

CHAPTER III

RESEARCH METHOD

III.1. RESEARCH DESIGN

The design of this research was categorized into correlational research. The aim of the research is to find the relationship among the variables. Referring to Gay (2000, 204), “correlational research involved collecting data, to determine whether, and to what degree a relationship degree, relationship exist between two or more quantifiable variables. The degree of relation was expressed as a correlation coefficient.” In this research, the researcher investigated the students’ listening strategy and students’ listening anxiety toward students’ listening comprehension. This research consisted of three variables. The first variable was students’ listening strategy as the independent variable that was obtained from a set of questionnaire Strategy Inventory for Language Learner (SILL) by Oxford (1990). The second variable was students’ listening anxiety as the second independent variable; this was obtained by a set questioner of Foreign Language Listening Anxiety Scale (FLLAS) questioner by Kim (2012). The last variable is students’ listening comprehension; it was obtained by using listening comprehension test. The research constituted a correlational research of one way arrow regression. In this research, the relationship among the variables was illustrated in the following figure.

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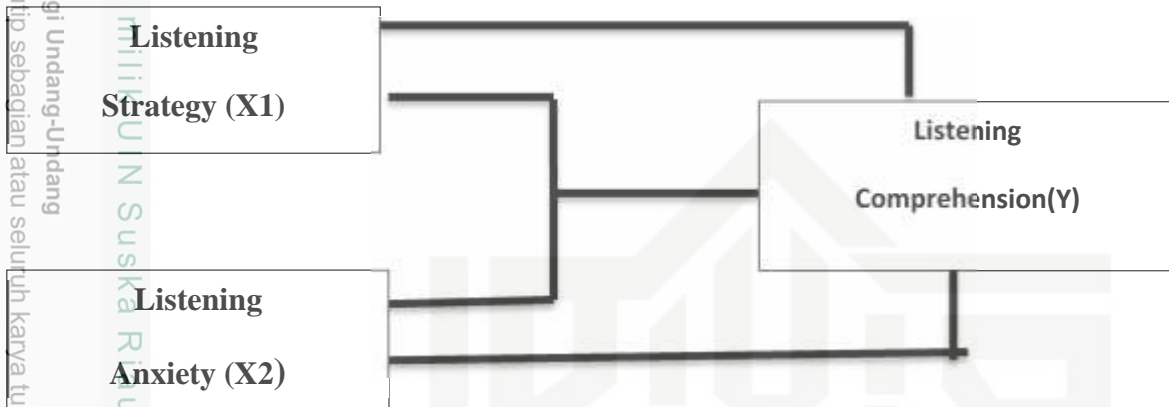
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Diagram III.1

Research design diagram



III.2. POPULATION AND SAMPLE

Based on Creswell (2012) "Population is a group of individuals who have the same characteristic." Population refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population (Tuckman 1978). In other opinion, population is defined as all members of any well-defined class of people, event, or object (Singh, Fook, Sidhu 2006). The population of the research was the sixth semester students of English Study program in Islamic University of Riau. The number of student was 138 students. It consisted of 47 male students 91 female students.

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Table III.1
The Population of sixth semester students of English Study program in Islamic University of Riau

Class	Population		
	Female	Male	Total
Class A	10	13	23
Class B	6	91	25
Class C	8	18	26
Class D	9	12	21
Class E	5	14	19
Class F	10	12	24
total	47	91	138

The researcher did not take all of the students as the sample. The sample was representative group of all population to serve as respondents. Creswell (2013) stated “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.” In this research, simple random sampling technique was be used. Gay (2000, 131) stated “simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. The selection of the sample is completely out of the researcher’s control; instead, a random, or chance, procedure selects the sample. So, every student had the same chance of being selected as the sample.

To determine the sample size, the writer used the technique which is suggested by Krejcie and Morgan (1970). It uses the formula:

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$$S = \frac{x^2 NP (1-P)}{d^2 (N-1) + X^2 P(1-P)}$$

Where:

S= sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

N= the population size.

P= the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

After analyze the sample size by using the formula, it is found that the sample size for 138 is 103. So, the writer decided to get 103 students as the sample in this research. Gay (2000, 205) stated that “the sample for a correlational study is selected by using an acceptable sampling method, and minimally acceptable sample size is generally 30 participants. So, 103 students are more than minimum sample size for correlational study.

III.3 INSTRUMENTATION

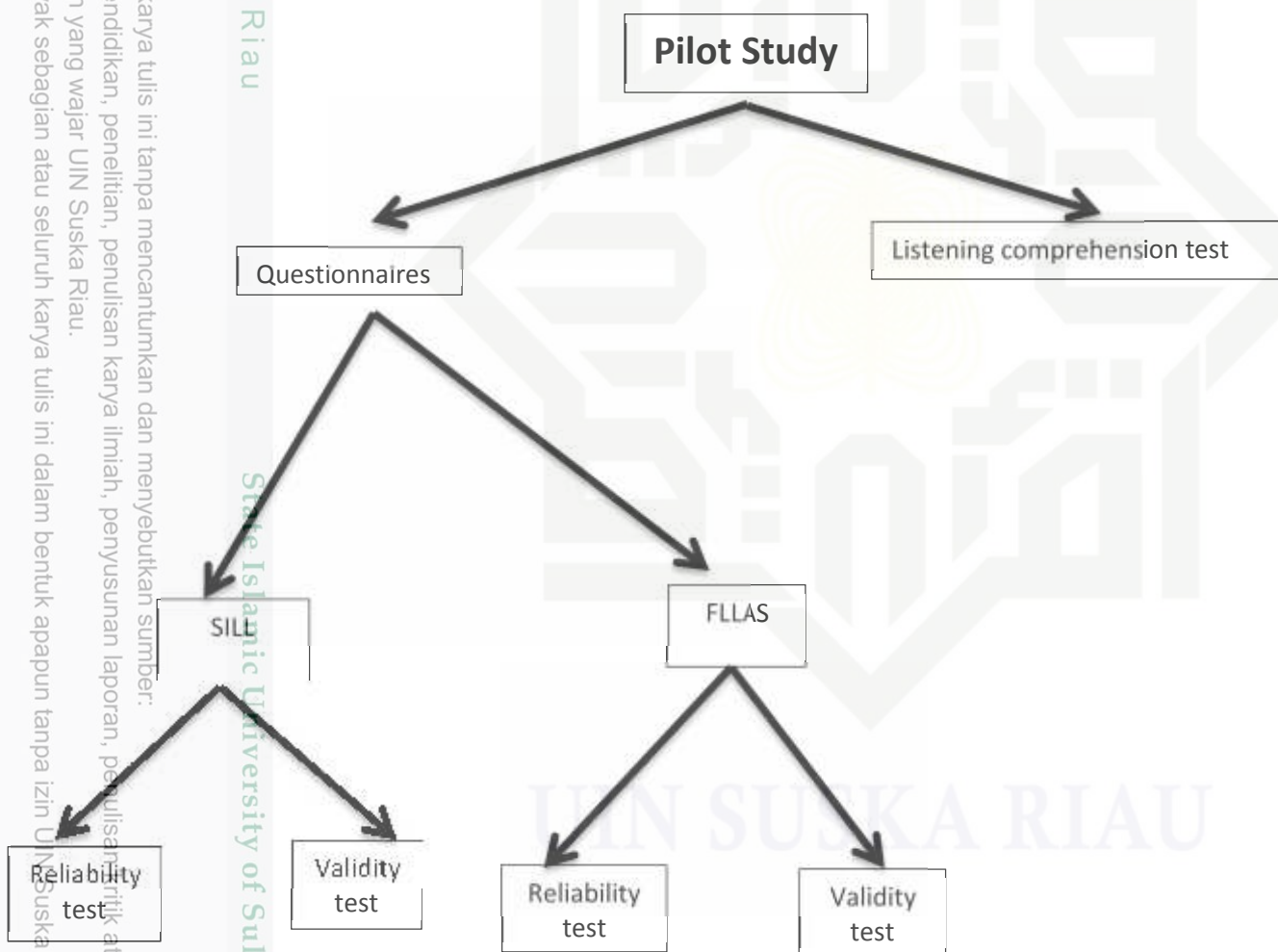
Before conducting the research, instrumentation covering the aspect of the pilot study, reliability, and validity had been conducted. It was used in the preparation steps to develop instruments.

1. Pilot Study

The aim of conducting a pilot study was to try out the research instruments and identify the potential problems that may influence the quality and validity of the research study. (bessing and chakrabati, 2009:114). The procedures of pilot study were presented in the following figure:

Diagram III.2

Pilot Study



1. Validity

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Validity was a test represents the extent to which a test measures what it purported to measure (Tuckman,1978: 163). It means that the test really measure the characteristic that was being used to measure. To meet how validity was concerned with determining what abilities contribute to this reliable variance, the writer used standard competence and indicators to make good question to pose at tests.

Validity refers to the degree to which an instrument measures what it purports to measure. Several bases exist for validity: content validity, criterion-related validity, and construct validity. Concerning in this study, content validity used in order to measure each item of contents. Moreover, in order to measure the listening strategies and listening anxiety questionnaires. Content validity used to measure whether the questionnaires were valid or not.

After analyzing by using spss 20 version, Content validity of listening strategies and listening anxiety questionnaires showed $p < 0.05$. it means that both of questionnaires were valid.

Table III. 6

The analysis of listening strategy questionnaire validity

Item	R	Sig level	Status
1	0,977	0.000	Valid
2	0.750	0.000	Valid
3	0.77	0.000	Valid

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4	0.80	0.000	Valid
5	0.72	0.000	Valid
6	0.94	0.000	Valid
7	0.77	0.000	Valid
8	0.78	0.000	Valid
9	0.81	0.000	Valid
10	0.85	0.000	Valid
11	0.83	0.000	Valid
12	0.85	0.000	Valid
13	0.84	0.000	Valid
14	0.84	0.000	Valid
15	0.85	0.000	Valid
16	0.86	0.000	Valid
17	0.86	0.000	Valid
18	0.87	0.000	Valid
19	0.88	0.000	Valid
20	0.88	0.000	Valid
21	0.87	0.000	Valid
22	0.81	0.000	Valid
23	0.73	0.000	Valid
24	0.74	0.000	Valid
25	0.81	0.000	Valid
26	0.88	0.000	Valid
27	0.76	0.000	Valid
28	0.80	0.000	Valid
N=20			

Based on the table III.6, it presents that $p=0.000$, and $P<0.05$. it means that the listening strategy questionnaire was valid.

Table III. 7

The analysis of listening anxiety questionnaire validity

Item	R		Status
1	0.81	0.000	Valid
2	0.88	0.000	Valid
3	0.76	0.000	Valid

4	0.80	0.000	Valid
5	0.84	0.000	Valid
6	0.85	0.000	Valid
7	0.86	0.000	Valid
8	0.86	0.000	Valid
9	0.87	0.000	Valid
10	0.88	0.000	Valid
11	0.88	0.000	Valid
12	0.87	0.000	Valid
13	0.81	0.000	Valid
14	0.80	0.000	Valid
15	0.72	0.000	Valid
16	0.94	0.000	Valid
17	0.77	0.000	Valid
18	0.78	0.000	Valid
19	0.81	0.000	Valid
20	0.88	0.000	Valid
21	0.87	0.000	Valid
22	0.81	0.000	Valid
23	0.77	0.000	Valid

Based on the table III.7, it indicates that $p=0.000$, and $P<0.05$. it means that the listening anxiety questionnaire was valid.

2. Reliability

Brown (2003) said that reliability had to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. Brown stated that the characteristic of reliability was sometimes termed consistency. The following table was the level of internal consistency of Cronbach Alpha.

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Table III.3

A commonly accepted rule of thumb for describing internal consistency by using cronbach alpha

Cronbach Alpha	Internal Consistency
.9	Excellent
.9 > .8	Good
.8 > .7	Acceptable
.7 > .6	Questionable
.6 > .5	Poor
.5 >	Unacceptable

To obtain the reliability of the questionnaire was given, the writer used SPSS 20 program to find out whether or not the questionnaire was reliable

Table III.4
Reliability of listening strategy

Cronbach's Alpha	N of Items
.754	28

Based on the table III.4 above, it shows that variable 1 questionnaire (listening strategy) is acceptable.

Table III.5
Reliability of listening anxiety

Cronbach's Alpha	N of Items
.893	23

Based on the table 3.6 above, it displays that variable 2 questionnaires (listening anxiety) is good.

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For listening comprehension test, the reliability test was not necessary. The test was taken from “TOEFL test” which was considered reliable.

III.4 Data Collection Technique

A set of questionnaires and a test were used to collect the data in this research. The questionnaires were SILL (Strategy Inventory for Language Learning) and FLLAS (Foreign language listening anxiety scales), and the listening comprehension test used TOEFL (Test of English as a Foreign Language) test. SILL (Strategy Inventory for Language Learning) is a questionnaire which is developed by Rebecca L Oxford. FLLAS (Foreign language listening anxiety scales) is developed by Robert Kim.

III.4.1 Questionnaire

The questionnaire consisted of items in positive statement. To get the score of the observation the Likert Scale was used. According to Singh, Fook, and Sidhu (2006: 139), a Likert scale format was usually used to measure the strength of an attitude or an opinion. In this study, a five-point scale. In that instrument, the writer gave the alternative option: strongly agree, agree, Neutral, disagree and strongly disagree. We can see the table below

Table III.8
The Likert Scale Rating

Optional	Score Favorable
Strongly agree	5

Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

- a. The Example of Strategy Inventory for Language Learning (SILL) by Oxford (1990). It consists of 50 statements but the writer only chose 28 statements which were relevant with the listening Strategy

Table III.9

The Example of Strategy Inventory for Language Learning (SILL)

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
When hearing a new word, I connect the sound of the new word and an Image or picture on the word to help me remember the word.					
While listening, I pay attention to English patterns to understand the text better.					
While listening, I consciously pay attention to information I need.					
I encourage myself to concentrate on					

listening English even when I can't hear anything.

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To score the students' scores, Some steps were adopted from Oxford (1990);

1. Add up the score of each part of questionnaire.
2. The sum of each part is divided by the number of items of each part to get average score. For example, cognitive strategy had 8 items. Then sum score of cognitive strategy was divided by 8.
3. To get the average score of overall questionnaire, the sum of six parts are added up then it was divided by 28.
4. To determine how students' listening strategies are and what strategies are more frequent, the result should be referred to range of the average score and its interpretation. The average and its interpretation was shown as the following table;

Table III.10

The classification of students' LLS used

High	Always or almost always used	4.5-5.0
	Generally used	3.5-4.4
Medium	Sometimes used	2.5-3.4
Low	Generally not used	1.5-2.4
	Never or almost never used	1.0-1.4

(Oxford, 1990)

- b. The Example of Foreign language listening anxiety scales (FLLAS) Questionnaires by Kim (2012). The Instrument consists of 28 questions.

Table III.11

The Example of FLLAS Questionnaires

Statements	Strongly	Agree	Neutral	Disagree	Strongly
When listening English, I tend to get stucked on one or two unknown words.					
I get nervous if a listening passage is read only once during English Listening test					
I am nervous when I am listening English when I am not familiar with the					

To score the listening anxiety, some steps had been done;

1. Add up the score of questionnaire items.
2. The sums of questionnaire scores were calculated.
3. To determine the students' listening anxiety should be referred to range of the listening table.

The students Listening anxiety scale was divided into 3 classifications; high, medium and low. To determine the range scale for each level, the following formula was used.

$$X < (\mu - 1.0)$$

: Low

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$$(\mu - 1.0) < X < (\mu + 1.0) \quad : \text{Medium}$$

$$(\mu + 1.0) < X \quad : \text{High}$$

Note: μ = number of item

$$= \frac{\text{maximum score} - \text{minimum score}}{6}$$

(Anwar :2010)

From that formula, the classification of students' Listening anxiety was presented as the following table:

Table III.12
The Classification of Students' listening anxiety

The Score level	Classification
23 - 53	Low
54 - 83	Medium
84- 115	High

III.4.2 Listening Comprehension Test

The listening comprehension test was taken from "Longman Complete course for TOEFL test" by Phillips (2011). The test consisted of 50 questions. The tests was in the form of multiple choice. Multiple choices technique is a technique that is designed by using four options of choice and the students only choose one correct answer based on the questions. The questions were related to the components of listening comprehension.

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For scorings the test, Sharpe (2005,692) had made the list of converted score based on the number of TOEFL test taker's correct answers. To use this chart, find the number of in the raw score column that corresponds to students' total correct answers on each section. The converted score in each section was listed on the right of the raw score. This research only used the listening comprehension test in TOEFL test.

The scoring procedure of listening test was the number of students correct answers divide by the number of question and multiple by 100. The scoring displays in formula bellow:

$$\text{Student's listening comprehension Score} = \frac{\text{correct answers}}{\text{the numbers of question}} \times 100$$

(Anwar :2010)

To classify the students listening comprehension, the writer used the table below:

Table III.14

The Classification of Students' listening comprehension Score

Number	Score	Classification
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Fairly Good
4	21 – 40	Poor

5

0 – 20

Very Poor

(Harris, 1986)

The Test is divided into 2 section; conversation and spoken text / academic lecturers. The blue print of the test is shown in the table III.15

Table III.15
The Blueprint of Listening comprehension

No	The kinds of test	The skill	The number of test
1	Conversation	Students are able to determine the vocabulary meaning and its synonym	1,2,3,4,6,7,8,13, 16, 22, 26,28,
		Students are able to find the general and specific information and find the conclusion. Students are able to identify the situation or the place where the dialog take place	5,9,10,14,31,32, 33,34,35, 36,37,38
		Students are able to identify the idiom and imply meaning of the word	20, 23

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		Students are able to identify negative expression	12,15, 18,21, 24, 27,
		Students are able to identify expression of uncertainty, suggestion, agreement, surprise, emphatic, and wishes.	11, 17, 19, 25,29, 30
2	Spoken text or academic lecture	students are able to get the main idea/ topic of spoken text/ academic lecture	39, 47,49
		Students are able to find the general and specific information and answer in order	40,41,42,44,46. 48,
		Students can draw the conclusion	43, 45,50

III.4. DATA ANALYSIS

After collecting data, the next step was analyzing the data. There were two parts in analyzing the data; descriptive analysis and inferential analysis. Descriptive analysis, according Cresswell (2009) indicates the means, standard deviation, and range score of scores for independents variables (listening strategy and listening anxiety) and dependent variable (listening comprehension). Inferential analysis related to variables or compare groups in terms of variables.

To analyze whether there was a significant influence between students' listening strategy, and listening anxiety on their listening comprehension, multiple regression. The data were analyzed by using SPSS 20 version. Linear regression is the analysis for two independent variables and one dependent variable. To find the significant influence of students 'listening strategy and listening comprehension the researcher used linear regression. To find the significant influence of students 'listening anxiety and listening comprehension the researcher used linear regression too.

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