

CHAPTER III

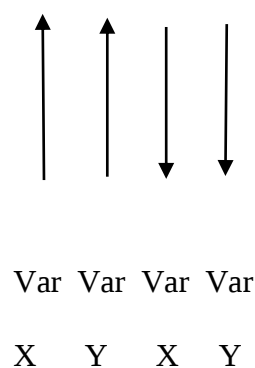
RESEARCH METHOD

A. Research Design

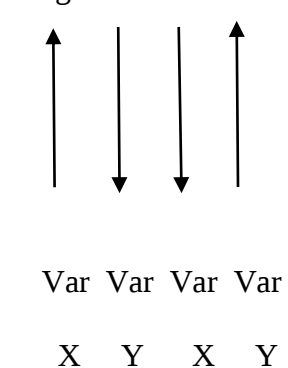
The study conducted through quantitative method and the design was correlational study. In this study, bivariate correlation was used to describe relationship between two variables. In this study, the independent variable or the variable that explained and affected another variable was “learning strategies in reading” or usually known as X variable. For the dependent variable or the variable that being affected by the independent one was “idiomatic expressions mastery” or usually known as Y variable.

The correlation between variable X and Y can be describe on the following scheme (Sudijono, 2005)

Positive Correlation



Negative Correlation



B. Research Setting

The setting of this research includes the location and time of the research.

1. The location of the research at English Department in Faculty of Tarbiyah and Teachers' Training at IAIN Antasari Banjarmasin, that is located on Jl. A. Yani Km. 4,5 Banjarmasin.
2. The research is conducted the sixth semester in academic year 2015/2016, around April and May 2016.

C. Population and Sample

1. Population of the Study

The population of this study is all of the sixth semester students of English Department at IAIN Antasari Banjarmasin academic year 2015/2016. There are five classes and it consist of 160 students. To know the total number of population can be seen in the following table :

Table 3.1 Population of Research

Academic Year	Classes	Total
2015/2016	A	30
	B	34
	C	33
	D	34
	E	29
	TOTAL	160

2. Sample of the Study

The researcher takes the sample of population by using random sampling for this research. According to Arikunto (1996), he says that “the population is more than 100 is taken sample between 10-15 % and 20-25 % or more than 25 % is good. In line with the explanation above, the researcher decide to take 25 % of the total students. There are five classes of sixth semester students consist of 160 students, so the researcher takes 40 students in this study. To more know about that, it can be seen in the following table:

Table 3.2 Sample of the Study

Academic Year	Classes	Number of Students	Sample
2015/2016	A	30	8
	B	34	8
	C	33	8
	D	34	8
	E	29	8
	TOTAL	160	40

D. Research Instrument

The instrument of this study used questionnaire and test achievement. The test of idiomatic expression was taken from *English Idioms and Expression Test*, test consisted of twenty multiple-choice questions and was used to measure students’ idiomatic expressions mastery. And the questionnaire was taken from *Andrew D. Cohen & Rebecca L. Oxford*, the

questionnaire consisted of sixteen multiple choice question and as used to know students' learning strategies in reading.

E. Data Collection Procedure

In collecting the data, the instrument of this research are questionnaire to measure student's learning strategies in reading (variable X) and idiomatic expression test to measure the students's idiomatic expression mastery (variable Y).

1. Questionnaire

In this research, the writer will distribute the questionnaire to the students aimed to know about their reading strategy. The questionnaire was taken from *Andrew D. Cohen & Rebecca L. Oxford* is based on items from Rebecca Oxford's *Strategy Inventory for Language Learning*, which appears in R. L. Oxford. 1990. *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle, as well as strategies identified and described in A. D. Cohen's *Language learning: Insights for learners, teachers, and researchers*. NY: Newbury House/HarperCollins, 1990. There are 16 valid items used for reading strategies. The questionnaire used five alternatives based on the Likert's scale types. According to Syofian Siregar (2013), Likert's scale is used to measure attitude, opinion, perception based on the certain object or phenomena.

2. Test

A test is a systematic procedure for observing one's behavior and it with the aid of numerical of category system. A test is used to collect the

data of students' idiomatic expression mastery (variable Y). The writer used twenty multiple choice questions for idiomatic expressions test was taken from *English Idioms and Expression Test*.

F. Data Analysis Procedure

After processing the data, the next step is data analyzing. There are three steps of analyzing data. The first step is to find out the students' idiomatic expression mastery. The second is to find out student's learning strategies in reading. And the third is to find out the relationship between students' learning strategies in reading and idiomatic expressions mastery, after that the writer used the correlation formula by Pearson Product Moment Correlation Formula to test the significant relationship between them.

To find out the degree of students' idiomatic expression mastery and their learning strategies in reading and the correlation degrees of them:

1. Make students' score table based on the test and find out the sum of their score of idiomatic expression mastery. After that classifying the students' score by using the following criteria. The students' scores will be categorized into five level based on Book of David P. Haris as follows:

Score	Category
80-100	Excellent
70-<80	Good
60-<70	Fair

50-<60	Low
0-<50	Very Low

2. After presenting the questionnaires, the writer counted and analyzed the result of the questionnaires that have been answered by the students as the data description.
3. In order to determine the degree of correlation between learning strategies in reading and students' idiomatic expression mastery of the sixth semester students' English Department IAIN Antasari Banjarmasin academic year 2015/2016. The writer uses a Pearson Product Moment because both of data are interval data. Pearson Product Moment is usually used to correlate two variables based on its correlation coefficient value, it is useful to describe and find out the significance of the correlation between two variables, variable X and variable Y. It is usually symbolized by r or r_{xy} .

Pearson Product Moment formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{NX^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : coefficient of correlation between X variable and Y variable

X : sum of score in X distribution

Y : sum of score in Y distribution

ΣXY : sum of multiplication of X and Y

ΣX^2 : sum of X square

ΣY^2 : sum of Y square

No Resp	X_1	Y_1	X_1^2	Y_1^2	$X_1.Y_1$
(1)	(2)	(3)	(4)	(5)	(6)
1	X_1	Y_1			
2	X_2	Y_2			
3	X_3	Y_3			
...					
...					
...					
N					
Jumlah	ΣX_i	ΣY_i^2	ΣX_i^2	ΣY_i^2	$\Sigma X_i.Y_i$

Pearson correlation

The score of "r" product moment (r_{xy})	Interpretation
0.00-0.19	There is a relationship between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.

0.20-0.39	There is a relationship between X and Y, but it is weak or little.
0.40-0.69	There is a relationship between X and Y. The value is medium.
0.70-0.89	There is high relationship between X and Y.
0.90-1.00	There is very high relationship between X and Y.

To know whether there is any significant correlation or not between X variable and Y variable, the writer formulated H_a (Alternative Hypothesis) and H_0 (Null Hypothesis) first as follows:

- a. H_0 : “there is no positive correlation which significant between X variable and Y variable”.
- b. H_a : “there is a positive correlation which significant between X variable and Y variable”.