CHAPTER III
RESEARCH METHOD

This chapter will present the description of the research method that includes the research design, location of the research, population, and sample. Research instruments, data collection, and data analysis. Below is a description of the research methodology:

A. Research Design

The researcher was used survey method in this research. specifically, ex post facto . In this research, the writer investigated the possibility of effect among independent variable (X1) ,(X2) and dependent variable (Y).The X variable was learning styles, The X2 variable was learning strategies and The Y variable was listening comprehension skill.

B. Population and Sample

As stated in the title, the location of this research was the States Islamic Institute (IAIN) of Kediri, located at Sunan Ampel st.7 Ngronggo, Kediri. The study wouaa b ld be taken place precisely in the English Department of IAIN Kediri in the year 2022/2023. The population of the research was sixth-semester students of the English Department of IAIN Kediri. There were 100 students in the research population that were administered into six classes. they were selected since they have received sufficient listening courses; academic listening. So, it would be beneficial for the research result since the participant reflected the needs of this research.

C. Research Instruments

To conduct the research, a tool is required. The device is known as an instrument. There are different types of instruments, including surveys, check lists, interview guidelines, and more. A questionnaire and a test are the two types of tools the researcher utilizes in this study. The following was a description of the data collection tool:

1. Learning Style Questionnaire

The questionnaire was adapted by Joy Reid.[29] The questionnaire's goal was to identify the pupils' preferred learning modes. The questionnaire consists of 30 questions. There are some questionnaire was modified by researcher are number 1,3,4,5,8,10,12,13,18,19,21,22,28,and 30. stated according to the traits of each learning style (visual, auditory, and kinaesthetic learning styles). Positive and negative elements were sorted into two categories. There were five options for each item, one for each type of learning approach. Those choices were based on the Likert-

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[29] Reid, Joy. Understanding Learning Styles in the Second Language Classroom. New Jersey: Prentice-Hall, Inc., 1998

Type Scale's level of agreement, each option had its in table 3.1 and the specification of Learning Styles Questionnaire in table 3.2.the option that they choose determined what types of learning styles they had. Whether they had visual, auditory or they had kinaesthetic learning styles,

Table 3.1

The Item Scoring of Learning Style Questionnaire

The positive statement		The negative statement	
Statement	*Score*	*Statement*	*Score*
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Neither agrees	3	Neither agree	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

Table 3.2

The Specification of Learning Styles Questionnaire

Dimension	Indicators	Item Number	
		(+)	(-)
Visual Learning Style	a. Neat and disciplinary	1,2,	3
	b. Hard to receive verbal instruction	4	5
	c. Understand well about position, shape, numeral, and color	8	6,7
	d. Learning by visual association	9,	10
Auditory Learning Style	a. Weak in visual activity	12,13	11,14
	b. Good in oral activity	15,	16
	c. Having sensitivity through music	18	17
	d. Learning by hearing/listening	19,	20
Kinesthetic Learning Style	a. Having orientation to do trial-error activity	21,22,	23
	b. Learning through physical activity	24	25
	c. Physical-oriented and always moving	26	27
	d. Having sensitivity through expression and gesture	28,29	30

Then, the collected data was summed up by using this following formula:

$$\text{Total} = x1+x2+x3\ldots\ldots..+x30$$

Sum : Summary of the questions

X : Number of the questions with Likert-Type Scale's level (specific values)

Before researcher give test to respondents, researcher try out the test to 30 participants (not the research participants). The result of try out is there are 5 questionnaire aree not valid and 25

questionnaires are valid (see Appendix 3). The result of reliability test was presented in table below.

Table 3.3

Reliability Test of The Questionnaire

Reliability Statistic.

Cronbach's Alpha	N of Item
0,624	25

The table above illustrated the reliability test of Learning Styles questionnaire. Based on the table above. *Cronbach's Alpha* value was 0,624. According to Wiratna Sujawerni (2014), an instrument could be determined as acceptable when the value is more than >.60. So, The instrument used for measuring Learning Styles was acceptable.

2. Learning Strategies

The next instrument was adapted thesis by Oxford with the title "Language learning strategies and beyond: A look at strategies in the context of styles." Shifting the instructional focus to the learner.[30] There are some questionnaire was modified by researcher are number 1,2,3,4,5,6,7,8,17,and 24. The writer used a closed-typed questionnaire. A closed-type item is one where the researcher determines the range of potential responses. It indicates that a questionnaire is provided to obtain information directly from respondents.[31] The questionnaire consists of 25 statements related to how have you approach the task of listening comprehension, and what strategies you use in listening. Positive and negative elements were sorted into two categories. There were five options for each item, one for each type of learning approach. Those choices were based on the Likert-Type Scale's level of agreement, each option had it's in table 3.3. to know further information about the indicator questionnaire in 3.5 To know the questionnaire, see appendix 2.

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[30]Oxford, Rebecca L. "Language learning strategies and beyond: A look at strategies in the context of styles." Shifting the instructional focus to the learner (1990): 35-55.

[31] Nunan, David. *Research Method in Language Learning*. (USA; Cambaridge University Presss.1992.

Table 3.4

The Item Scoring of Learning Strategies Questionnaire

The positive statement		The negative statement	
Statement	*Score*	*Statement*	*Score*
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

Table 3.5

The Specification of Learning Strategies Questionnaire

Dimension	Indicators	Item Number	
		(+)	(-)
Memory	Gestures and New English Words	2,3	1
	Remember and Memorize	4	5
Cognitive	Do Exercise and unfamiliar Words	7	6
	Explained by Friend and Read an English Book	9,10	8
Compensation	Conclude the Material and Speak English	11	12
	Goal and Improve English Skill	13,14	15
Metacognitive	Summarize and Translate English Words and Write New English Word	18,17	16
	Progress in Learning Skill and Schedule	19,	20
Affective	Review English Lesson and Talk like Native Speaker	23,22	21
	Setting My Phone and Write My Diary	25	24

$$\text{Total} = z1+z2+z3\ldots\ldots+z25$$

Sum : Summary of the questions

X : Number of the questions with Likert-Type Scale's level (specific values)

Before researcher give test to respondents, researcher try out the test to 30 participants (not the research participants). The result of try out is valid of 25 questionnaires. (see Appendix 4). The result of reliability test was presented in table below.

Table 3.6

Reliability Test of The Questionnaire

Reliability Statistic.

Cronbach's Alpha	N of Item
0,636	25

The table above illustrated the reliability test of Learning Strategies questionnaire. Based on the table above. *Cronbach's Alpha* value was 0,636. According to Wiratna Sujawerni (2014), an instrument could be determined as acceptable when the value is more than >.60. So, The instrument used for measuring Learning Strategies was acceptable.

3. Test of Listening Comprehension Skill

The Researcher was taking listening comprehension skill based on the score TOEFL of the student's college especially on academic listening. Test of listening comprehension skill take it of listening section by TOEFL test. There are 20 numbers with two sections available part B and C. Part B consists of roughly 10 questions, and Part C 10 has 10 questions. The exam is entirely multiple-choice. For the score of listening comprehension skill, the listening comprehension skill score following formula

Score= Right Answer X Total test

D. Data Collection

When gathering the data, the writer took certain actions, Creating the questionnaire came first., The study's investigator used two questionnaires, learning style and learning strategies. The next data is researcher contact one of lecture who hold academic listening to get the score of test TOEFL.The distribution of the questionnaire was taken online by google form.

to assemble the data, The investigator will hold two sessions. The researcher will gather data in the first session by conducting tests, and in the second session in one link at google Forms. The researcher gathers information regarding the TOEFL score test, particularly in listening. The initial factor that, The researcher's actions in this study is make two part in one link, part one is

the questionnaire of learning styles and part two questionnaire about learning strategies. Before researcher share the link, she shared link to 30 students to try out the test and there 5 questionnaire learning styles invalid and questionnaire of learning strategies there no invalid questionnaire. The number invalid of questionnaire learning styles are number 3,17,21,24, and 29. The total questionnaire valid are 25 questionnaires. After that, the researcher shares the link to participant after she was filtering the questionnaire. The student has finished checklist the answer, they able to continue next part or part two.

After the participants was finishing the test, the researcher downloads spreadsheets of the data. Then checking and converting the answers into data before it was tabulated in *Microsoft Excel 2021.*

E. Data Analysis

After got data from questionnaire and listening TOEFL Prediction Test. Researcher do analyze data by used software SPSS version 25. Furthermore, it is important to analyze the data examine the hypothesis. This research used One Way ANOVA to investigate different listening comprehension skill of different   students' learning styles, and different listening comprehension skill of different students' learning strategies

Therefore, one way ANOVA is used to test average comparative hypothesis of K sample, if each sample consist of only one category. Research will analyze data of questionnaire and result of listening TOEFL prediction test by score SPPS 25 to again descriptive and perquisite test. The perquisite test was divided into normality test, homogeneity test and Hypothe