CHAPTER III

RESEARCH METHOD

This chapter presents research method including research design, setting of the study, subject of the study, research variable, instrument research, data collecting method, validity and credibility

A. Research Design

This study uses an experimental research design. According to Creswell (2003), experimental research is most appropriate for answering a research question about the effect of treatment. It was purposefully used to know how the effectiveness of using audiobook on students' listening skill at eighth grade students of MTs. Al-Huda Bandung academic year 2017/2018.

The type of experimental research design used in this research was quasi experimental design in the form of non-randomized control group, pretest-posttest design. This design did not permit random assignment of subject to the experimental and control group (Ary. et. Al 2010:316). The design of this research uses two groups, Pre-test and Post-test Design, which uses one group as experimental group and the other one as control group. The experimental group was taught by using audiobook in teaching listening process as the treatment. On the other hand, the control group was taught without using audiobook in teaching listening process. The data are occupied from compared the scores of experimental group with the control one.The

research design in this research was presented in the table below (Sugiono, 2010: 116):

Table 3.1: The design of two-group Pretest-posttest design

Group	**Experimental (A class)**	**Control (B class)**
Pre-test	G1	T1
Treatment	X	O
Post-test	G2	T2

G1 : Experimental group (A class) on pre-test

T1 : Control group (B class) on pre-test

X : Using Audiobook treatment

O : Non using Audiobook

G2: Experimental group (A class) on post test

T2: Control group (B class) on post-test

The table showed that the two classes were given a pre –test and post-test, but the differences was in giving a tretment. The experimental class was taught by using Audiobook as a treatment in teaching listening, but the controll class was taught by using a conventional way. Afterwards, a post- test

was administered in order to investigate the result of the given treatment and controlled.

B. Setting of The Study

The researcher conducted the research at MTs. Alhuda Bandung, Tulungagung. MTs. Alhuda Bandung is located at Bandung-Campurdarat Street. The researcher does study the student 8th grade in the academic year of 2017/ 2018. Researcher chooses MTs. Al-Huda Bandung because the students still less understanding and face difficulties about listening. Teaching and learning listening in MTs. Al-Huda Bandung still use general media, which is by listen dialog or text description from audio then student asked to answer question which given by teacher. These activities take place repeatedly so that students feel bored and less motivated to follow the learning. This school also has great facilities in teaching learning. For example has a projector and also have Wi-Fi internet connection that can be accessed by the students and teacher in every time to help teaching learning process. Besides that, the school never using Audiobook to increasing students' listening skill.

C. Subject of the Study

1. Population

To make the study more feasible, it was important for the writer to know the research area where the research was conducted. This research was conducted at MTs. Al-Huda Bandung. This research was intended for the

eighth grade students of MTs. Al-Huda Bandung in the academic year 2017-2018.

Population is object that has some qualities and characteristic that is chosen to be cleared and to be concluded by the researcher (Louis: 2005). In this research the population was all of eighth grade students at Mts. Al-Huda Bandung. The eighth of MTs. Al-Huda Bandung consist of five (5) classes that are classified in to two; VIII A as “excellent class” while VIII B – VIII E as “regular class”. Total of population is of 157 students.

2. Samples

In selecting the sample of the study, a good sample is one that is representative of the population from which it was selected. The samples are two classes as experiment group, and second class as control group.

From those explanations, the sample selected was eighth grade of class A (experimental group) that consists of 33 students, and class B (control group) consist of 33 students at MTs Al-Huda Bandung in academic year 2017/2018. In this study the researcher used random sampling.

D. Research Variables

According to Ary (2002), a variable is an attribute that is regarded as reflecting or expressing some concept or construct. Variable of the study was divided into two kinds. They were independent variable and dependent variable.

a. Independent Variable (X)

Independent variable is a variable is which is observer the side effect. Independent variable can appear and exist by itself without any other supported. It influences and gives special effects independent variable. Independent variable cannot stand by itself without dependent variable. In this study, independent variable is the using Audiobook (X) in teaching listening.

b. Dependent Variable (Y)

Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. In this research the dependent variable is students' listening skill.

E. Formulation of Hypothesis

According to Ary (260:643) hypothesis is a tentative proposition suggested as a solution to a problem; a statement of the researcher's expectations about the relationship among the variables of the study. In this study, there were two kinds of hypothesis :

a. Null Hypothesis (Ho)

There is no significant difference score on listening between the classes who are taught and without by using Audiobook at MTs. Al-Huda Bandung.

a. Alternative Hypothesis

There is significant difference score on listening between the classes who are taught and without by using Audiobook at MTs. Al-Huda Bandung.

F. Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). The instrument used in this research was test.

According to Ary et al (2006:201) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of tests in this study, those were pre-test and post-test. Pre-test was intended to measure students' listening skill in narrative text material before the treatment given.While, post-test was to measure students' listening skill in narrative text material after the treatment given. The test was in the form an objective test. Type of question was fill in the blank and multiple choice.

Table 3.2 Blue Print of Test

Skill : Listening

Material : Narrative texts

School : MTs Al-Huda Bandung

Pre-test

No.	Indicators	Number of item
1	Identify the title and the orientation of the text	1, 2, 11, 13,14
2	Identify the use simple past tense of the text	3, 4, 7, 8, 9, 10
3	Identify the adverb of time of the text	6
4	Identify the time conjunction of the text	5
5	Finding specific information from narrative text	15, 16, 17, 18, 19, 20
6	Determining the kinds of the text	12
	Total	**20 items**

Blueprint of test

Post-test

No.	Indicators	Number of item
1	Identify the topic and the title of the text	1, 6, 11

2	Identify the use simple past tense of the text	3, 4, 5, 7, 8, 10
3	Identify the adverb of time of the text	2
4	Identify the time conjunction of the text	9
5	Identify the specific character of the text	13
5	Finding specific information from narrative text	14, 15, 16, 17, 18, 19, 20
6	Determining the kinds of the text	12
	Total	**20 items**

Validity and Reliability Testing

Researcher is always dependent upon measurement. There are two important characteristics that every measuring instrument should go through a process of validity and reliability check.

1. Validity

According to Ary (2010: 225) validity is the most important consideration in developing and evaluating measuring instruments. These are four types of validity; 1) Content validity, 2) Criterion related validity, 3). Construct validity, 4). Face validity. In this research, to measure whether the

test has a good validity, the researcher analyzed the test from content validity and construct validity.

a. Content validity

Content validity is correspondence between curriculum objectives and objectives being assessed. The instrument in this research achieved content validity since the test was designed based on main competence and basic competence in Curriculum of 2013 since the school implements the Curriculum of 2013 in the time the researcher conducted this research.

Table 3.3: Main Competence and Basic Competence in Curriculum of 2013

Core Competence	Basic Competence
2. Understanding the meaning of short functional text and simple monologue text in the form of recount text, narrative text and procedure text in the context of everyday life.	2.2 Responding to meaning in simple monologue texts that use verbally accurate, fluent, and acceptable speech in various contexts of everyday life in text: recount text, narrative text, and procedure text.

b. Construct validity

A test is said to have construct validity if demonstrated that it measured just the ability which supposed to measure (Isnawati, 2014:29).

It is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this study, the researcher used construct validity in administering listening test and the technique of scoring students' listening skill based on three aspect, those were the main ideas, the detail information, and the inferences.

c. Face validity

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on subjective judgment or the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers (Brown, 2004). In this study, the face validity was done through validated by the expert.

2. Reliability

Based on the Harrison in Johnson (2001) says that the reliability of a test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination.

Before giving posttest, the researcher made test to be tried out to the students to know how far the reliability of the instrument. It was done on Monday, 9th April 2018 in the VIII D class. Then, the researcher analyzed

each item of instrument and computed it by using in SPSS Statistics 16.0 version. Then the result of computing can be seen below:

Table 3.4: Result of Reliability.

Reliability Statistics

Cronbach's Alpha	N of Items
.596	2

Based on the table above, it showed that the reliability of cronbach's alpha is 0,596. According to Triton in Sujianto (2009:97) the value of cronbach's alpha can be interpreted as follow:

Table 3.5 : Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0,00 – 0.20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category reliable because 0,596 took place between 0,41-0,60.

G. Normality and Homogeneity Testing

1. Normality Testing

Normality test is used to test whether the data have a normal distribution or not. The compulation of normality testing in this research can use the *One Sample Kolmogorov-Smirnov* test with the provision that if Asymp. Sig > 0,05 the data were normally distributed (Asmarani, 2008:234). In this case the normality using *SPSS* (Statistical Product and Service Solutions) *16.0 for Windows*.

2. Homogeneity Testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. The computation of homogeneity testing using SPSS Statistics 16 is One-Sample Kolmogrov-Smirnov test by the standard of significance (α) = 0.050. Before doing homogeneity testing, the researcher decides hypothesis in this homogeneity as follow:

H_o : Both variances (before and after given the treatment) are same.

H_a : Both variances (before and after given the treatment) are different.

There is also certainty in taking decision of homogeneity testing, as follow:

If the sig value of significance > 0.050, so H_o is accepted means that the data of sample has same variance.

H. Data Collecting Method

Data collection method is an important aspect of any type of research study. Method is the technique or the way that used by the researcher to collect the data (Riduwan, 2006: 97). the data collecting method is administering test that consists of pre-test and post-test. The procedure of administering test was clarified as follows:

1. Pre-test was held on Wednesday, April 11st 2018 in experimental class and pre-test was held on Saturday, April 21st 2018 in control class. Pre-test at the first meeting, the writer gave a pre-test to the students of experimental and control group to measure students listening skill before treatment process. The score analyzed to determine the students' score between pretest and posttest.
2. Post-test was held on Saturday, April 21st 2018 in experimental class and post-test was held on Friday, April 27st 2018 in control class. Post-test conduct to measure to students' listening skill of experimental group and control group after treatment process, this test gives to know the students' listening skill before and after they get treatment.

Before getting the score, the researcher determines procedure to be used in scoring the students' work. In order to do that the researcher used Arikunto's formula. The ideal high score is 100. The score of post-test was calculated by using the following formula:

$$s = \frac{r}{n} x\ 100$$

Where:

s = the score of the test

r = the total of the right answer

n = the total item