

Hak Cipta Diindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research was descriptive study, which had only one variable. In according to Tavakoli (2012, p. 160) explained that descriptive research is an investigation that provided a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. The descriptive research attempted to looks at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constituted their various fields of inquiry. It was concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that were held; processes that are going on; effects that are being felt; or trends that were developing. At times, descriptive research was concerned with how what was or what exists was related to some preceding event that had influenced or affected a present condition or event.

This research is also called with a survey research. Accordance with Lodico, Spaulding, Voegtle (2010, p. 224) said that the descriptive survey that the research used is examining trends in populations that are new each year but have similar experiences at different times and each year a new sample is selected from a new population, and also identified as

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having similar experiences to past populations with the same survey administered each year.

It means that the survey used the past administered to know the perception of the new teacher in each year. So, the writer use the method to analyse the students difficult items as the new sample because they are in the academic year 2017/2018 by using the past tests in academic year 2015/2016 and 2016/2017.

B. The Location and the Time of the Research

The research was conducted the twelveth grade of State Senior High School 1 Tambang. the research was from January until March 2018.

C. The Subject and the Object of the Research

The subject of the research was the twelveth grade of State Senior High School 1 Tambang, and the object of the research was the difficult items of listening test.

D. The Population and the Sample of the Research

The population of SMAN 1 Tambang on the twelveth grade was consisting of 167 students where they were divided into 3 classes of science and 4 classes of social, as follows:

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Table III.1

The Table of Population

No.	Class	Students
1.	XII IPA 1	23
2.	XII IPA 2	23
3.	XII IPA 3	23
4.	XII IPA 4	23
5.	XII IPS 1	25
6.	XII IPS 2	25
7.	XII IPS 3	25
Total		167

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Vice Headmaster of Curriculum

According to Arikunto (2006, p.51), if the population is more than 100, the researcher can take 10%-15% or 20%-25% of it. Based of the scale we could say that the range of taking sampling is in 10% until 25% from the population. Furthermore, the simple random sampling method is used in determining the sample of this research. So, the researcher takes 30 students as the sample of this research which takes 18% of all of the population. So, the samples are displayed in the table below.

For the technique of taking the sample because the population was too large, the writer uses simple random sampling technique. In according to Ary and et al (2010, p. 150) stated that The basic characteristic of simple random sampling was that all members of the population had an



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equal and independent chance of being included in the random sample. The steps in simple random sampling comprised the following: 1. Define the population; 2. List all members of the population; 3. Select the sample by employing a procedure where sheer chance determined which members on the list were drawn for the sample.

The first step in drawing a random sample from a population was to assign each member of the population a distinct identification number. Each individual must have an identification value with the same number of digits as every other individual. Many schools had already assigned identification numbers to all their students.

One way to draw a random sample would be to write the student numbers on separate slips of paper, place the pieces of paper in a container, shake the container, and draw out a slip of paper. Shake the container again, draw out another paper, and continue the process until 50 slips of paper have been picked. This process would be very tedious. A more systematic way to obtain a random sample is to use a table of random numbers, which includes a series of numbers, typically four to six digits in length, arranged in columns and rows.

Table III. 2**The Table Sample**

No.	Class	Samples
1.	XII IPA	15
2.	XII IPS	15
Total		30

In according to Singh, (2006, p.86) said that a simple random sample is one in which each element of the population has an equal and independent chance of being included in the sample i.e. A sample selected by randomization method is known as simple-random sample and this technique is simple random sampling. Randomization is a method and is done by using a number of techniques as :

- a) Tossing a coin.
- b) Throwing a dice.
- c) Lottery method.
- d) Blindfolded method.
- e) By using the random table of 'Tippett's Table'.

Based on the explanation above, the writer took the lottery method to get the 30 respondents or students from 167 students in the school as the

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population of the reseach. The charateristic of simple random sampling should be the same level, that's why the writer assume they are in the same level because they had the same teacher' treatment, syllabus, materials, etc.

E. The Technique for Collecting the Data

The writer used the test for the instrument. The test was focused on the Listening section that used the compilation of previous English National Examination. It started from English national examination in academic years 2015/2016 and 2016/2017 that are tried out. In according to Cohen (2007, p. 414) said that There is a myriad of tests, to cover all aspects of a student's life and for all ages (young children to old adults), such as in language proficiency tests.

Related the statement above, to know the item difficulty we use the listening test in there previous national examination that they often failed. The data is representative of the diagnosis of the difficulties in their listening comprehension.

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Table III.3
The Blueprint from the Components of the Listening Section of
English National Examination Based on the BSNP

No	Components or indicators of National Examination	Items of National Examination	
		2015/2016	2016/2017
1.	Determine the general description or specific / detailed information of a formal or informal interpersonal / transactional conversation.	1, 2, 3, 4	1, 2, 3, 4
2.	Determine the appropriate response to formal or informal transactional/interpersonal conversations.	5, 6, 7	5, 6, 7
3.	Determine the right image according to the information in formal or informal interpersonal / transactional conversations.	8, 9, 10, 11,	8, 9, 10, 11,
4.	Define an image that matches the monologue text that is played.	8, 9, 10, 11	8, 9, 10, 11
5.	Determine the general or specific / implied / detailed information of a monologue text that is played.	12, 13, 14, 15	12, 13, 14, 15

F. Techniques for Analyzing the Data

The number that shows difficulty or easiness of test items is known as difficulty index or level of difficulty. In according to Evrora and Sylvanus (2015, p.21), uttered that to know the percentage of the difficulty level of the test we use the formula as follows:

Where:

P = the percentage of examinees who answered items correctly.

R = the number of examinees who answered items correctly.

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N = total number of examinees who tried the items.

Based on the formulas above, from Brown in 2004 and also Evroro and Sylvanus in 2015, the writer analysed the formulas are the same. So to clarify which one the formula that the writer used. Therefore, the writer chose the formula from Evroro and Sylvanus in 2015. And for classifications of level difficulty of items that the writer used were Evroro and Sylvanus (2015, p.21), that is:

$P = 0,00$: test items are too difficult

$0,00 < P \leq 0,30$ or $0,00 - 0,30$: test items are difficult

$0,30 < P \leq 0,70$ or $0,31 - 0,70$: test items are medium

$0,70 < P \leq 1,00$ or $0,71 - 1,00$: test items are easy

$P = 1$: test items are too easy.

And then to analyze the score of students all, the writer used the descriptive statistical analysis. In accordance with Singh (2006, p. 224) said that descriptive statistical analysis is concerned with the numerical description of a particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only. Much simple educational research involves descriptive statistics and provides valuable information about the nature of a particular group or class. To analyse the percentage and mean score and also total score, the writer used Ms. Excel.