

CHAPTER III

RESEARCH METHOD

This chapter presents research design, data and data source, variable, method of collecting data and research instrument, validity and reliability, and method of data analysis.

A. Research Design

The design of this research is quantitative research. The reason of choosing this research design is because the researcher wanted to know the level of correlation between three variables based on statistic quantitative in coefficient correlation. According to Arikunto (2013: 247 – 248) correlation method is the study to find the relationship between two or more variables. He also states that using correlation method, a researcher is able to know the correlation between one variable with other variable. The researcher used this method because the researcher wants to know the correlation between one variable with other variable. If two variables are highly related, score on one variable could be used to predict scores on the other variable. The relationship between each variable is described by correlation coefficient. It is the statistical device which is used to compare the result of measurement between two different variables and determine the level correlation between those variables. Nunan (1992: 39) stated that in correlational study, there are three possible results. They are positive correlation, negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength can be ranged from -1.00 to +1.00. Perfect positive correlation would result in a score of +1.

B. Data and Data Source

1. Data

Data was needed by the researcher to solve problems in her investigation. Data is kind of information the researchers obtained on the subjects of their research. There are two kinds of data needed in this research. They are nominal data that comes from the result of the questionnaire and ordinal data that comes from writing test.

In sum, to support the needed data, the researcher needs to get data dealing with the frequency of the habit in watching English movie with English subtitle of EFL learners and also their scores in writing test.

2. Data Source

Data source is the subject of research from where the data can be obtained. According to Arikunto (2002:129), there are three resources of the data namely person, place, and paper. In this research the EFL learners' habit in watching English movie with English subtitle will be taken from questionnaire and the learners' scores in writing skill will be taken by administering writing test.

C. Variable

Variable is an object that is investigated in a research. According to Creswell (2008:126), Sugiyono (2010:61), Arikunto (2010:159) and Ary (2010:37), variable is characteristic, value or attribute of an individual, or an activity that has certain varies in which researcher can measure or observe. Variable in this study are: habit in watching English movie with English subtitle and writing skill. Both of them are independent variables because they are

connected indirectly or can be called as a symmetrical associative correlation. However, one of them must be predictor variable.

D. Population and Sample

1. Population

Population can be defined as the entire group of people or set of objects, including those not in the study (Anderson, 1998:262). In addition, Ary et al. (2010:148) defined it as all members of any well or the larger group which the generalization is made. Therefore, population is entire subject being studied. In this research, the population is EFL learners who have learned descriptive writing in formal education university level in Indonesia.

2. Sampling

Ary (2002:163) states that the concept of sampling involves taking a portion of the population, making observation on this smaller group, and then generalizing the finding to the large population from which the sample was drawn. According to Sugiono (2010:118), sampling technique is the technique to take sample. Technique sampling is divided into two groups; they are probability sampling and non-probability sampling. Probability sampling involves simple random sampling, stratified random sampling and cluster sampling. Whereas non-probability sampling involves systematic sampling, quota sampling, and indicated sampling, purposive sampling, saturated sampling and snowball sampling.

In this research, the researcher used purposive sampling to take the sample. In purposive sampling the sample is approached having a prior purpose in mind. The criteria of the elements who are to include in the study is predefined. Therefore, the researcher did not include everyone who was available rather those available were included who met the defined criteria. In this research, the criteria of the sample are: they should be EFL learners who have learned descriptive writing in formal education university level in Indonesia, and they should have habit in watching English movie with English subtitle.

3. Sample

Since the purposive sampling is used and the researcher wanted to know the correlation between habit in watching English movie with English subtitle and writing skill, the researcher chose EFL learners who have learned descriptive writing in formal education university level in Indonesia. There are 19 samples in this research.

E. Method of Collecting Data

The method of collecting data serves the way how the researcher get the data that is needed. To measure the correlation between habit in watching English movie with English subtitle and ability in writing descriptive text, the researcher used instruments. The instruments are questionnaire and writing test. They can be seen clearly below:

1. Questionnaire

Questionnaire is either based on a set of structured item (in which the respondent choose from a limited number of responses) or

unstructured (in which open-ended question are given that a respondent can answer as he or she chooses) (Richards, 2001:60). The researcher uses questionnaire in order to know the EFL learners' opinions related to their habit on watching English movie with English subtitle.

According to Arikunto (2010:195) there are two kinds of questionnaire based on the way in answering, they are opened questionnaire and closed questionnaire in which opened questionnaire gives opportunities to the respondents to answer the questions using their own words, but closed questionnaire serves the answer, thus the respondent just need to choose one of the available options. The researcher used closed questionnaire so that it is easier, quicker but accurate for EFL learners to answer. The questionnaire about respondent must be answered by the respondent (him/herself) and there are several options in a separated column, so that the respondent only checks one of the options appropriate with the their condition. Then, the researcher composed the questionnaire by considering the indicators of interest in watching to English movie with English subtitle that have been divided from some theories. Based on each indicator, the researcher made the question related to the indicator.

The researcher used the Likert scale and each questions consist of 5 (four) options of the answer: strongly agree, agree, neutral, disagree, strongly disagree. Likert scale is used to measure attitude, opinion, people's or groups' perception about social phenomenon. The questionnaire used this scale because this scale is appropriate to measure

attitude or people's perception, especially in this research is habit. In doing questionnaire, the respondents are expected to choose one of those choices that they think and feel nearly matched with their condition at the time and their actual experience. In this research, the questionnaire is given to the learners to find numerical data of learners' habit in watching English movie with English subtitle. The table of specification of questionnaire are summarized below:

Table 3.1
**Indicators of Watching English Movie with English
Subtitle Habit Questionnaire**

Indicator	Number of Items		Total
	Positive	Negative	
Frequency or history of repetition	1, 7, 12, 13, 15, 16, 17, 18, 20	8	10
Automaticity	2, 3, 5, 6, 14,	9, 10	7
Identity	4, 11, 18		3
Total			20

The indicators and scores of the questionnaire are explained as follows:

Table 3.2
**Scores of Watching English Movie with English Subtitle
Habit Questionnaire**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Therefore, based on the table 3.2, for the positive question, every choice indicates that if the respondents choose option *strongly agree*, the

learners' habit in watching English movie with English subtitle is *very good*, and when the respondents choose *agree*, the learners' habit is *good*. If the respondents choose option *neutral*, the learners' habit is *fair*. If the respondents choose option *disagree*, the learners' habit is *poor*. If the respondents choose option *strongly disagree*, the learners' habit is *very poor*. Finally, the total scores of the learner's answers in questionnaire represent their motivation in watching English movie with English subtitle. Based on the standard score above, the highest score of the questionnaire was 100 and the lowest score was 30.

2. Writing Test

Brown (2004: 3) defines a test as a method of measuring a person's ability, knowledge, or performance in a given domain. Test also defined as the series of questions which is used to measure the skill, knowledge, or performance in a given area. According to Arifin(2012 : 227), there are three types of test viewed from the respondents' answer. Those types are oral test, written test and performance test. It is explained that written test is divided into two kinds, they are essay and objective test. Then, objective test is divided into four kinds such as : true false items, multiple choice items, completion items, and matching choice items. Thornbury (2002: 132) describes that multiple choice test is a way of testing that is easy to score. Therefore, the researcher essay test. The total question for writing skill test is 1 essay item. In addition, the scoring rubric used was Brown version as below:

Table 3.3
Descriptive Writing Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar 20% -Use present tense -Agreement	4	Very few grammatical, and agreement inaccuracies	2X
	3	few grammatical, and agreement but not effect the meaning inaccuracies	
	2	Numerous grammatical, and agreement inaccuracies	
	1	Frequent grammatical, and agreement inaccuracies	
Vocabulary 15% -Word choice	4	Effective word choice, word forms and appropriate word number	1.5X
	3	Few misuse of word choice, word forms but not change the meaning and sufficient word number	
	2	Limited range confusing word choice, no word forms and less word number	
	1	Very poor knowledge of words and word forms, and limited word number	
Mechanics 15% -Spelling	4	It uses correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling,	

-Punctuation -Capitalization		punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

(adapted from Brown (2007:214))

Score: $\frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$

Table 3.4

Standard of Assesment

The table below states the classification of the scores:

NO	Grade	Level	Range of Score
1	A	Excellent	81-100
2	B	Good	61-80
3	C	Fair	41-60
4	D	Poor	0-40

Qualification of scores: 81-100 =Exceeds the standard

61-80 = Meets the standard

41-60 = Approaches the standard

0-40 = Does not meet the standard

F. Validity and Reliability

Sugiyono and Wibowo (in Sujianto 2006:94) stated that the validity of instrument is instrument that is used to obtain the data that is credible and it can measure what are going to be measured. The reliability of instrument means the instrument that obtains similar data and finding even though the instrument are

used many times. To know whether the instruments are valid and reliable or not, the researcher will conduct validity and reliability test as follows:

1. The validity of the instruments

According to Brown (2004:22), the most complex criterion of an effective test and the most important principle of language testing is validity. It is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. In other definition, Sukardi (2007:123) state that validity is the degree that indicates in which a test measures what intended to measure. Without having the validity of the test, a test is not important. According to Isnawati (2011:27), there are four types of validity: face validity, content validity, construct validity and criterion related validity. To know the validity of instrument to gather the data, the researcher used content validity and construct validity. The explanation of content validity and construct validity, as follows:

a. Face validity

According to Mousavi in Brown (2004:26), face validity refers to which a test looks right and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgement of the examinees who take it, the administrative personnel who decide on its use and other psychometrically unsophisticated observers. In this research, the researcher used face validity by consulting with the expert as a validator. After consulting with the validator, there are some corrections in the

instrument which is the correction of instruction. Therefore, the researcher revised the instruction based on the validator's note. The test in this study was designed to measure learners' writing ability in descriptive text. There were some aspects to be considered from this test to make a good test based on the face validity. They were:

1. The instruction was clear for the learners therefore the learners were able to understand what they should to do in the test.
2. In this test, the learners were instructed to write a descriptive text. Thus, the researcher gave familiar topic that the learners can reach.
3. Time allocation must be adequated. Thus, the researcher gave the time allotment about 60 minutes.

b. Construct validity

According to Brown (2004:25), a test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure. The word 'construct' refers to any underlying ability which is hypothesized in a theory of language ability. Brown (2004:25) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception.

There are aspects of writing descriptive text that guided the researcher to create the suitable instrument before tested. They are

generic structure, language feature, and social function of writing descriptive text as explained below:

1. Generic structure consists of identification (the writer identifies generally about the things) and description (the writer describes parts, qualities, characteristics, etc of the things).
2. Language feature consists of focusing on specific participants, use of simple present tense, action and thinking or feeling verbs, use of descriptive adjectives, use of detailed noun phrase to give information about the subject , use of adverbials to give additional information about behavior.
3. Social function which presents the purpose of making descriptive text by stating descriptive text is to describe a person, place or thing in detail or specific and vividly.

After making the instrument, the researcher consulted it to an expert to make sure that the instrument is valid. The expert is English lecturer of IAIN Tulungagung.

Meanwhile, to test the validity of the questionnaire, the researcher distributed the questionnaires to 32 respondents. The respondents that are in charge of taking try-out test are EFL learners. After try-out test, the researcher analyzed the validities using SPSS (Statistical Product and Service Solution) program to

find out the significance of the variable. The validity of questionnaire is presented in Table 3.5.

Table 3.5
Validity of Habit in Watching English Movie with English Subtitle

$R_{\text{count}} > R_{\text{table}} = \text{Valid}$

$R_{\text{count}} < R_{\text{table}} = \text{Not Valid}$

No.	Items	r_{table}	$R_{\text{count}} 5\% (N=32)$	Criteria
1	Item 1	0.349	0.590	Valid
2	Item 2	0.349	0.649	Valid
3	Item 3	0.349	0.367	Valid
4	Item 4	0.349	0.430	Valid
5	Item 5	0.349	0.396	Valid
6	Item 6	0.349	0.442	Valid
7	Item 7	0.349	0.703	Valid
8	Item 8	0.349	0.420	Valid
9	Item 9	0.349	0.397	Valid
10	Item 10	0.349	0.528	Valid
11	Item 11	0.349	0.534	Valid
12	Item 12	0.349	0.724	Valid
13	Item 13	0.349	0.440	Valid
14	Item 14	0.349	0.658	Valid
15	Item 15	0.349	0.592	Valid
16	Item 16	0.349	0.485	Valid
17	Item 17	0.349	0.413	Valid
18	Item 18	0.349	0.353	Valid
19	Item 19	0.349	0.701	Valid
20	Item 20	0.349	0.418	Valid

From the Table 3.5, it can be seen that the items are valid. Therefore, the items can be used to measure the habit in watching English movie with English subtitle.

2. The reliability of the instrument

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel

and Wallen, 1993:146). Meanwhile, according to Ary (1985: 225), the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.

a. Questionnaire

To determine the reliability of habit in listening watching English movie with English subtitle questionnaire, it uses Alpha Cronbach technique because it has a flexibility to measure a scale which has characteristic dichotomy and non-dichotomy. The formula is as follows:

$$\alpha = \left[\frac{N}{N-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α : The coefficient reliability (coefficient Alpha Cronbach)

N : The number of items

S_i^2 : The variance of each item

S_t^2 : The total variance

According to Riduwan in Andayani (2016:46), there is criteria of reliability instrument that are divided into 5. The criteria is presented in Table 3.6.

Table 3.6

The Criteria of Reliability

Chronbach Alpha Score	Criteria
0.00-0.20	Less reliable
0.21-0.40	Rather reliable
0.41-0.60	Enough reliable
0.61-0.80	Reliable
0.81-1.00	Very reliable

Therefore, the reliability of questionnaire is presented in Table 3.7:

Table 3.7
Reliability of Habit in Watching English Movie with
English Subtitle

Reliability Statistics

Cronbach's Alpha	N of Items
.735	21

From the calculation, it can be seen that the Cronbach Alpha is 0.735. According to Riduwan in Andayani (2016:46), the questionnaire is categorized as reliable because it lies between 0.61 and 0.80.

b. Descriptive Writing Test

One of the ways to achieve the reliability in a test is that a researcher may apply rater reliability. There are two kinds of rater reliability; the first is inter-rater reliability in which two raters or scorers do the scoring, while the second is known as intra-rater reliability in which a rater or a scorer does the scoring twice. In this study, the researcher used intra-rater reliability, the rater was the researcher herself. The researcher first did the scoring on Saturday, 20 April 2019, and the second scoring was on Saturday, 27 April 2019. After collecting two scores, the researcher used SPSS 16.0 application to count it.

Table 3.8
Scores of Descriptive Writing Test

Subject	First Score	Second Score
A	79	70
B	59	50
C	84	71
D	79	71
E	75	75
F	75	71
G	74	70
H	58	50
I	71	70
J	71	70
K	66	66

Table 3.9
Reliability of Descriptive Writing Test

Correlations		Score_1	Score_2
Score_1	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.000
	N	11	11
Score_2	Pearson Correlation	.871**	1
	Sig. (2-tailed)	.000	
	N	11	11

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the calculation showed the reliability coefficient is 0.871 and the ideal reliability coefficient is 1. In this research, the reliability coefficient is near to 1, it means the instrument of this research is reliable and there is perfect positive relationship between two variables.

G. Method of Data Analysis

After collecting the data, the next step is analyzing the data to know whether there is a positive correlation between habit in watching English movie with English subtitle and writing skill of EFL learners. In this research, the researcher will use some techniques of analyzing data. It will be discussed as follows:

1. Data Description

It is the part of steps in analyzing the data. The researcher used data description as the alternative way to explain the result of the research in the visual form. Data description is useful to make the readers more understand about the data finding (Arikunto, 296: 2013). In the data description, the researcher computed the data such as :

a. Mean

Mean is the average value of data group.

b. Median

Median is the central value of a data group.

c. Mode

Mode is the most frequent value of a data group.

d. Range

Range is the gap between the highest and the lowest value in a data group.

e. Standard deviation

Standard deviation is the distance of an individual value from the mean.

2. Normality Test

Normality test is aimed to know whether the sample taken from the population has normal distribution or not (Abdurrahman, Muhidin, and Somantri, 2011:260). To find out the normality of the sample of the research, the researcher used the formula Shapiro-Wilk. According to Sen (1990:105), the Shapiro-Wilk test has become somewhat standard for small sample sizes (e.g., < 50) and is given in many statistical packages. The formula of Shapiro-Wilk is as below:

$$W = \frac{\left(\sum_{i=1}^n a_i x_{(i)}\right)^2}{\sum_{i=1}^n (x_i - \bar{x})^2},$$

Where:

$x_{(i)}$ is the i th order statistic, i.e., the i th-smallest number in the sample;

\bar{x} is the sample mean

3. The Spearman's Rank Correlation

In this research, all of the data will be gained from the results of distributing the questionnaire and administering test. The collected data will be in the form of number and scores. All data therefore will be analyzed quantitatively. To calculate the data, the researcher will use *Spearman's Rank Correlation Coefficient* in SPSS 16.0. It is a non

parametric measure of rank correlation. It assesses how well the relationship between two variables.

In addition, the degree of correlation can be seen in the following table.

Table 3.10

**Interpretation of Coefficient Correlation r-value adapted from
Riduwan in Saputra (2014: 61)**

r scores	Interpretation
0,800-1,00	Very High
0,600-0,800	High
0,400-0,600	Moderate
0,200-0,400	Low
0,000-0,200	Very low