

CHAPTER III

METHODOLOGY

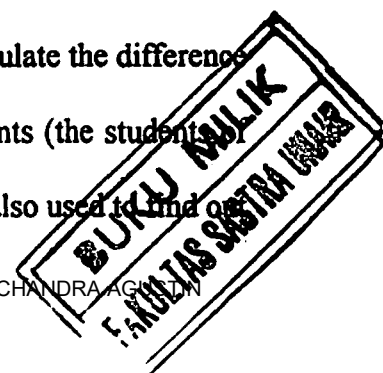
This chapter presents the method of the study, population, technique of data collection and analysis.

A. METHOD OF THE STUDY

The problems as the objects of this study have been involved in the use of the brainstorming technique in field and the respondents' attitudes toward its roles in their essays. Therefore, the writer here uses such two method approaches. They are qualitative and quantitative methods.

The qualitative method in this study is used to analyze the use of brainstorming in field; that is in Writing III Class of English Department of Airlangga University. By this method, the writer describes the students' activities to use the technique in prewriting. According to Dabbs (cited in Berg, 1982), in a qualitative method the researchers concern with the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things. In addition, Punch (1998:61) says that in field research, which uses qualitative method, the data are obtained not in the form of numbers but in the form of words.

Meanwhile, a quantitative method used here in order to calculate the difference of the production of ideas in essay before and after the respondents (the student in Writing III Class) used the brainstorming technique. The method also used to find out



the respondents' attitudes toward the technique in writing essay. According to Djajasudarma (1993:9), a quantitative method is used in research to analyze the data based on statistical calculation, in which numbers or quantity involved. In linguistics, a quantitative research is used to count the data in accuracy so that none of them were left out of analysis.

B. LOCATION AND POPULATION OF THE STUDY

The study was conducted in Airlangga University, Surabaya in April-May 2005. The writer chose English Department of Airlangga University in Surabaya. The reason is that in the time of the inquiry, the writer has studied there, so that it would be easier for her to finish this study. Then, the writer chose Writing III Class of English Department as the population. The students are the respondents in field and the lecturer becomes the respondent either in field or in interview as a part of observation. Writing III subject in English Department of Airlangga University this year was conducted in one class. Actually, it should consist of 53 students. Unfortunately, this number was not steady in every meeting. That's why; this study only takes into account 43 students that were present in the class consistently. For the inquiry of the students' proficiency, the writer takes their essays in the first meeting and in the middle test of the semester to be analyzed. The schedules of the class usually were at 07.30 a.m. every Tuesday.

From the observation, the Writing III Class activity can be described below:

The Teaching-Learning Process in the Class of Writing III

The process of teaching in the class is considered an active activity. First, the lecturer ordered the students to make an essay, which was actually the main lesson target in this writing class. This was intended to know the students' ability in writing gained from previous classes. After that, the lecturer made an evaluation to the result and tried to find out the students' problems there. The lecturer then, gave the solution to the students' problems in writing by presenting such techniques in writing. Later, in every meeting, the lecturer gave such essay assignments to the students in class and at home by using the techniques he had taught. Here, the lecturer suggested the students to look for the references related to the topic of their essays as many as possible, so that they could have much knowledge to write such quality essays. Often, the lecturer gave such topic options, then, the students could develop the topic they preferred. They could also send such questions to the lecturer and make a discussion with friends in or out of the class. In daily exercises, instead of giving score, the lecturer gave some checklists to the students' works. Finally, in the middle semester test, the writing ability of the students was tested in the class without any references or cooperation with each other. Those final essays in the test, after all, marked by the lecturer based on the scoring guides comprising the qualification of structure of essay, main idea development, grammar and word usage, and also well-articulated analysis.

C. TECHNIQUE OF DATA COLLECTION

To collect the data in the earliest stage, the writer searched out any related literatures of the brainstorming technique from library. After that, she looked for a population of the study to be investigated. Then, having a deal with the respondents, she searched out the findings about the use of brainstorming in the population that in this case Writing III Class, by observing their activities and also interviewing the lecturer. Afterwards, she conducted such meetings to distribute two kinds of questionnaires to the respondents. The first questionnaires consisted of a close question to ask for their opinion about the influence of the brainstorming technique they knew in writing process. The second ones consisted of two divisions of semantic differential scales; one of them concerned with their attitudes of affection (from *favorable* to *unfavorable*); and the others concerned with their agreement degrees to the influences of the brainstorming technique stated by each respondent before. Finally, the writer, with the permission from the lecturer, collected the scores of the students' essays.

The summary of data collection steps is:

- 1) Searching out the related data from library.
- 2) Determining the population of the study.
- 3) Observing and interviewing the respondents of the population.
- 4) Searching out the ways of the students in practicing the brainstorming technique.

- 5) Relating the factual findings in the population and the library data.
- 6) Distributing the first and second questionnaires.
- 7) Collecting the scores of the students' essays.

D. TECHNIQUE OF DATA ANALYSIS

After all the required data are collected, the writer compiles them and relates them to the statement of the problems. As stated before, she uses qualitative method together with quantitative one to present and analyze them. Therefore, she also uses some formulas from statistical calculation. Finally, she makes a conclusion to answer the problems of the study.

In brief, the writer analyzes the data with the steps below:

- 1) Classifying the findings of the ways of brainstorming used by the students.
- 2) Analyzing the findings based on the library data.
- 3) Tabulating and analyzing the students' essays before and after they used the brainstorming technique.
- 4) Tabulating and analyzing the semantic differential scales of the attitude values.
- 5) Tabulating and analyzing the correlation between the scores of essay and the attitudes toward the use of the brainstorming technique.
- 6) Interpreting the data.
- 7) Drawing a conclusion.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS