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CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research was a correlational research which consists of two variables. The first is self efficacy as the independent variable (X) and the second is listening ability as the dependent variable (Y).

According to Fraenkel and Wallen (2006:335), correlation studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. This indicates whether the two variables are related or whether one can predict another. Correlational studies provide a numerical estimate of how related two variables. Clearly, the more the two variables are related and the more accurate are predictions based on the relationship. Rarely are two variables perfectly uncorrelated, but many are sufficiently related to permit useful predictions.

B. The Location and Time of the Research

This research was conducted at Senior High School 5. It is located on Jl. Bawal, Pekanbaru. The time of this research was conducted on May 2017 in academic year 2016/2017.

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C. The Subject and Object of the Research

The subject of this research was the eleventh grade students at Senior High School 5 Pekanbaru and the objects of this research were self efficacy and listening ability.

D. The Population and Sample of the Research

The population of the research was the eleventh grade students at Senior High School 5 Pekanbaru. The total population was 420 students and consisted of six classes of science and four classes of social. The researcher took 10% as sample. So, the samples were 42 students. As Arikunto (2006:134) said that if population is less than 100 respondents, we can take all of, but if more than 100 respondents, we can take 10%, 15%, 20%, 25% or more than.

Furthermore, to choose the sample, the researcher used simple random sampling technique. Simple random sampling technique is a sampling procedure for which each possible sample of a given size is equally likely to be the one obtained.

E. Techniques of Collecting the Data

In order to collect some data in this research, the researcher applied the techniques as follows:

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1. Questionnaire

According to Harper and Marcus (2003:306), a questionnaire is a written list of questions or statements, either given or posted to respondents, who fill it in themselves. Information is gathered directly from people through a series of questions or statement. In this research, the researcher used questionnaire to know self efficacy in listening. The questionnaire dealt with students' opinions in responding by using a Likert scale. According to Cohen et al (2007:326), a Likert scale provides a range of responses to a given question or statement. The five alternative answers of Likert's Scale for the questionnaire are strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.

The scales for the questionnaire are as follow:

Strongly disagree	: 1	Agree	: 4
Disagree	: 2	Strongly agree	: 5
Neither agree nor disagree	: 3		

By using Likert scale, scoring the questionnaire is done by calculating each of students' scores as follows :

$$\text{Score} : \frac{\text{Student's score}}{\text{Highest scale (5) x Total statement (24)}} \times 100$$

Then, the classification of the students' self-efficacy is as follows :

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Table III. 1
The Classification of Students' Self-efficacy Score

Score	Category
73 – 100	High
48 – 72	Middle
0 – 47	Low

The researcher made 24 statements based on the indicators of self-efficacy in listening discussed in operational concept.

Table III. 2
Blue print of Self-efficacy Questionnaire

No	Indicators	Item Number
1.	Magnitude	
	Students believe they can finish a difficult task in listening	1,4,7,10,13,16,19,22
2.	Strength	
	Students can face difficulties and obstacles during listening task	2,5,8,11,14,17,20,23
3.	Generality	
	Students improve their listening ability in any listening activities	3,6,9,12,15,18,21,24

2. Test

In this research, the researcher used test as the technique of collecting data for listening ability. According to Cohen et al (2007:421), the test is subject to item analysis. The test is used to measures all kind of abilities, interest, attitudes and work. So, the researcher used multiple choice test for purpose to pinpoint strength and weakness of the students' understanding. The researcher made 20 questions, so the students had to answer the entire questions. For the

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correct answer, the students got 1. However, for the incorrect answer, they got 0.

$$\text{Total score} = \frac{\text{Score students get}}{\text{Highest score}} \times 100$$

Then, the classification of the students' score is as follows (Arikunto, 2011 : 245):

Table III. 3
The Classification of Students' Score

Score	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Table III.4
Blue print of test

No	Indicators	Item Number
1.	Students identify the meaning of expressions of congratulating someone.	1,2,3,4,5
2.	Students respond to the expressions of anger	11,12,13,14,15
3.	Students identify the certain information of the narrative text listened.	6,7,8,16,20
4.	Students identify the event in the narrative text listened.	9,10,17,18,19

F. Techniques of Analyzing the Data

In order to find out whether there is a significant correlation between self-efficacy and listening ability of the eleventh grade students at Senior High School 5 Pekanbaru, the data were analyzed by using

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statistical formula. In this research, the researcher used product moment correlation. There is a significant correlation or there is no significant correlation between two or more variables that can be analyzed by using product moment correlation (Arikunto, 2006:274). H_0 is accepted if the significance 2-tailed value is bigger than α ($\text{sig-t} > \alpha$). In this case, α value is 0.05 (Hartono, 2010:58).

In addition, the procedures of processing the data by using SPSS 17.0 program are as follows:

1. Open SPSS 17.0 program
2. Click *variable view* on SPSS data editor.
 - a. On column *name*, for the first row is Respondent, for the second row is X, and for the third row is Y.
 - b. On column *type*, for the first row change from numeric to string.
 - c. On column *label*, for the second row is self-efficacy and for the third row is listening ability
3. Next, click *data view* in the left corner on SPSS data editor. Input the respondent in column *respondent*, scores of self-efficacy in column X, and scores of students' listening ability in column Y.
4. Then, to find the correlation between the score; click *analyze* and choose *correlate* and *bivariate*
5. From *bivariate correlaton* input X and Y to *variable*
6. Click *Pearson* on *correlation coefficient*
7. Choose *two tailed* on *test of significance*

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8. Click OK.

Statistically the hypotheses are:

H_o is accepted if $p\text{-value} > \alpha$: there is no significant correlation between self-efficacy and listening ability.

H_o is rejected if $p\text{-value} < \alpha$: there is a significant correlation between self-efficacy and listening ability.

G. Validity and Reliability of Instrument

Before the instrument were given to the sample, the researcher analyzed the validity and reliability of the the instrument first. The researcher gave the instrument to 20 students.

1. Validity

Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund in Brown, 2003:22). An instrument is valid if it is able to measure what must be measured.

- a. Validity of Questionnaire

To know the validity of the questionnaire, the researcher used construct validity. Construct validity is any theory, hypothesis, or models that attempts to explain observed phenomena. To analyze the validity of the data, the researcher used SPSS 17.0 program. The result of try out is as follows :

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Table III.5
The Analysis of Questionnaire Validity

Item Number	r-item	r-table	Result
1	0.54	0.44	Valid
2	0.55	0.44	Valid
3	0.55	0.44	Valid
4	0.65	0.44	Valid
5	0.60	0.44	Valid
6	0.58	0.44	Valid
7	0.60	0.44	Valid
8	0.53	0.44	Valid
9	0.59	0.44	Valid
10	0.54	0.44	Valid
11	0.65	0.44	Valid
12	0.54	0.44	Valid
13	0.53	0.44	Valid
14	0.65	0.44	Valid
15	0.67	0.44	Valid
16	0.67	0.44	Valid
17	0.65	0.44	Valid
18	0.60	0.44	Valid
19	0.57	0.44	Valid
20	0.55	0.44	Valid
21	0.67	0.44	Valid
22	0.55	0.44	Valid
23	0.60	0.44	Valid
24	0.60	0.44	Valid

Based on the table III.5, the researcher concluded that the result of instrument validity to the 24 items of questionnaire was valid. Then, the researcher took 24 items used in this research.

b. Validity of Test

In this research, the researcher used content validity to measure the students' listening ability. According to Brown (2003:22), content validity is partly a matter of determining if the

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content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. Test has content validity if the test is appropriate with the lesson that is taught in the class. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eleventh grade students at Senior High School 5 Pekanbaru.

In validity of the instrument of the test, it can be seen by the difficulties of the test. The test is not too easy and too difficult. The standard level of difficulty is $0.30 \leq$ and ≤ 0.70 (Arikunto, 2006:208). It means that the items are accepted if the level of difficulty is between 0.30-0.70 and rejected if the level of difficulty is below 0,30 (too difficult) and over 0,70 (too easy). The formula for item of difficulty is as follows (Arikunto, 2011:208):

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

Where P: index of difficulty or facility value

B: The number of correct answers

JS: The number of examinees or students taking the test

Based on the try out result of the instrument validity to the 20 items, it showed that all of the 20 items were valid. The analysis can be seen in the following table :

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Table III.6
The Analysis of Test Validity

Item Number	r-item	Result
1	0.65	Valid
2	0.60	Valid
3	0.60	Valid
4	0.55	Valid
5	0.65	Valid
6	0.60	Valid
7	0.60	Valid
8	0.60	Valid
9	0.65	Valid
10	0.65	Valid
11	0.65	Valid
12	0.45	Valid
13	0.60	Valid
14	0.55	Valid
15	0.65	Valid
16	0.65	Valid
17	0.60	Valid
18	0.65	Valid
19	0.65	Valid
20	0.65	Valid

Based on the table III.6, the researcher concluded that the result of test validity to the 20 items of listening ability test was valid. Then, the researcher took 20 items used in this research.

2. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring (Brown, 2003:19). In accordance, Brown (2003:20) said that a reliable test is consistent and dependable. This research is internal consistency reliability. According to Sugiyono

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(2016:131), internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument. The following table is the level of internal consistency of Cronbach Alpha (Arikunto, 2006:115)

Table III.7
A Commonly Accepted Rule of Thumb for Describing 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

a. Reliability of questionnaire

To obtain the reliability of the questionnaire given, the researcher used SPSS 17.0 program to find out whether the questionnaire is reliable or not.

Table III.8
Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.908	24

From the table III.8, it was obtained that the value of cronbach's alpha was 0.908. It means that the items were reliable,

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where the value of internal consistency was $0.908 > 0.90$, so the reliability of the questionnaire was very highly reliable.

b. Reliability of test

To obtain the reliability of the listening ability test, the researcher used SPSS 17.0 program to find out whether the test is reliable or not.

Table III.9
Reliability Statistics of Listening Ability Test

Cronbach's Alpha	N of Items
.820	20

From the table III.9, it was gained that the value of cronbach's alpha was 0.820. It means that the items were reliable, where the value of internal consistency was $0.820 > 0.80$, so the reliability of the test was highly reliable.