

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

There are two main methods of research that are widely used as a research method; first is Qualitative approach and second is Quantitative approach. In this study the writer chose quantitative approach. The quantitative research approach usually characterized as being linear, each stage being carried out one after the other, research questions are formulated, data are collected then statistically analyzed, and findings written up. (Heigham & Croker, 2009). Another opinion says that “quantitative research specifies a numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual descriptions of the phenomena under study”. (Vanderstoep and Johnston, 2009)

This study is conducted to find the effectiveness of using bilingual dictionary and monolingual dictionary to write a narrative text done by MBI Amanatul Ummah Students. The writer applies Quantitative methods for this study. The quantitative approach is used to count the data or scores from the respondents (MBI Amanatul Ummah’s Students); the accurate data can be obtained by using a quantitative approach. This approach will show us the fact even it is good or not, true or false, better or worse; all those elements may be known from the quantitative approach. The students score may answer the research question about which dictionary is more effective for students to use. It is expected that the result will directly be known from the students’ writing tests.

3.2 Population and Sample

3.2.1 Population

The population of this study is the Islamic Senior High School International Standard (MBI) Amanatul Ummah's students. The number of the students is 750. It consists of grade X, XI, and XII. Since the number is quite large, so the writer took only some students as the population. Those students became the objects of this study.

3.2.2 Sample

The theory for obtaining the sample used purposive sampling. Using purposive sampling was the suitable ways to collect the sample of data because the data (the students) has quietly same ability in English proficiency (homogenous sample). According to Creswell (2012) he stated that purposive sampling is used for the homogenous sampling of data. He also stated that the aimed of using purposive sampling in order to get the best of data from selecting data which can be useful for the study. The purposive sampling that is taken from him does not depend on numbers. In addition the writer chose the most comfortable class to get the data.

In this study the writer took the data from the XI J Class. This class contains 21 students. Only 20 students that were taken as the data this study. He chose this class by the teacher recommendation. The teacher suggests that he takes XI J as the samples to conduct this study. This class contains students who equal capability in English. Before students entered the class, they got several tests from teacher in order to know their English proficiency.

3.3 Techniques of Data Collection

Technique of data collection conducted by the writer consist of five steps. First is conducting observation. The writer had conducted an observation for a week. He observed their English learning process and their ability in English. The second step is selecting the intended samples for this study. In this case the writer took XI J class (second year students) . This class is the most suitable class to conduct the research because of teacher recommendations. This class contains students who have equal English proficiency.

The third step was providing pre-test for XI J class. The pre-test was conducted by all students. In this case the writer did not divide the students into two groups because they have the same question and they are not allow to use any kinds of dictionaries. In this section the writer asked them to write a narrative text with the theme “the worse experience ever in your life”. It was conducted on Monday 11 September 2013.

The next step was providing post test. In this section the writer divided students into two groups. First was Monolingual dictionary group (MD group) and the second was Bilingual dictionary group (BD group). MD groups used the Oxford Learner's Pocket Dictionary (OLPD 4th Edition) as a monolingual dictionary, and (BD group) used *Kamus Inggris-Indonesia* by Echols and Shadily. In post test section they had to write a narrative story but the theme is different. The theme for post test was “the best experience ever in your life”. In this matter the students were obliged to use a dictionary depending on the group. The last step of techniques data collection

was collecting data from both tests: pre test and post test. The post test was held Saturday 30 November 2013.

3.4 Techniques of Data Analysis

In this part the writer explains the steps of techniques data analysis. He divided seven steps to explain them. The first step was correcting all the pre-test and post-test papers. The scores were taken from two kinds of tests. In this section the writer asked the teacher to correct students' test papers. He believes that the teacher has more authorities to correct his students' papers because he knew his students' proficiency better than the writer did. The second step was classifying the scores into two: namely pre test and post test. The third step was classifying the post test scores into two: scores related to the use of Monolingual Dictionary (MD) and the scores related to the use of Bilingual Dictionary (BD).

The fourth step was entering all data in the form of pre test scores and post test scores either using MD or BD. The fifth step was counting all the data (students' scores) by using t-test. In this matter the writer used t-test to count the significant differences between the students who use monolingual dictionary and students who use a bilingual dictionary in their pre-test and post test. T-test is (in testing and statistics) a quantitative procedure for determining the statistical significance of the difference between the means on two sets of scores. (Richards and Schmidt, 2010) In this matter the writer used excel to count the significant differences between MD and BD.

The sixth step was interpreting the result of the counting. After the writer count all the data, he interpreted the result. Which dictionary has significant increasing scores toward students' writing ability. The last step was drawing conclusions.

CHAPTER IV

RESULT AND DISCUSSION