CHAPTER III

RESEARCH METHOD

In this chapter, researcher describes the research design that used in this study. This chapter concentrates on research design, population and sample, research instrument, data collection, and data analysis technique.

A. Research Design

In this research, the researcher want to get information learning strategies and proficiency level in essay writing at English Teacher Education Department UIN Sunan Ampel Surabaya. In statistic, there were 2 kinds of statistic. They were descriptive and inferential. In inferential, there were 2 kind of inferential. They were parametric and non-parametric.[35] The parametric and non-parametric analyzed the associative correlation in this research. In parametric found some parametric statistics are product moment, multiple correlation, and partial correlation. First, product moment is the technique that had introduced by Pearson. This correlation used to know the relations between two variables are type of interval. Second, multiples correlation is correlation that shows the correlation between 2 variables of independent collectively or more than one dependent variables. Third, partial correlation is the technique analyzing the correlation between independent variables and dependent variables where one of independent variables make

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[35] Sugiyono, *Statistika untuk Penelitian* (Bandung: CV Alfabeta, 2007), p. 23.

consistent or controlled. It means that partial correlation shows the correlation between 2 variable or more than it. It predicted can influence the correlation variables. In non-parametric statistic, there were 3 varieties. It was contingency coefficient correlation, spearman rank correlation, and Kendall's tau. Contingency coefficient correlation is the method to count the correlation between variables that it nominal data. In this correlation, Chi Quadrat has strong effect because it used to examine independent k sample comparative hypothesis. Whereas spearman correlation is the technique that used to know the relations between two variables are types of spearman or ranking. In this correlation, the researcher should know that the variables form of ranking. In addition, Kendall's tau is the correlations that use to correlate two set data from of spearman. In this correlation, the data is not original and it can process became tau.[36]

The correlation method used to correlate two variables that were learning strategies and proficiency level in essay writing. Correlation is the kind of research that used to know the relations between two or more variables. From the correlation, the researcher has known the variety of relation between one variable with other. The main characteristic of correlation research is the subject just little.

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[36] *Ibid.*, pp. 227–253.

In this research, the researcher used non-parametric statistic because it used to examine the nominal data. For analyzing these researches, it used contingency coefficient because it the data was nominal.

B. Population and Sample

Population and sample were very important for conducting a research. According to Sugiono the population was, groups of subject that is determined by the researcher to be studied and drawn the conclusion.[37] The sample is part of population. A sample is small proportion of a population selected for observation and analysis.

The population of this research was the student of English Teacher Education Department of Faculty Tarbiyah UIN Sunan Ampel Surabya in the students take Argumentative class.

The technique that the researcher used was cluster sampling. Cluster sampling is the method that used to decide object of research or the large source. In cluster sampling found stratified random sampling. It used to take the data which strata characteristic. In these cases, there found 2 way to use stratified random sampling. The first was determined the area sample. The second was determined the people that stayed in this area by sampling.

In these researches, the area sample was argumentative class. In argumentative class, it consists of 5 class (A until E class). The researcher only take 2 class that is A and B class because the mid-test that made

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[37] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Alfabeta, 2012), p. 117.

argumentative essay only A and B class. The object of A class was 19 student and B class was 19 students so that the sample of these research was 38 students.

C. Research Instrument

Research instrument is the important role in collecting data. The proper instrument is important in collecting data because it gained the objective outcome of this research. The researcher chose an indirect communication technique like questionnaire. The questionnaire used to gain the data of students' preference strategies used in essay writing. In other wise, the rubric used to analyze the students' proficiency level in essay writing.

1. Questionnaire (checklist)

Questionnaire checklist is one of instrument that used to collect quantitative data. Questionnaires are instruments completed by the responds themselves. [38]The question contains about the respondent to choose, among a possible set of answers, the response that mostly closely represents his/ her viewpoint. The results of questionnaire were fact, experience, opinion, and idea.[39] For getting the data, questionnaire arranged agreeable questions and the question make checklist.

The questionnaire was asking about which strategy tend give high proficiency in essay writing. In addition, the questionnaire adapted from

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[38] Tharenou phyllis, Donohue, and Cooper, *Management Research Method* (Cambridge University Press), p. 102.
[39] Ibid. p. 91

the Writing Strategies of American University Students Focusing on

Memory, Compensation, Social and Affective Strategies.[40]

2. Rubric

An assessment rubric is a matrix, grid or cross- tabulation employed

with the intention of making expert judgments of student work both more

systematic and more transparent to student. Equivalently, a rubric may

have its criteria listed as column headers and the standards as row labels.

Ideally, the criteria derived by analyzing competent judgments about

student performances to identify the dimensions that seem to explain the

observed quality, and the standards set out the performance levels on

those criteria.[41]In addition, the criteria in those rubrics were:

1. Organization

   Focused on central idea with appropriate elaboration and conclusion.

2. Logical development of ideas : content

   Used logical development of ideas.

3. Grammar

   Appropriate verb tense used with variety of grammatical and syntactic

   structures.

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[40] Ana Belén Cabrejas Peñuelas, *The Writing Strategies of American University Students Focusing on Memory, Compensation, Social and Affective Strategies* (Elia, 2012), pp. 108–112.
[41] *http://www.griffith.edu.au/computing/blended-learning-support/using-learning-at-griffith/assessment-tools/rubrics - Google Search*, http://www.griffith.edu.au/computing/blended-learning-support/using-learning-at-griffith/assessment-tools/rubrics, accessed 1 Jul 2015.

4. Punctuation, spelling, and mechanism

Absence of errors in punctuation, spelling, and capitalization.

5. Style and quality of expression

Used varied and precise vocabulary appropriate for purpose.

Overall impression is the all of paragraph is good and correspond to all of criteria above. From those all classified in five level:

1. Excellent (20-18)

   a. Participants in writing actives with no teacher support

   b. Shows the good control of sentence structure, spelling and vocabulary

   c. Writes effectively for different audience and purposes

   d. Edit for sentence-level, structure, spelling, and mechanism; revises for content, organization and vocabulary

2. Good (17-15)

   a. Participants in writing actives with minimal teacher support

   b. Writes mostly coherent, unified, and appropriately sequenced sentences

   c. Produces writing than meet creative demand of most social and academic situation

d. Makes error and modality, tenses and agreement and others area of grammar

e. Produces writing that generally express complete thoughts

3. Fair (14-12)

a. Composes short paragraph that are mostly intelligible

b. Begins to edit for sentence-level structure, spelling, and mechanism, revises of content, organization of vocabulary, usually support of the teacher

c. Writes has less dependence of visual supports, shared experiences and scaffolding.

4. Unacceptable (11-6)

a. Produces writing that is marked by the lack of tense, number, and agreement

b. Make frequent errors in mechanism such as punctuation and capitalization

c. Writes mostly effectively when supported by visual, share experienced or scaffolding

d. Begin to revise or edit own writing with teacher support

5. College – level (5-1).

a. Has zero to very limited ability in writing English

b. Can participate in writing activities

c. May be able to copy letters from them for memory

d. May be able to copy some word

e. Mat attempt to apply some writing conventions, but often does so inappropriately.[42]

After the students fulfill the criteria above and get scoring, the students classify based on Jacob. The student classifications are:

a. 83-100, it means the student level is excellent.

b. 63-82, it means the student level is good.

c. 52-63, it means the student level is fair

d. 34-52, it means the student level is unacceptable

From above category, we know the student level of proficiency in essay writing.

The rubric functioned for grading the students' mid-test in fourth semester at English Teacher Department UIN Sunan Ampel Surabaya.

D. Data Collection Technique

The research was quantitative research. The researcher collecting data from the fourth semester students by giving questionnaire and taking document study.

1. Questionnaire

The questionnaire is technique for collecting data. One questionnaire is one set of writing about the question. The question

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[42] Ibid p. 245

formulated to respondent answer the question. The question chosen for indicating the concepts contained in the aims. Ensuring good links between concepts and their indicators lies at the heart of a good question design and some concepts are easier to indicate.[43] In this research, the questionnaire adapted from the Writing Strategies of American University Students Focusing on Memory, Compensation, Social and Affective Strategies.[44] The questionnaire used to analyze the students' preference strategies used in essay writing. The total question in this questionnaire was 30 questions and every strategy consists of 10 questions.

2. **Documentation**

Documentation is one of procedure collecting the data, which used in research method. There some many kind of documentation, but the researcher can take one of them that appropriate.[45] In this research, the researcher takes the document from the lecturer. The document which taken is students' mid-test (see appendix 4). In this case, the researcher did not take the student score from the lecturer but the researcher gave the students' score based on the rubric. Because of grading between the researcher and lecturer use different way. The component used in grading was different.

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[43] Gerlandkeller, Brian warrack, and Henry Bartel, *Statistic for Management and Economics, 3d ed* (California: Dexbury Press, 1994), p. 225.
[44] Cabrejas Peñuelas, *The Writing Strategies of American University Students Focusing on Memory, Compensation, Social and Affective Strategies*.
[45] Mukhtar, *Metode Praktis Penelitian Deskriptif Kualitatif* (Jakarta: GP Press Group, 2013), p. 119.

E. Data Analysis Technique

There were three kinds of data gathered in the research. The data were concern with the result of student writing essay by using their strategy use in writing.

Then the researcher calculated the student score and strategy use in writing. The procedures are follows:

1. For analyzing the students' preference strategies, the researcher used the questionnaire checklist that taken from the Writing Strategies of American University Students Focusing on Memory, Compensation, Social and Affective Strategies.[46] Then, it calculated based on the students' strategy used by sum the each strategy. After that, the high sum of strategy became the students' strategy used commonly. (See Appendix 1)

2. For analyzing the document, the researcher used rubric (see appendix 5). The rubric used to give the students' score. The score analyzing of those research based on Brown and Bailey, composition profile of writing skills with following component; organization, logical development of ideas (content), grammar, punctuation, spelling, and mechanism, style and quality expression. For example if the score of organization is 20-18. If the score 17-15, it means good. If the score is 14-12, it means fair. If the score is 11-16, it means is unacceptable, if the score is 1-5, it means

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[46] Cabrejas Peñuelas, *The Writing Strategies of American University Students Focusing on Memory, Compensation, Social and Affective Strategies*, pp. 108–112.

collage level. The scoring is same in each component. The result of scoring gave influence in the student level. For example if the result student score :

a. 83-100, it means the student level is excellent.

b. 63-82, it means the student level is good.

c. 52-63, it means the student level is fair

d. 34-52, it means the student level is unacceptable

After the result of the students score found, it calculated based on the students' proficiency level above.

3. For analyzing which strategies tended to give learners' high proficiency the researcher combine the result from data analyzing students' strategy and students' score. After the data combined, it analyzing based on SPSS 16.0 by choosing mean.

4. For analyzing the correlation between learning strategies and proficiency level in essay writing at English Teacher Education Department UIN Sunan Ampel Surabaya, the researcher used contingency coefficient correlation. The contingency coefficient can be calculated in the following procedures:

a. Obtain a cross-table of the variables X and Y, where X has r categories and Y has c categories.

b. Calculate the value of the chi-square statistic.

c. The observed contingency coefficient is calculated as: which varies between 0 and Cmax.

$$\text{i.} \quad C_{obs} = \sqrt{\frac{x^2}{x^2+n}}$$

Note that Cmax varies depending on the number of categories for X and Y.

d. If X and Y have the same number of categories (i.e. r = c), then the maximum value for the contingency coefficient is calculated as:

$$\text{i.} \quad C_{max} = \sqrt{\frac{r-1}{r}}$$

Where r is the number of rows (see step 1).

e. If X and Y have a differing number of categories (i.e. r ≠ c), then the maximum value for the contingency coefficient calculated as:

$$\text{i.} \quad C_{max} = \sqrt[4]{\frac{r-1}{r} \; x \; \frac{c-1}{c}} = \left(\frac{r-1}{r} \; x \; \frac{c-1}{c}\right)^{1/4}$$

f. The standardized contingency coefficient is calculated as the ratio:

$$\text{i.} \quad C_{stand} = \frac{C_{obs}}{C_{max}}$$

Which varies between 0 and 1 with 0 indicating independence and 1 dependence.

The procedure above could use to analyze the correlation between learning strategies and proficiency level manually. In this research, analyzing of the correlation between learning strategies and proficiency level used SPSS 16.0. It became the tools to analyze the correlation between learning strategies and proficiency level in essay writing.