

CHAPTER III

RESEARCH METHOD

This chapter is concerned with the methods of this study which applied to achieve the objectives of the study as mentioned in chapter one and elaborated in chapter two. It covers the research design, setting, population and subject of the research, data collection techniques, data analysis and validity of the instruments.

A. Research Design

This study aimed to describe the writing strategies employed by students in learning writing as well as their perception on the use of the strategies. Therefore, the design of this study is a descriptive survey research. Descriptive survey research is applied to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education (Creswell, 2008: 376; Lodico, Spoulding, & Voeltge, 2010:26). Moreover, the related descriptions are then summarized by reporting the number or percentage of persons reporting each response. Since it summarizes numerically then this approach is quantitative, and surveys are typically administered to a random sample of the population to which the researcher wants to generalize the survey results; however, in contrast to experimental research, there is no manipulation of variables, and data are not gathered to test a hypothesis (Lodico, et.al, 2010: 26). Therefore, descriptive survey is considered a non-experimental approach. Survey study also can be used for describing and comparing data related to the real conditions, attitudes or events and their relationships (Cohen, Manion & Morisson, 2000: 169; Nunan,

1992: 140). Thus, the design of descriptive survey helped the researcher to identify important beliefs and attitudes of individuals in terms of writing strategies which are employed in every writing stage as well as their perception about usefulness of those strategies.

B. Research Setting

This study was conducted at Muhammadiyah University of Kendari. It is located at Jl. K.H. Ahmad Dahlan No. 10 in Kendari. This university was purposively chosen due to some reasons: this university is one of private universities in Kendari with English study program as one of its favorite study programs. Since 2014 the English study program has developed several additional programs for the students, such as TOEFL preparation, matriculation classes, thesis reviewers and peer-reviewers, integrated KKA (*Kuliah Kerja Amaliah*) with other universities in other region in Indonesia and other countries such as Thailand and Malaysia. Moreover, the researcher was a staff in the university for four years and is in contact with some lecturers who taught in English Education Department. Thus, the researcher having no problem to access the university especially in Teacher Training and Education Faculty. Though the students in English Department show some developments in their learning achievements, but they still lack in writing skill and have difficulties in producing good text. Hence, the researcher hopes this study is able to assist them in solving their writing difficulties.

C. Participants

The population of this study is the students of English Department at Muhammadiyah University of Kendari. Creswell (2008: 381) describes that researcher do not always study an entire population, instead the researcher can set a target population. Moreover, Creswell also explained that it is also possible for researcher to study the entire population because it is small and can be easily identified. This type of survey permits conclusions to be drawn for the entire population. Therefore, random sampling, hypothesis testing, and the use of inferential statistics are not necessary. The researcher simply report descriptive statistics about the entire population (pp. 382).

Since this study is aimed to describe the writing strategy used and students' perception on the use of the writing strategies, then the target population is the students who enrolled in the writing class (Basic Writing and Writing III). They were registered as students in the academic year of 2016/2017. Therefore, all target population were chosen as subject for this study. There are total of one hundred and forty students were chosen as participants in this study. Their ages ranged from 18 to 24. They spoke Indonesian as their mother tongue and learned English as a foreign language. They have learned English since in primary education, thus they received English as formal instruction between six to eight years. They consist of 102 female students and 38 male students. In addition, the English level of the students were determined by university as intermediate level. In fact, the university did not provide separate English test to determine the students English proficiency level. However, based on information form some lecturers, that they use the course book for teaching and learning of integrated

skills provided by university, which was New Headway Intermediate, it could be inferred that the participants' English proficiency was at intermediate level. For the level of high and low proficiency students, they were chosen purposively from their writing score. The high proficiency students are students who got A and B, while the low proficiency students are those who got C and D.

D. Technique and Instrument of Data Collection

In order to collect the data for this study, the researcher applied three kinds of instruments. They were questionnaire, semi-structured interview and writing score. The questionnaire is used to collect data on writing strategies employed by students of English Department in Muhammadiyah University of Kendari. It is also used to find out information about the students' perception on the usefulness of the writing strategies in the writing activities. A semi-structured interview with open-ended questions was used as supplementary data to gain more information on the use and the usefulness of the writing strategies. The writing score was used as the result of students' writing achievement after the process of writing.

1. Questionnaire

The questionnaire is adapted and developed from Petric and Czarl's writing strategy questionnaire in their published article *Validating a Writing Strategy Questionnaire* (Petric & Czarl, 2003). This adapted questionnaire was chosen since it is concerned with the information related with writing strategies. Besides, this instrument has been used in other studies which have the same purpose of describing students' writing strategies (Zhang, 2015; Maarof & Murat,

2013; Chen, 2011; Baker & Boonkit, 2004). While, the format is in accordance with Strategy Inventory for Language Learning (SILL) developed by Oxford (1990: 283), which uses a five-point Likert scale ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me).

According to Petric and Czarl, this questionnaire is a valid instrument which uses both qualitative and quantitative methods with the value reliability of 0.6. However, some changes were made to the questionnaire based on the suggestions provided in the conclusion of their article. Those suggestions allow future researchers to modify the questionnaire so that it would suit to investigations into writing strategies in the future. The content validity was applied with the expert judges, while the pilot was applied to check its reliability. The result of Cronbach alpha coefficient was 0.65 for the writing strategies use and 0.64 for the perceived usefulness of the writing strategies.

The questionnaire is developed into two parts: Part one is the background questionnaire. It mainly asks about personal information such as name, age, class as well as their motivating factors of learning English. Part two covers the writing strategies. This part contains 45 items, which are subdivided into three stages of writing, i.e., pre-writing stage (8 items), while-writing stage (19 items), and revising stage (18 items). The following table presents information on how the writing strategies are distributed into the questionnaire.

Table 6 The distribution of writing strategies in the questionnaire items

Writing Stages	Writing Strategy	Items
Pre-writing	Rhetorical strategies	Items no. 1 , 2, 3, 7, 8
	Metacognitive	Items no. 4, 5, 6.
While writing	Rhetorical	Item no. 9, 10, 11, 20
	Cognitive	Items no. 12, 13, 14, 15, 16, 19, 21
	Meta cognitive	Item no. 17
	Social/ Affective	Items no. 18, 22, 23, 24, 26, 27
	Communicative	Item no. 25
Revising	Cognitive	Items no. 28, 29, 36, 32, 33, 34, 35, 37, 41, 42
	Social/ Affective	Items no. 31, 39, 40, 44, 45
	Communicative	Items no.30, 38, 43

2. Interview

A Semi-structured interview is conducted to obtain a detailed description on the use writing strategies used in writing activities. It contains open ended questions with 20 primary questions related with writing activities as well as the writing class situation. The questions were checked by the experts and some colleagues and then revised. At interview session, the participants were asked to provide their opinion about their writing activities and writing class. They were given time to read the questions before the interview started. List of question for the interview session can be seen in appendices.

3. Writing Score

Writing score was used as the students' writing achievement which gained from the grade of their final examination. The scoring system which

applied by the teacher is Assessment Criteria based on Jacob's ESL Writing Composition which applied as the regulation from the study program. The grade was used to measure the students' achievement after involving in a writing process. The students' grade were grouping based on the grade scale employed in English Department of UMK ($A \geq 85$, $B = 75 - 84$, $C = 65 - 74$, $D \leq 64$). The students' grade were also used to determine the group of high and low proficiency students. The high proficiency group consists of students with score A and B (≤ 75), while the low proficiency group covers the students with score C and D (≥ 74).

E. Technique of Data Analysis

The quantitative data resulted from the questionnaire were analyzed by using descriptive statistical analysis of SPSS system. The mean scores of all strategies were calculated to determine all participants' overall use and perceived usefulness toward the writing strategies. The collected data from the 5-point (1-5) *Likert* scale were interpreted by using the coding system from Oxford' SILL (1990). The result of questionnaire firstly was divided into group of male and female students. Then it also divided into the group of high and low proficiency students. The data from the questionnaire then analyzed using descriptive statistics which consist of measure of frequency and measure for central tendency (Mackey & Gass, 2005:251) to get the mean score (\bar{x}) of each points in the questionnaire. Measures of frequency are used to indicate how often a particular behavior or phenomenon occurs. In this study, it is related to the frequency of writing strategies. Moreover, the each groups' mean scores for individual strategies as

well as each of the five categories were examined for statistical significance using paired *t*-tests. According to Mackey and Gass (2005), “the *t*-test can be used when one wants to determine if the means of two groups are significantly different from one another” (p. 272). Further analysis is to see the relation between the writing strategy use and the perceived usefulness of writing strategy toward the students’ writing achievement. The analysis was used Product moment correlation.

The data from interview section were transcribed and classified based on the main topics of the interview question. The writing score is used as measurement for the students’ achievement on writing. It was also used to determine the group of high and low proficiency students.

F. Instrument Validity and Reliability

The content validity was applied for the instruments of this research. Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested (Fulcher and Davidson, 2007 :6). This is usually done using expert judges. In this study, the instruments were validated by the expert judges to see the content of the instruments. The instruments were also reviewed by some teachers of writing course and some colleagues as the peer validation. This aimed to see the content that related to sentence formulation on the instrument. Inter rater was used in term of grouping the students’ writing strategies to suit the Mu’s categories.

A pilot study was also conducted to check the reliability of the questionnaire. The questionnaire was tested to eight students of English

Department which were not included as the participants of the study. The internal reliability of the questionnaire was calculated by computing its *Cronbach* alpha to examine the consistency of the research. According to the pilot study, the reliability for writing strategy use is .651 and for the perceived usefulness of writing strategy is .642. From the result, it can be said that the questionnaire is reliable in testing the writing strategy use and the perceived usefulness of writing strategy.