CHAPTER III

RESEARCH METHOD

This chapter shows the research design, variable of the research, population, sample and sampling, research instruments, data collection method, validity, and reliability testing, normality and linearity testing, and data analysis.

A. Research Design

Research design is the way of thinking and preparing for collecting and utilizing the data to achieve the goal of the research. In conducting this research, the researcher chooses correlational research in a quantitative approach. The purpose of correlational research is to determine the relationship between variables or to use relationships in making predictions. Creswell (2014) explained that the correlational investigators use correlational statistic to describe and measure the degree or assosiation (or relationship) between two or more variables.

Correlation research in this study is intended to determine the correlation between students' watching english movie habit and their listening comprehension ability of the third-semester students of English department students at UIN Sayyid Ali Rahmatullah Tulungagung in academic year of 2021/2022.

B. Variable of Research

Variable is an object that is investigated in a research. According to Creswell (2012:114), A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. In this research, the researcher examined the correlation of the predicted variable (X) and criteria variable (Y). These two variables were: students' habit in watching English movies (X) and students' listening comprehension (Y)
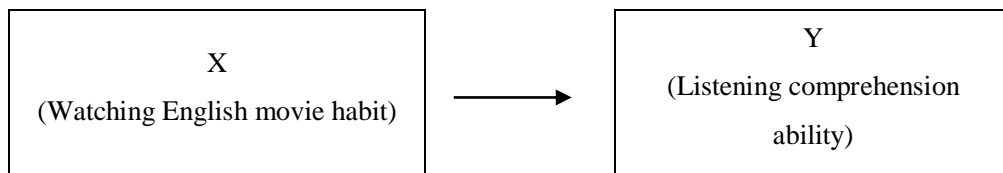
Figure 3.1 The correlation between variables

C. Population, Sample, and Sampling

1. Population

The population of this study was all students in the third semester of the English Department at UIN Sayyid Ali Rahmatullah Tulungagung in academic year of 2021/2022. Creswell (2012:31) explained that a population is a collection of people who share a characteristic. These collections of people were chosen as the population because they are English learner who is currently receiving most of their material in a class by listening. Therefore, the practice of listening is frequently used. They are also started to be exposed to various types of listening media to help their learning, one of them being English movies. Supported by one of the courses, namely "Inferential Listening Comprehension", the researcher

thinks that there is a great opportunity for them to have the habit of watching English movies.

The total number of students in this population is 228. They are divided into five (5) classes. The distribution of the total number of students is presented below:

Table 3.1

The Research Sample by Class

No	Class	Number of students
1	3 A	47
2	3 B	46
3	3 C	46
4	3 D	45
5	3 E	44
Total		**228**

2. Sample

The sample of this research was part of the population of third-semester students of the English Department at UIN Sayyid Ali Rahmatullah Tulungagung in academic year of 2020/2021. According to Arikunto (2006) sample is a part of the population that becomes a representative for all population. In deciding the samples, the researcher used simple random sampling, in which participant was randomly selected. To determine the number of samples taken, the researcher considered the opinions of some experts. Gay and Diehl (1922) explained that 30 is the minimum sample size of a correlational study.

3. Sampling

Sampling is a method to determine the size of a study sample. There are two types of sampling techniques generally used which are probability sampling and non-probability sampling. Probability sampling is a sampling strategy in which every individual in a population has an equal probability of being chosen as a research sample. It involves simple random sampling, stratified random sampling, cluster sampling, etc. Meanwhile, non-probability sampling is a sampling technique that is the inverse of probability sampling in that each individual in the population does not have an equal chance of being chosen as a sample. Quota sampling, snowball sampling, convenience sampling, and other techniques are used.

In this research, the researcher used a simple random sampling technique to the total population. The researcher collected each name of the population and chose randomly by taking 30 papers containing the name of students to be used as a sample. Then, the researcher chose 30 respondents that consist of 10 males and 20 females by randomly taking 6 from class A, 6 from class B, 6 from class C, 6 from class D, and 6 from class E.

D. Research Instruments

In conducting this research, the researcher used a questionnaire and a test score about listening comprehension to collect the data for this research. The questionnaire was used to measure the students' watching English movie habit and the test score was used to measure the students' listening comprehension.

1. Questionnaire

   The questionnaire will be used to get the data on the students' movie watching activity. The researcher used a questionnaire so that they could obtain information about the students' thoughts, feelings, attitudes, beliefs, perceptions, personalities, and behavior. In this research, the questionnaire is given to the students to find numerical data on their watching English movie habit.

   In filling the questionnaire, the researcher expects that the respondents will fill in all the statements by choosing one out of five choices in each item honestly according to their actual condition. The statements are expressed either a positive/favorable or negative/unfavorable attitude. In addition, due to the Covid-19 restriction, the questionnaire will be distributed to students in the form of an online questionnaire via Google Form to collect numerical data on students' watching English movie habit.

   The scoring of this questionnaire uses the Likert Scale, which is a technique of the rating scale. It is requiring the respondents to make a response of a variety of categorizing into a scale. For more

details, the scale of movie watching activity questionnaire is presented in the following table:

Table 3.2

Likert Scale for Movie Watching Activity

Positive	Points	Negative	Points
Selalu (Always)	5	*Tidak pernah* (Never)	5
Sering (Often)	4	*Jarang* (Seldom)	4
Kadang-kadang (Sometimes)	3	*Kadang Kadang* (Sometimes)	3
Jarang (Seldom)	2	*Sering* (Often)	2
Tidak pernah (Never)	1	*Selalu* (Always)	1

The list of the questionnaire that the researcher used is adopted from the existed questionnaire made by Rachmawati (2018). The researcher used indicators from Darnton's theory (2007:2) which stated that "Habit appears as a factor that influenced behavior and routine process" that had been used in Rachmawati. The list of a questionnaire that she made is a good indicator of an instrument because it has been tried out. Additionally, the validity and reliability also have been tested. The questionnaire consists of 35 items in the pilot test. However, after calculating the validity and reliability, there are 7 invalid items. Thus, there are only 28 items of the questionnaire that have been tested in the final questionnaire. The indicators of the questionnaire are presented in the following table:

Table 3.3

Indicator of Questionnaire by Aulia Rachmawati (2018)

Variable (x)	Indicators	Kind of Statements		Total
		Positive	Negative	
Habit in watching English movie	a. Habit as behavior 1. Attitude	11,12,13, 14,15,16	10	**7**
	2. Frequency	1,2,3		**3**
	3. Automaticity	17,18,20, 21	19*	**5**

	b. Habit as practice
	  1. Materials
	  (object, hard infrastructure)
		4,7,8*	5*,6,9*	**6**

	2. Competence (skills, and know-how)	22,23,24* 26,27*,29	25,28	**8**
	3. Image (meaning, ideas, and interpretations)	30,32,33 34,35	31*	**6**
Total number of questionnaire				**35**
Total number of valid questionnaire				**28**

(*) means invalid item

2. Test

      The second instrument used in this study is a test. According to Brown (2003), a test is a series of questions or exercises used to assess an individual's or group's knowledge, intelligence, ability, or aptitude. The test is used in this study to assess students' listening comprehension. However, due to the current COVID-19 restriction which made the students take an online class, the test will be administered online via Google Form.

The test is based on TOEFL exam pattern 2021 on the listening section was used to determine the ability of students' listening comprehension ability. The listening test section was taken from online source available. To make sure that the test is suitable for testing, the researcher consulted with an expert. In this case, the expert was the Inferential Listening Comprehension lecturer, Mrs. Umdatul Khoirot, M.Pd.

The test consists of 20 items which are divided into 2 parts, namely part A (conversation) and part B (lectures). The blueprint of the listening comprehension ability test can be seen in the table below:

Table 3.4

Blue Print of Listening Comprehension Ability Test

No	Material	Number of Questions
1	3-5 minutes long conversation between 2 speakers	10
2	3-5 minutes long lecture with about 500 words	10
Total		**20**

To observe the students' listening comprehension ability, the researcher gives scoring criteria adapted from Arikunto (2005) as explained below :

Table 3.5

Score Criteria of Test

Criteria	Score
Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20

E. Method of Data Collection

In this study, the researcher used two methods to collect data. The first is distributing questionnaires and the second is administering tests. The distribution of questionnaires is a method to assess students' habit of watching English movies, whereas the administration of tests is the method used to assess the students' listening comprehension ability. The listening test consist of 20 items which were served in multiple-choice forms.

Both the questionnaire and the listening test are conducted online using Google Form. The link was distributed via WhatsApp group chat. The students were given a set of instructions beforehand. Then each student had 30 minutes to answer the questionnaire and 60 minutes to complete the test.

F.   **Validity and Reliability Testing**

1. **Validity**

Validity is an important key to effective research. If a piece of research is invalid then it is worthless. To measure whether the instruments have good validity or not, the researcher will examine them from face validity, content validity, and construct validity. The following is the explanation of face validity, content validity, and construct validity:

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 judgment 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.

b.   Content validity

Content validity refers to the extent to which the item on the test is fairly representative of the entire domain of the test seek to measure. Content validity is related to theoretical knowledge of the field, it can also be improved by asking experts and respondents about their thoughts on the instrument's content.

c. Construct validity

Brown (2004:25) explained that construct validity is when a test can be demonstrated to measure only the ability that it is supposed to measure. Construct validity is to interpret test scores to assess the language proficiency of the subject and test tasks.

After analyzing the instruments by those types of validity, the researcher will calculate the validities using SPSS (Statistical Product and Service Solution) program version 24 to find out the significance of the variable. Due to the questionnaire being adopted from the previous study, thus the calculation of the questionnaire validity has been determined. According to Creswell (2014), when using an existing instrument, the validity and reliability of the score are obtained from previous use of the instrument. The result of validity testing from the existing instrument by Rachmawati (2018) was there were 28 items of the questionnaire valid and 7 items were not valid.

Table 3.6

Items of questionnaire after result of validity

Items Valid	Items not valid
Questions number: 1,2,3,4,6,7,10,11,12,13,14,15,16,17,18, 20,21,22,23,25,26,28,29,30,32,33,34,35	Questions number: 5,8,9,19,24,27,31
Total items valid : 28 items	Total items not valid : 7 items

2. Reliability

Reliability means consistent and dependable. Reliability is a measure of the accuracy, consistency, dependability, and fairness of exam results. According to Ary (1985:225), the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. We can tell if a test is reliable or not based on its reliability. The following are two criteria for determining the reliability of instruments using SPSS:

a. If *Cronbach's Alpha* > 0,60, it means the instrument is reliable.

b. If *Cronbach's Alpha* < 0,60, it means the instrument is not reliable.

In this research, because the questionnaire was adopted, therefore the calculation of questionnaire reliability also has been tested by Aulia Rachmawati (2018) used the correlation formula from SPSS version 20. The result shows that the questionnaire was reliable because the Cronbach Alpha is 0.877 which is bigger than 0.60.

Table 3.7

The Result of Questionnaire Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.877	28

G. Normality and Linearity Testing

1. Normality

Normality testing is conducted to determine whether or not the data distribution to the sample is normal. SPSS version 24 was used in the study to test for normality. To find out the normality of the sample of the research, the researcher used the formula Shapiro-Wilk. Shapiro Wilk is used when the number of respondents $\leq$ 50. In addition, there are two criteria to determine the normality of data:

a. If the significance value (sig) > 0,05, means the data ditribution is normal.

b. If the significance value (sig) < 0,05, means the data distribution is abnormal.

2. Linearity

Linearity testing is purposed to know whether the variables (independent variables (X) with the dependent variable (Y)) which will be done by statical analysis correlation show the linear relationship or not.

To compute the linearity testing, the researcher used a T-test through SPSS version 24. Basic decisions making in linearity testing are as follows:

a. If the significance value (sig) > 0,05, means the variables is linear.

b. If the significance value (sig) < 0,05, means the variables is not linear.

H. Data Analysis

Following the collection of data on the researcher's watching English movie habit and listening comprehension ability, the researcher investigates the significance of the correlation between two variables by calculating and correlating the data of both variables using Pearson Product Moment Correlation Coefficient in SPSS program version 24. To interpret the index score of the correlation product-moment, based on Sugiyono (2018:257) the researcher use the following interpretation:

Table 3.8

Interpretation of Correlation

Interval	Category
0,80 – 1,000	Very High Correlation
0,60 – 0,799	High Correlation
0,40 – 0,599	Moderate Correlation
0,20 – 0,399	Low Correlation
0,00 – 0,199	Very Low Correlation It is ignored or considered no correlation

In this study, the researcher utilized a significance level of 5%, or 0,05.

The hypothesis testing criteria are as follows:

1. If the significance < 0.05 = Ha is accepted. It means that there is a correlation between students' watching English movie habit and their listening comprehension ability.

2. If the significance > 0.05 = H0 is accepted. It means that there is no correlation between students' watching English movie habit and their listening comprehension ability.

A positive correlation indicates that the scores increase or decrease together. A negative correlation indicates that the scores on one variable rise while the scores on the other variable fall. Correlation does not imply causation; just because two events are related in some way does not imply that one caused the other.