

CHAPTER III

RESEARCH METHOD

This chapter will describe about the research method will be used in the field research such as the research design, subject of the study, research instrument, data collection procedure, data analysis, and hypothesis.

A. Research Design

This research employs correlational research. Correlations studies are designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher (James Dean Brown, 1988). Correlation research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (L. R. Gay, Geoffrey E. Mills & Peter Airasian, 2012). Coefficient correlation is a statistic which expresses the degree of relationship between two sets of test scores or other variables (David P. Harris, 1969). The basic correlational research design is not complicated: scores for two or more variables of interest are obtained for each member of the sample, and the paired scores are then correlated.

Correlation is a quantitative research method. Correlation research, in the form of relationship or prediction study. In this study, quantitative methods are used to determine the relationship between parental involvement and student English learning achievement.

X \longleftrightarrow Y

X: Parental Involvement

Y: Student English Learning Achievement

B. Subject of the study

Population and Sample

Population is an object or subject that has certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2017). Population is not only taken from humans but can also be objects or other natural objects. Suppose the researcher wants to examine the school, the school is called the population. There are a number of people in the school, so population can be interpreted in terms of quantity.

The population of this study is Eight grade of MTsN 2 Kota Kediri. There were thirteen classes of 8th grade students in MTsN 2 Kota Kediri, in which 8 regular classes is 35 students, 4 classes excellent with more or less 35 students, and 1 class PDJI is 35 students. Total number of the population is 455 students.

In this study, the sample of the respondents was selected by using random sampling. According L. R. Gay, Geoffrey E. Mills, & Peter Airasian in correlation research the number of participants to be the sample at least 30 participants (L. R. Gay, Geoffrey E. Mills & Peter Airasian, 2012). Thus, the researcher decided to select 3 (VIII F, VIII H, VIII J) classes as the sample that represented the whole population in the

research. However the researcher took 104 students as the sample. And 1 (VIII i) class for testing validity and reliability. In order select to chosen classes, researcher choose based on the teacher who teaches English in class eight.

Table 3.1

Table of Sample the Research

| Class | Students |
|--------|----------|
| VIII F | 35 |
| VIII H | 34 |
| VIII i | 36 |
| VIII J | 35 |

C. Research Instrument

There were many kinds instrument which can apply in conducting a research. The researcher applied test and questionnaire as follow:

1. Parents Involvement Questionnaire

Questionnaire is a statement or question gave by researcher as data instrument. Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals (Nigel Mathers & Nick Fox, 2007). The research instrument that was used in collecting the data was a “close ended” questionnaire which was formulated and designed based on indicators of the variables of parental involvement in students’ English achievement. The questionnaires of parental involvement is adapted from Epstein's Framework of Six Types of Involvement in book Epstein, Joyce L., Mavis G. sanders, Beth S. Simon, Karen

Clark Salinas, Natalie Rodriguez Jansorn, and Frances L. Van Voorhis (2002), parent's involvement questionnaire by Fahmi Fauzji (2016), parental questionnaire by Jusni (2017). The researcher mixed questionnaires and increase some statement based on the real situation in MTsN 2 Kota Kediri. The researcher make questionnaires in two languages; Indonesian and English, so the readers can easily understand it.

This study is used Likert scale. A likert sclae assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents (Donald Ary Lucy, Cheser Jacobs , Christine K. Sorensen & Asghar Razavieh, 2010). The Likert scale is one of the most commonly used scales (Nigel Mathers & Nick Fox, 2007). Five specification questions are 5= Strongly agree, 4= Agree, 3= Neither of Agree or Disagree, 2= Disagree, and 1 = Strongly Disagree. But the researcher just take four rating, it is Strongly Agree, Agree, Disagree and Strongly Disagree. The study was including 39 questions based on some variable indicator. The students were giving checklist (√) on the question.

Table 3.2

Score for Each Item on The Likert Scale

| Answer | Score positive statement | Score negative statement |
|-------------------|---------------------------------|---------------------------------|
| Strongly Agree | 4 | 1 |
| Agree | 3 | 2 |
| Disagree | 2 | 3 |
| Strongly Disagree | 1 | 4 |

Then, the aspect of questionnaire be expand to some statement. And the parents can choose and checklist what they want, certainly based on reality they experienced. The specification of parental involvement questionnaire is presented on the blueprint in *Appendix 1*.

Before, the questionnaire distributed to the students, researcher had examined validity and reliability. The researcher conducted validity and reliability test by giving try out questionnaires for 36 students in class 8i. There were 45 statement that the researcher used for validation. *See appendix 2*.

Validity test is used to see the extent to which a measuring tool can measure what you want to measure. to see whether a data is valid or not, the column seen is the pearson correlation column. According Dwi Priyatno (2018) that the data valid if the value sig. (2 tailed) < 0.05 or by comparing the value of r table with r count. If r count $>$ r table the item is declared valid. From r table $N=36$, r

table value is 0.3202. To see the level of validity all items of the questionnaire statement that the researcher arrange can be seen in the following tables.

Table 3.3

Valid and invalid of Parental Involvement Questionnaire

| Correlations^c | | | |
|---------------------------------|----------------------------|-------------|----------------|
| | | value | evidence |
| 1 | Pearson Correlation | .718** | valid |
| | Sig. (2-tailed) | .000 | |
| 2 | Pearson Correlation | .464** | valid |
| | Sig. (2-tailed) | .004 | |
| 3 | Pearson Correlation | .423* | valid |
| | Sig. (2-tailed) | .010 | |
| 4 | Pearson Correlation | .530** | valid |
| | Sig. (2-tailed) | .001 | |
| 5 | Pearson Correlation | .511** | valid |
| | Sig. (2-tailed) | .001 | |
| 6 | Pearson Correlation | .259 | invalid |
| | Sig. (2-tailed) | .127 | |
| 7 | Pearson Correlation | .208 | invalid |
| | Sig. (2-tailed) | .223 | |
| 8 | Pearson Correlation | .425** | valid |
| | Sig. (2-tailed) | .010 | |
| 9 | Pearson Correlation | .621** | valid |
| | Sig. (2-tailed) | .000 | |
| 10 | Pearson Correlation | .574** | valid |
| | Sig. (2-tailed) | .000 | |
| 11 | Pearson Correlation | .264 | valid |
| | Sig. (2-tailed) | .120 | |
| 12 | Pearson Correlation | .504** | valid |
| | Sig. (2-tailed) | .002 | |
| 13 | Pearson Correlation | .263 | invalid |
| | Sig. (2-tailed) | .121 | |
| 14 | Pearson Correlation | .518** | valid |
| | Sig. (2-tailed) | .001 | |
| 15 | Pearson Correlation | .459** | valid |
| | Sig. (2-tailed) | .005 | |
| 16 | Pearson Correlation | .541** | valid |
| | Sig. (2-tailed) | .001 | |
| 17 | Pearson Correlation | .517** | valid |
| | Sig. (2-tailed) | .001 | |
| 18 | Pearson Correlation | .538** | valid |
| | Sig. (2-tailed) | .001 | |
| 19 | Pearson Correlation | .592** | valid |
| | Sig. (2-tailed) | .000 | |
| 20 | Pearson Correlation | .480** | valid |
| | Sig. (2-tailed) | .003 | |
| 21 | Pearson Correlation | .311 | invalid |
| | Sig. (2-tailed) | .065 | |
| 22 | Pearson Correlation | .317 | invalid |
| | Sig. (2-tailed) | .060 | |

| | | | |
|--|----------------------------|-------------|----------------|
| 23 | Pearson Correlation | .334* | valid |
| | Sig. (2-tailed) | .047 | |
| 24 | Pearson Correlation | .414* | valid |
| | Sig. (2-tailed) | .012 | |
| 25 | Pearson Correlation | .728** | valid |
| | Sig. (2-tailed) | .000 | |
| 26 | Pearson Correlation | .551** | valid |
| | Sig. (2-tailed) | .001 | |
| 27 | Pearson Correlation | .533** | valid |
| | Sig. (2-tailed) | .001 | |
| 28 | Pearson Correlation | .595** | valid |
| | Sig. (2-tailed) | .000 | |
| 29 | Pearson Correlation | .362* | valid |
| | Sig. (2-tailed) | .030 | |
| 30 | Pearson Correlation | .527** | valid |
| | Sig. (2-tailed) | .001 | |
| 31 | Pearson Correlation | .630** | valid |
| | Sig. (2-tailed) | .000 | |
| 32 | Pearson Correlation | .386* | valid |
| | Sig. (2-tailed) | .020 | |
| 33 | Pearson Correlation | .355* | valid |
| | Sig. (2-tailed) | .033 | |
| 34 | Pearson Correlation | .519** | valid |
| | Sig. (2-tailed) | .001 | |
| 35 | Pearson Correlation | .431** | valid |
| | Sig. (2-tailed) | .009 | |
| 36 | Pearson Correlation | .559** | valid |
| | Sig. (2-tailed) | .000 | |
| 37 | Pearson Correlation | .580** | valid |
| | Sig. (2-tailed) | .000 | |
| 38 | Pearson Correlation | .146 | invalid |
| | Sig. (2-tailed) | .397 | |
| 39 | Pearson Correlation | .487** | valid |
| | Sig. (2-tailed) | .003 | |
| 40 | Pearson Correlation | .439** | valid |
| | Sig. (2-tailed) | .007 | |
| 41 | Pearson Correlation | .475** | valid |
| | Sig. (2-tailed) | .003 | |
| 42 | Pearson Correlation | .434** | valid |
| | Sig. (2-tailed) | .008 | |
| 43 | Pearson Correlation | .646** | valid |
| | Sig. (2-tailed) | .000 | |
| 44 | Pearson Correlation | .754** | valid |
| | Sig. (2-tailed) | .000 | |
| 45 | Pearson Correlation | .514** | valid |
| | Sig. (2-tailed) | .001 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | |
| c. Listwise N=36 | | | |

From the result of validity test data used *Pearson Product Moment Correlation* can concluded that from 45 statement, there are 6 items invalid in a number's: 6,7,13,21,22,38. It's invalid

significant because $r_{count} > r_{table}$ so it can be concluded that six questionnaire is invalid. After the researcher check the validity, there were 39 statement passed the validation and can be used for this research. *See Appendix 3.*

Reliability test is proposed to ensure the test result is consistent and trust worthy. To check it the researcher uses SPSS. Cronbach's Alpha is used to test it. According Arikunto (2006) that Coefficient Cronbach's Alpha is a statistical flexible technique, so that it can used for various types of data. If Coefficient Cronbach's Alpha $< 0,6$ it is not good, while the coefficient Cronbach's Alpha $> 0,7 - 0,8$ it is good, and will be very good if $> 0,8$.

Table 3.4

Reliability Statistics of Parental Involvement Questionnaire

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .924 | .928 | 39 |

From the data above shows that all score *Cronbach Alpha* in column the table *Reliability Statistics* is a calculation with using SPSS. For each the variable is greater than 0.7 (value=0.924), so it can be said that all of the research instruments are reliable and can be used for further tests.

2. English Learning Achievement

To know the students' English Learning Achievement, the researcher took the score from middle test of Eight Grade Students of MTsN 2 Kota Kediri for Third semester in academic year of 2019/2020 in English learning achievement semester because from middle test the learning outcome that has been reached, can be measured. From the curriculum, there were 15 Multiple Choice questions and 3 Essay questions. *See Appendix 4*

The specification question of middle test is presented on the blueprint. *See Appendix 5*. And assessment of essay can classified in a rubric score. *See Appendix 6*. From the rubric score, the researcher got the score of middle test to calculated of student achievement by Microsoft excel. *See Appendix 7*

D. Data Collection Procedure

In collecting data, researchers have several stages, this stage makes it easier for researchers to retrieve the data.

1. Try Out
2. Distribute Questionnaire
3. Took score of student English achievement from the teacher
4. Calculate the score of the student English Achievement
5. Analyze the data

E. Data Analysis

This study is used SPSS as the tool to measure the data. The first step in the analysis, the study calculates the statistical analysis consisted of normality test using **Kolmogorov Smirnov** significant correction. The second step in the analysis, the study find out the correlation between two variables in normal distribution with Pearson Product Moment Correlation. If the finding of the data is not normal, it can use the method of **Kendall's Tau Correlation**.

To determine the correlation between those variables, there are standards of coefficient correlation. It is around 0 to 1, whether positive or negative. Positive correlation means that both variables improve or decrease at the same time. The strong positive correlation can be indicated if the correlation coefficient closes to +1.00. Negative correlation can be interpreted that if one variable improves, another variable will decrease. The strong negative correlation can be known if the correlation coefficient closes to -1.00. Then, if the coefficient correlation is 0 (zero), it means that there is no correlation between those variables.

The result of correlation coefficient is then being interpreted to find out its strength. The following is to interpret the result of correlation coefficient (Suharsimi Arikunto, 2013) :

Table 3.5

Correlation Coefficient Table

| Product Moment (r) | Correlation |
|---------------------------|--------------------|
| 0,00 - 0,20 | Very Low |
| 0,20 - 0,40 | Low |
| 0,40 - 0,70 | Moderate |
| 0,70 - 0,90 | High |