CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the use of methodology about learning strategies for second semester students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya academic year 2013-2014. It proves in six sections: a.) approach and research design; b) setting of the study; c) population and sample; d.) variable of this research; e) research procedur; f) data collection technique; g) data collection instrument; and h) data analysis technique.

A. Approach and Research Design

The design of this research particularly is quantitative descriptive survey research. According to Bungin, quantitative is the kind of research approach. While, descriptive is a part of quantitative research methodology. Whereas, descriptive has also another part, survey and case study.¹ However, this research uses descriptive survey. Based on the research purposes, to show the most used learning strategies and to examine the writing ability of the students of paragraph writing class by using that learning strategy considering the microskills and macroskills of writing, this research uses descriptive quantitative survey research. It means, quantitative research uses descriptive survey format.

¹ Burhan Bungin, *Metode Penelitian Kuantitatif* (Jakarta: Kencana Prenada Media Group, 2011), 43

The quantitative research is the process of finding knowledge uses the data in the form of numbers as a tool in order to analyze information about what we want to know.² Furthermore, descriptive survey is a research which has large population, superficial, and analytical. In other word, descriptive survey is a research which has large population. It can be superficial due to the more large population, the more possibility to use sample. Moreover, it becomes analytical research in spite of the consequence of the technique sample used.³ Nevertheless, quantitative descriptive survey characterized in describe, explain, and summarize through document. It actually totally different with the opponent, quantitative descriptive explanation, which focuses on the relation, influence, and difference.⁴ Then, quantitative descriptive survey research analyzes the data through descriptive statistic.⁵ It illustrates the research answers in the form of data or numbers including the frequency distribution, the distribution of percent, and the average. However, it also can be in the form of central tendency (mean, median, and mode) which are useful to describe the numbers and represent a certain group of numbers.⁶

² Moh, Kasiram, *Metodologi Penelitian Kualitatif Kuantitative* (Malang: UIN Maliki Press, 2010),172

³ Bungin, *Metode Penelitian Kuantitatif*, 44

³ Moh, Kasiram, Metodologi Penelitian Kualitatif Kuantitative, 172

⁴ Bungin, Metode Penelitian Kuantitatif, 57

⁵ Bungin, Metode Penelitian Kuantitatif, 46

⁶ Jonathan Sarwono, *Metode Penelitian Kuantitatif&Kualitatif* (Yogyakarta: Graha Ilmu, 2006)138-140

Therefore, the descriptive quantitative survey research being choice due to it describes learning strategy use by students related to their writing product. Furthermore, this research does not have hypothesis. As Kasiram said, descriptive research could be omitted the hypothesis, if it only describes the object as they are.⁷ Another argument, Brannen said, quantitative research does not always examine the hypothesis rather than describe it.⁸ Therefore, there is no hypothesis cites in this research. More imporantly, this research is analyzed through descriptive statistic and figure out through description. In addition, the descriptive statistic is proved by the data calculation of the learning strategy uses mode, while the calculation of deciding students' writing work uses mean.

B. Setting of The Study

This study organizes in second semester students of English Education Department UIN Sunan Ampel academic year 2013-2014. Then, the setting conducts in the classroom of paragraph writing. However, the researcher goes to the completely four classes of paragraph writing where the research subject (students of paragraph writing class) in ongoing process of learning paragraph writing in order to give the questionnaire to them and to collect the data of their writing product.

⁷ Kasiram, Metodologi Penelitian Kualitatif Kuantitative 257

⁸ Julia Brannen, alih bahasa Imam Safe'I, *Memadu Metodologi Penelitian Kualitatif&Kuantitatif* (Fakultas Tarbiyah Iain Antasari Samarinda, 2005), 15

C. Population and Sample

The population and sample of this research is necessary to answer the research questions. Population is overall number of units that the characteristics examined to be. It can be in the form of human, institution, area, or everything available as source of data.⁹ According to Bungin's believe that the more large population, the more possibility to use sample. Therefore, this research uses sample. Sample means part of the population. It is necessary if the researcher was not able to examine the overall population. The main requirement of taking sampling is the sample should be representative the population.¹⁰

Furthermore, the population of this research is the 76 students taking from four classes of second semester students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya academic year 2013-2014. Moreover, the sample is 50 students. It is obtained through random sampling. This point of taking sample in this research also reinforces by the expert including Ghony and Almanshur's argument and also Arifin's argument. As stated in Ghony and Almanshur's book, Williamson, Dalphin, and Gray argue that 35 to 40 is sufficient sample in order to use as minimum sample in almost researches. Whereas, 100 subjects are much better.¹¹ Arifin

⁹ Kasiram, Metodologi Penelitian Kualitatif Kuantitative, 257

¹⁰ Kasiram, Metodologi Penelitian Kualitatif Kuantitative, 258

¹¹ Junaedy Ghony and Fauzan Almanshur, *Petunjuk Praktis Penelitian Pendidikan* (Malang: UIN Malang Press, 2009), 119-120.

then reinforces that there is no absolute rule in term of deciding the number of sample. He believes that:

- 1. If the population is less than 50. They all should be sampled or known as total sample that is all the population is being sampled.
- 2. If the population is between 51 to 100, the sample is 50-60% or can be used as the total sample.
- 3. If the population is around 101-500, the adequate sample is 30-40%.
- 4. If the population is between 501-1000, the sufficient samples is 20-25.
- 5. If the population is more than 1000, the pretty sample then 10-15%.¹²

As the explanation above, the researcher chooses 50 students as sample. Moreover, the questionnaires deliver to them without concerning age and gender. Mostly, they are young adult that have been graduated from senior high school and they are fresh students without repetition in paragraph writing class before.

D. Variable of This Research

Variable is changeable factor. It also can be meant as phenomena that various in form, quality, quantity, and standards.¹³ There are two kinds of variable in this research: dependent variable and independent variable.

¹² Zainal Arifin, *Penelitian Pendidikan Metode dan Paradigma Baru* (Bandung:PT. Remaja Rosda Karya, 2012), 224.

¹³ Bungin, Metode Penelitian Kuantitatif, 69

1. Dependent Variable

Dependent variable is tied variable, which is affected, and become the result. The dependent variable of this research is the writing ability considering the microskills and macroskills of writing second semester students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014.

2. Independent Variable

Independent variable is free variable, cause, which affects, and become reason. The independent of this research is learning strategy most used of second semester students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014.

E. Research Procedure

This research preparedly organizes through these stages below:

1. Planning

In this stage, the researcher determines the planning to obtain the data of paragraph writing class in term of SILL questionnaires and writing product at English Education Department. Furthermore, SILL Questionnaire are adapted from Rebecca L. Oxford published 1990. The questionnaire then validities by the expert of writing. Whereas, the product of writing is obtained through mid-term and final examination done.

2. Implementing

The implementing stages work if the planning stages completely done. In this stage, the researcher gives SILL Questionnaire to the four classes of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya. Moreover, the students are given at least ten minutes to answer SILL Questionnaire. More importantly, the writing product is formed of paragraph writing doing by the students concerning to the teachers' instruction. Those writing products are taken from mid-term and final test.

3. Analyzing Data

After doing research, the researcher then processes and analyzes the data in order to get the answer of the research problem. The data processed and analyzed based on the result of SILL Questionnaire, mid-term and final test of the students.

4. Concluding Data

Obtaining the research finding is part of concluding data. This stage focuses on the result of this study. Moreover, it should be based on the research questions, the data analysis from the questionnaires and writing product used in this research. Surely, the researcher is able to decide the research finding of this study.

F. Data Collection Technique

This data of this study is collected through giving SILL Questionnaires and analyzing the students' writing document. Furthermore, the researcher obtains the questionnaires by involving into the paragraph-writing class. The researcher then asks lectures' permission in order to take the product writing of the students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya.

Essentially, the process collecting data describes deeply as follow:

1. To answer Research Question 1

To answer the first research question, what are the types of learning strategy used by students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya? It proved by involving the paragraph writing class in order to give both of SILL and background questionnaires due to know the most types of learning strategies used by students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya.

2. To answer Research Question 2

To answer the last research question, how is the writing ability of the students of paragraph writing class by using that learning strategy considering the microskills and macroskills of writing? It obtained through taking students' writing products in order to analyze the microskills and macroskills of students' paragraph writing class in English Education Department UIN Sunan Ampel Surabaya.

G. Data Collection Instrument

In every stage of collecting data of this research, the instrument is needed. Therefore, the researcher designs the instrument of this research questions' required in two techniques involved questionnaire and writing document.

1. Questionnaire

The researcher uses structured closed questions for SILL Questionnaires in term of generalize the analysis due to know the most used learning strategy in paragraph writing class.

2. Document

The document of writing from the students is necessary for analyzing the writing ability of students' paragraph writing class by using that learning strategy considering the microskills and macroskills of writing. In addition, the writing is taken from students' mid-term and final examination.

H. Data Analysis Technique

The data obtained through questionnaire and writing product. Then, it is analyzed according to the research design of this study, that is descriptive quantitative survey research. Moreover, the researcher has four stages to analyze the data:

1. Data Checking

Data checking is obtained when the researcher still on the field. The researcher checks the filling instrument, whether the instrument is complete appropriately with the instructions or not. If the answer is found missing or inaccurate, the researcher asked the participant to fill it back whenever possible. If it is not possible, for the reason participant has gone away or difficult to contact, then the participant needs to drop. In this research, the researcher checks the filled in instrument and the result, there are 26 participants who are not filled in their questionnaire in several numbers. As the rest, 50 participants are obtained in this research from the total population 76 students.

2. Data Editing

Data editing is the detailed data that have been checked or not needs to be edited. It should be read again and corrected the results. The data that lack of appropriate is been justified, while, the unmatched data is deleted. Whereas, the appropriate data reworked to the next step with requirement, the researchers should not replace any participant outcomes. In this research, the researcher edits both of the questionnaire and the document of paragraph writing students.

3. Data Coding

Data coding means transform the data into codes to facilitate data analysis. the code used usually in the form of numbers and letters. In this research, the researcher uses number to code questionnaire and document. It is must be written equally between the questionnaire and the document.

4. Data Tabulating

Data tabulating means arrange the data in readable tables in order to analysis easily. In this stage, the data is ready to be analyzed with the use of certain statistics. In this study, the researcher uses table in order to figure out the result. Then, it analyzes through descriptive statistics. Considering the most learning strategy use, the writer uses mode, the most appearing data. While, in terms of writing ability, the researcher uses mean, the average of the of participants.

5. Conclusion

This last stage concerns to the conclusion of a research. In this research, the researcher returns to the research question as the problem of this study. Furthermore, it shows the most used learning strategy. In addition, it also provides the analyze of writing ability considering microskills and macroskills of writing by second semester students of paragraph writing class English Education UIN Sunan Ampel Surabaya.