

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research would be descriptive quantitative research. This research is using one variable. Gay, Mills and Airasian (2012), states that descriptive research is research that involves collecting data in order to test or answer question concerns the current status of the subject study. According to Best (in Syafi'i, 2016) said that the descriptive method describes and interprets what condition or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. From the theories before, a descriptive research ought to analyze and investigate the problem appropriate to the real situation or actual problem that is supported by accurate theories.

Creswell (2012) stated that a quantitative research is type of educational research which approach useful for describing trends. To conduct this inquiry, the investigator specifies narrow questions, locates or develops instruments to gather data to answer the questions, and analyzes numbers from the instruments, using statistics. From the results of these analyses, the researcher interprets the data using prior predictions and research studies. The final report, present in a standard format, displays researcher objectivity and lack of bias. Then, to find out the students' listening comprehension, the students would be given a listening test.

B. Time and Location of the Research

This research was conducted on January 2019 and the location of the research was at the tenth grade students of State Senior High School 6 Kundur, located at Bukit Ranggam Street.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the tenth grade students of State Senior High School 6 Kundur.

2. Object of the Research

While the object of this research was the tenth grade students' listening comprehension in descriptive text at State Senior High School 6 Kundur.

D. Population and Sample

1. Population

According to Muijs (2004), population is the group that the researchers want to generalize finding to. It means that, population is the totally of a person or group that it able to help the researcher generalize of finding. The population of this research was the tenth grade students of State Senior High School 6 Kundur consist of two classes: X IPA consist of 39 students, X IPS consist of 41 students. The total population was 80 students. The specification of the population could be seen on the table below:

Table III. 1
The Total Population at the Tenth Grade Students of Senior
High School 6 Kundur

No	Class	Total
1	X IPA	39
2	X IPS	41
Total		80

2. Sample

Selected the sample was very important step in conducting a research study. Sample was part of a population. Sample was a small portion of population. According to Porte (2002), a sample is a group of units selected from a larger group (the population) to represent it, because the population is too large to study in its entirety. It means that sample was a representative part of population that taken to represent the research.

To determine the sample, the researcher used total sampling, because number of the students less than one hundred, so the total number of population used as the sample. According to Arikunto (2006), if the subjects are less than 100, it would be better if the researcher takes all the subjects. On the contrary, if the subjects of the research are more than 100 people, the researcher can take 10-15% or 20-25% as the sample that represents population. According to Sangadji and Sopiah (2010), total sampling is a technique of determining the sample when all members of the populations are used as sample. The specification of sampling could be seen on the table below:

Table III. 2
The Sample at the Tenth Grade Students' of State Senior High School
6 Kundur

No	Class	Total
1	X IPA	39
2	X IPS	41
Total		80

E. Technique of Collecting Data

There were two kinds of techniques used for collecting data. They were in the following:

1. Test

The data of this study would be collected by testing. A test was to collect data related to students' competence of subject by using list of question in assertion test format. According to Brown (2003), "A test in simple test terms is a method of measuring a person's ability knowledge, or performance in a given domain. It is an instrument or a set of techniques, procedures, or items that requires performance on the part of the test-taker". Arikunto (2006) stated that a test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group.

The researcher distributed a set of test of the students. It would be designed in the form of multiple choices. The students were asked to the test, which deals with the students' listening comprehension in descriptive text. The result of the test described students' listening comprehension in descriptive text. The test consisted of 20 questions. The length time to do

the test was 60 minutes. There were four indicators of listening comprehension in descriptive text. It could be seen on the table below:

Table III. 3
The Blueprint of Students' Listening Comprehension in Descriptive Text

No.	Indicators	Number of Items
1.	Identify general topic	1, 6, 9, 13, 17
2.	Identify main idea	2, 5, 11, 15, 20
3.	Identify specific information	3, 7, 10, 14, 18
4.	Identify general picture	4, 8, 12, 16, 19

Then, the table below was the classification scores to interpretation the students' listening comprehension in descriptive text:

Table III. 4
The Classification of Students' Score

No	Score	Category
1	90-100	A (Very Good)
2	80-90	B (Good)
3	70-80	C (Enough)
4	<70	D (Less)

(Source: School)

2. Questionnaire

The researcher used questionnaire as a tool to collect the data. It was to find out the most dominant inhibiting factor affecting the students' listening comprehension. According to Creswell (2012), questionnaires are forms used in a survey design that participants in a study complete and return to the researcher. Participants mark answers to questions and supply basic, personal, or demographic information about themselves. The questionnaire in this research consisted of 16 items. In the instrument, the researcher used four likert scales. The indicators of the most dominant

inhibiting factor affecting the students' listening comprehension could be seen as follows:

Table III. 5
The Blue Print of the Most Dominant Inhibiting Factor Affecting the Students' Listening Comprehension

No	Indicators	Number of Statements
1	Students are deal with limited English vocabulary.	1
2	Students are deal with a long spoken text.	2
3	Students are deal with unfamiliar topics.	3
4	Students are deal with understand every word in the text.	4
5	Students are deal with losing focus when getting an expected answer.	5
6	Students are deal with losing focus caused by listening and answer question at the same time.	6
7	Students are deal with losing focus caused by new word.	7
8	Students are deal with losing focus if the recording is in a poor quality.	8
9	Students are deal with general understanding of the text.	9
10	Students are deal with recognizing the words they knew.	10
11	Students are deal with listening to English without transcript.	11
12	Students are deal with remembering the words or phrase which just listened.	12
13	Students are deal with words which are not pronounced clearly.	13
14	Students are deal with the speaker variety of accents.	14
15	Students are deal with the speaker speed of delivery.	15
16	Students are deal with the unrepeated recording material.	16

Then, the table below was the analysis criteria of the most dominant inhibiting factors affecting the students' listening comprehension, they were:

Table III. 6
The Analysis Criteria of the Most Dominant Inhibiting Factor
Affecting the Students' Listening Comprehension

No	Score	Categories
1	4	Always
2	3	Sometimes
3	2	Rarely
4	1	Never

3. Validity

Gay, Mills and Airasian (2012) states that validity is important in all forms of research and all types of tests and measures and is best thought of in terms of degree: highly valid, moderately valid, and generally invalid. Validation begins with an understanding of the interpretation(s) to be made from the selected tests or instruments. It then requires the collection of sources of evidence to support the desired interpretation.

In this research, the researcher used content validity. Arikuto (2010) said that a test can be said has content validity if the indicators of the test measure the specific purpose suitable with the material that has been given to them. It meant that, the test that would be given to the students at State Senior High School High school 6 Kundur had to suitable with the materials and based on curriculum and syllabus that was used by the teacher in the school.

According to Hughes (1989), "a test said to be valid if it measures accurately what it is intended to measure". The purpose of try out is to obtain validity and reliability of the test. It is determined by finding the difficulty level of each item. Historically, validity is defined as the extent

to which an instrument measured what it claimed to measure. The test given to students is considered not too difficult or too easy, often showing the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty; it is generally expressed as the percentage of the students who answered the questions correctly. To find out the validity of test, researcher calculated it by using SPSS 23 version by using Pearson Correlation formula. The testing criteria and hypotheses of validity as follows:

If Sig. (2-tailed) > 0.05, Ho is accepted

If Sig. (2-tailed) < 0.05, Ho is accepted

4. Reliability

Reliability is a necessary characteristic of good test. According to Brown (2003), a reliable test is consistent and dependable. Reliability has to be done with accuracy of measurement. Then, Gay, Mills and Airasian (2012), also defined that reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test is, the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test are readministered to the same test takers at another time or by a different person. The guidelines for reliability as follows:

Table III. 7
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
	<0.60	Unacceptably low reliability

To obtain the reliability of the test given, the researcher used SPSS 23 to find out whether the test is reliable or not and the formula is used that Cronbach's Alpha.

F. Technique of Data Analysis

This researcher analyzed the students' listening comprehension in descriptive text of the tenth grade at Senior High School 6 Kundur. After distributing a set of test to the sample, then researcher analyzed it in order to know their listening comprehension, especially in descriptive text. The researcher checked students' answer sheet and counted their correct answer. This research would be analyzed by using SPSS 23 version. The formula that was used to know the individual scores:

$$M = \frac{\sum fx}{N}$$

Where:

M = individual score

$\sum fx$ = the total score of students

N = the number of students

Furthermore, to know the average score of all students the researcher used the formula:

$$\bar{x} = \frac{\sum(fi.xi)}{\sum fi}$$

Where:

\bar{x} = the mean score

$\sum fi.xi$ = the sum of the all student's scores

$\sum fi$ = the number of all respondents

(Winarno, 2002)

Furthermore, to know the percentage of the classification of the students' ability in answering question, the formula as follow:

$$P = \frac{X}{N} \times 100\%$$

Where:

P = percentage of the students per group/ level

X = the number of frequency in one level

N = the number of students