

Hak Cipta Diindungi Undang-Undang

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Reseach Design

The design of this research is correlation research, Pallant (2010, p.121) states, “Correlation analysis is used to describe the strength and direction of the linear relationship between two variables.” In correlation research designs, Creswell (2012, p. 338) states that investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

This research consist of two variables. According to Fraenkel and Wallen (2009, p. 39) that a variable is a concept-a noun that stands for variation within a class of objects. The first variable is independent variable which is a stimulus variable or input operates either within environment to affect his behavior. It is the factor which is measured, manipulated, or selected by the researcher to determine its relationship to the observed phenomena (Singh, 2006, p. 63). In this research, the independent variable or variable X is students’ habit of listening to English songs. The second variable is dependent variable which means response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated (Singh, 2006, p. 63). It is considered dependent because its value depends upon the value of the independent variable. The dependent variable or variable Y in this research is students’ pronunciation.

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## B. The Time and The Location of the Research

This research was conducted at Senior High School PGRI which is located at Pepaya street Pekanbaru. The research was conducted on May 2017.

## C. The Subject and the Object of the Research

The subject of this research was the first year of SMA PGRI Pekanbaru, and the object of this research was the correlation between students' habit of listening to English songs and their pronunciation.

## D. The Population and the Sample of the Research

The population of this researcher was the first year students of SMA PGRI Pekanbaru, and they were 133 students, they were divided into four classes. There were two science classes and two social classes. According to Arikunto (2006, p. 134) stated if the amount of the subject was less than 100, it will be better to take all, but if it was more than 100 it was better to take 10-15%, 20-25% or more than it, and if it is lower than 100 subjects, it must be taken all. From this explanation, the researcher took sample 25% of each class. This technique was random sampling technique. Thus, the total number of sample was:

**Table III.1**  
**The Total Population of the First Grade of Senior High School PGRI Pekanbaru**

No.	Class	Total Population	Sample (25%)
1	X Science 1	32	9
2	X Science 2	33	8
3	X Social 1	34	8
4	X Social 2	34	8
<b>Total</b>		<b>133</b>	<b>33</b>

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## E. The Technique of Collecting Data

The data of this research was collected by using some techniques, they are as follows:

### 1. Questionnaire

In order to get the data, the researcher used questionnaire as the technique of collecting the data. This technique used to find out how the students' habit of listening to English songs. According to Cohen (2007, p. 317), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administrated without the presence of the researcher, and often being comparatively straightforward to analyze. Through questionnaire, the collected data can be processed quickly.

The researcher gave 20 questionnaires for collecting the data of students' listening to English songs. The questionnaire that the researcher used was Likert chart scale. Creswell (2012, p. 175) stated that there were scoring data that the researcher assigns a numeric score (value) to each category for each questions on the instrument used to collect data. In the instrument, there were five options for each question that would be answered by the respondents, they were: always (5), usually (4), seldom (3), rarely (2), never (1).

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**Table III.2**  
**The Instrument of Students' Habit of Listening English Songs**

No	Indicators of Listening to English songs	Question Number
1	Attitude	1,7,19
2	Motivation	3,11,15
3	Pleasure	9,22
4	Attention	2,17,10
5	Facility	6,16
6	Frequency	5,12,14
7	Willpower	4,13,20
8	Awareness	8,18

And the table below will show the example of questionnaire with (A) mean always, (U) mean usually, (S) mean seldom, (R) mean rarely and (N) mean never.

**Table III.3**  
**The Example of Question of Students' Habit of Listening English Songs**

No	Question	A	U	S	R	N
1	I listen to English song to bring my mood on					
2	I know how to pronounce many words after listening to English songs					
3	I can do many jobs while listen to English songs					
4	I listen to English songs while singing the lyric unconsciously					
5	I listen to English songs three times a day					

After the students did the test, the researcher then took the total score from the result of reading test. The classification of the students score is as follows (Arikuto, 2011, p. 245):

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**Table III.4**  
**The Classification of**  
**Students' Score**

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

## 2. Test

The researcher used a pronunciation test to find out students' ability in pronunciation. In this test, the researcher recorded the students' voice by using a voice recorder. In order to give the score, the researcher was helped by two raters. Then to get the empirical data the students' achievement in pronouncing English words, the researcher used a pronunciation test. The students were asked to read sentences from some lyrics of some well-known English songs. The pronunciation test belonged to a valid test. According to Harmer (2000, p. 184), if intelligible is the goal then it suggests that some pronunciation features are more important than others. Harris (1969, p. 81) said that pronunciation analysis includes the segmental features (vowels and consonants) and the supra segmental features (stress and intonation pattern). The standard pronunciation used in this research was use the standard pronunciation of Oxford Learner's Dictionary.

Brown (2003, p. 173) said the scoring scale is used to mark the students' pronunciation, it can be seen from the table below:

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**Table III.5**  
**The Instrument of Pronunciation**

Band	The Indicators
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Then each band of scoring scale above was accumulated into score. In this research the researcher used score in range 1-100. The highest score for students' pronunciation is 100. Based on the table above, it can be seen that the highest band is 5. Then, in getting the score for students' pronunciation, the highest score was divided to the highest band, and the result of that calculation was timed to each band that the students got as the score. It can be seen on the following accumulation:

**Table III.6**  
**The Conversion Table**

Band	Score
1	20
2	40
3	60
4	80
5	100

## F The Technique of Data Analysis

In analyzing the data, the researcher applied a quantitative data. In quantitative data analysis, Creswell (2012, p.15) indicates that a researcher analyzed the data using mathematical procedures, called statistics to explain

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the result of the research. Therefore, to analyze the data the following formula was used:

1. The profile of students' habit of listening to English songs (by using questionnaire).
2. The profile of students' pronunciation (by using oral test) and to find out mean, median, modus, and standard deviation (SD).
3. The profile of both students' habit of listening to English songs and their pronunciation.

In order to analyze the data, the researcher used Pearson Product Moment correlation on SPSS 20 windows program. The researcher used the product moment correlation to determine relationship between two parametric variables. Furthermore, the researcher wanted to find positive linear relationship on this research. According Creswell (2012, p.345), positive relationship occurs when low (or high) scores in one variable relate to low (or high) scores for the second variable being studied.

Then, to find out whether there is correlation between students' habit of listening to English songs and their pronunciation by using the Pearson Product-Moment Correlation using SPSS 20 program, Siregar (2013, p. 261) indicated that  $H_0$  is accepted if the significance 2-tailed value is higher than  $\alpha$  ( $\text{sig-t} > \alpha$ ). In this case,  $\alpha$  value is 0.05.

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Statistically the Hypotheses are:

Ha is accepted if  $r_o < r_{table}$  : or there is a significant correlation between the students' habit of listening to English songs and their pronunciation.

Ho is accepted if  $r_o \geq r_{table}$  : or there is a no significant correlation between the students' habit of listening to English songs and their pronunciation.

## G. Validity and Reliability of the Instrument

### 1. Validity

According to Gay (1992, p. 154), validity is the most important quality of any test. Validity is concerned with what a test 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.

#### a. Questionnaire Validity

When distributing a questionnaire, we have a purpose to be achieved. To gain our purpose, we should ensure that our measurement tools can measure what they are supposed to measure. In accordance with the statement above, Gay (2009, p.57) stated that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

In order to find out whether the data were valid or not, the researcher used construct validity and the data obtained were calculated

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by SPSS 20 windows program. The researcher examined and noted the difference between  $r_{\text{observed}}$  and  $r_{\text{table}}$  that  $r_{\text{observed}}$  was lower than  $r_{\text{table}}$ , then the questionnaire was not valid.

The results of questionnaire (try out) acquired from 25 items, 20 items were valid, and 5 items was invalid. Therefore, 20 items were used. It can be seen as follows:

**Table III.7**  
**The analysis of students' habit of listening to English songs**  
**questionnaire validity**

Item	$r_{\text{observed}}$	$r_{\text{table}}$	Status	Information
1	0.669	0.344	Valid	Used
2	0.447	0.344	Valid	Used
3	0.607	0.344	Valid	Used
4	0.589	0.344	Valid	Used
5	0.550	0.344	Valid	Used
6	0.498	0.344	Valid	Used
7	0.465	0.344	Valid	Used
8	0.722	0.344	Valid	Used
9	0.435	0.344	Valid	Used
10	0.469	0.344	Valid	Used
11	0.556	0.344	Valid	Used
12	0.532	0.344	Valid	Used
13	0.190	0.344	Invalid	Not Used
14	0.473	0.344	Valid	Used
15	0.257	0.344	Invalid	Not Used
16	0.098	0.344	Invalid	Not Used
17	0.233	0.344	Invalid	Not Used
18	0.533	0.344	Valid	Used
19	0.412	0.344	Valid	Used
20	0.167	0.344	Invalid	Not Used
21	0.646	0.344	Valid	Used
22	0.696	0.344	Valid	Used
23	0.705	0.344	Valid	Used
24	0.560	0.344	Valid	Used
25	0.880	0.344	Valid	Used

The data above were consulted with  $r_{\text{table}}$  at significant level of 5% ( $\alpha = \text{alpha} = 0.05$ ). There were 33 students; meaning that  $N=33$  with  $df = N - 2 = 31$ . The researcher took  $df_{31}$ , so  $r_{\text{table}}$  acquired was 0.344.

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It could be concluded that 20 item of habit of listening songs questionnaire were utilized in this research.

#### b. Test Validity

The test used to the students' pronunciation should be valid and reliable. In this research, the researcher used content validity to measure the validity of pronunciation test. Brown (2003, p.22) states that content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. Content validity only focuses on how well the items represent the intended area.

Based on the explanation, the researcher used the content validity to measure whether the test was valid or not in this research. There was a paragraph from lyrics of the popular song that has been chosen by the researcher. Murphey in Salcedo (2002, p. 95) said, "Popular songs offer short, affective, simple, native texts with a lot familiar vocabulary recycled". Thus, pop songs become rich learning material with natural texts, seemingly better than authentic spoken discourse, due to the manageable speed and vocabulary repetition. Recording of modern popular songs are generally brief I duration about 3 to 6 minute, so they was capture the students' attention.

In addition, Wilis and Mason (1994, p. 104) said that songs frequently are closer to the real life experiences of the students than most textbook material, with lyrics that exemplify good examples of

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authentic language. The instrument that the researcher used has fulfilled those criteria. Furthermore, the researcher also selected the lyrics that were matched with the syllabus for the first grade students of Senior High School PGRI.

## 2. Reliability

Reliability is concerned with the degree to which one can rely on an assessment instrument to provide consistent and dependable results. In other words, a reliable instrument provides similar result with a similar population under similar conditions (Vandergrift, 2012, p. 260). Reliability means reliable when an examinee's results were consistent on repeated measurement.

### a. Questionnaire Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected by obtaining the similar result when measurement was repeated on different occasion or with different instrument or by different person (Brown, 2003, p. 20). In order to find out whether the questionnaire was reliable or not, the researcher calculated the data by SPSS program 20. It can be seen as follows:

**Table III.8**  
**The Reliability Statistics of Students' Habit**  
**of Listening to English song**

Cronbach's Alpha	N of Items
.885	20

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Based on the analysis above, the value of Cronbach's Alpha is 0.885 which is higher than 0.80. It could be said that the questionnaire is reliable. Due to  $0.885 > 0.80$ , the level of reliability was high.

According to Cohen, Manion, and Morrison (2007, p.506), the table below is the categories of reliability test used in determining the level of reliability of the tests.

**Table III.9**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	$>0.90$	Very High
2	0.80-0.90	High
3	0.71-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	$<0.60$	Unacceptably Low

#### b. Test Reliability

In this pronunciation test, the researcher used inter-rater reliability formula because the researcher was helped by two raters in assessing and giving score of the students' ability in pronouncing the words. According to Cresswell (2012, p. 161), the researcher compared scores from two raters (rater 1 and rater 2) in order to find out if the scores were similar or different. After compared the score, the researcher determined how close the score from two raters.

In order to measure the correlation between the scores given by rater 1 and rater 2, the researcher used Distance Correlation through SPSS 20 version. It can be seen as follows:

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**Table III.10**  
**The Reliability Statistics of Students' Pronunciation**

Cronbach's Alpha	N of Items
.750	2

Based on the analysis above, the value of Cronbach's Alpha is 0.775 which is higher than 0.70. It could be said that the questionnaire is reliable. Due to  $0.775 > 0.70$ , the level of reliability was reliable.

**Table III.11**  
**The Similarity of Scores between 2 Raters Proximity Matrix**

Proximity Matrix		
	Correlation between Vectors of Values	
	Rater1	Rater2
Rater1	1,000	,616
Rater2	,616	1,000

This is a similarity matrix

Based on the table above, it can be seen that coefficient correlation of two scores are 0.616. Therefore, both of the scores from two raters are strong correlated. It means that, the test was reliable because the scores from two raters were similar.