CHAPTER III
RESEARCH METHOD

This chapter presents the details of the research method employed in this study. It comprises four subchapters namely research design, population and sample, data collection, and data analysis.

3.1 Research Design

This current study used quantitave approach because it deals with number. Ary et al (2002, p.22) state "quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena". According to Aliaga and Gunderson (2002, cited in Muijs 2004, p.1), quantitative research is " Explaining phenomena by collecting numerical data that are analyzed using mathematically based method in particular statistic ". This approach is appropriate for this current study because the writer will analyze the result of questionnaire by Islamic Junior High School of Pondok Pesantren Modern Raden Paku.

For type of research this current study used survey which is related to correlation study. Ary et al (2002, p.374) state that "survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents". In this study, the writer collected the data about the application of language learning strategies by using questionnaire. Ary (2002 p.349) stated "correlational research assesses the relationships among two or more variables in

a single group". In this study the writer were relate the relationship between one variable and other variable. In this case were language learning strategy and English Proficiency.

3.2 Population and Sample

Ary et al (2002, p.148) state "population is the larger group about which the generalization is made while sample is the small group that is observed". So, since this study is quantitative, it used population and sample for the data source.

3.2.1 Population

The population in this study were students of Islamic Junior High School of Pondok Pesantren Modern Paden Paku. They were considered as the population with the total participants of 162 students which consist of male and female in age around 13 until 15 years old. The students of this Islamic Junior High School were divided into three grades first grade were 57 students, second grade were 53 students and third grade were 52 students.

3.2.2 Sample

The sample of participants were taken by random sampling. In this study the researcher took the students of Islamic Junior School of Pondok Pesantern Modern Raden Paku randomly. The sample were taken by lottery with the significance level is 5%. The significance level of 5% means the error probability to generalize the result of the statistical analysis to the population is 5% and the

trustworthy probability to generalize the result of the statistical analysis to the population is 95% (Sugiono, p. 87). Therefore, there were 114 participants as the sample.

3.3 Data Collection

In this data collection the writer divided into two subchapters namely instrument and procedure of data collection.

3.3.1 Instrument

Related to the type of research, that is survey the researcher used Strategy Inventory for Language Learning (SILL) questionnaire and English score to collect the data. O'Malley and Chamot (1990, p.93 cited in Nuril 2012) state that questionnaire in investigating language learning has the procedures of colleting the data with the highest degree of structure. The other consideration of using questionnaire was that it could delimit the responses to information that was relevant and simplified the data to be analyzed because the data collected by using questionnaire were more manageable.

This current study used Oxford's SILL questionnaire version 7.0 that is a structured self-report survey tool based on the strategy system purposed to ESL/EFL students with the simplified language. This version is valid version as stated by Oxford (1990 p. 199) "Earlier version have been extensively field-tasted, demonstrated to be highly valid and reliable, and used for both research and classroom practice." The SILL is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners. It has also been used in

studies that correlate strategy use with variables such as learning styles, gender, proficiency level, and culture (Bedell & Oxford, 1996; Bruen, 2001; Green & Oxford, 1995; Nyikos & Oxford, 1993; Oxford & Burry-Stock, 1995; Wharton, 2000 (cited in Chang, 2011 p.203)). Rivera-Mills & Plonsky (2007 cited in Lee,2010 p.133) also stated that Strategy Inventory for Language Learning (SILL) is the most influential instrument in the area of language learning strategies and lays out the most exhaustive hierarchy of learning strategies to date.

The questionnaire were divided into two parts. The first part is multiple-choice questions, consisting of 50 items subdivided into six categories of language learning strategies which can be objectively scored and analyzed. They are memory strategies consist of nine items (A1 - A9), cognitive strategies consist of 14 items (B10 - B23), compensation strategies consist of six items (C24 - C29), metacognitive strategies consists of nine items (D30 - D38), affective strategies consist of six items (E39 - E44), and social strategies consist of six items (F45 - F50).

Each question is put into scale from 1 until 5. It ranges from "1" which refers to "never or almost never true of me", "2" refers to "usually not true of me", "3" refers "somewhat true of me", "4" refers to "usually true of me", and "5" which refers "always or almost always true of me". The result of the average of overall indicates how often the learners tend to use learning strategies in general. While the average of each part of the SILL indicates which learning strategy categories the learner tends to use most frequently (Oxford, 1990, p.199). The second section is background questionnaire asking the individual information

such as, age, sex, English proficiency based on self-rating, the reason for learning English, and so on. The other instrument to identify English Proficiency is English score.

3.3.2 Procedure of Data Collection

Before collecting the data, the SILL questionnaire was translated into Bahasa Indonesia in order to minimize the student's problem and also to avoid misinterpretation in comprehending each item and response scale. In translation process, the writer used two ways. The first, the writer translated the SILL questionnaire into Bahasa Indonesia by keeping as much as possible the referential meaning of the words without changing any content of them. Then, Indonesian translation SILL questionnaire was checked by thesis supervisor to assess the appropriate translation.

After the SILL had been translated, it was piloted to 10 students of Raden Paku Islamic Junior High School students in order to identify and resolve any ambiguity if there was any. As stated by Cohen et al (2007, p.321) the questionnaire will need to be piloted and refined so that the final version contains as full a range of possible responses as can be reasonably foreseen. The writer asked those 10 students to fill the questionnaire and asked some comments or suggestions to make the questionnaire more effective. According to the result of the pilot test, there were no difficulties in comprehending the questionnaire so that data collection could be directly conducted.

In collecting the data, the writer conducted three steps:

1. Asking the English score to the teacher or administration officer to determine the English proficiency. In this case it was rapport score because it is the sum of all students' score from the beginning of the semester until the end of semester. It was in the form of softcopy of the rapport score. This step must be conducted to determine the English proficiency of the students.
2. Distributing SILL questionnaire to the selected Islamic Junior High School of Pondok Pesantren Modern Raden Paku students. The students were informed about the purpose of this survey. Informing the students about purpose of this survey was important in order they understand and answer the questionnaire honestly and use the questionnaire as reflection for their own self.
3. Asking the students to fill up the SILL questionnaire. Before filling the SILL questionnaire, the students were explained what SILL questionnaire was about and how to respond each item of the SILL. They were informed that there was no right or wrong answer and it would not affect to their academic grades.

3.4 Data Analysis

Before analyzing the data, the writer had to assure that the data had been reliable and valid. The reliability and validity of the result of data collected is necessary to be checked in order to reduce the writer's opinions and biase. In this study the writer use cronbach alpha to determine the validity and reliability of the data. As stated by Sekaran (2003 cited in Wijaya 2012, p.116) "a construct is reliable if the cronbach alpha more than 0,7".

Since this study is quantitative, the writer used software packages apply statistical formula. The writer used Statistical Product for Service Solution (SPSS). The writer used SPSS to calculate the descriptive statistics that is the average score of language learning strategies and the inferential statistics that was the correlation between language learning strategies and English proficiency.

The techniques of data analysis consist of eight steps.

1. Calculating SILL questionnaire results to find out the mean score to identify the frequency use of each category of language learning strategies and overall categories of language learning strategies by using descriptive statistics.
2. Interpreting the score based on Oxford's guidelines.

   It was used to examine the first problem of the study related to the application of language learning strategies. Those score guidelines by Oxford (1990) are explained in Table 3.1.

Table 3.1 Sample table of Scoring Description of SILL Version 7.0 (Oxford, 1990, p.291)

Degree of LLS Use	Description	Scores
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

3. Calculating the normal distribution of each variable that is language learning strategies and English proficiency to determine the normality of the data by using Kolmogorov Smirnov.
4. Calculating heteroscedasticity. It functions to show the different variety of variable in all research. The good model of data is does not contain

heteroscedasticity but it must be homogen. The way to know the problem of heteroscedasticity was by using scatterplot between dependent variable (ZPRED) and independent variable (SRESID).

5. Calculating the correlation between two variables that are language learning strategies and English proficiency by using inferential statistics that is Pearson Product Moment correlation. Ellis (1985, p.125 cited in Nuril 2012) states "the Pearson Product Moment correlation is a statistical procedure for establishing the degree of fit between two sets of measurements relating to two separate variables".
6. Interpreting the score of correlation coefficient based on guidelines of interpretation of correlation coefficient.

   It was used to examine the second problem of the study related to the relationship between language learning strategies and English proficiency Those guidelines are explained in Table 3.2.

Table 3.2 Sample table of Guidelines of Correlation Coefficient Interpretation (Sarjono, H & Julianita, W, 2011, p.90 cited in Nuril 2012)

Coefficient Interval	Correlation Level
0.80 – 1.000	Very high
0.60 – 0.799	High
0.40 – 0.599	Sufficient
0.20 – 0.399	Low
0.00 – 0.199	Very Low

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7. Interpreting all of the findings from statistical analysis. In interpreting the finding the writer was relate the findings with the hypothesis whether it accepted or rejected.

8. Drawing the conclusion related to the problems of study. Ary et al (2010 p.613) state "conclusion is an inference based on the results, expressed in terms of the study's hypothesis, such as one group's treatment being more effective than the other group's treatment".