CHAPTER III

RESEARCH METHOD

This chapter shows the research method, variable of the research, place and time of the research, population, sample, sampling, techniques of collecting data, validity of the test, and data analysis technique.

A. Research Design

Research design is the application of scientific approach to study a problem for resulting dependable and useful information. This study belong to quantitative approach by using correlational design as research. The studies that determine the relationship and level of relationship between two or more variables without attempting to change the variables are known as correlation or correlation research. Creswell, (2016: 5) found that quantitative research is an approach to testing empirical hypotheses by analyzing the relationship between variables. These variables can be calculated, typically on instruments, so that the numbered data can be analyzed using statistical methods.This research was attended to know the correlation between the student's habit in listening English songs and their translation skill of English Department at IAIN Tulungagung in the Academic year 2020/2021.

Based on Creswell, (2012: 338), correlational design offers an opportunity to forecast scores and describe the relationship between

variables. According to Fraenkel and Wallen (2012:331), correlational is a study which investigates the possibility of relationship between two or more variables. It means that correlation is a study to determine whether two or more variables are related. The correlation statistical test is used by researchers to calculate the degree of association between two or more variables or sets of scores. Correlational study design can be described as a quantitative approach in which investigators use the statistical method of correlation analysis to measure the degree of the relationship between two or more variables. This ratio show whether the two variables are related or whether one can predict the other.

According to Nunan (1992: 39) noted that there are three possible outcomes in correlational studies: positive correlation, negative correlation, and no correlation. The correlation coefficient is a measure of the correlation's strength, with a range of -1.00 to +1.0. A score of +1 indicates a perfect positive association. The result of a complete negative correlation is -1.

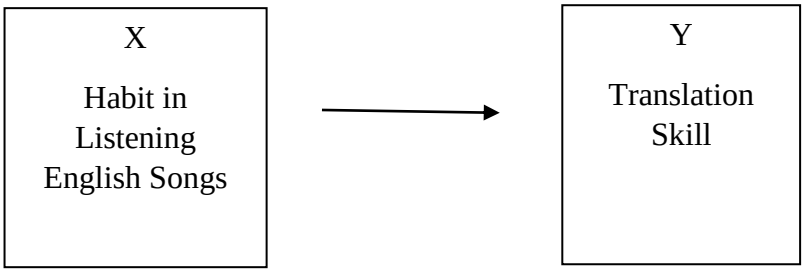
B. Research Variable

Creswell (2012: 112) states that variable is a function or characteristic of a person or organization that can be calculated or observed by researchers and distinguished between the individuals or organizations studied. Basically, a variable refers to a person, place, object or phlation research design, there are two kinds of variables, namely

predictor variables and criteria variables. Predictor Variables Predictor variables are variables used in regression to predict other variables. Sometimes it is referred to as an independent variable if it is manipulated rather than just measured. While the criterion variable is the variable that is being predicted and is in regression such as linear regression. The researcher focus on two types of variables in this study, those are:

a. Predictor variable (X), that is habit in listening English songs
b. Criterion variable (Y), that is students' translation skill

Figure 3.1. The correlation between variables



C. Population, Sample and Sampling

1. Population

According to Arikunto (2013:173) population is a collection of all the desired elements or attributes. In addition, population is the universe of people in which the study could be generalized Scott and Johnston, (2009:29). So, the conclusion is population is the whole subject that the researcher interested in which wants to describe about The population in this study were all students in the 6th semester of the English Department at IAIN Tulungagung in the academic year 2020/2021. There are two classes with the total number of students are 60 students. The following table shows the distribution of the total number of students of each class.

Table 3.2 The Research Sample by Class

No.	Class	Number of students
1.	Translation C	44
2.	Translation D	16
Total		**60**

2. Sampling

Sampling is a method for determining the size of a study sample. The researcher doesn't use the whole population as the sample. In this research, the researcher will use simple random sampling technique. Based on Akdon (2005: 100) states that simple random sampling is how to take samples from members of the population at random without

paying attention to the strata (levels) in the members of the population. So the conclusion is that random sampling is taking the sample without looking at the level of randomness of the existing population by giving the same probability that each element in the population has the chance to be selected as a sample.

3. Sample

Sample is a part of population. Creswell (2012: 14), sample is a particular group of the population being studied aims to analyze for the generalization of the target population Based on Coolidge (2000) states that sample is a smaller group of scores selected from the population. So, sample is the part population where the data are collected and become the focus of the study.

The calculations to determine the sample size, the formula is taken according to Surakhmad (Akdon, 2005: 107) states:

> If the population size is less than 100, then the sampling is at least 50% of the population size. If the population size is equal to or greater than 1000, the sample size is expected to be at least 15% of the population size.

In this study, the population was 60 people so that it was less than 100. Then a sample of at least 50% was taken with the following calculations:

$$S = 15\% + \frac{1000-n}{1000-100} \times (50\% - 15\%)S$$

Note: s = Sample

n = Population

Calculation:

$$S = 15\% + \frac{1000 - 60 \times (50\% - 15\%)}{1000 - 100}$$

$$S = 15\% + 36{,}04\ \%$$

$$S = 51{,}04\%$$

So, the number of samples is 60 x 51.04% = 30.84 rounded to 31.

The samples taken from this research were as many as 31 students including two classes (C and D) in translation class of the 6th semester of English Department at IAIN Tulungagung.

D. Instrument of the Study

The instrument has important role in the research. According to Arikunto (2006:126) the tool that researcher uses to collect the data is known as instrument. To collect data for the study, the researcher used a questionnaire and a test as research instruments. The questionnaire is used to collect the data of listening habit to English songs, whereas the test is used to collect the data of translation skill.

1. Questionnaire

The researcher uses questionnaire in order to know the students' opinion related to their habit in listening English songs. Sugiyono (2008: 142) clarified that a data collection process which is carried out

by giving respondents some questions or statements is called questionnaire. Based on Nunan (1998: 231) states that questionnaire is an instrument for collecting the data usually in written form. The writer uses close-typed questionnaire to get information from the respondents. The questionnaire was given to the students to find numerical data of students' habit in listening English songs in the form of online questionnaire using Google form because of pandemic situation and online teaching learning process. There was a very minimum possibility to distribute the questionnaire sheets because the collage where the datas were collected using online media in teaching learning activity.

The researcher uses Likert Scale to score the questionnaire. The measurement scale questionnaire is a follows:

Table 3.3 The Measurement Scale Questionnaire

Statement / Items	Scale				
	Always	**Often**	**Sometime**	**Seldom**	**Never**
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table 3.4 Classification Score of Questionnaire

No	Test Scores	Description	The Rank of Classification
1	80-100	Very High	5
2	66 – 79	High	4
3	56 – 65	Fair	3
4	46 – 55	Low	2
5	0 – 45	Very Low	1

In developing questions for the questionnaire, the researcher adopted from previous study, the indicator has been developed by Leila Khairani (2020). The list of questionnaire which is made by Leila Khairani belongs to good indicators of instrument because it has been tried out. In addition, the validity and reability also have been tested. The total number of questionnaire 25 items in the pilot-test. However after calculating the validity and reliability, there are 3 items invalid. But, in the final test there are only 20 items of questionnaire that have been tested. The indicators of the questionnaire are described in the below:

Table 3.5 Indicators of Questionnaire Habit in Listening English Songs by Leila Khairani (2020)

Indicator	Number of Questionnaire
Attitude	4,7
Motivation	8,15,20,23
Personal	2,5,18,22,25
Situation of life	9,14,16
Society role	6,11,17
Repeat activity	1,3
Paying attention	10,13,21

2. TranslationTest

Test is a measurement which is given to individual to get answer by writer, oral or act answer Sudjana (1989: 100). According to Arikunto (2010: 266) describing test as measuring students' ability in terms of the presence or absence and amount the object. Test is to measure the presence or absence and the amount of the object under

study capability. In this study, the students are tested to get translation scores data. The test will be administered online via google form because of pandemic situation and online teaching learning process.

In this research, the writer conducted translation test, the students should translate a complex sentence in thirty minutes. The writer chooses complex sentence because the text material based on the syllabus translation class of the 6th semester students in English Department of IAIN Tulungagung.

To assess the students' translation test, the writer needs to use a rubric to make sure if the assessment is not subjective. In this research, the researcher used Principle Assessment according to Mounin in Durdureanu (2011: 10) as cited by Hanifah (2017: 40-43)

a. Structure (grammatical)

Morphological and syntactic structures. The following two points are very important in grammar. Syntax is very important in translation because errors and the structure of the translation will change the meaning. Syntax deals with phrases, clauses, or sentences. While morphology is about the inside of the word. In other words, the translator must translate the entire text without changing the meaning or meaning of the sentence.

b. Spelling

Spelling is the ability to spell a word consisting of several letters correctly. Spelling here it's all about letter, words and

punctuation. The translator must be correct to avoid misunderstanding the reader in reading text translation.

c. Diction

Diction is the choice of words that match the meaning or idea that speakers, writers, and translators want to convey. Or in other words, diction serves to explain or express something according to the situation. There are 5 levels in choosing diction, namely literal, syntactic, idiomatic, aesthetic, and ethical.

d. Idiom

Idiom are a series of words whose meaning cannot be interpreted literally, but represents certain expressions that are implied in them, such as the use of grammatical linguistics and native speakers of the language. Idioms are very important because they can avoid changing the meaning in translation.

e. Effectiveness of Sentence

Translators must be smart in using effective sentences in their translations. Because not all words have to be translated and have the same meaning. The effectiveness of the sentence serves to make the reader and writer understand the same idea and meaning.

f. Language Style

Translators must know and use the language style used by the source author.Words containing the same meaning attached to

the translation must not conflict with the norms in the source language.

Table 3.6 Category of assesment' translating text
(By Mounin, 2011 : 13 as cited by Hanifah , 2017 : 43)

CATEGORY	SCORE	INDICATORS
The translation almost perfect	86-90 (A)	Translation is natural, not like as text translation, there are no spelling mistakes,structure, mistake of technical terms.
The translation is very good	76-85 (B)	There are not distortion meaning, stiff translation, mistake of technical terms, there are few of spelling and structure mistakes.
The translation is good	61-75 (C)	There are not distortion meaning, there are stiff translation but not more than 15% from text overall, mistake in structure and idiom not more than 15%, there are few of spelling mistakes
The translation is enough	46-60 (D)	Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff technical terms/unclear/not appropriate
The translation is bad	20-45 (E)	Translation is very like translation texts, much of stiff translation more than 25%, mistake in distortion meaning and technical terms more than 25% text overall

Table 3.7 Score of Classification

No	Test Scores	Description	The Rank of Classification
1	80-100	Excellent	5
2	66 – 79	Good	4
3	56 – 65	Average	3
4	46 – 55	Below average	2
5	0 – 45	Poor	1

E. Validity and Reability Testing

Before collecting the data, the researcher tries out the instruments to get the validity and reliability in this study. In trying out the instrument, the researcher conducts a pilot study for deciding whether the questionnaire is valid or invalid and reliable or not reliable. The researcher takes translation class who had a habit in listening English song as the sample for this pilot study. The data of the pilot study will be processed by using SPSS 24.00 to measure the validity and reliability.

1. Validity

Arikunto (2010: 211) describes validity as a parameter that indicates the degree of an instrument's credibility or authority. Instrument validity is a tool used to obtain data validity. It's means that the instrument can be used to measure what it is supposed to measure. To measure whether the test has good validity or not, the instruments were analyzed in term of content validity and construct validity.

a. Content Validity

According to the definition of content validity, test items must be a representative sample of the domain of possible content or behavior. Content validity is obviously related to theoretical knowledge of the field, but it can be improved by asking experts and respondents on their thoughts on the instrument's content.

b. Contruct Validity

According to Brown (2004:25), construct validity is when a test can be demonstrated to measure only the ability that it is supposed to measure. It is concerned with the relationship between a test and a specific perspective on language and language learning. In recent studies, construct validity also includes a basic statement about whether the result of the score serves a useful purpose and has a positive impact when used in real life (Humble and Zumbo, 1996)

Table 3.8 The Result Validity of Listening Habit to English Songs

No	*r* Value	*r* Table α=5% (0.05)	Validity
1.	0.697	0.3440	Valid
2.	0.824	0.3440	Valid
3.	0.336	0.3440	Invalid
4.	0.648	0.3440	Valid
5.	0.777	0.3440	Valid
6.	0.721	0.3440	Valid
7.	0.839	0.3440	Valid
8.	0.762	0.3440	Valid
9.	0.762	0.3440	Valid
10.	0.684	0.3440	Valid
11.	0.605	0.3440	Valid
12.	0.719	0.3440	Valid
13.	0.506	0.3440	Valid
14.	0.738	0.3440	Valid
15.	0.684	0.3440	Valid
16.	0.841	0.3440	Valid
17.	0.741	0.3440	Valid
18.	0.847	0.3440	Valid
19.	0.808	0.3440	Valid
20.	0.751	0.3440	Valid
21.	0.612	0.3440	Valid

22.	0.746	0.3440	Valid
23.	0.312	0.3440	Invalid
24.	0.315	0.3440	Invalid
25.	0.751	0.3440	Valid
12.	0.719	0.3440	Valid
13.	0.506	0.3440	Valid
14.	0.738	0.3440	Valid
15.	0.684	0.3440	Valid
16.	0.841	0.3440	Valid
17.	0.741	0.3440	Valid
18.	0.847	0.3440	Valid
19.	0.808	0.3440	Valid
20.	0.751	0.3440	Valid
21.	0.612	0.3440	Valid
22.	0.746	0.3440	Valid
23.	0.312	0.3440	Invalid
24.	0.315	0.3440	Invalid
25.	0.751	0.3440	Valid

This questionnaire has been considered good because this instrument has already been tried out and has been used by previous study by Leila Khairani (2020). Morever, the researcher still needed to conduct try out in term of wording. It was intended to convince that all the statements used in the questionnaire were understood well by the students.

In the try out of the questionnaire, the researcher distributed all the questionnaires to all participants in the group class of whatsapp. Then the researcher read one by one and asks to the students whether each of the statement was understood or not. From the process it was known that all the students understood every statement of the questionnaire. Therefore, the questionnaire

instrument could be used to collect data about the students' habits in listening to English songs.

Meanwhile to know the validity of translation test, the researcher conducted try out translation test using 20 respondents in the translation class that having habit in listening English songs. The researcher sent the link to the whatsapp by private chat and then the data of try out were assess by using rubric to get the score.

The translation test was complex sentence from lyrics of the top 10 of billboard or popular song that has been chosen by researcher. The researcher choose the test form of complex sentences because it is from material which selected from syllabus or SAP (Satuan acara perkuliahan) of the 6th semester at IAIN Tulungagung.

Table 3.9 Table of Syllabus Academic Text Tanslation

Week	Basic Competency
1.	Class Orientation and syllabus discussion
2.	Define what translation is and figure out the processes and problems in translation
3.	Translate simple sentences with accurate collocation
4.	Translate simple sentences with accurate collocation
5.	Translate complex sentences

2. Reliability

Creswell (2008: 168) stated that if the degree of instrument's scores are stable and consistent, it means that the test had been

fulfilled the requirements of reliability. Reliabiliy has to do with accuracy of measurement or how far the consistent the result of test.

a) Questionnaire Reliability

In this research, the reliability of both instrument were examined through conducting try out. Because the questionnaire was adopted the calculation of questionnaire reliability also has been tested by Leila Khairani (2020).

Table 3.10 Reliability Statistic of Questionnaire of Habit Listening English Song

Reliability Statistics	
Cronbach's Alpha	N of Items
.946	25

b) Translation Skill Test Reliability

In the concept of reliability there must be two scores. So, to get these two scores the researcher in scoring students' work used an applied intra rater. Intra rater means scoring students' work twice based on the rubric. After getting two row scores. Then, those two row scores were analyzed by using cohen's kappa coefficient formula as follows:

$$\kappa = \frac{\sum_{i=1}^{I} \pi_{ii} - \sum_{i=1}^{I} \pi_{i+}\pi_{+i}}{1 - \sum_{i=1}^{I} \pi_{i+}\pi_{+i}}.$$

Where:
∑I
I=1p*ii*= Total proporsi diagonal utama dari frekuensi observasi

∑I
I=1*pii*+*pii*= Total proporsi total marginal dari frekuensi observasi.

Table 3.11 The Result of Reliability of Translation Skill

Symmetric Measures				
	Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement Kappa	,748	,113	6,802	,000
N of Valid Cases	20			

3.12 Interpretation (Altman,1991)

Indeks Kappa	Agreemet
<0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good
0.81-1.00	Very Good

The result of the reliability test translation skill showed the coefficient reliability is 0.748. It means that the instrument is good so the translation skill test is reliable.

3. Method of Data Collection

Data collection method is a technique used by researcher to obtain data. This data collection took place in the translation class at IAIN Tulungagung. Data is collected by:

a. Distributing questionnaire

The researcher uses the questionnaire to get the data of students' habit in listening English song. The form of questionnaire is multiple choices. In doing questionnaire, the respondents will be expected to choose one of the those choices that matched with their condition at the time and their experience. The questionnaire is distributed by using Google form. The questionnaire contained 20 items and each item has five options which are always, often, sometimes, seldom, and never (*Appendix 1*).

b. Conducting translation test

The researcher conduct the test to get the students' score in translation skill. The researcher asked the students to translate complex sentences in thirty minutes. The translation test contained 10 items and the test is administered online via google form because of pandemic situation and online teaching learning process (*Appendix 2*).

4. Method of Data Analysis

After accumulating the data, the researcher analyzed the data to know whether there is any correlation between student's habit listening English songs and translation skill. The researcher uses spearman-rho correlation to examine whether there is or no correlation between two variables. In analyzing and calculating the data, the researcher uses SPSS 24.00. The steps in analyzing data are:

a. Linearity testing

Linearity testing is conducted to know whether two variables (independent variables (X) with the dependent variable (Y)) show the linear relationship or not. The linearity testing will be done, the researcher used T test through SPSS 24.0 with the value of significance (α) = 0.050. The possible decisions in linearity testing are as follows:

a. If the significance value > 0.050, it indicates that the distribution of data is linear.

b. If the significance value < 0.050, it indicates that the distribution of data is not linear.

b. Correlation coefficient

After doing linearity testing, the researcher uses spearman-rho correlation to find out the correlation between two variables. The researcher uses SPSS 24.0 in calculating and analyzing the data.

The degree of the correlation is called correlation coefficient or (*r*). The range of correlation coefficient is from -1≤ r ≤+1. The correlation is called strong if the value of *r* is close to 1. The value of *r* is positive is showed when the correlation is positive that indicates if the value of variable x and y increases at the same time. Meanwhile, the value of *r* is showed negative whether correlation is negative that indicates if the value of one variable increases and the value of another variable decrease. To interpret the correlation score, the researcher uses the interpretation of correlation by (Arikunto,2010).

Table 3.14 Coefficient correlation Interpretation

No	Scale	Interpretation
1	0.800-1.000	High correlation
2	0.600-0.800	Sufficient correlation
3	0.400-0.600	Fair correlation
4	0.200-0.400	Low correlation
5	0.000-0.200	Very low correlation

5. Hypothesis Testing

The result of correlation between X and Y variables will be compared with the value (r table), the SPSS 24 software for Windows was used to analyze the results. By considering the degree of freedom (df) = N-nr; (N= sample number, nr = variable number), the spearman-rho correlation coefficient was obtained. The result of correlation

between X and Y variables will be compared with the value (r table). The table value is 5 % or 1 %.

The statistically hypotheses are :

r x y > r table or *Ha : ro>rtable*

r x y < r table or *Ha : ro=rtable*

Ha will accepted if *ro>rtable* or *r x y > r table* means there is a significant correlation between students' habit listening English song and students' translation skill. and *Ho* will accepted if *ro=rtable* or *r x y < r table* means there is no significant correlation between students' habit listening English song and students' translation skill. A positive correlation indicates that the score moves together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on other decrease. Correlation does not imply caution means two events are in some ways correlated does not mean that on necessarily cause the other. The ranging of correlation coefficient is as follow:

- 0, 00 - 0, 199 means very low correlation
- 0, 20 - 0, 399 means low correlation
- 0, 40 - 0, 599 means fair correlation
- 0, 60 - 0, 799 means sufficient correlation
- 0,80 – 1,000 means high correlation.
- 0, 80 - 1, 000 means high correlation.