

CHAPTER III

THE METHOD OF THE RESEARCH

A. Research Design

This research belongs to descriptive study. Descriptive study is one of the research designs which is one variable. In order to collect the data of this research, the writer used two instruments, they are questionnaire and interview.

B. Location and Time of the Research

This research was conducted at MA Darel Hikmah Pekanbaru. It is located on Manyar Sakti Street Pekanbaru. In this school there were five English teachers. English was taught twice in a week with duration 45 minutes per period. The research was done from March to April 2014.

C. Subject and Object of the Research

The subject of this research was the first year students at MA Darel Hikmah Pekanbaru. It consisted of sixth classes with population 197 students, while the object was a study on language learning strategies based on gender.

D. The Population and the Sample of the Research

The population of this research was the first year students at MA Darel Hikmah Pekanbaru. Based on the limitation of the research, the writer used Stratified Sampling. According to John W Creswell, in stratified sampling researchers divide (stratify) the population on some specific character (e.g., gender) and then, using random sampling, sample from each sub group (stratum) of population (e.g., female and male). In order to obtain a sample representative of the whole population in terms of sex, a random selection of subjects must be

taken.¹ In conducting this research, the writer used random assignment by using lottery system for taking the sample.

Table III.1
The Total Population of the First Year Students at MA Darel Hikmah Pekanbaru

No.	Classes	gender	Total	Sample
1	X 1	female	36	5
2	X 2	female	38	5
3	X 3	female	37	5
4	X 4	Male	28	5
5	X 5	Male	30	5
6	X 6	Male	28	5
Total			197	30

E. Technique of Collecting Data

In this research, the writer applied questionnaire and interview.

1. Questionnaire

Questionnaire as the instrument used for collecting data on strategy use was Oxford's Strategy Inventory of Language Learning (SILL) to measure students' frequency of use language learning strategies.² The SILL is a self-scoring-and-pencil survey and consists of 50 items, which Oxford and Burry-Stock divided into six categories.

Each item in the survey is a statement starting with, *I do.....* (e.g, I review English lesson often), and the students respond on a 5-point Likert scale ranging:

1. Never or almost never true of me- (NT)
2. Usually not true of me-(UNT)
3. Somewhat true of me-(ST)
4. Usually true of me-(UT)

¹ Louis Cohen, Lawrence Manion and Keith Morrison. 2007. *Research Methods in Education*. New York. Taylor & Francis e-Library. p.111

² Oxford, L Reabecca. *Language Learning Strategies. What Every Teacher Should Know*. (Boston : Heinle & Heinle Publishers, 1989), p. 283

5. Always or almost always true of me-(AT)

Table III.2
Matrix of student's Language Learning Strategies Used

Variable	Indicators	Items
Language Learning Strategies Used	The students are able to memorize some information in learning English	1,2,3,4,5,6,7,8,9
	The students are able to realize how essential practice is	10,11,12,13,14,15,16,17,18,19,20,21,22,23
	The students are able to use the new language for either comprehension or production despite limitations in knowledge	24,25,26,27,28,29
	The students can take control their own learning process and take steps to improve their learning where they feel there is a need	30,31,32,33,34,35,36,37,37,38
	The students are able to decide whether it is an effective or ineffective strategy and know how to control their emotions and attitudes about learning	39,40,41,42,43,44
	The students are able to encourage their conversation partners to provide larger quantities of 'input' in the target language and indicate interest in involvement	45,46,47,48,49,50

2. Interview

Interviewing language learners about the way that they use strategies can be very productive and an excellent way of complementing a questionnaire.³ The interview for the students is a non-structured interview because this study is descriptive in nature. However, this does not mean that there was no structure at all. The structure was in the form of topics serving as guides for the interview. The interview attempted to elicit as much important information as possible on various factors that have been shown to have an influence on the mode of learning and learning strategy choice. Again, in order for the students to understand what was being asked, the interview was also conducted in Bahasa Indonesia. Generally, the interviews contained questions

³ Ernesto Macaro. *Learning Strategies in Foreign and Second Language Classrooms*. (New York: British Library, 2001),p.56

related to six categories by Oxford remembering the large amounts of information, manipulating and transforming learning materials, overcoming deficiencies of knowledge in language, directing the learning process, regulating emotion, and increasing learning experience with other people. The total number of items on the interview was 24 items.

Table III.3

A summary of Language Learning Strategies Used based on the Interview

No	Strategy Categories	Language Learning Strategies
1	Memory 1	Associating with another word or expression
	Memory 2	Writing down and memorize the words
	Memory 3	Remembering by making up rhymes
	Memory 4	Review the lesson
2	Cognitive 1	Reading magazine or books
	Cognitive 2	Using dictionary
	Cognitive 3	Practicing by writing the vocabulary and repeat it
	Cognitive 4	Reading aloud
3	Compensation 1	Guess the words silently
	Compensation 2	Stop speaking
	Compensation 3	Use words or phrase that the same meaning
	Compensation 4	Use gesture
4	Metacognitive 1	Attend English course
	Metacognitive 2	Plan schedule
	Metacognitive 3	Pay attention to someone who speaks English
	Metacognitive 4	Look for people to talk in English
5	Affective 1	Relax when feel afraid of using English
	Affective 2	Notice when nervous in using English
	Affective 3	Encouraged to speak even afraid making a mistake
	Affective 4	Write diary
6	Social 1	Using English outside of classroom
	Social 2	Ask question in English
	Social 3	Practice English with other people
	Social 4	Volunteer to answer questions

F. Technique of Data Analysis

The data gathered were analyzed by using the form of descriptive qualitative. The writer wanted to find out the Language Learning Strategies based on gender. The writer computed the statistical data from the respondents and then analyzing it by the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

N

P= Percentage

F= Frequency of the certain score

N= Number of respondents

G. Validity and Reliability of Instrument

To obtain the data from the respondents, the writer made try out for the questionnaire to determine the validity and reliability of the instruments.

1. Validity

Creswell stated that validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population.⁴ It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. An instrument is valid if it is able to measure what must be measured. The test is said to be valid if it measures accurately what is intended to be measured.⁵ Gay stated that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity.⁶

⁴ Creswell. Ibid. p.169

⁵ Arthur Huges, *Testing for Language Teacher, 2nd Edition* (New York: Cambridge University Press, 2003), p.26

⁶ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 163-167.

In this research, the writer used construct validity. According to H. Douglas Brown, construct validity is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe or perceptions.⁷

To analyze the validity of data, the writer did it manually. The following table is the criteria of items validity.

Table III. 4

The criteria of items validity

R	Interpretation
$0.80 < r \leq 1.00$	Very High
$0.60 < r \leq 0.79$	High
$0.40 < r \leq 0.59$	Average
$0.20 < r \leq 0.39$	Low
$0.00 < r \leq 0.19$	Very Low

Table III. 5

The analysis of questionnaire validity

Item	R	Interpretation of Validity	Status
1	0.59	Average	Valid
2	0.59	Average	Valid
3	0.68	High	Valid
4	0.58	Average	Valid
5	0.28	Low	Invalid
6	0.29	Low	Invalid
7	0.40	Average	Valid
8	0.58	Average	Valid
9	0.45	Average	Valid
10	0.67	High	Valid
11	0.61	High	Valid
12	0.72	High	Valid
13	0.68	High	Valid
14	0.68	High	Valid
15	0.39	Low	Invalid

⁷ H. Douglas Brown. *Language Assessment. Principles and Classroom Practice.* (California San Fransisco University).2003.p 25

16	0.50	Average	Valid
17	0.50	Average	Valid
18	0.61	High	Valid
19	0.48	Average	Valid
20	0.48	Average	Valid
21	0.45	Average	Valid
22	0.37	Low	Invalid
23	0.62	High	Valid
24	0.58	Average	Valid
25	0.68	High	Valid
26	0.50	Average	Valid
27	0.68	High	Valid
28	0.77	High	Valid
29	0.66	High	Valid
30	0.58	Average	Valid
31	0.76	High	Valid
32	0.66	High	Valid
33	0.60	High	Valid
34	0.56	Average	Valid
35	0.56	Average	Valid
36	0.80	Very high	Valid
37	0.72	High	Valid
38	0.55	Average	Valid
39	0.56	Average	Valid
40	0.69	High	Valid
41	0.68	High	Valid
42	0.64	High	Valid
43	0.38	Low	Invalid
44	0.47	Average	Valid
45	0.48	Average	Valid
46	0.59	Average	Valid
47	0.46	Average	Valid
48	0.45	Average	Valid
49	0.65	Average	Valid
50	0.55	Average	Valid

Based on the instrument validity for the 50 items, it showed that 45 of the items were valid and 5 items were not valid. It means that there are 45 items of the instrument can be used in this research. In the following table was the result of the instrument validity.

2. Reliability

Brown says that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability was sometimes termed consistency.⁸ The following table is the level of internal consistency of Cronbach Alpha.

Table III.6
A commonly accepted rule of thumb for describing internal consistency by using cronbach alpha

Cronbach Alpha	Internal Consistency
.9	Excellent
.9 > .8	Good
.8 > .7	Acceptable
.7 > .6	Questionable
.6 > .5	Poor
.5 >	Unacceptable

Table III. 7
Cronbach Alpha Table
Reliability Index of the Six Category Strategies Questinnaire and the Category Strategies as a Whole

Strategy Categories	Reability Index (Cronbach Alpha)
Memory Strategies	.77
Cognitive Strategies	.86
Compensation Strategies	.90
Metacognitive Strategies	.90
Affective Strategies	.78
Social Strategies	.85
Strategies Questionnaire as aWhole	.95

⁸ H. Douglas Brown. *ibid*, p. 19

Cronbach alpha was chosen to test reliability for continuous data such as Likert-type scale employed in the strategy questionnaire. The items in the Compensation and Metacognitive strategies show excellent of .90. Items in Cognitive and Social strategies show good of .86 and .85. Items memory and affective strategies show acceptable reliabilities of .77 and .78. The reliability and internal consistency of the strategy questionnaires in general is high or excellent at .95. Oxford and Burry-Stock (in Mohamad Amin 2000) reported reliabilities of different versions of SILL (determined with the whole instruments) ranging between .85 to .95.⁹

⁹ Mohammed Embi. *Language Learning Strategies: a Malaysian Context*. Malaysia. Faculty of Education, University Kebangsaan Malaysia. 2000. p. 113