

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It includes of research design, the variables, population and sample, research instrument, data collection method, and data analysis.

A. Research Design

The aim of this study is to know the relationship between the use of language learning strategies and English proficiency involving a statistical measure of the degree relationship. Quantitative research designs emphasized objectivity in measuring and describing phenomena by using numbers, statistic, structure, and control¹. And it is divided into two, experimental and non-experimental. In experimental the researcher conducts an experiment, whereas in non-experimental is in contrary or the researcher only describes and examines the phenomena. One of kinds of non-experimental research is correlation which is concerned with assessing relationships between two or more phenomena²

From some explanations above related to the aim of this study, it can be inferred that this study is kind of quantitative research and the design is correlation.

¹ James H. McMillan and Sally Schumacher, *Research in Education: Evidence-Based Inquiry*^{7th} (New Jersey: Pearson, 2010), 21.

² Ibid., 22

B. Variables

This study is kind of correlation research and there are two variables, language learning strategies and English proficiency. Because there are some other factors that may influence English proficiency (gender, motivation, age, etc), the correlation here is kind of prediction study. In prediction study there are two variables involved predictor variable (comes before the outcomes) and criterion variable (determined by the predictor variable, for example the outcomes such as GPA or test score)³. Therefore, the variables in this study are formulated as follow: the learning strategies is the predictor variable and the English proficiency is the criterion variable.

C. Population and Sample

1. Population

The population of this study is the eighth semester students or above of English Department of STAIN Kediri who have passed the TOEFL course 2013. There are some reasons. First is because they are almost having seven semester in learning English and have passed almost the overall English courses; therefore, they are supposed to be more proficient in mastering English. Second is because there is no standardized test for English proficiency in STAIN Kediri except that TOEFL which is administered in TOEFL course class.

³Ibid., 226.

2. Sample

Because of there are four classes of TOEFL course (class A and B; C and D) which are different from the lecturer and process of teaching-learning in class, so the class A and B are chosen as the sample of this study. Those two classes have the same lecture and the score of TOEFL is supposed to be more representative since there are post-TOEFL test and final-TOEFL test which were conducted as what TOEFL test should be (the three sections are tested at once). The class A consists of 28 students and class B is 30 students. The age of the students ranges from 20-23 years old. All of 58 students are the sample of this study.

D. Research instrument

This study wants to know whether or not the learners who have the more variety on the use of language learning strategies have the higher English proficiency by examining their language learning strategy use and their TOEFL score. Therefore, the instrument used here is:

1. Questionnaire

The researcher decided to use questionnaire as the instrument in this study because of some reasons. First, it allows the researcher to obtain more information in a short period of time. Besides, it takes relatively little time to be completed. And the last is questionnaire allows the researcher to objectively compare the results across English proficiency.

This questionnaire is adapted from language strategy use inventory and index (LSUII) by Cohen and Chi (2002) which originally consists of 90

items. Those items are categorized into six categories based on six skills. Since the English proficiency test was using the TOEFL which is only involving the listening section, structure & written (grammar) section, and reading section, the researcher then takes only two categories of listening skill and reading skill, however, there is no grammar strategies involved in the LSUII. Besides, there are 3 items of listening strategies deleted because they are supposed to be not appropriate with the Indonesian learners (see appendix 1). Therefore, the number of items used in this questionnaire is 27 items. For the complete of LSUII based on the design above or after some agreements have been carried out, can be seen in appendix 2.

The scale used here is three practical categories: "I use this strategy and I like it", "I have tried this strategy and would use it again", and "this strategy doesn't fit for me", instead of using the four practical categories as what used in the original LSUII. The distinction is on the scale of "I've never used this strategy but I'm interested in it". The researcher does not include that scale because it is supposed to be not appropriate with the theory of 'appropriateness' from Riding and Rayner (1998)⁴. How the learners could know whether or not the strategies in the inventory is appropriate with them if they never tried it before.

Therefore, the scale of three practical categories above is supposed to more find out the quality of the language learning strategy used by the

⁴ Riding, R., & Rayner, S. *Cognitive Styles and Learning Strategies: Understanding the Style Differences in Learning and Behaviour* (London: David Fulton Publishers Ltd., 1998), 165.

learners. Thus, the rating is in which language learning strategies the learners use appropriately. The following is the score for each scale:

Table 3.1
The score of LSUII scale

This strategy doesn't fit for me	1
I've never used this strategy but am interested in it	2
I use this strategy and I like it	3

The adapted LSUII used in this research is based on the categories of strategies from Cohen (1996), it has been reviewed before in chapter 2. And it becomes the indicator of the questionnaire. The following is the design of the questionnaire:

Table 3.2
Questionnaire design of Learning Strategy Use Inventory and Index

Skill	Description	Item	Total Item
1. Listening Strategy Use	a. Strategies to increase the exposure to the target language.	1, 2, 3	3
	b. Strategies to become more familiar with the sounds in the target language.	4, 5, 6	3
	c. Strategies to prepare to listen to conversation in the target language.	7, 8	2
	d. Strategies to listen to conversation in the target language.	9, 10, 11, 12, 13, 14, 15, 16	8
2. Reading Strategy Use	a. Strategies to improve the reading ability.	17, 18, 19, 20, 21, 22, 23, 24, 25	9
	b. Strategies for when words and grammatical structure are not understood.	26, 27	2
Total			27

- Validity and the Reliability

The validity and the reliability are needed to maximize the quality of the questionnaire which is used to assess so that the value of error can be minimized⁵. The test of validity and reliability is through the SPSS system. the interpretation is if the r is higher than ($>$) than r table so the item is valid, but if it is on the other way ($<$) so the item is invalid. The value of r table is in $\alpha = 5\%$ and $df = n-2$. Therefore, the r table is .288. And so does to the interpretation of the reliability. The result of the validity and reliability are as follow:

Table 3.3
The Result of the Validity

Item	r	Validity
1	,212	Invalid
2	,373	Valid
3	,394	Valid
4	,117	Invalid
5	,076	Invalid
6	,393	Valid
7	,182	Invalid
8	,261	Invalid
9	-,088	Invalid
10	,267	Invalid
11	,246	Invalid
12	,381	Valid
13	,301	Valid
14	,271	Invalid
15	,369	Valid
16	,444	Valid
17	,153	Invalid
18	,120	Invalid
19	,029	Invalid
20	,317	Valid
21	,289	Valid

⁵Sambas Ali & Maman Abdurrahman, *Analisis Korelasi, Regresi dan Jalur* (Bandung: CV Pustaka Setia, 2009), 30.

22	,004	Invalid
23	,209	Invalid
24	,279	Invalid
25	,346	Valid
26	,202	Invalid
27	,121	Invalid

Table 3.4
The Result of the Reliability

Cronbach's Alpha	N of Items
,690	27

Based on two tables above, it can be inferred that there are only 10 items which are valid. Those are items number 2, 3, 6, 12, 13, 15, 16, 20, 21, 25. The coefficient of the alpha is .690 and the r table is .288. Therefore, the alpha is higher than r table or $.690 > .288$. It means that the questionnaire of LSUII is reliable and can be used as the assessment of the use of language learning strategies.

2. TOEFL Score

As being reviewed in the chapter 2, English proficiency can be assessed by the standardized test of proficiency, for example TOEFL. Since there is no standardized test of English proficiency in STAIN Kediri, the final score of TOEFL taken from TOEFL course is used. The TOEFL score are taken from the TOEFL course of class A and B. Therefore, the test has already been administered by the lecturer. Another reason is because the administration was similar as in TOEFL ITP. The three sections were administered at once. Since the learning strategies employ only two skills (listening and reading strategy use), the score used as the data is taken from the listening and reading

sections only. The score of listening and reading sections can be seen in appendix 4.

As being described above, the score of English proficiency here is taken from the final score of TOEFL course. The validity of this instrument is based on the logical validity. Although the test was not administered by the trusted institution which is the score is acceptable in the local or international, the file of TOEFL used has been taken from the one of files of TOEFL ITP. Besides, both class A and B were given the same file of TOEFL. Therefore, based on those reasons, it can be supposed that the TOEFL used here has the logical validity.

E. Data collection Method

The data is collected in the form of LSUII questionnaire. This questionnaire is distributed to 58 students of eighth semester. The researcher does not ask the sample to gather in one place since they are in eighth semester, who are estimated to have no class courses anymore. Thus the researcher asks them one by one to fill the LSUII questionnaire wherever they can be meet up. Besides, by that way the researcher can avoid the misunderstanding of the items or directions of the questionnaire by giving them the more explanation immediately.

For the learners' English proficiency, the researcher takes the data from the final score of TOEFLcourse. The researcher cannot administer the test of English proficiencybecause of lack of time and media. And as described before that the eighth semester students are supposed to have passed the

TOEFL course. Thus, the researcher asks for permission to the lecturer of the TOEFL class A and B to use the TOEFL scores in the form of final score. And the agreement on the score which is used has been explained before.

F. Data Analysis

After getting the data completed, the researcher takes some analysis. It can be done by using the SPSS. The following are the step by step in analyzing the data:

1. The researcher counts the score of LSUII questionnaire of each student, whereas the TOEFL score is ready to be used since it comes from the TOEFL course.
2. After getting each score of LSUII and the TOEFL of each student, the researcher analyzes the data normality and variant of the variables. It is also known as data distribution test. According to Singgih (2012), the data distribution test is needed for deciding the statistic method that is going to be used⁶. The interpretation for these data is using the description. The description of the data distribution is if the significant (Sig.) $< \alpha$ (0.05) so the data distribution is normal but if the significant (Sig.) $> \alpha$ (0.05) so the data distribution is not normal⁷.
3. If the data distribution of LSUII and the TOEFL score has analyzed, then the researcher analyzes the correlation between them. There are three statistical methods to know the correlation between two variables (bivariate), those are Pearson product-moment correlation coefficient,

⁶Singgih Santoso, *Panduan Lengkap SPSS Versi 20* (Jakarta: Elex Media Komputindo, 2012), 190.

⁷Ibid., 192.

Rank-Spearman, and Kendall. If the data distribution of the two variables is normal, so the Pearson product-moment correlation coefficient is used. If not, the Rank-Spearman and Kendall are used.

4. Then the researcher interprets the data. To interpret the data, the researcher uses the value of the probability or significant (Sig.). If the value of significant (Sig.) $< \alpha$ (0.05), the null hypothesis cannot be rejected and if the value of significant (Sig.) $> \alpha$ (0.05), the null hypothesis is rejected. The null hypothesis is the hypothesis which is in contrary with the hypothesis stated in chapter 1. Therefore the null hypothesis in this study is: the learners who have more variety on the use of language learning strategies do not have the higher English proficiency.
5. Finally, the researcher draws the conclusion based on the results of some analysis of the research findings above.