CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures of the research which have been mentioned in the Chapter I at a glance. The procedure referred here includes method of the research, variables of the research, population and sample, procedures of data collection, and procedures of data analysis.

3.1 Formulation of Problem

According to the aforementioned explanation, this study attempts to answer the following questions:

1. Is there any correlation between watching English teenager film and students' listening skills?
2. How is watching English teenager films perceived by students?

3.2 Hypothesis

Since this research uses a correlation analysis, it is important to predict a particular relationship between two variables, watching English teenager film (as the X variable) and students' listening skills (as the Y variable).

The formulation of hypothesis in this study is using "H_0" which means there is no correlation between watching English teenager film and students' listening skills.

3.3 Research Method

As previously mentioned in Chapter I, this study uses correlational method which is one subset of the ex post facto designs with a descriptive approach. This method selected since this study is aimed to find out the relationship between two variables in which watching English teenager film and students' listening skills (Creswell, 2008; Hatch and Farhady, 1982; Sukardi, 2003).

In this case, descriptive approach is used to interpret the respondents' response of watching English teenager film and to explain the result of the correlation computation including data that appear in a numeric form in this study (Gay, 2006).

3.4 Population and Sample

3.4.1 Population

The population of this research was the second grade of a senior high school in Cimahi. The second grade of that school is grouped into 9 classes. Each class consisted of 42 students. The total population in this school is 378 students.

3.4.2 Sample

To determine the sample, purposive sampling was used in this study and 40 students of second grade of senior high school were taken as the sample of this study. They were chosen after filling questionnaire that given by the researcher. It means the sample have a very specific characteristic (Polit and Hungar, 1999). In this study, the respondents are limited only to those who often watch English teenager film.

3.5 Procedures of Collecting Data

3.5.1 Constructing Instrument

Since the purpose of this study is to investigate the correlation between watching English teenager film and students' listening skills, also to highlight the student perceive of watching English teenager film. This study uses three kinds of instruments to collect its data namely students' listening scores, questionnaires, and interviews.

3.5.1.1 Students Listening Scores

The students' listening scores were taken from their final examination scores which were asked from teacher. The students' scores were categorized into 5 groups

imitated from The Letter-Grade System: outstanding, very good, satisfaction, very weak, and unsatisfactory (Kennedy in Bill and Harris, 1990).

The researcher grouped the students score in order to find out the majority of the students' listening achievement. The detailed data can be seen in the appendix I.

3.5.1.2 Questionnaires

Questionnaires were given twice to the students in their early meeting in order to select the sample and to find out the X variable. The data from questionnaire also used to find out the answer of the second research question in this study, how is watching English teenager film perceived by the students. The framework of questionnaire can be seen in the table below.

Table 2

The Framework of Questionnaire

No	Aspect	Item Number	Total
1	Response on watching English teenager film	(+) 1,2,7,8 (-) 13,14,15,16	8
2	The advantages watching English teenager film	(+) 3,4,5,6,9 (-) 17,18	7
3	The disadvantages of watching English teenager film	(-) 10,11,12	3

In this study, Likert Scale was applied to measure the students' responses since the data were about the students' opinion above watching English teenager film (Sugiyono, 2008).

Here are some designs of the statements used in the questionnaire:

No	Pernyataan	SS	S	TS	STS
1	Kemampuan *listening* saya menjadi lebih baik dengan menonton film remaja berbahasa Inggris.				
2	Ketika sedang menonton film remaja bebahasa Inggris saya benar-benar memperhatikan bahasa yang diucapkan.				

Notes :

SS   = sangat setuju   TS   = tidak setuju

S   = setuju   STS   = sangat tidak setuju

3.5.1.3 Interviews

Interview was conducted in order to support and gain more comprehensive data related to students' perception that cannot be attained through the questionnaire. The interviews consist of 5 questions and it was done in Indonesian. The process of interview involved four students. (The detailed interview can be seen in the Appendix III).

Here are some questions used in the interview:

1. *Apakah Anda pernah nonton film remaja berbahasa Inggris?*
2. *Apa pendapat Anda tentang kegiatan menonton film remaja berbahasa Inggris?*
3. *Apakah kemampuan listening Anda ada hubungannya dengan kegiatan menonton film remaja berbahasa Inggris yang Anda lakukan?*

3.5.2 Trying-Out the Instruments

Trying-out the instrument is very necessary in a research. Try-Out is used to examine the validity and reliability of the instruments that are applied in a research, to decide whether the instrument is appropriate or not (Harris, 1969; Riduwan, 2006; Sugiyono, 2003).

In this study, try-out was implemented on August 10th, 2011 to a class of the second grade of senior high school. They were selected since they were reputed to have the same level of ability with the sample in this research.

The try-out was only conducted on the questionnaire. The students' listening achievement was considered to be valid and reliable since the test was already analyzed by using analysis of test item applied by teacher in school.

3.5.2.1 Validity of Questionnaires

There should be a validity test conducted in order to get a valid questionnaire which means to test the accuracy of each statement in the questionnaire (Hatch and Farhady, 1982).

The validity can be analyzed by using Pearson Product Moment Correlation as shown below.

$$r_{obsr} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y^2)]}}$$

(Source: Kranzler and Moursund, 1999:56)

Note:

r = coefficient of correlation between two sets of scores

x = result of students' watching English teenager test

y = students' listening score

N = the total number of participants

An item was valid if the r_{obt} value is higher than r_{crit}. In other hand, an item was invalid if the r_{obt} value is lower than r_{crit}.

In this research, the data were calculated by using Anates 4 for windows. The result of validity computation result was then consulted into the table below in order to measure the degree of its validity.

Table 3

Degree of Coefficient Correlation for Validity

Score	Interpretation
0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Moderate
0.200-0.400	Low
0.00-0.200	Very Low

(Source: Arikunto, 2001:147)

3.5.2.2 Reliability of Questionnaires

Reliability test is used to measure the consistency and dependably of the instrument used in collecting data (Fraenkel and Wallen, 1990). The reliability of the instrument was calculated by using Anates 4 for windows. The level of significance used is 0.05 (two tailed decision) which means if the calculation shows that r_{obt} is higher than r_{crit}, then the instrument is considered to be reliable. But, if the r_{obt} is lower than r_{crit}, the instrument is not reliable.

After the instrument was tested, the result of the computation was consulted to the table below in order to recognize the degree of its reliability.

Table 4

Degree of Coefficient Correlation for Reliability

Score	Interpretation
0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Moderate
0.200-0.400	Low
0.00-0.200	Very Low

(Source: rikunto, 2001:147)

3.6 Procedures of Analyzing Data

There are several data in this research. Each data is analyzed by several steps and will be explained below.

3.6.1 Analyzing Data from Students' Listening Scores

The students' listening scores (the Y variable) were taken from their final examination score. The students' listening scores were in the numeric form and categorized into five levels which imitated from The Letter-Grade System namely: outstanding, very good, satisfaction, very weak, and unsatisfactory. The Letter Grade System form can be seen in the following table.

Table 5

The Letter-Grade System

Score	Mean	Explanation
90-100	Out Standing	Students have mastered the entire instructional course. It indicates that they have mastered 90% - 100% of the instructional goals.
80-89	Very Good	Students have mastered almost all the course's instructional course. It indicates that they have mastered 80% - 89% of the instructional goals.
70-79	Satisfaction	Students have mastered many of instructional courses. It indicates that they have mastered 70% - 79% of the instructional goals.
60-69	Very Weak	Students have mastered just a few of instructional courses. It indicates that they have mastered 60% - 69% of the instructional goals.
50-59	Unsatisfactory	Students only mastered very few of the instructional course. It indicates that they have mastered 50% - 59% of the instructional goals.

(Source: Kennedy in Bill and Harris, 1990)

Students with the score ranging from 90-100 are categorized as having "outstanding" listening skills and have mastered the entire instructional goals. They are who get 80-89 are categorized as having "very good" listening skills and have achieve almost all of the instructional goals. Whereas, they are who got the lower score, from 50 to 59 are fall in "unsatisfactory" category.

3.6.2 Analyzing Data from Questionnaires

In this study, questionnaire was given in order to get the X variable (watching English teenager film). The responses from questioners were analyzed by using Likert Scale. Following is the Likert Scale form.

Table 6

Scoring of Rating Scale

Statement	Strongly Agree (SA)	Agree (A)	Disagree (DS)	Strongly Disagree (SDA)
Positive	4	3	2	1
Negative	1	2	3	4

(Source: Best, 1981)

From the table above, it can be seen that Likert Scale present positive and negative statements. To respond to those statements there were four kinds of responses to be chosen: strongly agree (SA), agree (A), strongly disagree (SD) and strongly disagree (SDA). For positive statements, the answer expected is strongly agree which is scored 4 or agree that scored 3. But it is also possible for the students to disagree or even strongly disagree with the statement give. For those responds, the score is 2 and 1. Just the opposite, for positive statements, the answer expected is strongly disagree which is scored 4. But there are three other choice available such as disagree that scored 3, agree that scored 2 and strongly agree that scored 1.

The maximum possible score here is 72 and minimum score is 16. The following are statement analysis procedures by using Likert Scale.

- For positive statement.

  1. Kemampuan *listening* saya menjadi lebih baik dengan menonton film remaja berbahasa Inggris.

  If a respondent strongly agree with the statement, the score is 4. But if the response is strongly disagree, the respondent only get 1 score.

- For negative statement.

  1. Belajar *listening* dengan menonton film remaja berbahasa Inggris sangat membosankan karena durasinya panjang.

  If a respondent strongly agree with it, the score is 1 and when the respondent strongly disagree with it, the score is 4.

In order to find out the answer of second research question, how watching English teenager film perceived by students, the collected data from questionnaires were processed by calculating the percentage of each response based on the frequency of student answer. The calculation result was then interpreted into interval below.

00.00%   : none

00.01% - 24.99%   : less

25.00% - 49.99%   : nearly half part of

50.00% - 74.99%   : best part of

75.00% - 99.99%   : almost all of

100%   : all of

(Source: Suryadi, 1987: 20)

3.6.3 Analyzing the Normality of the Data

Analyzing the normality of the data was used in order to reveal whether the data is normal or not and determine the appropriate statistical analysis. Formula used to find out the normality of the data is as follows.

$$x^2 = \sum \frac{(fo - fe)^2}{fe}$$

(Source: Sugiyono, 2003: 104)

In this study, the computation of normality was analyzed by using SPSS 18 (Statistical Package for Special Sciences).

3.6.4 Analyzing the Correlation Coefficient between Watching English Teenager Film and Students' Listening Skills

The Pearson Product Moment Correlation Coefficient or Pearson "r" was used to analyze X and Y variable. The result of data calculation is ranging between -1.00 and +1.00.

Here is the formula for Pearson Product Moment Correlation Coefficient:

$$r_{obsr} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y^2)]}}$$

Details:

r_{obsr}: observed correlation

N : total of samples

X : students' watching English teen film activity score

Y : students' listening achievement score

$\sum X$: the sum of students' watching English teen film activity score

$\sum Y$: the sum of students' listening achievement score

X^2 : X square;

Y^2 : Y square

$\sum X^2$: the sum of X square

$\sum Y^2$: the sum of Y square

XY: X times Y

∑XY: the sum of multiplication of X and Y

The result of the correlation computation was then interpreted based on Arikunto (2001).

Table 7

Degree of Correlation Coefficient

Score	Interpretation
0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Moderate
0.200-0.400	Low
0.00-0.200	Very Low

(Source: Arikunto, 2001:147)