

## **Chapter Three**

### **Methodology**

This chapter discussed the methodology that the researcher used in this research. Firstly, the research design is explained. Then, the population and sample elaborated, which mentioned the participants of this research. In the last, this chapter elaborated the data collection and data analysis.

#### **Research Design**

The design of this research is quantitative research. Quantitative research is usually familiar with numbers, statistics, and something apprehensive. This research is also having aims to find the statistical number and analyzing the average of students' attitude towards watching English talk show videos on YouTube and students' listening score average number. It is in line with Muijs (2010) who defined that "quantitative research explained phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)" (p.1).

The research design technique used correlational research. This research purpose is to find the correlation between students' attitude towards watching English talk show videos on YouTube and their listening ability, therefore correlational design technique is necessary in this research. Based on Suryabrata (2009), "a correlation research is a discovering of the correlation between one variable and others based on the non-manipulated variables" (p.82). The only purpose of the correlational research is to figure out which variable that are connected each other. Correlational research is always finding whether the variable interact each other or not.

## **Data Collection Method**

To investigate the students' attitude towards watching English talk show videos on YouTube, the researcher distributed the questionnaire to students of class A & B in Speaking and Listening for Academic Purpose's class batch 2015 in order to get the students' answer. The language that is used by researcher was Indonesian for the questionnaire. The way the researcher got participants' answer by coming to the classes of Speaking and Listening for Academic Purpose, and then the researcher gave the questionnaire to the respondents. The researcher gave instruction about how to fill their identities including name, gender, student number, and how to choose the options that available in the questionnaire before they answered the questionnaire. After that, the respondents filled the questionnaire independently without any coercion from the researcher or the other parts. After questionnaire had been answered by respondents, the researcher asked them to collect the questionnaire.

The listening ability score got from 26 students from class A and 25 students from class B batch 2015 in Speaking and Listening for Academic Purpose's class. Then, the researcher input the questionnaire and listening score of respondents into SPSS and Microsoft Excel. The correlation data between students' attitude towards watching English talk show videos on YouTube and students' listening ability was correlated by using SPSS version 22 and elaborated with descriptive analysis technique.

## **Population and Sample**

**Population.** The population of this research was all the second semester students of the English Education Department of Universitas Muhammadiyah Yogyakarta on academic year 2015/2016. The total numbers of this population were 140 students. According to Arikunto (2010), "population is all research objects. The research is a population research. When there are

someone wants to make research all elements in the research area, the study or research is also being the population study or census study” (p. 173).

The researcher took population from students at EED UMY Batch 2015 because they are digital native students. They are newly fresh students who still in the period to improve their skill in listening. As the researcher’s observation, the 2015 students got listening and speaking for academic purposes’ subject in the second semester. It is important to find out students’ listening ability achievement and correlate to their attitude in watching English talk show videos on YouTube.

**Sample.** The researcher used the method of population research, if the research subject less than 100 is better to take all of it. Arikunto (2006) described that “sample is a part of the population which is investigated” (p.131). Thus, it is regarded as a population research. If the research subject is more than 100, the researcher could takes 10-15% or 20-25% from the population (Arikunto, 2006). In this Research case, the total numbers of 2015 students are 140 which more than 100. So, the researcher only took 36% from total population as the supervisor’s suggestion. In the end, the samples took for this research was 51 students of EED UMY batch 2015.

The sampling technique which is used by researcher is cluster random sampling. Margono (2004) stated that this technique is used when the population was not composed of individuals, but rather consists of individual groups or clusters. This technique is in line with this research, because the researcher used random sampling but only picked two out of five classes in one cluster area. These two classes were suitable for this research because class A & B have the same lecturer in Speaking and Listening for Academic Purpose’s subject. It could be easier for the researcher to correlate students’ attitude and their listening ability in one course.

## Research Instrument

This research used questionnaire and students' listening achievement as an instrument for measurement. In this research, the researcher gave the question about watching English talk show videos on YouTube interest and their frequency, to get the data and information about the students' attitude towards watching English talk show videos on YouTube

Questionnaire is a familiar way for the researcher to collect data. According to Arikunto (2006), "questionnaire is the number of written questions that used to acquire information from respondents" (p.151). Questionnaire in this research was statement about student's watching YouTube interest that given to the students to figure out information about how far they use technology for their learning activity. The questionnaire consisted of 15 items of statements with Indonesian language. The researcher decided to use Indonesian language for the statement because it could be easier to do by the respondent.

The researcher chose columns of 1-4 scale as an indication for strongly agree, agree, disagree and strongly disagree. The reason why the researcher only used 1-4 scale without neutral is to avert the neutral answer from the respondent. Azwar (2009) said that neutral-middle answer is an alternative answer to choose by the respondent, therefore the researcher wants the respondent not to choose the alternative answer because the students' real attitude is necessary in this research.

<b>Table 1. Item Scoring</b>	
Strongly Disagree/ <i>Sangat Tidak Setuju</i> (STS)	1
Disagree/ <i>Tidak Setuju</i> (TS)	2
Agree/ <i>Setuju</i> (S)	3
Strongly Agree/ <i>Sangat Setuju</i> (SS)	4

The second variable is listening ability. This variable was measured by the students' listening score in listening and speaking for academic purposes' subject. This subject fit with the researchers' data collection because the lecturer of this subject is also use a talk show video to test the student's listening skill. This subject was started from the second semester of the students' batch 2015.

**Reliability of the instrument.** Reliability usually refers to the firmness of the measurement on the research data collection. The phase of the instrument measured in the same way every time it is used and also in the same condition and subjects. It means that the result score from research instruments are stable and persistent (Creswell, 2014). The Student Affairs Assessment USA (2010) defined that the measurement is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. In short, it is repeatable of the measurement.

In this research, the reliability performed used Cronbach's Alpha formula techniques in SPSS version 22 for Windows. Sekaran (2000) divided the reliability indicator into three levels:

1.	0.8 – 1.0	Good
2.	0.6 – 0.799	Moderate
3.	< 0.6	Not Good

There were 15 items of questionnaire which was distributed to 51 students of EED UMY batch 2015. The reliability of 15 items was reported in the table below.

<b>Table 3. Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.870	15

The reliability of the questionnaire is 0.870 which means it is good to be used.

**Validity of the instrument.** A measure may be reliable but not valid, but it could not be valid without being reliable, it must be equal both ways. In this research, the researcher tested the validity of the instrument by using the agreement of expert judgment. Expert judgment helped the researcher to know whether the research instrument (questionnaire) was accepted as valid or need a word's revision. The researcher took two of the lecturers in EED UMY as the expert for judge the instrument of this research. It is important because this research would not be accomplished if the data results are not reliable.

The expert judgment feedback was given from two lecturers in EED UMY. The expert background who are familiar with digital technology education and teaching using videos in class. The first expert suggested that the researcher could not generalize all technology into YouTube, the researcher have to specify only use YouTube in questionnaire's statement. The other expert suggested that the researcher should change the statement's word into an attitude statement, so it was easier for the researcher to measure the students' attitude in watching English talk show videos on YouTube. At first, the researcher made 26 statements. The supervisor and two experts already decreased the 26 statements into 15 fixed statements. Those were attached in the appendices list.

### **Data Analysis**

The quantitative data in this study was analyzed by using descriptive statistics. According to Miles (2006) descriptive statistics usually helps the researcher for explain to the other people

what is happening in the data. Miles (2006) also mention that for measure the statistic, it could be done by using SPSS program which consist of frequency, testing reliability, validity, includes several mathematic calculations like mean.

To elaborate the data, the researcher used mean as a means to report the description of research findings. Mean is an average scoring which suitable in the correlational research. The researcher did not use median or mode. Median is not really necessary in the comparability measurement. It is all fine without put in order the score from the highest to the lowest or contrarily. Mode is inclined to a qualitative research which only describes one condition, not describing as in descriptive statistic. The researcher used SPSS version 22 program as the tool that could provide the result by having the chart namely pie chart, histogram and bar charts. SPSS version 22 also provide the analyze option in search of correlation.

This research was focused on measuring the correlation between students' attitude in watching English talk show videos on YouTube and their listening ability. Then, the researcher identified these two variables using Pearson Product Moment technique. Classified by Sugiyono (2013), there are five criteria of correlations. It shows in the table as follows:

Interval of Coefficient	The Level of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

For measure the students' attitude, the researcher used likert scale. According to McLeod (2008), likert scale is the most widely used to measure students' attitude. Based on the questionnaire that the researcher uses, there are 1-4 options in each statement, 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. To determine the students' attitude level, the researcher is using the value of mean. Azwar (2009) divided mean into four categories

<b>Category</b>	<b>Value</b>
Low	0 – 1.25
Middle	1.26 – 2.5
Good	2.6 – 3.75
Very Good	3.76 - 5

Based on EED of UMY Standard Score Regulation (2014), there were ten levels to standardizing the learning comprehension. In this research, the researcher used this to measure the students' listening ability.

Score	Number	Level of Achievement
A	85-100	Excellent/Perfect
A-	80-84.9	Very Good
B+	75-79.9	



B	70-74.9	Good
B-	65-69.9	Almost Good
C+	60-64.9	Fair/Satisfactory
C	55-59.9	
D	30-54.9	Poor/Passed Conditionally
E	0-29.9	Failed
F	NA	