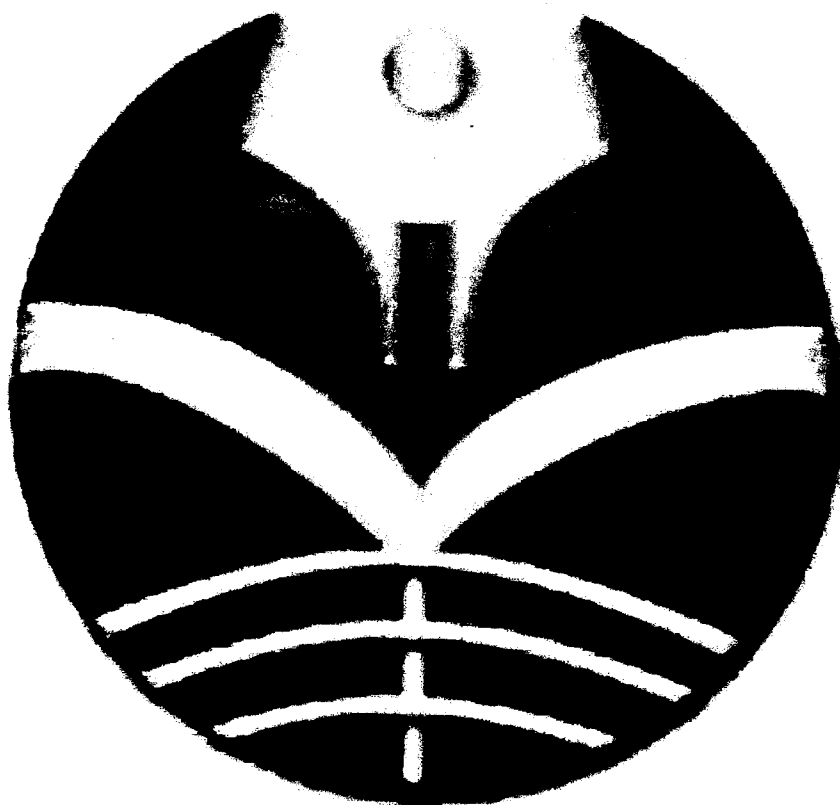


Recite: And thy Lord is the Most Generous,



(Qur'an, 96:3)



CHAPTER THREE RESEARCH METHOD

This chapter describes the procedures of the study in order to find out the answers of the three questions previously stated in chapter one. This chapter covers: research design, procedure of the research, instruments, population and sample and data analysis.

3.1 Research Design

The research used a quantitative approach, with descriptive and correlational methods, in order to investigate the relationship between the frequency of reading English materials and listening achievement. Quantitative research considered appropriate because the research was conducted to investigate the relationship between the two variables, using numerical and statistical processing. This is in line with Hopkins (1998) who states that quantitative research is all about measuring the relationships between variables, and Arikunto (2007, p.53) who states that quantitative research is applied by using numerical data, statistical processing, structured and controlled experiment.

Descriptive method was employed and was also considered appropriate because the research described the phenomena or, in this case, the two variables and other required information attained from the questionnaire. This is in line with Arikunto (1992, p. 10) who states that descriptive analysis is meant to explain or describe present and past variables. Furthermore, Key (1997) states,

The descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time.

However, the descriptive analysis's purpose, according to McMillan and Schumacher (1984, p. 26) cited in Merriam (1988, p. 7), is mostly limited to characterizing something as it is, since there is no manipulation of treatments or objects. Hence, the descriptive analysis is applied to find any information which involves the measurement and description of past and present variables and the investigation of the correlation between them as well, without attempting to manipulate the variables being studied. And the analysis is also meant to find out the changes over time which may be useful for other and further studies.

Finally, the research employed the correlational analysis method in investigating the correlation between the two variables, as it was considered appropriate because the research aimed to identify the possibility of relationship between both variables. This is in line with Arikunto (1998, p. 251, cited in Wiguna, 2008) who states that a correlation research is intended to find out whether there is a correlation or not, and if there is a correlation, how firm and how significant it is. Moreover, a correlational method is used to determine the degree of relationship between pairs of two or more variables (Hatch & Farhady, 1982, p. 192). Fraenkel and Wallen (1990), on the other hand, state that correlational research is aimed to investigate the possible relationship between two variables or more without trying to influence any of them. In other words, the

correlational analysis mainly measures the relationship between variables rather than cause effect (Jefferies, 1999).

3.2 Procedure of the Research

The research was conducted with the following procedures:

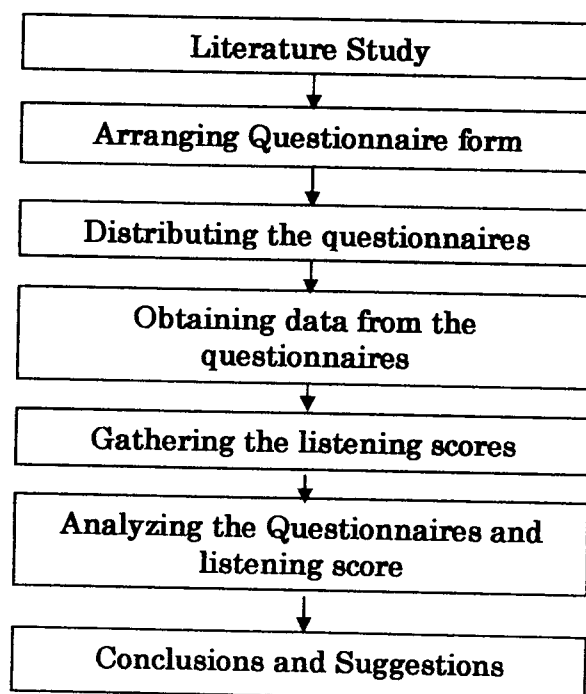


Figure 3.1 Procedure of the Research

3.3 Population and Sample

Population of this study was the fifth semester students of English Department of Indonesia University of Education who had similar focus in learning English, although they presumably had their own characteristics that differentiated one from another. To this point, Supranto (1987, p. 15) states that a population is set of homogenous elements, which still can be differentiated one each other through

different characteristics, such as age, family structure, skin color, blood type, etc. In other words, each member of a population presumably possesses one or more characteristics or to what Anderson's (1975, cited in Arikunto, 1992, p. 102) term, known as "attributes of interest."

There were approximately 300 students in the two programs of the fifth semester that were divided into ten classes. The reason of choosing this population was that they were assumed to had a basic skills in English, particularly in reading and listening on which this study concentrated, as they mostly had completed reading and listening courses. From the population, the writer had decided to choose at least 50 students as samples of the study, from which information and data were obtained, as it is necessary to gain at least 50 participants in correlational study to establish the existence of a relationship (Fraenkel and Wallen, 1990, p. 81).

Using the cluster sampling, the writer then mapped the populations, which were in classes of two programs; literature and education classes, and then randomly selected two classes, which consist of more than 25 students for each to be the samples. Hence, there would be more than 50 students to be the participants of this study, which would exceed the minimum requirement of 50 samples that might establish the existence of a relationship stated before.

The cluster sampling was considered appropriate because the population of this study spreads out the classes in two programs. To this point, Hadi and Haryono (1998, p. 86), and Arikunto (2007, p.258) argue that cluster sampling is applied when a population spread out the area, such as over provinces, districts,

sub-districts, institutions, organizations, programs, other units etc. another reason of choosing this sampling is that it is simple and economically cheap, but it is possible to gain many participants that spread out the area (Hadi & Haryono, 1998, p. 86).

3.4 Research Instruments

Two kinds of instruments were used in this study; questionnaire and participants' listening score.

3.4.1 Questionnaire

A questionnaire was distributed to all participants to attain information of their frequency of reading English materials and other required information (for more detailed information, please read the Appendix IV). A questionnaire, according to Alwasilah (2002, p. 151), is commonly used to measure the existence and distribution of any behaviors or characteristics that naturally happen, the frequency of events and the relationship between characteristics, behaviors, events or phenomena, observed by the researcher.

The questionnaire, in this study, consists of three types of question; close, open and mixed-questions. The close questions were arranged to offer the participants all available answers, so they only to choose one of the answers or even more (Arikunto, 2007, p. 28). In this study, those questions were intended to identify the participants' frequency of reading English materials, their experience in coping with spoken language, etc. The open questions were arranged to give the participants a bunch of alternative answers (Arikunto, 2007, p. 29). In this study,

those questions were intended to identify participants' reason of choosing any types of reading materials and their opinion about the connection between reading English materials and their listening achievement. The mixed- or structured-questions were arranged to give the participants other possibilities of choosing and filling the answers, besides what are available (Sukmadinata, 2007, p. 219). In this study, those questions were intended to identify other answers that are not mentioned on the questionnaire.

3.4.2 Participants' Listening Score

The listening score was collected to determine the participants' achievement in the subject, and also to provide data for the Y variable, in this study that is listening score. Their scores were obtained from their latest listening test (the exit level test) held by the English Department of Indonesia University of Education, in the middle of September 2008. The test was aimed to identify students' proficiency in all basic English courses; speaking, listening, reading and writing, completed in their last semesters.

The participants' listening scores used in this study were in the form of raw scores, aimed to get the real scores, which would not be affected by several factors such as attendance, attitude, participation in class, etc.

3.5 Data Analysis

All data and information from questionnaire were separated into two; data of reading frequency that were analyzed along with participants' listening score and

other data that were used to support the writer's findings and discussions of the correlation between students' frequency of reading English materials and their listening achievement.

In this study, participants' frequency of reading was measured in minutes, attained from the calculation between their reading rates in a week and minutes they spend for each reading activity, divided by two. The reason of applying this calculation is that there is a difference in both rates and times they spend in their reading that may biasing the frequency itself, as for example, student A who read eight times in a week with 20 minutes for each reading, seems to have higher frequency than student B who read four times in a week with 40 minutes for each reading, which in fact, both students have the same frequency of reading if it is measured in minutes.

The participants' frequency of reading was then analyzed, through data distribution, to investigate the minimum and maximum score, the mean, the standard deviation, and the tendency of each frequency amongst the mean and the standard deviation.

The supporting data and information, such as the purpose of reading, materials, etc. were presented and described along with other aspects, to give additional information that might be needed in presenting and discussing a main data of this study; the participants' frequency of reading English materials and their listening achievements.

The participants' listening score was analyzed, through data distribution, to investigate the minimum and maximum score, the mean, the standard deviation, and the tendency of each score amongst the mean and the standard deviation.

The participants' frequency of reading English materials was further calculated along with their listening scores using the Pearson Product Moment Correlation Coefficient, through SPSS, to investigate the level of the correlation between students' frequency of reading English materials and their listening achievement.

The Formula of the Pearson Product Moment Correlation Coefficient is as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

Figure 3.2 The Pearson Product Moment formula

In the formula, r symbolizes the Pearson product moment correlation coefficient, X symbolizes the variable of the correspondants' frequency of reading English materials, Y symbolizes the variable of the correspondants' listening scores, N symbolizes the number of correspondants in the research, and \sum symbolizes the sum of variables (X or Y) or the product of variables (XY).

The reason of using the Pearson Product Moment Correlation Coefficient is to examine the correlation between the variables, as Coolidge (2000, pp. 115-116) states that the Pearson Product Moment Correlation and Coefficient is the single most common measure which determines the degree of relationship between two continuous variables, in which can be measured along a line scale.

The correlation coefficient was then interpreted based on the reference proposed by Young (1982,p. 317, cited in Sulaiman, 2002, p. 112). Here is the reference:

1. 0.07 - 1.00 (positive or negative) shows that there is a high association degree.
2. 0.40 - <0.70 (positive or negative) shows that there is a substantial relationship.
3. 0.20 - <0.40 (positive or negative) shows that there is a low relationship.
4. <0.20 (positive or negative) means that the relationship may be ignored.

This chapter has discussed the research method, which consists of research design, procedure of the research, instruments, population and sample, and data analysis.

In the next chapter, the findings of the study in investigating the correlation between students' frequency of reading English materials and their listening achievements, with any required information and description attained from the questionnaire, would be presented, analyzed, discussed and concluded, in accordance with theoretical overview above.