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CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

This research is correlation research. This research consists of two variables independent (X) and dependent (Y). This research tries to investigate the correlation between students' listening habit and their listening comprehension at Islamic Junior High School Al-Fitiyah Pekanbaru. There are two variables in this research, independent and dependent variable. Students' Listening Habit is as independent variable and listening comprehension is as the dependent variable.

In conducting the research, the writer prepared a questionnaire to measure the students listening habit as "X" and listening test was to find out the listening comprehension that symbolized as "Y" variable.

B. Location and the Time of the Research

The Location of this research was at Islamic Junior High School Terpadu Al- Fitiyah Pekanbaru. This research was conducted on June 2014.

C. The Subject and Object of this Research

The Subject of this research was the second year students of Islamic Junior High School Terpadu Al fitiyah Pekanbaru. The Subjects consist of 1 class (33) students.

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The Object of this research is the correlation between the students' listening habit and their listening comprehension at second year of Islamic Junior High School Terpadu Al-Fityah Pekanbaru.

D. The Population and Sample

The Population of this research was the second year student of Islamic Junior High School Terpadu Al-Fityah Pekanbaru. They consisted of one class, all of them 33 students. Sample was a sub group of population. In term of finding the sample for this research, the writer oriented to Arikunto who states that:

- a. If the Population is under 100, the writer can take all of them
- b. If the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample¹

In this research, the writer uses total sampling which means all of population is taken to be sample. It can be seen in the following the table:

TABLE III.1

Sample of the research

No	Class	Male	Female	Population	Sample
1	VIII	17	16	33	33
Total		17	16		33

¹ Suharmi Arikunto. *Prosedure Penelitian: Suatu Pendekatan Praktek*. (Jakarta:PT. Rineka Cipta,2002),p.134

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Data source from: Islamic Junior High School Terpadu Al-Fitiyah Pekanbaru

E. The Instrument Data Collection

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

1. Questionnaire

It was used to find out the students' listening habit. This questionnaire described some questions for the respondents dealing with students' habit in listening comprehension. Then, the students's questionnaire score could be categorized (in chapter 2) into two levels as below:

Table III.2
Analysis Criterion of listening habit

No	Percentage	Catagories
1	51 – 100	Good habit
4	0 - 50	Poor habit

2. Test

The writer collected the data by using a test to obtain the students' habit in listening comprehension. It is a multiple choice which consist of twenty items. The Students are asked to choose one correct answer. Then, the students's test score could be categorized (Harris, 1986:124) into four levels as below:

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Table III.3
Analysis Criterion of Descriptive Percentage

No	Percentage	Catagories
1	80 – 100	Good to Excellent
2	60 -79	Average to Good
3	50 – 59	Poor to Average
4	0 - 49	Poor

3. Validity and Reliability

To obtain the data from the respondents, the writer made try out the questionnaire to determine the validity and reliability of the instruments.

a. Validity

Validity of questionnaire

The validity is the individual's scores from an instrument that makes sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population.² 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. This research constructed validity. The construct validity focuses on test scores as a measure of a psychological construct.³ The psychological

² Creswell, John W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education.pp 169

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constructs such as intelligence, motivation, anxiety and personality are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

To analyze the validity of data, the researcher used Ms. excel. From the analysis on the item values was found the score and total score. The researcher compared r_{11} to r_t . The r_{11} was higher than r_t at significant level 5%, is 0.553, and where r_t ($dk = N - 2 = 13$). If the value of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Based on the try out result of the instrument validity to the 25 items, it showed that all of the items were valid. It means that the instrument could be used in this research. In the following table is the result of the instrument validity.

³ Pervin, Lawrence. A et al. (2010). Psikologi Kepribadian teori dan penelitian. Jakarta: Kencana. pp 231

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Table III.4
The Analysis of Questionnaire Validity
Item-Total Statistics

Number of Questionaier	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	59.8667	148.124	.840	.963
2	59.4667	151.267	.790	.963
3	59.5333	150.981	.822	.963
4	59.8667	148.124	.840	.963
5	59.8000	144.886	.878	.962
6	59.6000	149.686	.724	.964
7	59.5333	150.981	.822	.963
8	59.6000	149.686	.724	.964
9	59.8000	154.171	.570	.966
10	59.8667	151.838	.589	.966
11	60.0000	157.286	.548	.969
12	59.8000	154.171	.570	.966
13	59.6000	152.829	.736	.964
14	59.6000	154.114	.659	.965
15	59.7333	145.210	.910	.962
16	59.8667	148.124	.840	.963
17	59.5333	147.552	.813	.963
18	59.8000	148.314	.883	.962
19	59.8000	148.314	.883	.962
20	59.8000	148.314	.883	.962
21	59.5333	150.981	.822	.963
22	59.8667	148.124	.840	.963
23	59.6000	149.686	.724	.964
24	59.8000	154.171	.570	.966
25	60.0000	157.286	.548	.969

Table III.5
Scale Statistics of Validity

Mean	Variance	Std. Deviation	N of Items
62.8667	166.124	12.88890	25

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Table III. 6
Case Processing Summary of Validity

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the table above, it can be conclude that all of the items were valid because The r_{11} was higher than r_t at significant level 5%, is 0.553.

Validity of listening test

The test used to the students' writing ability should be valid and realible. The test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful⁴. In this research, the researcher used content validity to know the validity of writing ability test. The content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domainof content it is supposed to represent.⁵ Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus by the second of grade students of Islamic Junior High School Al fityah Pekanbaru.

⁴ Halgoe, Laury. (2008). *The Introvert Power*. Naperville: Sourcebooks pp 320

⁵ Brown, Kristine and Susan Hood. 1993. *Writing Matters: Writing Skills and Strategies for Students of English*. New York: Cambridge University Press

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a. Reliability

Reability of questionnaire

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency⁶. And this research is internal consistency reliability. Internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument⁷. The table below is the categories of reliability test used in determining the level of reliability of the tests.

Table III.7
The Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably Low

(Cohen, Manion, & Morrison, 2007:506)

To obtain the reliability of the questionnaire given, the writer used SPSS 16.0 program to find out whether the questionnaire was reliable or not.

⁶ Ibid. pp.20

⁷ Creswell, John W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education

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Table III.8
Cronbach's Alpha Table
Reability statistics

Cronbach's Alpha	N of Items
.966	25

From the table above, it can be seen that the value of cronbach's alpha is that 0.966. Then, the researcher compared r_{11} to r_t . The $r_{11} = 0.966$ was higher than r_t at significant level 5%, is 0.553 and at 1% level of significance was 0.684 where r_t ($dk = N - 2 = 13$). It means that the items were reliable, in which the value of internal consistency was $0.966 > 0.553$, so the reliability of questionnaire was acceptable.

Reability of the listening test

In this listening test the writer was taken from listening exercise of English Education Book of Islamic Junior School Al fityah Pekanbaru. That test consisted of 20 items. So that listening test was valid to found students' listening comprehension of second grade students of Islamic Junior High School Terpadu Al-Fityah Pekanbaru.

b. The Techniques of The Data Analysis

The independent variable (X) and dependent variable (Y) are the two variables correlated. In analyzing the data, the researcher choose the product moment correlation as the formula because the data of the two variables above were in interval form because the researcher used the score of questionnaire of variable X and score of variable Y. " if the variables are

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connected in interval form and the spread of the data is normal distribution, so the suitable formula is product moment correlation”⁸. In analyzing the data of students’ introversion dimension of personality and their writing ability, the researcher analyzed it statistically.

Then, to find out whether there is correlation between students’ Introversion Dimension of Personality and their writing ability, the researcher used the Pearson Product-Moment Correlation Coefficient (r) by using SPSS 16.0 program. Pallant (2010:129) states that if the significance 2-tailed value is bigger than 0.05 ($p > 0.05$) this indicates that there is no violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned. Then, if the significance 2-tailed value is smaller than 0.05 ($p < 0.05$) this indicates that there is violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned. In the process of data analysis, the researcher used the SPSS (statistical package for the society science) program 16.0.⁹

Then, to determine the level of correlation between the two variables, the following categories from Hartono (2008:80) were used:

Table III. 9
The Interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.00-0.200	Very Low
2	0.200-0.400	Low

⁸ Hartono. (2008). *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Belajar pp 167

⁹ Ibid.pp80

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3	0.400-0.700	Medium
4	0.700-0.900	Strong
5	0.900-1.000	Very Strong

To find out the effect size of the two variables.¹⁰ formula was used as follows:

Table III. 10
The Formula of Coefcient Effect

<p>Coofecient effect = $r^2 \times 100\%$ r = pearson correlation</p>
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¹⁰ Pallant, Julie. SPSS survival manual 4th edition. (New York: Open university press, 2010) pp.20