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**Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas BraThis chapter contains research design, population and sample, datasitas Brawijava Universitas Brawijaya Universitas P collection, and data analysis. Universitas Brawijaya Universitas Universitas Bracesearch Design

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AS BRA Universitas Br The method used in this study was quantitative method because the data

Universidealt with number. Ary et al (2002, p.22) state that quantitative research uses it as Brawijaya

objective measurement and statistical analysis of numeric data to understand and

Universi explain phenomena.

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## **Population and Sample**

Universitas According to Sugiyono (2009, p.80), population is the generalization rangesitas Brawijaya Universitas Brawijaya containing objects/subjects which have certain quality and characteristic selected 4.5 University researcher to be learned, and then drawn a conclusion. In addition, sample is Brawijaya Universignart of the number and characteristic of the population. In this case, the writersitas Brawijava used proportionate stratified random sampling as Sugiyono (2009, p.82) states that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universimembers/elements that are not homogeneous and has levels proportionately. inversitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brathe population of this research was 259 students of 11th grade at SMAN 3sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Malang that were divided into 9 classes including 7 regular science classes, and 2 stas Brawijaya Universitas Brawij23/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ<sup>24</sup>sitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universit regular social classes. The students were male and female with the ages between stars Brawijay Universitas Brawijaya Universitas Brawijaya Universit16 and 17. java rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava 3.2.2 Sample Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathe sample of this research was taken by proportionate stratified randomsitas Brawijaya Universitas Brawijaya Universit were classified into high (24 students whose score >85), intermediate (90 students Brawijaya rawijaya s Brawijaya Universitas Brawijaya Universitwhose score between 80 and 85), and low (20 students whose score <80) level.sitas Brawijaya Universitas Braw The significant level was 10% as Sugiyono (2009) states that the significance Universitlevel of 10% means the error probability to generalize the result of the statistical Sitas Brawijaya Universi analysis to the population is 90%. 3.3 **Data Collection** rawijaya Data in quantitative research could be collected through pencil-and-papersitas Brawijaya rawijaya niversitas Brawijaya university questionnaires, telephone or face-to-face interviews and online methods such as rawijaya Universitweb-based questionnaires (Muijs, 2004, p.41). Universit3.3.1 Instrument In order to collect her data, the writer used Strategy Inventory for Universit Language Learning (SILL) questionnaire version 7.0 (ESL/EFL) by Oxford sitas Brawijaya Universi (1990) as the instrument which is designed for second or foreign language it as Brawijava learners while the other version is for native English speakers. The questionnaire Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwas valid and reliable as Oxford (1990, p.199) states that the questionnaire hadsitas Brawijaya been extensively field-tasted, demonstrated to be highly valid and reliable, and rawijaya Universitas Brawijaya Universitused for both research and classroom practice. Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ<sup>25</sup>sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Britas Brawijaya Mills & Plonsky (2007, cited in Lee, 2010, p.133) state that SILL is the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi most influential instrument in the area of language learning strategies and lays outsitas Brawijava Universities Bravia a Universities Bravia a Language learning to date. The questionnaire was Universities Bravia a Universities Brav Universimultiple choice questions which consist of 50 items subdivided into 6 categories it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitof language learning. They were memory strategies consisting of 9 items, sitas Brawijaya Universit cognitive strategies consisting of 14 items, compensation strategies consisting of 6 sites Brawijaya es Brawiiava Universitas Braw Universitiems, metacognitive strategies consisting of 9 items, affective strategies itas consisting of 6 items, and social strategies consisting of 6 items. The answer ranges from 1 (never or almost never true of me) to 5 (always or always true of Universi me). Here, the participants only needed to circle the number from 1 to 5. Thesitas other instrument was English score to measure the students' English proficiency. Universit3.3.2 **Procedure of Data Collection** Before collecting the data, the writer translated the SILL questionnaire Universit which was written in English to Bahasa Indonesia to avoid some sitas Brawijaya Universit misunderstanding and misinterpretation. Then, the writer checked the appropriatesitas translation to the thesis supervisor. After the questionnaire had the appropriate Universitranslation, it was piloted to 5 students of 11 grade at SMAN 3 Malang to makesitas Brawijaya sure that the SILL questionnaire could be understood and acceptable by the stars Brawiav Universitas Bray Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas BraTo collect the data, the writer used these following steps: wijaya 1. Asking the students' English score of the 1<sup>st</sup> semester to the teachers from Universitas Universitas each class of 11<sup>th</sup> grade at SMAN 3 Malang niversitas Brawijaya Universitas Brawijaya rawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univ <sup>26</sup> sitas	Brawija
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawija
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawija
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawija
University Classifying the students from each class into 3 different levels of	Enjversitas	Brawija
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawija
Universities proficiency those are high, intermediate and low based on the English	score of sitas	Brawija
Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	, Brawii
the 1 <sup>st</sup> semester. Universitas Brawijava Universitas Brawijava	Universitas	Brawiia
University $35$ Giving the questionnaire to participants in each class of $11^{1th}$ grade st	udents of sitas	Brawiia
Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawii
SMAN 3 Malang and asking the participants to fill in the questionna	tire in 30	Brawii
Universitas Brawijaya Universitas Brawijaya	Universitas	Brawii
Universitas Brawijava	Universitas	Brawii
Universitas Brawijaya	Universitas	Brawii
	Universitas	Brawija
Universitä.4 Data Analysis	Universitas	Brawija
Universitas After having the questionnaire answered, the writer put all the	dunimersitas	Brawiia
Universita	Universitas	Brawiia
Universi Statistical Product for Service Solutions (SPSS) software 16 for window	vs. Then, sitas	Brawiia
Universit	hiversitas	Brawiia
the data was calculated using <i>Cronbach Alpha</i> and the result score Universi	was 913 hiversitas	Brawiia
Universimeaning that the data had been valid and reliable so that the data	could∨besitas	Brawija
Universit	niversitas	, Brawija
University conducted by using these following steps:	Iniversitas	, Brawii
Universite Calculating the scores of every part of SILL questionnaire to find out	the meansitas	Brawiia
Universitas	Universitas	Brawii
Universitas score	Universitas	Brawii
Universitas B	Universitas	Brawii
2. Classifying the mean score to the scoring description based on Oxfor Universitian Bra	rd (1990) Universitas I	, Brawiia
Universitas shown in table below:	Universitas	, Brawija
Universitas Brawija wijaya	Universitas	Brawija
Universitas Brawijay	Universitas	Brawija
University Table 3.1 Scoring Description SILL version 7.0 (ESL/EFL) Oxford 1	oniversitas	Brawija
University JErch Lund Always or almost always used Versitas Braw J4.5	to 5.0 versitas	Brawija
Universitas Brawijava Uni Usually used awijava Universitas Brawijava	to 4.4 versitas	Brawija
Universitas Brawijaya Universitas Brawijay1,5	to 3.4 to 2.4 versitas	Brawija
Universitäs Brawie Universitäs Brawija 1.0	to 1:4 versitas	Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Un	iversitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Un	iversitas Brawijaya Universitas Brawijay
rawijaya	University 3. Calculating the data using descriptive statis	tic analysis to investigate how sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya Universitas Brawijay
rawijaya	Universitas language ylearning strategy lused by high,	intermediate and low English sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya Universitas Brawijay
rawijaya	Universit <sup>4</sup> . Calculating the data using One way ANOVA	A to investigate the significance sitas Brawijay
rawijaya	Universitas difference among high, intermediate, and low l	English proficiency students iversitas Brawijay
rawijaya	Universitas Brawijaya Univer	versitas Brawijaya Universitas Brawijay
rawijaya	Universities Bravilava 5. Calculating the data using <i>Pearson Product Me</i>	oment Correlation to find out the
rawijaya	Universitas Brawijav	vawijaya Universitas Brawijay
rawijaya	Universitas correlation between English proficiency and la	nguage learning strategies niversitas Brawijay
rawijaya	Universitas Bra	va Universitas Brawijay
rawijaya	6. Interpreting the results of correlation based on	Pearson's correlation $(r)$ that the
rawijaya	Universita	Iniversitas Brawijay
rawijaya	Universi coefficient of correlation can range in valu	e from +1.00 indicates a high sit as Brawijay
rawijaya	positive correlation, value 0 indicates there is a	no correlation, and value close to
rawijaya	Universit	<b>Y</b> Iniversitas Brawijay
rawijaya	-1.00 indicates a high negative correlation.	niversitas Brawijay
rawijaya	University The statement above is explained in the ta	ble below:
rawijaya	Universita	Dhiversitas Brawijay
rawijaya	Table 3.2 Guidelines of Correlation Coefficien	t Interpretation (Sarjono, H &
rawijaya	Universi Julianita, W, 2011, p.90)	Universitas Brawijay
rawijaya	Coefficient Interval	Correlation Level Versitas Brawijay
rawijaya		Vorwhigh a liniversitas Brawlay
	2 - 0.60 - 0.799	High
rawijaya	Univers 2 0.60 - 0.799 3 0.40 - 0.599	High Sufficient
rawijaya rawijaya	Univers $\begin{array}{c c} 2 & 0.60 - 0.799 \\\hline 3 & 0.40 - 0.599 \\\hline 4 & 0.20 - 0.399 \\\hline 5 & 0.00 & 0.100 \\\hline \end{array}$	High Sufficient Low Very ligh Sufficient Low Very low
rawijaya rawijaya rawijaya	University $2 = 0.60 - 0.799$ 3 = 0.40 - 0.599 University $4 = 0.20 - 0.399$ University $5 = 0.00 - 0.199$	High     Universitas     Brawijay       Sufficient     Low     Diversitas     Brawijay       Very low     Universitas     Brawijay       Cawijaya     Universitas     Brawijay
rawijaya rawijaya rawijaya rawijaya	University $2 = 0.60 - 0.799$ 3 = 0.40 - 0.599 University $4 = 0.20 - 0.399$ University $5 = 0.00 - 0.199$ University Brawija 7. Drawing a conclusion by reviewing des	High     High       Sufficient     Low       Very low     Very low       Scriptive statistics, significance     Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	University $2$ 0.60 - 0.799 3 0.40 - 0.599 4 0.20 - 0.399 5 0.00 - 0.199 7. Drawing a conclusion by reviewing des	Very light       High       Sufficient       Low       Very low       Very low       Scriptive       statistics, significance       Brawijay       Brawijay       Brawijay       Statistics       Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Very light       High       Sufficient       Low       Very low       Scriptive statistics, significance       Brawijay       uage learning strategies used by
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	University $2$ 0.60 - 0.799 3 0.40 - 0.599 4 0.20 - 0.399 5 0.00 - 0.199 7. Drawing a conclusion by reviewing des difference, and the correlation related to lang high, intermediate, and low English profici	High       High       Sufficient       Low       Very low       Very low       scriptive statistics, significance       uage learning strategies used by       wersitas Brawijay       ency students of 11 <sup>th</sup> grade at
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	University $2$ 0.60 - 0.799 3 0.40 - 0.599 4 0.20 - 0.399 5 0.00 - 0.199 7. Drawing a conclusion by reviewing des difference, and the correlation related to lang high, intermediate, and low English profici	High       Sufficient       Low       Very low       Very low       scriptive statistics, significance       uage learning strategies used by       ency students of 11 <sup>th</sup> grade at
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	2     0.60 - 0.799       3     0.40 - 0.599       4     0.20 - 0.399       5     0.00 - 0.199       7.     Drawing a conclusion by reviewing des       difference, and the correlation related to lang       high, intermediate, and low English profici       SMAN 3 Malang.	High       Sufficient       Low       Very low       Very low       scriptive       statistics, significance       Brawijay       uage learning strategies used by       ency students of 11 <sup>th</sup> grade at       Brawijay       Normality       Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	2     0.60 - 0.799       3     0.40 - 0.599       4     0.20 - 0.399       5     0.00 - 0.199       7.     Drawing a conclusion by reviewing des       0     difference, and the correlation related to lang       0     high, intermediate, and low English profici       0     SMAN 3 Malang.	High     High       Low     Low       Very low     Universitas       Brawijay     Brawijay       uage learning strategies used by     Brawijay       uersitas     Brawijay       uersitas     Brawijay       uversitas     Brawijay       uversitas     Brawijay       uversitas     Brawijay       uersitas     Brawijay  <
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya	High     High       Low     Low       Very low     Universitas       Very low     Universitas       Brawijay     Itas       Very low     Universitas       Brawijay     Universitas       Iversitas     Brawijaya       Iversitas     B
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya	High     Universitas     Brawijay       Low     Low     Itas     Brawijay       Very low     Universitas     Brawijay       very low     Universitas     Brawijay       very low     Universitas     Brawijay       scriptive     statistics, significance     Brawijay       uage     learning     strategies     used       uage     learning     strategies     used     by       uage     strategies     used     by     uage       uersitas     Brawijaya     Universita
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya	High     Universitas     Brawijay       Low     Universitas     Brawijay       Very low     Universitas     Brawijay       uage     Itas     Brawijay       uage     Itas <t< th=""></t<>
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