

## **CHAPTER 3**

### **METHOD OF THE STUDY**

#### **3.1. Research Approach**

This study is mainly focused on learners' linguistic knowledge in the micro level ability, especially grammar of the learners in line with their learning opportunity. Since the writer analyzed and explained the data in the form of number, or tested the hypothesis through a controlled systematic process, it is obvious that she used quantitative approach , or in other words we may call it as scientific approach.

Quantitative approach happens because many thoughts and opinions are distorted through bias and prejudice which can have big consequences to other people. By measuring and controlling the phenomena that may happen in the world, we can replenish and correct our thoughts.

#### **3.2. Population and Sample**

The study took place in the Diploma Program of English Department of Airlangga University especially in the subject –Structure V. The reason of choosing Structure V class is because it is related with the main focus of this study that is analyzing the students' grammar knowledge, or may call as receptive knowledge, in line with their learning opportunity process.

The population of this study is 75 students which comprises two groups. The first group consists of 40 students and this is divided into two smaller groups; the other group is also divided into two, and they comprise 35 students. Here is the table of students' classification in Structure V class.

No	Class	Number of Students	Lecturers	Days	Time Schedule
1.	A	18	Mrs. Dewi Meyra	Monday	09.10 am
	C	17	Mrs. Titin D.S		11.10 am
2.	B	14	Mrs. Lusvita F.N	Monday	09.10 am
	D	26			11.10 am

Here, the writer only selected two classes out of four, which Mrs. Lusvita taught, as the respondents of the study. It happened because the rest two classes, which Mrs. Dewi and Mrs. Titin taught, were also carried out on the same days and hours. The respondents were chosen by using simple random sampling, with the assumption that every individual in the population has equal chance to be chosen.

### 3.3. Technique of Data Collection

In collecting the data, the writer asked for information to their teacher about the class that was going to be tested in order to know the number of the students, and asking for the topics of teaching material that the students were going to have in their class periods. These topics, then, would be used as a

controlled process in making test items. Since the topics of the tests would be based on what they are going to study in the class. This procedure was done only in one day on November 17<sup>th</sup>, 2006.

Second, the writer made test items. The test items were taken from the book entitled “Teacher’s Manual-Focus on Grammar” published by Longman. This book is used by the teacher itself in the Structure V class as the handbook for the teacher, but not for the students. It was done by the writer since the tests should be based on what they are going to study in their class. The test items, then, would be used in pre- and post-tests.

Third, the writer conducted the pre-test. The schedule for the pre-test has been discussed firstly with the teacher, and it was on November 20<sup>th</sup>, 2006. The test conducted before the students started the class, and it took around twenty minutes to do the test.

Fourth, the writer did an observation. The observation took for three meetings. The first day of the observation was done after the pre-test had been conducted. It means that on the same day when the pre-test was conducted to the students. The following observations were done at the time when the students attended Structure V class. To make it more clearly, the following were the time table of the observation day and also, the topics of the materials that the students had in their study.

Topic	Sub Topics	Class	Attendance	Time Schedule	Time
Indirect	1. Direct and Indirect Speech	B	9	November, 20 <sup>th</sup> 2006	09.50- 10.30
		D	20		11.50- 12.30
	2. Indirect Speech :	B	11	November, 22 <sup>nd</sup>	11.30-

Speech	Tense Changes			2006	12.00
		D	17	December, 8 <sup>th</sup> 2006	13.30-14.00
	3. Indirect Instruction, Commands, Requests, and Invitations	B	14	December, 18 <sup>th</sup> 2006	09.30-10.30
		D	24		11.20-12.00

After finishing the observation, the writer conducted the last test, the post-test. It was conducted on December 18<sup>th</sup>, 2006. So, the test was held when the students finished their learning process in class, and took for their twenty minutes' time. To be more efficient, herewith the writer presented the schedule of the two tests into a table.

Type of Test	Time Schedule	Topics
Pre-test	November, 20 <sup>th</sup> 2006	Indirect Speech
Post-test	December, 18 <sup>th</sup> 2006	

Having observed the students' learning process in Structure V class and conducted the test, the writer also interviewed the students and the teacher. The act of interviewing the students was done in order to find out their individual difference and their opinion about their teacher style learning. Since the result can be used to interpret the result of data analysis. The writer interviewed the students after they had finished the post test, meanwhile for the teacher, she interviewed on December 28<sup>th</sup>, 2006.

During the process of the data collection, the writer was also accompanied by their English teacher in order to help the writer controls the data.

In short, the procedure to collect the data were:

1. Asking for information about the sample's condition and the material
2. Making test items
3. Conducting the pre-test
4. Doing an observation
5. Conducting the post-test
6. Interviewing both the students and their teacher

### **3.4. Technique of Data Analysis**

Several procedures are required to analyze the data. First, the writer classified the data. She classified into: the data from pre- and post-test. Second, the writer scored all of the data. In scoring the data, the writer used the answers which had been taken from the 'Teachers' Manual' book. Third, the writer put their marks into a table. This table contains the names of all students who have followed the tests, and also their marks from pre- and post-test. This table will be used as a source of doing an analysis.

Fourth, the writer analyzed the data. The process of analysis is going to be calculated by using Pearson formula. This is done because she would like to find out whether there is any correlation between students' learning process in Structure V class and their scores. So the hypotheses will be stated as follows :

H0 : There is no correlation between students' learning process in Structure V class and their scores.

**H1 : There is a correlation between students' learning process in Structure V class and their scores.**

**Pearson formula here is used when we are going to do a research in which the hypothesis is finding out the correlation between two variables with common basis to them, and the data considered to be as interval or ratio data. At last, she interpreted the data and drew a conclusion.**

**In short, the procedures of data analysis are :**

- 1. Classifying the data of test items**
- 2. Scoring all the data**
- 3. Putting the data into tables**
- 4. Analyzing the data of the tables of scores**
- 5. Interpreting the data**
- 6. Drawing a conclusion**

# **CHAPTER 4**

## **DISCUSSION**