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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The method of the research was a correlational design which consists of two variables. The first variable is students' self-efficacy. It is an independent variable and second variable is the students' listening comprehension and it is as a dependent variable. According to Creswell (2012, p. 338), this research is a quantitative method in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlational analysis.

Pertaining to the statement above, Fraenkel & Wallen (2006, p. 335) state that correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variable which the degree of relation is expressed as a correlation coefficient. According to Lodico et al. (2006, p. 214), the purpose of correlational research is to measure two or more variables and examine whether there are relationships among the variables. The reason why the researcher chose this type of research is because the researcher wants to find out whether or not there is a positive correlation between the students' self-efficacy and their listening comprehension at Islamic Senior High School Darul Hikmah Pekanbaru.

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B. The Location and Time of the Research

This research was conducted at Islamic Senior High School Darul Hikmah Pekanbaru, located in Jln. Manyar Sakti, Panam. The time of this research was conducted on March 2017 in academic year 2016/2017.

C. The Subject and Object of the Research

The subject of this research was the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru in academic year 2016/2017 and the object of this research was students' self-efficacy and their listening comprehension.

D. The Population and Sample of the Research

The population of this research was the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru. There were seven classes with total population about 186 students. There were three science classes, two social classes, and two religion classes. The specification of the population can be seen in the table below:

Table III.1
The Population of the Students of Islamic Senior High School Darul Hikmah Pekanbaru

No.	Class	Population
1	XI IPA 1	22
2	XI IPA 2	22
3	XI IPA 3	21
4	XI IPS 1	33
5	XI IPS 2	31
6	XI AG 1	31
7	XI AG 2	26
Total		186

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Because the number of population was large enough to be a sample of the research and also they were homogenous, which means the entire eleventh grade students were taught by the same English teacher. Then, she suggested the researcher to choose one class to be a sample because the limitation of the time. So, the researcher used purposive sampling. According to Arikunto (1996, p. 127), purposive sampling is the process of selecting the subject based on the particular purpose within the defined population sharing similar characteristic.

The sample of this research was class XI Agama 1, which means the total number of samples is 31 students. Gay, et al. (2000 p. 204) stated that 30 participants are generally considered to be a minimally acceptable sample size for a correlational study. And also the English teacher suggested the researcher to choose this class because the other class was taken by other researchers.

E. The Technique of Collecting Data

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

1. Questionnaire

Based on the quantitative design, the researcher used questionnaire as the main technique in collecting the data. According to Arikunto (1996, p.139), questionnaire is the statements or questions used to get the particular information from respondent. It was used to know the students' self-efficacy in listening comprehension. The questionnaire was

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constructed based on three questionnaires of *Beliefs About Language Learning* (BALLI) developed by Hortwiz, *Persian Adaptation of the General Self-efficacy Scale* constructed by Nezami, Schwarzer and Jerusalem, and *Morgan-Links Student Efficacy Scale (MJSES)* made by Jinks and Morgan and adopted from Rahimi & Abedini (2009, p. 25) consisting of 17 items.

This scale was chosen for this research because of its effectiveness in identifying respondents' perception of self-efficacy in listening. The questionnaire dealt with respondent's opinions in responding to the following on Likert' – scale. As pointed out by Gay et al. (2011, p.157):

“A Likert Scale requires an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value, and an individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive statements: SA= 5, A= 4, U= 3, D= 2, SD= 1”.

Table III.2
Blue Print of Students' Self-Efficacy

VARIABLES	INDICATORS	ITEMS
Students' Self Efficacy (X)	a) The students believe in about their ability.	1,2,3,4,5
	b) The students improve their ability.	6,12,14
	c) The students have good motivation and commitment.	11,13,17
	d) The students are selective to choose attitude in different problem and situation	10,15,16
	e) The students take learning by their experiences.	7,8,9

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2. Test

In addition to collect the data by using questionnaire, the researcher also used test to find out the students' comprehension in listening. The data of this research were the scores of the students' listening comprehension obtained by using listening test. The test was multiple choices which consisted of 20 items based on the indicators. The students were asked to choose one correct answer. Before the test was given to the students, it was tried out to 15 non sample students at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

Table III.3
Blue Print of Students' Listening Comprehension

NO	INDICATORS	ITEMS
1	The students are able to identify the topic of narrative text that they heard.	1,5,6,12,16
2	The students are able to identify the figure of narrative text that they heard.	2,7,10,13,17
3	The students are able to recognize vocabulary (such noun and verb) used in narrative text that they heard.	3,8,14,18,20
4	The students are able to identify the communicative purpose of the narrative text that they heard.	4,9,11,15,19

F The Technique of Analyzing Data

To analyze the data, the researcher used Pearson Product Moment Correlation on SPSS 23.0 program. According to Ary, et al. (2010, p. 353), pearson coefficient is appropriate for use when the variables to be correlated are normally distributed and measured on an interval or ratio scale. Besides, it

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was used to find out the correlation between two parametric variables and linear relationship between students' self-efficacy and their listening comprehension.

Sudijono (2014, p. 43) pointed out the formula to analyze the percentage of students' self-efficacy as follows:

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

Where:

- P = Number of percentage
 F = Obtained frequency
 N = Number of frequency/sample

To know the students' listening comprehension, the researcher used the formula from Ary, et al. (2010, p. 108) as illustrated below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = Mean
 Σ = Sum of
 X = Raw score
 N = Number of cases

In order to find out whether there was a significant correlation between students' self-efficacy and their listening comprehension, the data were analyzed by using Pearson Product-Moment Correlation Coefficient on

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SPSS 23.0 program. The researcher used the score of questionnaire of variable X and listening comprehension test score of variable Y.

Statistically, the hypotheses are (Siregar, 2013, p.350):

H_0 is accepted if $\text{sig} > \alpha$: there is no significant correlation between students' self-efficacy and their listening comprehension.

H_0 is rejected if $\text{sig} < \alpha$: there is a significant correlation between students' self-efficacy and their listening comprehension.

G. The Validity and Reliability of the Instruments

Validity and reliability were two keys of component in measurement theory, referring to the psychometric properties of the measurement technique and data obtained by them.

1. Validity

a. Validity of self-efficacy questionnaire

According to Kothari (2004, p. 73), validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

In this research, the researcher used construct validity. Pertaining to the statement, Siregar (2013, p. 77) states that construct validity means validity related to the ability of instrument to measure

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the concept of being measured. As supported by Sugiyono (2015, p. 350) that non test instrument which is used to measure attitude includes to construct validity.

To analyze the validity of questionnaire data, the researcher used SPSS 23.0 program for windows. The following table is the criteria of items validity (Arikunto, 2007, p. 75).

Table III.4
The Criteria of Items Validity

R	Interpretation
$0.800 < r \leq 1.00$	Very High
$0.600 < r \leq 0.800$	High
$0.400 < r \leq 0.600$	Average
$0.200 < r \leq 0.400$	Low
$0.000 < r \leq 0.200$	Very Low

Table III.5
The Analysis of Self-Efficacy Questionnaire Validity

No. Item	R _{count}	R _{table} (5%)	Status	Criteria
1	0.693	≥ 0.514	Valid	High
2	0.165	≤ 0.514	Invalid	Very Low
3	0.544	≥ 0.514	Valid	Average
4	0.567	≥ 0.514	Valid	Average
5	0.540	≥ 0.514	Valid	Average
6	0.635	≥ 0.514	Valid	High
7	0.785	≥ 0.514	Valid	High
8	0.534	≥ 0.514	Valid	Average
9	0.695	≥ 0.514	Valid	High
10	0.673	≥ 0.514	Valid	High
11	0.670	≥ 0.514	Valid	High
12	0.649	≥ 0.514	Valid	High
13	0.412	≤ 0.514	Invalid	Average
14	0.547	≥ 0.514	Valid	Average
15	0.742	≥ 0.514	Valid	High
16	0.378	≤ 0.514	Invalid	Very Low
17	0.531	≥ 0.514	Valid	Average
18	0.685	≥ 0.514	Valid	High
19	0.521	≥ 0.514	Valid	Average
20	0.775	≥ 0.514	Valid	High

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Based on the table III.5, the researcher concluded the result of instrument validity to the 20 items that had been tried out before, it showed that 17 items were valid, and 3 items were not valid. It means that there were 17 items that could be used in this research.

b. Validity of listening comprehension test

In validity of the instrument of the test, it could be seen from the difficulties of the test. On the other hand, the test is not too easy and not too difficult. As Arikunto (2007, p. 210) said that the standard level of difficulties is > 0.30 and < 0.70 . It means that the items are accepted if the level of difficulties is between 0.30-0.70 and rejected if the level of difficulty is below 0.30 (too low) and over 0.70 (too easy). The formula of item difficulty is as follows: (Arikunto, 2007, p. 208)

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

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

Based on try out result of the instrument validity to the 20 items, it showed that all items were valid that could be used in this research. It can be seen in the following table:

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Table III.6
The Analysis of Listening Test Validity

No	P	Statement	Status
1	0.60	$0.30 < 0.60 < 0.70$	Valid
2	0.53	$0.30 < 0.53 < 0.70$	Valid
3	0.53	$0.30 < 0.53 < 0.70$	Valid
4	0.60	$0.30 < 0.60 < 0.70$	Valid
5	0.60	$0.30 < 0.60 < 0.70$	Valid
6	0.60	$0.30 < 0.60 < 0.70$	Valid
7	0.60	$0.30 < 0.60 < 0.70$	Valid
8	0.60	$0.30 < 0.60 < 0.70$	Valid
9	0.67	$0.30 < 0.67 < 0.70$	Valid
10	0.60	$0.30 < 0.60 < 0.70$	Valid
11	0.60	$0.30 < 0.60 < 0.70$	Valid
12	0.53	$0.30 < 0.53 < 0.70$	Valid
13	0.60	$0.30 < 0.60 < 0.70$	Valid
14	0.53	$0.30 < 0.53 < 0.70$	Valid
15	0.67	$0.30 < 0.67 < 0.70$	Valid
16	0.60	$0.30 < 0.60 < 0.70$	Valid
17	0.67	$0.30 < 0.67 < 0.70$	Valid
18	0.47	$0.30 < 0.47 < 0.70$	Valid
19	0.67	$0.30 < 0.67 < 0.70$	Valid
20	0.67	$0.30 < 0.67 < 0.70$	Valid

Based on the table III.6, the researcher concluded the result of listening test validity to the 20 questions that had been tried out before, it showed that all of the questions were valid. It means that there were 20 questions that could be used in this research.

2. Reliability

a. Reliability of self-efficacy questionnaire

Creswell (2012, p. 159) has stated that reliability means the scores from an instrument are stable and consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way. The characteristic of reliability is sometimes termed consistency. The

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following table is the level of internal consistency of Cronbach Alpha, Cohen et al. (2007, p. 506).

Table III.7
Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80 – 0.90	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Unacceptably low reliability

To obtain the reliability of the questionnaire, the researcher used SPSS 23.0 program to find out whether or not the questionnaire is reliable.

Table III.8
Cronbach Alpha Reliability Statistics of Students' Self-Efficacy Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.901	20

From the table III.8, it was obtained that the value of Cronbach's Alpha was 0.892. It means that the items are reliable, where the value of internal consistency was $0.90 > 0.892 \geq 0.80$. So, the reliability of questionnaire was categorized into highly reliable level.

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b. Reliability of listening comprehension test

Reliability is a necessary characteristic of good test. According to Brown (2004, p. 20), a reliable test is consistent and dependable. It is clear that reliability is used to measure the quality of the test score and the consistency of the test. The researcher then used the Kuder Richardson 20 (KR-20) formula to calculate the reliability of the test. According to Sugiyono (2015, p. 360), KR-20 formula is used when the instrument using score that produced a score of dichotomy (1 and 0). The formula is as follows: (Sugiyono, 2015, p. 359).

$$r_i = \left(\frac{k}{k-1} \right) \left(\frac{s_t^2 - \sum pq}{s_t^2} \right)$$

Where:

r_i : Instrument validity

k : Number of items in the instrument

s_t^2 : Variance total (the square of Standard Deviation)

p : the proportion of subject who answered correctly

q : proportion of subject who answered the item wrong (1-p)

Based on the data the researcher got:

k : 20

s_t^2 : 12.64

$\sum pq$: 4.76

So,

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$$r_i = \left(\frac{20}{20 - 1} \right) \left(\frac{12.64 - 4.76}{12.64} \right)$$

$$r_i = \left(\frac{20}{19} \right) \left(\frac{7.88}{12.64} \right)$$

$$r_i = (1,05) (0.62)$$

$$r_i = \mathbf{0.651}$$

To know whether the test is reliable or not, the value of r_i must be compared with r product moment. The value of r_i must be higher than r table. From the calculation above, the value of r_i is 0.651. Then the r_t at 5% level of significance is 0.514. While r_t at 1% level of significance is 0.641. So it can be concluded that **0.641 < 0.651 > 0.514**. In other words, the instrument is reliable because the value of r_i is higher than r_t .