

CHAPTER III

RESEARCH METHOD

A. Research Design.

The research of this study is *Descriptive Quantitative Design*. The researcher used this kind of design because the data of this research is focused on counting and classifying features and constructing statistical models and figures to explain what is observed. It is an opposite of qualitative research because it needs numerical data as measurement. Also, it seeks precise measurements and analyzing of target concepts to answer the inquiry through numerical evidence.¹

B. Subject of the Study.

The subject of this study took all students of year eleven in MA Banu Hasyim. The researcher chose this class to conduct the research because this is the only class which uses *English by Radio* in learning listening.

C. Data and Source of Data.

¹Martyn Shuttleworth, *Comparing Qualitative and Quantitative Design*. 2008 (www.experimentresources.com/quantitative-and-qualitative-research.html#ixzz1bTzs4C6x, accessed on October 22nd, 2011).

To fulfill the above aims, the study was carried out with quantitative and qualitative methods of data collection. The data used in this study were students' score on the test and the questionnaire. First, the researcher administered a test in order to obtain the data of students' listening mastery level. The second one was taken through questionnaire in order to get the data about the students' response toward the use of *English by Radio* in teaching listening. For the third research question, the researcher also use questionnaire to get the data about students difficulty in learning listening.

D. Data Collection Technique

First, the writer administered a test to collect the data about the level of students' listening mastery. Sudjana argued that test is used to measure or asses the result of students' learning. Therefore, the researcher used this instrument to know and measure the quality of students' listening skill. In this step, the researcher got the students to do the exercise at the end of teaching listening process. The test was conducted gradually three times using different listening materials based on the topic that discussed at that time.

Secondly, the writer used questionnaire to collect the data about the students response toward the use of *English by Radio Program* in learning listening. Moreover, the researcher also used

questionnaire to collect the data pertaining the students' difficulties in learning listening.

E. Research Instruments

The instruments used in this study were: test and questionnaire. These instruments are described in detail below.

1. Test.

The first instrument which was employed in this study was test. The writer used this method to answer research question no. 1 that is to find out how well the students' listening mastery after using *English by Radio Program*. A test was administered in order to check students' understanding about the topic that they had listened to. Arthur said there are several purposes for giving test to students:

- a. To measure language proficiency
- b. To discover how successful students have been in achieving the objectives of a course study
- c. To diagnose students strength and weakness, to identify what they know and do not know.
- d. To assist placement of students by identifying the stage or part of a teaching program which most appropriate to their ability.

The test was presented in the end of activity in each meeting. It contains 10 questions in a form of essay. The allocation time for the test is 30 minutes.

2. Questionnaire sheet.

The second instrument used in this study is questionnaire. Researcher used end-of-session questionnaires from the participant reaction. End-of-session questionnaires generally ask about participant reactions- what people thought about the program, including content, materials, facilities, and administration.²

In this research, closed questionnaire was chosen. Arikunto said that closed questionnaire is a questionnaire in which the investigator has provided possible answers so that the respondents only choose the options.³ Sudjana adds that a closed questionnaire provides respondents with alternative answers.⁴ A closed questionnaire gives limitation for the respondents. The questionnaire was intended to find out the students' responses towards the use of English by Radio program in learning listening skill.

² Ellen Taylor-Powell and Marcus Renner. *Collecting Evaluation Data: End- of-Session Questionnaires.* (University of Winconsin- Extension: Revised October 2009).

³ Suharsimi Arikunto, *Prosedur Penelitian Sebuah.....*, 152.

⁴ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Jakarta: alfabeta, 2008), 68.

The questionnaire required in this study consisted of two sections. Section one consist 10 questions grouped into five categories which is focus on collecting the data about the students response toward *English by Radio* as their media in learning listening. Section two consist 12 questions grouped into five categories: listening material, linguistic aspects, lack of concentration, speaker, listener, and physical setting. The answers were recorded on 4-point likert scale (never, sometimes, often, and always).

F. Data Analysis Technique

To know the level of students' listening mastery, a listening test was administered to eleventh grade students of MA Banu Hasyim. The result of listening test was proceed through statistical analysis to get the conclusion of listening mastery. The first thing to do was scoring. In the process of scoring, the researcher also employed the standard of success which is taken from school's standard score:

86-100 = Excellent

71-85 = Above Average

56-70 = Average

50-60 = Unsatisfactory

The average score for each student was then counted to determine the students' proficiency level of listening mastery. To

determine the students' proficiency level, the researcher used the classification level provided by ACTFL Proficiency Guidelines 12-Listening. The average score of the three tests was calculated using the formula below:

$$\text{Mean: } \frac{\sum f x}{N}$$

While to know the students' response toward the use of *English by Radio* and the difficulties faced by the students in learning listening, the researcher used the questionnaire in 4-point likert scale. The result of questionnaire then was analyzed in percentage using formula as follow:

$$\frac{\text{number of each type}}{\text{total number of students}} \times 100\%$$