

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, participants of research, research instrument, data collection, and data analysis.

A. Research Design

The research method of this study is a quantitative method approach with correlation design. This research investigated the correlation among students' perception on TikTok content, self-efficacy, and listening comprehension in English Department Students of IAIN Kediri Academic Year 2024/2025. As stated by Creswell (2012), the researcher performed a statistical test called correlation to characterize and quantify the degree of relationship or association between two or more variables and sets of scores.

In correlational research, data are gathered to ascertain the strength of the association between two or more measurable variables. According to Gay (2012), the goal of this kind of research is to ascertain the link between variables and use this relationship to develop predictions.

B. Participants of the Research

The population of this study consisted of the first semester students of the English Language Education Department at IAIN Kediri in the academic field in 2024/2025.

The sample of this research are 60 students from 3 classes which are chosen by using cluster random sampling technique. The following is a research sample design table.

Table 3. 1 The Sample of the Student

No	Class	Total
1	B	20
2	C	20
3	D	20
Total		60

C. Research Instrument

To collect information about the correlation between students' perceptions on TikTok content, self-efficacy and listening comprehension, researcher used questionnaires and test in this research. The questionnaires used to collect data about students' perceptions on TikTok content and self-efficacy. While the test used for listening comprehension. The researcher used the techniques as follows:

1. Students' Perceptions on TikTok Content Questionnaire

The Item of the questionnaire are 15 items and adapted from Aldosari (2024), to adopt the students' perceptions on TikTok content variables of students. The researcher uses Likert Scale adopted from Rahimi and Abedin (2009), the five-point scale ranging from 1 to 5, with 1 indicating strongly agree and 5 indicating strong disagreement. A lower score implies that the student has a lower level. Meanwhile, a higher score means that the student has a higher level. The questionnaire can be seen in appendix 1. The blueprint uses by researcher in the questionnaire is shown in the table below:

Table 3. 2 Blueprint of Students' Perceptions on TikTok Content

TikTok Process	Item Numbers	Total Item
Frequency of use of TikTok	1,2	2
The positive impact of TikTok content	3, 4, 5, 6, 7, 8, 9, 11, 12, 14	10
The negative impact of TikTok content	10. 13.15	3
Total		15 Items

Adapted Aldosari, (2024)

Table 3. 3 Likert Scale

No	Statement		Responds	
			Positive	Negative
1	Strongly Agree	SA	5	1
2	Agree	A	4	2
3	Neutral	N	3	3
4	Disagree	D	2	4
5	Strongly Disagree	SD	1	5

Ary et al (2010)

Table 3. 4 Interpretation Students' Perceptions Criteria Mean

Participation Level	Mean	Rank
Strongly Agree	4.21 – 5.00	Very High
Agree	3.41 – 4.20	High
Neutral	2.61 – 3.40	Neutral
Disagree	1.81 – 2.60	Low
Strongly Disagree	1.00 – 1.80	Very Low

Banditvilai (2016)

Table 3. 5 Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Level
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Neutral
0.60-0.799	Strong
0.80-1.000	Very Strong

Sugiono (2018)

2. Self- Efficacy Questionnaire

The 20 items on the questionnaire adapted from Hidayah, (2021). The following alternatives are available on the rating scale: 1 point is assigned for severely disagreeing, 2 points for disagreeing, 3 points for having no idea, 4 points for agreeing, and 5 points for strongly agreeing. Participants were asked to select the response that most accurately reflected their beliefs. The questionnaire can be seen in appendix 2. Table 3.6 displays the questionnaire formulation based on the self-efficacy processes.

Table 3. 6 Blueprint of Self-Efficacy

Dimension of Self Efficacy	Item Numbers	Total Item
Magtitude/Level	1, 2, 4, 10, 12, 13, 20	7
Strength	3, 5, 7, 11, 15, 18, 19,	7
Generality	6, 8, 9, 14,16,17	6
Total		20 Items

Adepted from Hidayah, (2021).

Table 3. 7 Self-Efficacy Frequency

Frequency	Score
>75	High
50-75	Medium
<50	Low

3. Listening Comprehension Test

The listening comprehension test is carried out to collect data about students' listening comprehension abilities based on the lesson material. Researcher developed a 25-item multiple choice test that was adapted to the current semester's IC course material. The test can be seen in Appendix 3. This test will be assessed based on the score classification as in the following table below:

Table 3. 8 The Classification of Listening Score

Score	Categories
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Enough
Less then 20	Bad

Adopted by Arikunto 2013

Table 3. 9 The Blueprint of Students' Listening Comprehension

No	Indicators	Total items	Number of items
1	The students are able to identify the topic of the text that they hear.	5	5,6,7,8,11
2	The students are able to identify the figure of the text that they hear.	2	2,10
3	Students are able to find words with weak and strong stress in the text that they hear.	7	19,20,21,22,23,24,25
4	The students are able to identify the communicative purpose in the text that they hear.	11	1,3,4,9,12,13,14,15,16,17,18
Total		25	25

B. The Validity and Reliability of the Instrument

1. Validity of Instrument

According to Brown (2003), content validity is partly a matter of determining whether the content contained in an instrument is an adequate sample of the content domain it is supposed to represent. Content validity focuses only on how well the item presents the target area. Brown states that validity is an individual score from an instrument that is reasonable, meaningful, draws good conclusions from the sample studied to the population. This means that validity is the extent to which the conclusions

drawn from the assessment results are appropriate, meaningful and useful for the purposes of the assessment.

a. Validity of Questionnaire

Validity is a measurement to show that the questionnaire is valid for the research. An instrument is said to be valid if it is able to measure what it is supposed to measure. Creswell (2012), states that validity is that individual scores from an instrument are reasonable, meaningful, allowing you as a researcher to draw good conclusions from the sample you are studying to the population. This means that validity is the extent to which the conclusions drawn from the assessment results are appropriate, meaningful and useful for the purposes of the assessment.

To analyse the validity of the questionnaire, the writer was used SPSS 22.0 program. The writer was tried out 21 students by using product moment pearson correlation formula. Then the writer was compared r-item and r-table, it means that each question of variable is valid.

Table 3. 10 The Analysis of Students' Perceptions on TikTok Content Questionnaire Validity

Item Number	r-item	r-table	Result
1	0.822	0.468	Valid
2	0.830	0.468	Valid
3	0.807	0.468	Valid
4	0,845	0.468	Valid
5	0,873	0.468	Valid
6	0,762	0.468	Valid
7	0,779	0.468	Valid
8	0,870	0.468	Valid
9	0.829	0.468	Valid
10	0,595	0.468	Valid
11	0,663	0.468	Valid
12	0,717	0.468	Valid
13	0,510	0.468	Valid
14	0,851	0.468	Valid
15	0,769	0.468	Valid

Table 3. 11 The Analysis of Self-Efficacy Questionnaire Validity

Item Number	r-item	r-table	Result
1	0,580	0. 468	Valid
2	0,576	0. 468	Valid

3	0,798	0. 468	Valid
4	0,498	0. 468	Valid
5	0,511	0. 468	Valid
6	0,516	0. 468	Valid
7	0,618	0. 468	Valid
8	0,597	0. 468	Valid
9	0,535	0. 468	Valid
10	0,785	0. 468	Valid
11	0,657	0. 468	Valid
12	0,794	0. 468	Valid
13	0,726	0. 468	Valid
14	0,533	0. 468	Valid
15	0,726	0. 468	Valid
16	0,750	0. 468	Valid
17	0,511	0. 468	Valid
18	0,788	0. 468	Valid
19	0,550	0. 468	Valid
20	0,776	0. 468	Valid

b. Validity of Listening Comprehension Test

To analyze the validity of students' listening comprehension, the researcher used the SPSS 22.0 program. Researcher tested 30 items by testing 21 students in the class included in the research sample and compared the r-item with the r-table at the 5% significance level which was 0.456 ($df = N-2 = 19$). Where each r-item must be higher than r-table to be considered a valid test. If the r-item in the analysis is less than r-table. It can be concluded that these items do not correlate significantly with the total score (declared invalid) and should be deleted or corrected.

Table 3. 12 The Analysis of Listening Comprehension Test Validity

Item Number	r-item	r-table	Result
1	0,515	0.456	Valid
2	0,423	0.456	Invalid
3	0,514	0.456	Valid
4	0,648	0.456	Valid
5	0,561	0.456	Valid
6	0,767	0.456	Valid
7	0,627	0.456	Valid
8	0,619	0.456	Valid
9	0,674	0.456	Valid
10	0,674	0.456	Valid
11	0,648	0.456	Valid
12	0,564	0.456	Valid
13	0,673	0.456	Valid

14	0,459	0.456	Valid
15	0,620	0.456	Valid
16	0,673	0.456	Valid
17	0,426	0.456	Invalid
18	0,655	0.456	Valid
19	0,596	0.456	Valid
20	0,546	0.456	Valid
21	0,710	0.456	Valid
22	0,635	0.456	Valid
23	0,580	0.456	Valid
24	0,710	0.456	Valid
25	0,447	0.456	Invalid
26	0,564	0.456	Valid
27	0,480	0.456	Valid
28	0,580	0.456	Valid
29	0,634	0.456	Valid
30	0,849	0.456	Valid

2. Reliability of Instrument

Brown (2003), states that reliability is related to the accuracy of measurements, this accuracy will be reflected by obtaining similar results if the measurements are repeated on different occasions or with different instruments or by different people. Brown (2004), said that a reliable test is a test that is consistent and reliable. This research is internal consistency reliability research. Creswell (2012), emphasized that internal consistency reliability is an instrument that is given once, using one version of the instrument and each research participant completes the instrument.

a. Reliability of Questionnaire

Brown (2003), stated that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion of with different instrument or by different person. To know the reliability of the questionnaire the writer will use the following table in determining the level of reliability the categories of reliability of the test that can be seen in the following table:

Table 3. 5 The level of Reliability

Reliability	Level of Reliability
>0.90	Very high
0.80-0.90	High
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally
<0.60	Unacceptably Low

To obtain the reliability of TikTok Content Perception Questionnaire, the writer used SPSS 22.0 program to find out whether the questionnaire is reliable or not. In this research, the writer will take the questionnaire from Vandergrift and Goh (2012). The questionnaire consisted of 20 items. The result of reliability for test is as follows:

Table 3. 14 The Analysis of Students' Perceptions on TikTok Content Questionnaire Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.955	15

The table showed that the reliability of test was 0.952 which is categorized into very high level.

To obtain the reliability of Self-efficacy Questionnaire, the writer used SPSS 22.0 program to find out whether the questionnaire is reliable or not. In this research, the questionnaire consist of 20 items. The result of reliability for test is as follows:

Table 3. 17 The Analysis of Self-Efficacy Questionnaire Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.927	20

The table showed that the reliability of test was 0.922 which is categorized into very high level.

b. Reliability of Listening Comprehension

In this listening comprehension test the writer make the test based on the IC Book at the IAIN Kediri. For variable Y (students' listening comprehension), the writer uses Cronbach's Alfa formula to determine the level of reliability of listening comprehension test. To obtain the reliability of the test, the writer calculates the data by using SPSS 22.0 programs. The test consist of 30 items. The result of reliability for test is as follows:

Table 3. 16 The Analysis of Self-Efficacy Questionnaire Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.940	30

The table showed that the reliability of test was 0.935 which is categorized into very high level

C. Data Collection

In collecting data, administering listening comprehension test was done as the first step. The researcher prepared a test that was inserted into the Google from and loudspeakers for the audio listening track. After that, the researcher carried out tests in class, then distributed the Google Form link for listening test to the class group. After that, the researcher played the audio listening comprehension test according to the questions on the form. The test processing time was around 20-30 minutes.

Second, researcher distributed a questionnaire for students' perceptions on TikTok content and self-efficacy. The mechanism for distributing questionnaires was different from distribution in general. The distribution was generally carried out by researcher by distributing questionnaires and then samples can be filled in at any time. However, different from this research, researcher used Google Forms to collect data. After the researcher has prepared the questionnaire, the researcher then needs to enter these statements into the form. Then, if the questionnaire has been distributed, the researcher needs to ask students to log in and fill out the questionnaire. The researcher waits for the students to immediately complete the questionnaire, so that the questionnaire results can be more accurate. This takes about 10-15 minutes.

D. Data Analysis

Then, after all the data was successfully filled in, the researcher checked the answers and tabulated them in Microsoft Excel. Next, she used SPSS software version 22 as a window to analyze the correlation of all data. In analyzing data related to the correlation among students' perceptions TikTok content, self-efficacy, and listening comprehension for first semester students at IAIN Kediri, researcher used Pearson Product Moment Correlation as the formula, because product moment

correlation is one of the techniques commonly used to determine the significance of something.

Two variables' correlation with one another. Because it is typically used to correlate one variable with another depending on the correlation coefficient value, this is known as product moment correlation. Meanwhile, for analysis of the correlation among the three variables, it can be determined using a technique called Regression Linear / Multiple Correlation as formula for knowing two or more variables together or simultaneously, namely students' perceptions on TikTok content (X1), self-efficacy (X2) and listening comprehension (Y).

According to Creswell (2012), in order to interpret study findings, quantitative data analysis involves the use of statistical techniques, which are mathematical procedures. The researcher's next goal is to find advantages of the linear relationship in this study. A low (or high) score in one variable is correlated with a low (or high) this is known as a positive association. The statistical hypothesis is as follows:

Ha₁: sign. 2 tails ≤ 0.05

Ho₁: sign. 2 tails ≥ 0.05

Ha₂: sign. 2 tails ≤ 0.05

Ho₂: sign. 2 tails ≥ 0.05

Ha₃: sign. 2 tails ≤ 0.05

Ho₃: sign. 2 tails ≥ 0.05

H0₁: There is no significant correlation between students' perceptions on TikTok content and listening comprehension in English department students of IAIN Kediri

Ha₁: There is significant correlation between students' perceptions on TikTok content and listening comprehension in English department students of IAIN Kediri.

H0₂: There is no significant correlation between self-efficacy and listening comprehension in English department students of IAIN Kediri.

Ha₂: There is significant correlation between self-efficacy and listening comprehension in English department students of IAIN Kediri.

H0₃: There is no significant correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension in English department students of IAIN Kediri

Ha₃: There is significant correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension in English department students of IAIN Kediri.