17.	0.895	0.444	Valid
18.	0.716	0.444	Valid
19.	0.825	0.444	Valid
20.	0.741	0.444	Valid

Based on the table III.4 above, it was obtained that 20 items were valid. So, 20 items of watching English Movie questionnaire were utilized in this research.

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b. Validity of Multiple Choice Test

In validity of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and not too difficult. The standard level of difficulty is $0.30 \leq$ and ≤ 0.70 (Arikunto, 2009). It means that the items are accepted if the level of difficulty is between 0.30-0.70 and rejected if the level of difficulty is below 0.30 (too difficult) and over 0.70 (too easy). The levels of difficulties were calculated by using this following formula:

$$P = \frac{B}{J_s}$$

P = index of difficulty or facility

B = the number of correct answers

J_s = the number of students

After analyzing it through formula above, the result can be seen in the following table:

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Table III.5
The Analysis of Multiple Choice Test Validity

No.	<i>R Square</i>	<i>Status</i>
1.	0.5	Valid
2.	0.5	Valid
3.	0.65	Valid
4.	0.65	Valid
5.	0.45	Valid
6.	0.6	Valid
7.	0.6	Valid
8.	0.7	Valid
9.	0.7	Valid
10.	0.55	Valid
11.	0.65	Valid
12.	0.6	Valid
13.	0.7	Valid
14.	0.65	Valid
15.	0.65	Valid
16.	0.45	Valid
17.	0.65	Valid
18.	0.5	Valid
19.	0.4	Valid
20.	0.75	Invalid

Based on the table III.5 above, it was obtained that 19 items were valid and 1 item were not valid. So, 19 items of students' listening comprehension test were utilized in this research.

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2. The Reliability

According to Wikipedia, Reliability is the overall consistency of a measure. Brown (2000, p.386) argued that a reliable test is consistent and dependable. In addition, reliability is about the consistency of a score or a result which is not influenced by any condition. The result is still the same.

The instrument is reliable if:

- 1) $\alpha_{Cronbach} > r_{table}$ at the level significance of 5%, it means that the instrument is reliable.
- 2) $\alpha_{Cronbach} < r_{table}$ at the level significance of 5%, it means that the instrument is not reliable.

The following table is the level of the reliability of the questionnaire and test according to Arikunto (2003):

Table III.6
The Level of Reliability

No.	Reliability	Level of Reliability
1.	0.0 - 0.20	Very Low
2.	0.21 - 0.40	Low
3.	0.41 - 0.60	Moderate
4.	0.61 - 0.80	High
5.	0.81 - 1.00	Very High

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a. Reliability of Questionnaire

To obtain the reliability of the questionnaire given, the researcher used SPSS 20.0 program to find out whether the questionnaire was reliable or not.

Table III.7
Reliability Statistics

Cronbach's Alpha	N of Items
.969	20

From the table above, it can be seen that the value of Cronbach's Alpha is 0.969. The value of internal consistency was $0.969 \geq 0.81$, so the reliability of questionnaire was very highly reliable.

b. Reliability of Multiple Choice Test

To obtain the reliability of the multiple choice test given, the researcher used SPSS 20.0 program to find out whether the test was reliable or not

Table III.8
Reliability Statistics

Cronbach's Alpha	N of Items
.656	20

From the table above, it can be seen that the value of Cronbach's Alpha is 0.656. The value of internal consistency was $0.656 \geq 0.61$, so



the reliability of questionnaire was highly reliable.

G. Technique of Data Analysis

In analyzing the data, the researcher chose the product-moment correlation as the formula. By using the product-moment correlation, data of the score from questionnaire for variable X and score from test for variable Y were collected and calculated. Hartono (2008) stated that, if the variables are connected in interval form and the spread of the data is normal distribution. For analyzing the data of students' watching English movie and listening comprehension, the researcher analyzed it statistically by using SPSS 20.0.

Then, to find out the correlation between watching English movie and their listening comprehension, the researcher used a statistical method that was the correlation formula by using product-moment correlation and calculated by using an application that was SPSS 20.0. Product-moment correlation was used for data measured on an interval or ratio scale of measurement and it uses r as its symbol and SPSS (Statistical Package for the Social Sciences or Statistical Product and Service Solution) application is a software package used for statistical analysis. The Product Moment Correlation is obtained by considering the degree of freedom $(df) = N - nr$; (N = number of sample, nr = number of variable).

Statistically the Hypotheses are:

$$H_0: r_o < r_{table}$$

$$H_a: r_o \geq r_{table}$$

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- H_0 is accepted if $r_o < r_{table}$ or there is no significant correlation between watching English movie and their listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru
- H_a is accepted if $r_o \geq r_{table}$ or there is a significant correlation between watching English movie and their listening comprehension at the tenth agrade of SMA Tri Bhakti Pekanbaru

Thus, to determine the level of correlation between the two variables, the following categories from Hartono (2008):

Table III.9
The Interpretation of Correlation Coefficient

No.	Coefficient Interval	Level of Correlation
1.	0.00 - 0.200	Very Low
2.	0.200 - 0.400	Low
3.	0.400 - 0.700	Medium
4.	0.700 - 0.900	Strong
5.	0.900 - 1.000	Very Strong

To find out the effect size of the two variables, according to Pallant (2001, p.128), the formula used as follows:

Table III.10
The Formula of Coefficient Effect

$$\text{Coefficient effect} = r^2 \times 100\%$$

r = pearson correlation