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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This is survey research and the data will be analyzed in quantitative. This research was a comparative research which was intended to find out the different on students' English achievement between visual and auditory learning style. According to Melinda, (2006) said comparative analysis is to search for similarity and variance. Its clearly explain that comparative study is to emphasize the difference. There were two variables in this research namely Independent variable was simbolized by "X" and dependent variable was simbolized by "Y". Thus research, independent variables were devided into two; X_1 (Visual Learning Style) and X_2 (Auditory Learning Style) which will be compared on the dependent variable, and dependent variable was students' English Achievement. In this case, the writer took a research to compare or to know whether there is any significant difference on the students' English achievement between visual and auditory learning styles at the tenth grade of State Senior High School 1 Bandar Petalangan.

B. Time and Location of the Research

This research was conducted on September until December 2017. The location of the research was in State Senior High School 1 Bandar Petalangan on M. Syafi'i street number 17 at Rawang Empat village.

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C. Subject and Object of the Research

The subject of this research was the tenth grade students' of State Senior High School (SMAN) 1 Bandar Petalangan in the academic year of 2017/2018 while the object of this research was the comparison on students' English achievement between visual and auditory learning style.

D. Population and Sample of the Research

The population of this research was the tenth grade students of State Senior High School 1 Bandar Petalangan. The total population of the tenth grade students is 141 students from 5 classes. Arikunto (1999, p. 12) point out that if the amount of the subject is more than 100, it is better to take about 10-15%, 20-25%, or more than it. Finally, the writer took 21% from the population. It means that the writer took 30 students as the research respondents. To get 30 students, all of the students in tenth grade students were given Learning Style Survey Questionnaires by Enid Leonard (2005, p. 1) in order to know what the students learning styles were. After knowing students' learning styles, the students of tenth grade were classified into visual and auditory students. 15 students of each learning styles were taken.

E. Technique of Data Collection

In order to get data for this research, the writer applied the techniques as follows:

1. Questionnaire

The research used questionnaire to investigate and to collect information about the students' learning style, which include Visual

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learning style and Auditory learning style. The writer quotes the questionnaire from Enid Leonard (2005, p. 1). There were 20 items of the questionnaires to be prepared for the students.

The questionnaire in this instrument is used *Likert* scale which the given answer are: sangat setuju (strongly agree), setuju (agree), ragu-ragu (undecided), tidak setuju (disagree), and sangat tidak setuju (strongly disagree). *Likert* scale is used to measure attitude, opinion and perception from people or group about social phenomena.

Each of given answers has score as follows:

- a. For given answer “strongly agree” has 5 score
- b. For given answer “agree” has 4 score
- c. For given answer “undecided” has 3 score
- d. For given answer “disagree” has 2 score
- e. For given answer “strongly disagree” has 1 score

Table III. 1
Blue Print of Learning Styles

Number	Indicator	Total	Number Items
1	Visual Learning Style	10	1, 3, 6, 7, 9, 11, 13, 16, 17, 19
2	Auditory Learning Style	10	2, 4, 5, 8, 10, 12, 14, 15, 18, 20
Total Items		20	

Adapted from Enid Leonard (2005, p. 1)

2. Documentation

This technique is use to get the real data of students' achievement by looking the recapitulation of the students from English teacher. So, the students' English achievement in this area is the score of final test

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of first semester 2017/2018 academic years that was obtained from the teachers' documentation.

Since the data about the students' English achievement in learning English are obtained through the examination conducted by the school. In addition, to find out the level of students' English achievement, the following measurement is used.

Table III. 2
The Category of Students' English Achievement

Score	Category
90-100	Very Good
78-89	Good
65-77	Sufficient
51-64	Less
0-50	Fail

Source from SMAN 1 Bandar Petalangan

The standard minimum score (KKM) for English lesson of the first year of State Senior High School 1 Bandar Petalangan is 65 point. The scores of dependent variable (Y) can be seen based on English achievement obtained from the teacher's documentation.

F. Validity and Reability of Instrument

According to Farral (2012, p. 72), Validity refers to accumulated evidence that a questionnaire measures what it is supposed to. Validity is concerned with what a questionnaire measures and for whom it is appropriate. Thus, the validity of instrument is the device used to get the valid of data. Those means that the instrument can be used to measure what should to be measured. The data obtained were calculated by SPSS 16.0 version.

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1. Questionnaire

a. Questionnaire Validity

The questionnaire was taken from Enid Leonard (2005, p.1)

Table III. 3
The Analysis of Learning Style Questionnaire Validity

Items	r_{observed}	r_{table}	Status	Information
1.	0.504096	0.3610	Valid	Used
2.	0.430697	0.3610	Valid	Used
3.	0.493142	0.3610	Valid	Used
4.	0.740941	0.3610	Valid	Used
5.	0.549986	0.3610	Valid	Used
6.	0.444507	0.3610	Valid	Used
7.	0.404294	0.3610	Valid	Used
8.	0.448304	0.3610	Valid	Used
9.	0.417005	0.3610	Valid	Used
10.	0.425433	0.3610	Valid	Used
11.	0.43851	0.3610	Valid	Used
12.	0.398968	0.3610	Valid	Used
13.	0.60938	0.3610	Valid	Used
14.	0.464864	0.3610	Valid	Used
15.	0.433676	0.3610	Valid	Used
16.	0.529864	0.3610	Valid	Used
17.	0.559098	0.3610	Valid	Used
18.	0.474073	0.3610	Valid	Used
19.	0.551718	0.3610	Valid	Used
20.	0.395819	0.3610	Valid	Used

Based on the table III. 3, the data were consulted r_{table} at significant level of 5%. There were 30 students; that meaning $N = 30$ with $df = N - 2 = 30 - 2 = 28$. The writer took the df 28, thus the r_{table} acquired was 0.3610. it means that 20 item of learning style questionnaire were utilized in this research.

b. Questionnaire Reliability

Brown (2003, p. 20) stated that a reliable test is consistent and dependable. If you give the same students or matched students on two different occasions, the questionnaire should yield similar result. To

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measure reliability in this research, it needs a measuring tool, and measuring tool which is used technique of Cronbach's Alpha. To measure, the writer used SPSS 16.0 program. The categories below are the level of internal consistency Cronbach's Alpha:

Table III.4
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 16.0 program it can be seen as follows:

Table III.5
Cronbach's Alpha Table Reliability Statistics of Students' Learning Style Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
0.718	20

Based on the table III. 5, the value of Cronbach's Alpha is 0.718 which is higher 0.60. It could be said that the questionnaire is reliable.

G. Technique of Analyzing Data

In order to find out whether there is a significant difference on students' English achievement between visual and auditory learning style. The writer used the score of visual students' English achievement and auditory students' English achievement. The achievement in this area is the score of final test of English that was obtained from the teachers' documentation The technique of data analysis used in this research is T-

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test formula by using SPSS (Statistical for the Social Science). The data appropriate technique is T-test. The writer used independent sample T-test to identify the difference on students' English achievement between visual and auditory learning style.

The result of the formula was obtained statically through the hypothesis as follow:

1. $H_0: T_o < T_{Table}$, It means that H_0 has accepted, there is no significant difference on students' English achievement between visual and auditory learning style.
2. $H_a: T_o > T_{Table}$, It means that H_a has accepted, there is a significant difference on students' English achievement between visual and auditory learning style.