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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter presents the details of the research method employed in this itas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya study. It comprises four subchapters namely research design, population and ersitas Brawijaya Universitas Brawijaya

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Universit sample, data collection, and data analysis.

Universitas 3.1 Research Design

BRAN, This current study used quantitave approach because it deals with number.sitas Brawijaya Ary et al (2002, p.22) state "quantitative research uses objective measurement and Universi statistical analysis of numeric data to understand and explain phenomena". Sitas Brawijaya Universit According to Aliaga and Gunderson (2002, cited in Muijs 2004, p.1), quantitatives it as Brawijaya Universite research is "Explaining phenomena by collecting numerical data that are analyzed Universita Universitas Brawijaya Universitusing mathematically based method in particular statistic ". This approach issitas Brawijaya appropriate for this current study because the writer will analyze the result of Universit questionnaire by Islamic Junior High School of Pondok Pesantren Modern Raden Sitas Brawijaya java Universitas Brawijaya Universit Paku, rawii Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit correlation study. Ary et al (2002, p.374) state that "survey is a research technique sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitin which data are gathered by asking questions of a group of individuals called stars Brawijava respondents". In this study, the writer collected the data about the application of Brawliay Universitas Brawijava Universi language learning strategies by using questionnaire. Ary (2002 p.349) stated it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Correlational research assesses the relationships among two or more variables in the Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawij23/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universita single group". In this study the writer were relate the relationship between one Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitvariable and other variable. In this case were language learning strategy and sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English Proficiency. Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 3.2 Population and Sample s Dense Universitas Brawijaya Universitas Brawijaya Universitas Bravel Ary et al (2002, p.148) state "population is the larger group about which" Universithe generalization is made while sample is the small group that is observed". So, sitas Brawijaya since this study is quantitative, it used population and sample for the data source. tas Brawijaya NUN Universi 3.2.1 Population hiversitas Brawijaya The population in this study were students of Islamic Junior High School Universitof Pondok Pesantren Modern Paden Paku. They were considered as the populationsitas Brawijaya with the total participants of 162 students which consist of male and female in age Universitaround 13 until 15 years old. The students of this Islamic Junior High School were Sitas Brawijaya Universi divided into three grades first grade were 57 students, second grade were 53 sitas Brawijaya Universitas B students and third grade were 52 students. Universit3.2.2 Sample Universitas Brample of participants were taken by random sampling. In this study Universitas Brawijaya Universithe researcher took the students of Islamic Junior School of Pondok Pesanternsitas Brawijaya Modern Raden Paku randomly. The sample were taken by lottery with the Universit significance level is 5%. The significance level of 5% means the error probability sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi to generalize the result of the statistical analysis to the population is 5% and the states Brawlay rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	University trustworthy probability to generalize the result of the statistical analysi	Universitas	Brawijaya
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rawijaya	Universi population is 95% (Sugiono, p. 87). Therefore, there were 114 participan	ts as the sitas	Brawijaya
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rawijaya	Universit 3.3 Data Collection iversitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
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rawijaya	Universitian Bran this data collection the writer divided into two subchapters	namelysitas	Brawijaya
rawijaya	Universitian Brawijaya procedure of data collection.	Universitas	Brawijaya
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rawijaya	Universit3.3.1 Instrument rawijaya	Universitas	Brawijaya
rawijaya	Universitas Braw liava Related to the type of research, that is survey the researcher used	Universitas Strategy	Brawijaya
rawijaya	Universitas Briterated to the type of research, that is survey the researcher used	Universitas	Brawijaya
rawijaya	Universit Inventory for Language Learning (SILL) questionnaire and English	score tositas	Brawijaya
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rawijaya	Universi collect the data. O Malley and Chamot (1990, p.93 cited in Nuril 2012) s	tateimatsitas	Brawijaya
rawijaya	university questionnaire in investigating language learning has the procedures of c	colleting	Brawijaya
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rawijaya	Universite the data with the highest degree of structure. The other consideration	of usingsitas	Brawijaya
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rawijaya	Universita di anti anti anti anti anti anti anti ant	phiversitas	Brawijaya
rawijaya	Universificate relevant and simplified the data to be analyzed because the data collected l	by using sitas	Brawijaya
rawijaya	Universitas	Universitas	Brawijaya
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rawijaya	This current study used Oxford's SILL questionnaire version 7.0	that is a	Brawijaya
	Universitas Brad	Universitas	Drawijaya
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rawijaya	ESL/EFL students with the simplified language. This version is valid ve	ersion ascitac	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
rawijaya	stated by Oxford (1990 p. 199) "Earlier version have been extensive	ly field-	Brawijaya
rawijaya	Universitasted, demonstrated to be highly valid and reliable, and used for both	researchsitas	Brawijaya
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijaya
rawijava	and classroom practice." The SILL is a standardized measure with vers	ions for	Brawijaya
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rawijaya	Universi information about large numbers of language learners. It has also been	used insitas	Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya University studies that correlate strategy use with variables such as learning styles, gender, ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya Universi proficiency level, and culture (Bedell & Oxford, 1996; Bruen, 2001; Green & sitas Oxford, 1995; Nyikos & Oxford, 1993; Oxford & Burry-Stock, 1995; Wharton, rawijaya Universi 2000 (cited in Chang, 2011 p.203)). Rivera-Mills & Plonsky (2007 cited insitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Lee,2010 p.133) also stated that Strategy Inventory for Language Learning (SILL) Universities the most influential instrument in the area of language learning strategies and sites Br s Brawijava Universitas B Universitlays out the most exhaustive hierarchy of learning strategies to date.aya Universitas Braw Universitas Braw The questionnaire were divided into two parts. The first part is multiple-Universit choice questions, consisting of 50 items subdivided into six categories of language Universi learning strategies which can be objectively scored and analyzed. They are sitas B memory strategies consist of nine items (A1 - A9), cognitive strategies consist of Universit14 items (B10 - B23), compensation strategies consist of six items (C24 - C29), Sitas rawijaya metacognitive strategies consists of nine items (D30 - D38), affective strategies Universit consist of six items (E39 - E44), and social strategies consist of six items (F45 Isitas Brawijaya Universit<u>E</u>50). Each question is put into scale from 1 until 5. It ranges from "1" which Universit refers to "never or almost never true of me", "2" refers to "usually not true of sitas Brawijaya me", "3" refers "somewhat true of me", "4" refers to "usually true of me", and "5" sitas Bray which refers "always or almost always true of me". The result of the average of Universi overall indicates how often the learners tend to use learning strategies in general sitas Br 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 Universi second section is background questionnaire asking the individual information Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya University such as, age, sex, English proficiency based on self-rating, the reason for learning ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English, and so on. The other instrument to identify English Proficiency is Englishsitas Brawijava score. Universitas Brawijaya 3.3.2 Procedure of Data Collection Universitas Brawijaya Universitas Brawijaya Universitas Brefore collecting the data, the SILL questionnaire was translated into sitas Brawijaya Universit Bahasa Indonesia in order to minimize the student's problem and also to avoid sitas Br misinterpretation in comprehending each item and response scale. In translation process, the writer used two ways. The first, the writer translated the SILL sitas Brawijaya Universi questionnaire into Bahasa Indonesia by keeping as much as possible thesitas B referential meaning of the words without changing any content of them. Then, Universi Indonesian translation SILL questionnaire was checked by thesis supervisor tositas Brawijaya rawijaya assess the appropriate translation. After the SILL had been translated, it was piloted to 10 students of Raden Sitas Brawijaya UniversitPaku Islamic Junior High School students in order to identify and resolve anysitas B ambiguity if there was any. As stated by Cohen et al (2007, p.321) the Universitquestionnaire will need to be piloted and refined so that the final version containssitas Br as full a range of possible responses as can be reasonably foreseen. The writer stars Brawijava asked those 10 students to fill the questionnaire and asked some comments or Universit suggestions to make the questionnaire more effective. According to the result of sitas Brawijaya the pilot test, there were no difficulties in comprehending the questionnaire so that data collection could be directly conducted. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brain collecting the data, the writer conducted three steps: awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit 1. Asking the English score to the teacher or administration officer to determine tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the English proficiency. In this case it was rapport score because it is the sumsitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava of all students' score from the beginning of the semester until the end of Universitas Brawijava rawijaya rawijaya Universitas semester. It was in the form of softcopy of the rapport score. This step must sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya be conducted to determine the English proficiency of the students. Universit 2. Distributing SILL questionnaire to the selected Islamic Junior High School of Universitas Pondok Pesantren Modern Raden Paku students. The students were informedsitas about the purpose of this survey. Informing the students about purpose of this survey was important in order they understand and answer the questionnaire Sitas Brawijaya honestly and use the questionnaire as reflection for their own self. Asking the students to fill up the SILL questionnaire. Before filling the SILL 3. questionnaire, the students were explained what SILL questionnaire wassitas 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 Sitas Brawijaya grades. **Universit 3.4 Data Analysis** viiava 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 Universi necessary to be checked in order to reduce the writer's opinions and biase. In this sitas Brawijava study the writer use cronbach alpha to determine the validity and reliability of the Universi data. As stated by Sekaran (2003 cited in Wijaya 2012, p.116) "a construct is itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteliable if the cronbach alpha more than 0,7". Universitas Brawijaya srawijaya

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rawijaya	Universitas Brasilia this th	dy is quantitative, the writer us	ed software packa	Universitas I	Brawij
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rawiiava	(SPSS). The writer u Universitas Brawijava	used SPSS to calculate the design of the second sec	criptive statistics the	at is the Universitas I	Brawii
rawijava	Universitaverage score of lang	uage learning strategies and the	inferential statistics	s thatiwassitas	Brawii
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rawijava	Universities the correlation betwee	en language learning strategies a	nd English proficier	^{ncy} niversitas l	Brawii
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rawijava	Universitas Brawijava	es of data analysis consist of eigh	s Brawijaya	Universitas I	Brawii
rawijaya	Universital, Calculating SIL	L questionnaire results to find or	ut the mean score to	o identifysitas l	Brawii
rawijaya	Universitas Brawi		kijava	Universitas	Brawii
rawijaya	Universitas the frequency use	e of each category of language le	earning strategies ar	nd overall	Brawii
rawijava	Universitas catagorias of land	yunga learning stratagies by usin	a descriptivo statist	Universitas	Brawii
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rawijava	Universi 2. Interpreting the s	core based on Oxford's guidelin	es.	hiversitas l	Brawii
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rawijava	It was used to example to example a second s	amine the first problem of the st	udy related to the ap	plication	Brawii
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rawijava	Universita explained in Tab	le 3.1.		Iniversitas I	Brawii
rawijaya	Universita			Universitas I	Brawii
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rawijaya	Universita Table 3.1 Sample t	able of Scoring Description of	SILL Version 7.0	(Oxford, sitas	Brawii
rawijaya	<u>1990, p.291)</u>			<u>Univer</u> sitas l	Brawii
rawijaya	Degree of LLS Use	Description Always or almost always used	Scores	Universitas l	Brawii
rawijaya	High Universitas Braw	Usually used	3.5 to 4.4	Universitas	Brawii
rawijaya	Medium	Sometimes used	2.5 to 3.4	Liniversitas I	Brawii
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rawiiava	3. Calculating the 1 Universitas Brawijava Un	normal distribution of each varia	ible that is language	Universitas I	Brawii
rawijava	Universitas Strategies and Er	glish proficiency to determine	the normality of th	e data/bysitas	Brawii
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rawijava	using Kolmogoro	ov Smirnov. Brawijava Univer	sitas Brawijava	Universitas I	Brawii
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rawijava	Universitas variable in all	research. The good model of	data is does no	t containsitas	Brawii
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rawijaya	Universitas	Brawijaya	Universitas Brawija	aya Universita	s Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	heteroscedas	ticity but it must be how	mogen. The way	to know the pro	oblem of sitas	Brawijaya
rawijaya	Universitas	Brawijaya	Universitas Brawija	aya Universita	s Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	heteroscedas	ticity was by using a	scatterplot betwe	en dependent	variablesitas	Brawijaya
rawijaya	Universitas	(ZPRED) an	d independent variable (SRESID).	s Brawijaya	Universitas	Brawijaya
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rawijaya	Universit55	Calculating	the correlation between	two variables the	at are language	learningsitas	Brawijaya
rawijaya	Universitas	Brawijaya	Universitas Brawija	aya Universita	s Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	Brawjaya	id Elightin proficiency	by using tiller	S Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	Pearson Proc	duct Moment correlation	n. Ellis (1985, p.1	25 cited in Nu	ril 2012) ^{sitas}	Brawijaya
rawijaya	Universitas	Brawijaya			s Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	states the P	earson Product Momen	t correlation is a	statistical proce	dure forsitas	Brawijaya
rawijaya	Universitas	establishing	the degree of fit betwe	en two sets of m	leasurements re	lating to	Brawijaya
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	Universitas	two separate	variables".			Universitas	Drawijay
rawijaya		Interpreting	the score of correlati	on coefficient b	ased on guide	lines of citor	Drawijay
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rawijaya	Universi	interpretation	n of correlation coefficie	ent.		niversitas	Brawijay
rawijaya	Universit	It was used	to examine the secon	d problem of th	ne study relate	d toivtbesitas	Brawijay
rawijaya	Universit	It was used	to examine the secon	id problem of th	ie study relate	niversitas	Brawijay
rawijava	Universita	relationship	between language lear	ning strategies a	nd English pro	oficiency	Brawijay
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rawijaya	Universitas	Those guide	lines are explained in Ta	ble 3.2.	/	Universitas	Brawijay
rawijaya	Universitas			Bus		Universitas	Brawijay
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rawijava	Universitas	Table 3.2	Sample table of G	uidelines of C	orrelation Co	efficient	Brawijava
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rawijaya	Universitas	Brawijaya	Universitas Brawija	aya Universita	s Brawijaya	Universitas	Brawijaya
rawijaya	Universitas	7. Interpreting	ng all of the findings from	om statistical ana	lysis. In interpr	etingthesitas	Brawijaya
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rawijaya	Universitas	Brawijaya	le writer was relate the		e hypothesis w	Universitas	Brawijaya
rawijaya	Universitas	Br accepted	or rejected tas Brawija	aya Universita	s Brawijaya	Universitas	Brawijaya
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Universities 8. Drawing the conclusion related to the problems of study. Ary et al (2010 Isites Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br p.613) state "conclusion is an inference based on the results, expressed in rsitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya terms of the study's hypothesis, such as one group's treatment being more Universitas Brawijaya Universitas Brawijaya Universitas Brieffective than the other group's treatment". ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya ersitas Brawijaya

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