CHAPTER III

METHODOLOGY

This chapter involves research design, population and sample, data collection and data analysis.

3.1   Research Design

The data of this study were analyzed by using Quantitative Approaches. According to Kyta Darhohomei (cited in *www.answerlog.com)*, the quantitative approach means evaluating numerical, measurable information. In quantitative measurement, research or analysis contain hard data, such as numbers, values, statistic, fact, figures. The quantitative approach was used to analyze the scores of the data.

This study conducted in order to know the correlation between listening ability and pronunciation ability. To be able to gather the necessary data, the researcher utilized the quantitative research design by using correlation study.

So, we can say that it is correlation study because it aims to find the relationship between the two variables. There are two variables in this study, they are listening ability and pronunciation ability. As mentioned above, the objective of this study is to know the correlation between listening ability and pronunciation ability.

So, the researcher wants to examine correlation of the variables, whether or not if the learners of 8th grade students at SMP Islam Manbaul Ulum Gresik have good ability in listening and they have good pronunciation.

3.2   Population and Sample

3.2.1   Population

In this study, population and sample were important. According Arikunto (1998 : 115), population is the whole of the research subject. Based on that definition, the population is the 8th grade students of SMP Islam Manbaul Ulum Gresik. There are five classes for 8th grade students at SMP Islam Manbaul Ulum. They are spreaded into VIIIA till VIII E. The total of the students are 175 students. So, the population is 175 students.

3.2.2   Sample

According to Arikunto (2002: 10), sample is part of population from whom the data of the study were obtained. A good sample is one that represents the population generalization of the result. In determining the sample of this research, the researcher uses cluster sampling technique because it tries to determine the sample by random of the group or class to get representative class.

In this research, the way to take the population is cluster sampling, because it is the way to collect the sample by random of the group/class to

get whether the class that is representative as the sample or not. So, the subject who is considered to be representative as the sample is the students of B class of the 8th grade students at SMP Islam Manbaul Ulum Gresik which consists of 35 students.

3.3 Data Collection

3.3.1 Instrument

Based on the research design above, in collecting data, the researcher uses some instruments which are suitable for supporting the analyzing of the data in order to reach the research objective. The instruments are:

- Listening Test

This listening test is made for the subject of the study. The listening test is used to know their ability in listening. The type of this listening test is audio related with listening competency. Before the test is tested, the researcher try to give Try Out first to measure the validity and reliability of the test. The total items of Try Out are 30 items. They are Matching Test, Multiple Choice and Fill in The Blank. For Matching Test there are 10 items, Multiple Choice are 10 items and Fill in The Blank are 10 items.

After the researcher have done to give Try Out, she/he check the construct validity. There are 18 items is rejected, 1 Revised and 11 items are Accepted. After that, the researcher revise it. Then, she/he give the

Test for the other class. This test same with Try Out. The total items of Try Out are 30 items. They are Matching Test, Multiple Choice and Fill in The Blank. For Matching Test there are 10 items, Multiple Choice are 10 items and Fill in The Blank are 10 items. Finally, the researcher take score.

- Pronunciation Test

This pronunciation test is made for the subject of the study. The pronunciation test is used to know their ability in pronunciation. The type of this pronunciation test is oral test which focuses on how the way they can pronounce words. Before the test is tested, the researcher try to give Try Out first to measure the validity and reliability of the test. The total items of Try Out is 30 items that consist of how the way they can pronounce words.

After the researcher have done to give Try Out, she/he check most of the words can be mentions orally by the students when they having Try Out. Then, she/he give the test for the other class. This test are 15 items. Finally, the researcher take score.

3.3.2   The Procedure of Collecting Data

In order to reach the research objective of this research; to know the correlation between listening ability and pronunciation ability of 8th grade students at SMP Islam Manbaul Ulum Gresik, the researcher try to

do these procedures for collecting data to support the data analysis, they are:

- The researcher observes 8th grade students at SMP Islam Manbaul Ulum Gresik.

- The researcher conducts Try Out for VIII E class to measure the validity of the test.

- The researcher gives listening test and pronunciation test for VIII B class at SMP Islam Manbaul Ulum Gresik. After that, the researcher collects it.

- The researcher input the scores and analyze the result of the scores by using statistical data, SPSS 15.0 program.

- Then, the researcher testes the hypothesis by seeing column of sig. 2 tiled.

3.3.3 Validity

In general, correlational research examines the covariation of two or more variables. Validity is the extent to which a test measures what it is supposed to measure. The question of validity is raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it is intended.

There are three validity based on Djiwandono (2008:165), they are: Content Validity, Construct Validity and Criterion Validity. But, in this research, there are Content Validity and Construct Validity. *Content Validity* is matching the content of the test with the skill. Meanwhile, *Construct Validity* is designing indicators of the task and each item in the test based on the curriculum. In this study, the researcher uses consruct validity to measure the validity. The following is the table distribution for pronunciation skill.

According to Hewings (2004), Pronunciation Test is important. He said that, there are three main components of pronunciation. They are: Sounds, Stress and Spelling.

Table 1.1 Distributions of Pronunciation Indicators

NUMBER	INDICATORS	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
1.	Siswa dapat mengucapkan Sound of Comparison	10	1a - 1j	*1. Pronounce a pairs of word below whether they are same or different!* a. Bed >< Bath b. Sweep >< Sleep c. Cook >< Coke d. Bike >< Like e. Ride >< Read	*1. Pronounce a pairs of word below whether they are same or different!* a. Bed >< Bath b. Sweep >< Sleep c. Wash >< Watch d. Wake Up >< Get Up e. Take >< Cake

				f. Wash >< Watch	
				g. Comb >< Come	
				h. Brush >< Trust	
				i. Wake Up >< Get Up	
				j. Take >< Cake	

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students were: a. Bed >< Bath, b. Sweep >< Sleep, c. Wash >< Watch, d. Wake Up >< Get Up, e. Take >< Cake. Otherwise, The items were pronounce incorrectly by the students were: a. Bed >< Bath, b. Sweep >< Sleep, c. Cook >< Coke, d. Bike >< Like, e. Ride >< Read, f. Wash >< Watch, g. Comb >< Come, h. Brush >< Trust, i. Wake Up >< Get Up, j. Take >< Cake.

Table 1.1 Distributions of Pronunciation Indicators

INDICATOR	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
Siswa dapat mengucapkan Same Sound	3	2a -2c	2. *Pronounce a word and then choose the same sound below!* a. Bed , Bath , Bad b. Comb , Come , Cone c. Cook , Coke , Cooed	2. *Pronounce a word and then choose the same sound below!* a. Comb , Come , Cone

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students were: a. Comb, Come, Cone. Otherwise, The items were pronounce incorrectly by the students were: a. Bed, Bath, Bad, b. Comb, Come, Cone, c. Cook, Coke, Cooed.

Table 1.1 Distributions of Pronunciation Indicators

INDICATOR	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
Siswa dapat mengucapkan Single Syllables	3	3a - 3c	*3. Pronounce the words below!* a. Cook b. Drink c. Sleep	*3. Pronounce the words below!* a. Drink

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students was: a. Drink. Otherwise, the items were pronounce incorrectly by the students were: a. Cook, b. Drink, c. Sleep.

Table 1.1 Distributions of Pronunciation Indicators

INDICATOR	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
Siswa dapat mengucapkan Two Syllables	10	4a - 4j	*4. Pronounce the words below!* a. Wake Up b. Get Up c. Brush Teeth d. Wash Face e. Comb Hair f. Dry Hair g. Get Dressed h. Have Lunch i. Go Home j. Watch TV	*4. Pronounce the words below!* a. Wake Up b. Get Up c Go Home d. Watch TV

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students were: a. Wake Up, b. Get Up, c Go Home, d. Watch TV. Otherwise, the items were pronounce incorrectly by the students were: a. Wake Up, b. Get Up, c. Brush Teeth, d. Wash Face, e. Comb Hair, f. Dry Hair, g. Get Dressed, h. Have Lunch, i. Go Home, j. Watch TV.

Table 1.1 Distributions of Pronunciation Indicators

INDICATOR	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
Siswa dapat mengucapkan Three Syllables	5	5a - 5e	*5. Pronounce the words below!* a. Take a Bath b. Have Breakfast c. Have Dinner d. Go to Bed e. Ride a Bike	*5. Pronounce the words below!* a. Have Dinner b. Go to Bed

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students were: a. Have Dinner, b. Go to Bed. Otherwise, the items were pronounce incorrectly by the students were: a. Take a Bath, b. Have Breakfast, c. Have Dinner, d. Go to Bed, e. Ride a Bike.

Table 1.1 Distributions of Pronunciation Indicators

NUMBER	INDICATOR	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
2	Siswa dapat mengucapkan pengucapan yang benar menurut	5	6a - 6e	*6. Say those words with correct pronounciation based on spelling!* a. /es/ /doublyu/ /i/ /i/	*6. Say those words with correct pronounciation based on spelling!* a. /es/ /doublyu/ /i/

	Spelling			/pi/ /es/	/i/ /pi/ /es/
				b. /es/ /ai/ /en/ /ji/	b. /es/ /ai/ /en/ /ji/
				c. /i/ /ei/ /ti/	
				d. /a:/ /ai/ /di/ /i/	
				e. /pi/ /el/ /ei/ /way/ /es	

From the table of pronunciation indicator above, there are some items that could be pronounce correctly by the students and some of the items could not pronounce correctly by the students. The correct items that could be pronounce correctly by the students were: a. /es/ /doublyu/ /i/ /i/ /pi/ /es/, b. /es/ /ai/ /en/ /ji/. Otherwise, the items were pronounce incorrectly by the students were: a. /es/ /doublyu/ /i/ /i/ /pi/ /es/, b. /es/ /ai/ /en/ /ji/, c. /i/ /ei/ /ti/, d. /a:/ /ai/ /di/ /i/, e. /pi/ /el/ /ei/ /way/ /es.

Table 1.2 Distribution of Listening Indicators

KOMPETENSI INTI	KOMPETENSI DASAR	INDICATORS	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait	3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum,	Mencocokkan gambar sesuai dengan audio yang telah diperdengarkan	10	1-10	*Choose the Correct Picture based on Recording!* *1.* *2.* *3.*	*Choose the Correct Picture based on Recording!* *1.* *2.* *3.*

| fenomena dan kejadian tampak mata. | sesuai dengan konteks penggunaannya | | | | 4. 5. 6. 7. 8. 9. 10. | 4. 5. 6. 7. 8. 9. 10. |

From the table of listening indicator above, there are some items that accepted, rejected and revised. The accepted items were: item number 5 and number 8, because the result of IDL and IDP is require with the level IDL and IDP. The rejected items were: item number 2, 3, 4, 6,7, 9 and 10, because the result of IDP and IDL is not require with the level IDL and IDP. The revised items was is only number 1, because the result one of IDL and IDP is not require with the level IDL and IDP**.**

Table 1.2 Distribution of Listening Indicators

KOMPETENSI INTI	KOMPETENSI DASAR	INDICATORS	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	Mengidentifikasi jawaban dari teks yang telah diperdengarkan	10	11-20	*Listen to Lia's Daily Activities, then Choose the Best Answer based on Recording!* 11. What is Lia? a. She is a Teacher b. She is a Student 12. What is Her Favorite Food? a. She likes fried rice b. She likes fried egg 13. With whom she goes to school? a. She goes to school with her friends b. She goes to school with her father 14. When does she help her mother? a. In the morning b. In the	*Listen to Lia's Daily Activities, then Choose the Best Answer based on Recording!* 11. What is Lia? a. She is a Teacher b. She is a Student 12. What time she wakes up? a. At five o'clock b. At seven o'clock 13. Where does she breakfast? a. In the diningroom b. In the afternoon 14. When does she help her mother? a. In the morning b. In the afternoon

					afternoon	
					15. What does she do to help her mother?	15. What is her favorite drink?
						a. Juice
					a. She cooks for breakfast	b. Milk
					b. She prepares for breakfast	
					16. What does she do in the afternoon?	16. What does she do in the afternoon?
					a. She watches TV and does homework	a. She watches TV and does homework
					b. She reads a book and does homework	b. She reads a book and does homework
					17. How long does she usually take a nap?	17. How long does she usually take a nap?
					a. She takes a nap for three hours	a. She takes a nap for three hours
					b. She takes a nap for two hours	b. She takes a nap for two hours
					18. Where does Lia ususally have lunch?	18. Where does Lia ususally have lunch?
					a. At home	a. At home
					b. At the school canteen	b. At the school canteen
					19. Why does Lia watch TV in the afternoon?	19. What does she do in the evening?
					a. She likes	a. She reads a book

					watch TV b. She waits for praying 20. When does she go to sleep? a. At ten p.m b. At nine p.m	b. She plays doll 20. When does she do at 9 p.m? a. Goes to bed b. Watch TV

From the table of listening indicator above, there are some items that accepted, rejected and revised. The accepted items were: item number 11, 14, 16, 17 and 18, because the result of IDL and IDP is require with the level IDL and IDP. The rejected items were: item number 12, 13, 15, 19 and 20, because the result of IDP and IDL is not require with the level IDL and IDP. There is no revised items.

Table 1.2 Distribution of Listening Indicators

KOMPETENSI INTI	KOMPETENSI DASAR	INDICATORS	TOTAL OF ITEMS	NUMBER OF ITEMS	TRY OUT	REVISE
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak	3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan	Memilih jawaban yang sesuai dari teks yang telah diperdengarkan	10	21-30	*Listen about Martin's Activities and Complete the Text!* **Martin's Daily Activities** I am Martin, a student from Canada. I'm so busy that I have a lot of activities	*Listen about Martin's Activities and Complete the Text!* **Martin's Daily Activities** I am Martin, a student from Canada. I'm so busy that I have a lot of activities in

mata.	konteks penggunaannya				in a day. Every Monday, I get up at (21) ____ o'clock. Then, I go to the bathroom and have a (22) ____ . After that I go downstairs to the (23) _____ and have breakfast with my family. I usually have (24) _____. I (25) _____ home at eitght o'clock and I go to school by bus. I (26) _____ at school at eight fifty-five. I (27) _____ from nine to three thirty. For lunch, I have fish and chips. After school, I go to the park and play basketball with my (28) _____. Then, I go home and do my (29) _____ . I have dinner at seven thirty. After having dinner, I usually watch TV, while my father is listening to the radio and my sister is reading a magazine. Finally, I go to (30) _____ at about eleven.	a day. Every (21) _____, I get up at five o'clock. Then, I go to the bathroom and have a (22) _____. After that I go downstairs to the dining room and have (23) _____ with my family. I usually have (24) _____. I leave home at (25) _____ o'clock and I go to school by bus. I arrive at (26) _____ at eight fifty- five. I study from (27) _____ to three thirty. For lunch, I have fish and chips. After school, I go to the park and (28) _____ _____ with my classmates. Then, I go home and do my (29) _____ . I have dinner at seven thirty. After having dinner, I usually watch TV, while my father is listening to the radio and my sister is reading a magazine. Finally, I go to (30) _____ at about eleven.

From the table of listening indicator above, there are some items that accepted, rejected and revised. The accepted items were: item number 22, 24, 29 and 30, because the result of IDL and IDP is require with the level IDL and IDP. The rejected items were: item number 21, 23, 25, 26, 27 and 28, because the result of IDP and IDL is not require with the level IDL and IDP. There is no revised items.

Before conducting listening test and pronunciation test as instrument of this research, the test should be tried out in terms of measuring validity.

3.4   Data Analysis

After collecting the data from some sources through some procedures mentioned above, the researcher analyses the data by doing some steps to find the answer of the research question. According to Sudaryanto (1993), data analysis can be presented through either formal or informal method. In formal method, the analysis based on the specified problems and the theoretical framework is presented using symbols, tables, or graphs which is aimed the data more easily. So, the researcher does inferential statistic analysis.

First, the researcher inputs the data from the Listening and Pronunciation Test of B class learners of 8th grade students at SMP Islam Manbaul Ulum into SPSS 15.0 program for doing statistical analysis. Then, the researcher does the following terms to support data analysis. There are steps to inputs the data:

a. Input the scores of listening test and pronunciation test

b. Name each score based on the skill (listening and pronunciation)

c. Click menu Analyze → Correlate → Bivariate.

d. Input score test both listening and pronunciation tests into column variables.

e. Click Correlation Coefficients Spearman.

f. Click Continue → OK

g. See the result underlining on sig. 2 tiles to test the hypothesis. If sig. < α (0.05), so, the Ho can be rejected.

3.4.1 Normality Test

Normality test is one of important requirements in the procedure of this research. It is to check whether or not the data is distributed normal by using Test of Normality. To test the normality, the researcher will insert the data into SPSS and explored it its normality by using Liliefors (Kolmogorov-Smirnov) and Shapiro-Wilk.

The result of this Test of Normality is very important to determine which inferential analysis statistic that will be used to examine the correlation of the variables. From the result of Normality Test, if the data is distributed normal, the researcher uses parametric statistic analysis to find correlation coefficient, in this case is Pearson Product Moment. Nevertheless, if the data is not from normal distribution, the researcher uses non-parametric statistic analysis to find correlation coefficient, in this case is Spearman Rank.

3.4.2   Correlation Coefficient

Correlation Coefficient is number which shows the strength of correlation between two variables. The result of the Correlation Coefficient will determine the strength of the correlation between listening ability and pronunciation ability of 8th grade students at SMP Islam Manbaul Ulum Gresik.

Coefficient correlation can determine the strength of the relationship, Based on Julie Pallant, the rules to determine the strength of correlation are:

small	r=.10 to .29
medium	r=.30 to .49
large	r = .50 to 1.0

3.4.3   Hypothesis Testing

After knowing the coefficient correlation between listening ability and pronunciation ability, the researcher uses hypothesis testing to find statistical significance of the correlation coefficient. That is why the Null hypothesis is important in this case. Since this is an educational study, the level of significance is on 5% level (0.05). So, the principle is Null hypothesis (Ho can be rejected if P value (Sig.) is bigger than 5% (0.05). Meanwhile, the Null hypothesis of this study is there is significant correlation between listening ability and pronunciation ability.

In short, there are some procedures in this research. First, the researcher determines to choose; listening and pronunciation. Second, the researcher will gather the data from listening and pronunciation. Third, the researcher will sort the data into the main focus. Next, the data will be checked whether it belongs to normal distribution data or not. Then, the data will be correlated to know its correlation coefficient.

Finally, the researcher will test the hypothesis whether the null hypothesis is rejected or not.