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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of this research was a descriptive research design by using mix method. According to Ary (2002:426), Descriptive research is a study designed to obtain information concerning the current status of the phenomena. While, a mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano, 2011 cited in Creswell, 2012:535). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question either method. This research type allows the writer to conduct the information about the students’ problems in listening comprehension at the third year of MAN 1 Pekanbaru. But the result of this research could not be generalized. It means the students’ problem in listening comprehension at the third year of MAN 1 Pekanbaru is different from other senior high schools. In other words, the findings of this study were context-dependent, and could not be generalized into larger contexts.

B. Location and Time of the Research

The location of the research was at MAN 1 Pekanbaru, Riau. This research was conducted within 2 months starting from September up to October 2017.

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C. Population and Sample of the Research

1) Population of the research

According to Fraenkel and Wallen (2006:93), the population can be defined as a group to whom the writer would like to generalize the result of the study. The population of the research was the third year students at MAN 1 Pekanbaru.

Tabel III.1
Population of the Research

NO	CLASS	Number of students
1	XII Agama	38
2	XII Bahasa	25
3	XII MIA 1	29
4	XII MIA 2	29
5	XII MIA 3	32
6	XII MIA 4	33
7	XII MIA 5	34
8	XII IIS 1	34
9	XII IIS 2	33
10	XII IIS 3	25
11	XII IIS 4	34
Total		346

Source: MAN 1 Pekanbaru, academic year 2017/2018

2) Sample of the research

Considering this population of the research was large, thus the researcher should take some sample of the population of the research. This research involved purposive sampling which - according to Macmillan and Schumacher (1993:379) - is selecting rich cases for in-depth study. The writer used purposive sampling because the English teacher at MAN 1 Pekanbaru suggested the writer to take class XII Bahasa as investigated research. The reason of the English teacher gave class XII Bahasa because based on the score test 17 or 68% students got below 65.00 score and the

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other classes were not more than 60% of students reach poor level. Based on preselected criteria, the samples of this research was 25 students' class XII Bahasa at MAN 1 Pekanbaru who could provide the data to support the objectives of the research about students' problems in listening comprehension.

D. Technique of Data Collection

The researcher collected the data by using two instruments, which are a questionnaire and focus group interviews:

1. Questionnaire

The writer gave the questionnaire to students. The close-ended questionnaire used in this research. The closed-ended questionnaire was adopted by Hamouda (2013:115) that used in this research. The instrument consists of 21 statements.

Tabel III.2
The Blueprint of Questionnaire

Central phenomenon	Indicator	Number of Statements
Listening Comprehension Problems	Listening problems related to the listening materials	(2, 15, 20)
	Listening problems related to Linguistic features	(3, 9,16)
	Problems caused by the failure to concentrate.	(7, 11, 18)
	Listening problems related to psychological characteristic	(4, 14, 19)
	Listening problems related to the listener	(5, 10, 17)
	Listening problems related to the speaker	(6, 13, 21)
	Listening problems related to the physical setting	(1, 8, 12)

Adopted from Hamouda (2013:120)

According to Wilkinson & Birmingham (2003:22) state each statement in questionnaire includes five alternative answers which are also called the Likert Scale.

Table III.3
Likert Scale Table

Statement	Points
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

(Source: Wilkinson & Birmingham, 2003: 22)

2. Focus Group Interviews

Focus group interviews were used to answer the second research question which is to know the affecting factors of students' problems in listening comprehension. Wilkinson & Birmingham (2000:90) state that focus groups can be used to gain information relating to how people think and to explain perceptions of an event, idea or experience. The researcher took ten students who got the low score in English subject. Then, the researcher was taking note of the discussion during processing focus group interview.

Tabel III.4
Interview guideline

Factors	Indicator	Interview questions
Internal	Listener	- Do you have any problems in listening? - What are the main problems that affect your listening as listener?
		- Could you understand the listening content from the speaker? - Why do you have difficulties to get the message in the listening task?
External	Speaker	- What do you think about the speaker during listening? - What are the problems from speaker that affect your listening?
	Context	- Do you have problem from equipment or environment during listening? - What are the problems from physical setting that affect your listening?

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E. Validity and reliability

1. Validity of questionnaire

In this research, to know the validity of the questionnaire the researcher use content validity. According to Brown (2003:20), the content validity was partly a matter of determining if the context that instrument contain was an adequate sample of the domain of content it was supposed to represent. The data obtained were calculated by SPSS 21.00 version. The writer examined and noted the differences between r_{observed} and r_{table} . The result of questionnaire acquired from 21 items with 5 alternatives answers indicated that all items were valid. It can be seen as follows:

Table III.5
The analysis of problems in listening comprehension validity

Items	r_{observed}	r_{table}	Status	Information
1.	0.466296	0.396	Valid	Used
2.	0.717451	0.396	Valid	Used
3.	0.657567	0.396	Valid	Used
4.	0.455451	0.396	Valid	Used
5.	0.559489	0.396	Valid	Used
6.	0.445379	0.396	Valid	Used
7.	0.669295	0.396	Valid	Used
8.	0.675795	0.396	Valid	Used
9.	0.632232	0.396	Valid	Used
10.	0.709239	0.396	Valid	Used
11.	0.51934	0.396	Valid	Used
12.	0.571023	0.396	Valid	Used
13.	0.546575	0.396	Valid	Used
14.	0.761079	0.396	Valid	Used
15.	0.740848	0.396	Valid	Used
16.	0.780851	0.396	Valid	Used
17.	0.699337	0.396	Valid	Used
18.	0.612451	0.396	Valid	Used
19.	0.567007	0.396	Valid	Used
20.	0.714844	0.396	Valid	Used
21.	0.622855	0.396	Valid	Used

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The data above were consulted r_{table} at a significant level of 5%. There were 25 students; that meaning $N = 25$ with $df = N - 2 = 25 - 2 = 23$. The writer took the df 23, thus the r_{table} acquired was 0.396. It means that 21 items of problems in listening comprehension questionnaire were utilized in this research.

2. Reliability of questionnaire

Brown (2003:20) states that a reliable test is consistent and dependable. To measure reliability in this research, it needs a measuring tool, and the measuring tool which is used is the technique of Cronbach's Alpha. To measure, the researcher used SPSS 21.00 program. The categories below are the level of internal consistency Cronbach's Alpha:

Table III.6
A Commonly Accepted Rule of Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 21.00 program it can be seen as follows:

Table III.7
Cronbach's Alpha Table Reliability Statistics of Students' problem in Listening Comprehension Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.923	21

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Based on the analysis above, the value of Cronbach's Alpha is 0.923 which is higher 0.90. It could be said that the questionnaire is very highly reliable.

3. Validity of focus group interviews

To ensure the validity of focus group interviews texts that the writer considered how other sources concerning the same topic or themes would account that has already been shown to be valid. This kind of comparison is known as 'convergent validity'.

4. Reliability of focus group interviews

This focus group interview was data collection of qualitative research which refers to dependability rather than reliability. According to Cohen et al. (2007:148), the process of allowing for external audits is aimed at fostering the dependability of the data presented during the research process.

F. Technique for Analyzing Data

1. To analyze the result of the questionnaire that single variable, the writer analyzed it by using the Ms. Excel program. After getting the score, the researcher categorized the score into the scale of each indicator and took the high percentage as the problem that was dominant students' problems in listening comprehension. The researcher described the result of questionnaire with formula:

$$P = f/N \times 100\%$$

f= Frequency
N= Respondent

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A five-point Likert scale used to measure the level of students' problem in listening comprehension. The students' response scored by given values; 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree.

2. The writer used content analysis to analyze data collected from focus group interviews to reduce amounts of written data through the categories. Content analysis defined as a process of summarizing and reporting written data - the main contents of data. According to Miles and Huberman (1994:10), the three components in analyzing the data :

- a) Reduction of the data

Data reduction is related to the process of selecting, focusing, simplifying, and abstracting as well as transforming the raw data which are gained in the research. Researcher, group the database on the way they are gained. They are classified into three groups; they are data from interview and questionnaire.

- b) Presentation or Display of the Data

In qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in a good sequence of narrative text in order to be easier to understand. In displaying data, the researcher describes the data that have been reduced into sentence form.

- c) Conclusion or Verification

In qualitative research, the characteristic of the conclusion is temporary. It can change if the researcher did not discover strong evidence

to support the next collecting data. In this research, the researcher makes a conclusion from the data display.

Finally, all related data were written descriptively based on the research question.



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