

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of Research

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. According to Polit and Hungler (2004:233), methodology refers to ways of obtaining, organising and analysing data. Methodology decisions depend on the nature of the research question. In this study methodology refers to how the research was done and its logical sequence. The main focus of this study was the exploration and description of the experiences of registered nurses involved in the termination of pregnancy, therefore the research approach was descriptive.

Descriptive method is a method that is used to describe the data systematically and accurately. Descriptive research can be use in quantitative or qualitative, which in this research, the researcher used qualitative study. According to Creswell (2005:39) that qualitative is type of education research in which the researcher relies on the view of participant, ask broad, general question, collect data consisting largely of words (or text) from participant, describe and analyze these words for themes, and conducts the inquiry in a subject, based manner. Lincoln and Guba (in Sugiyono, 2011:219) state that naturalistic sampling is, then, very different from conventional sampling. It is based on informational,

not statistical, considerations. Its purpose is to maximize information, not to facilitate generalization.

In addition Miles and Huberman (1994:4) state that the general reasons for conducting qualitative research are description and hypothesis generation. Description is done when little is known about the phenomenon under study. Qualitative research does not have a priori hypotheses. Qualitative inquiry might, however, elicit appropriate hypotheses. Van der Wal 1999:56 states that the present study did not bring a priori hypotheses, only a guiding question, a brief explanation may serve to put each one in proper perspective.

In brief, the researcher designed this research with more flexible and applicable form of methods based on the experts statements above with the intention to find out about the students' mastery in writing passive voice in the second year students of SMA Negeri 6 Pontianak.

## **B. Setting Participant of Research**

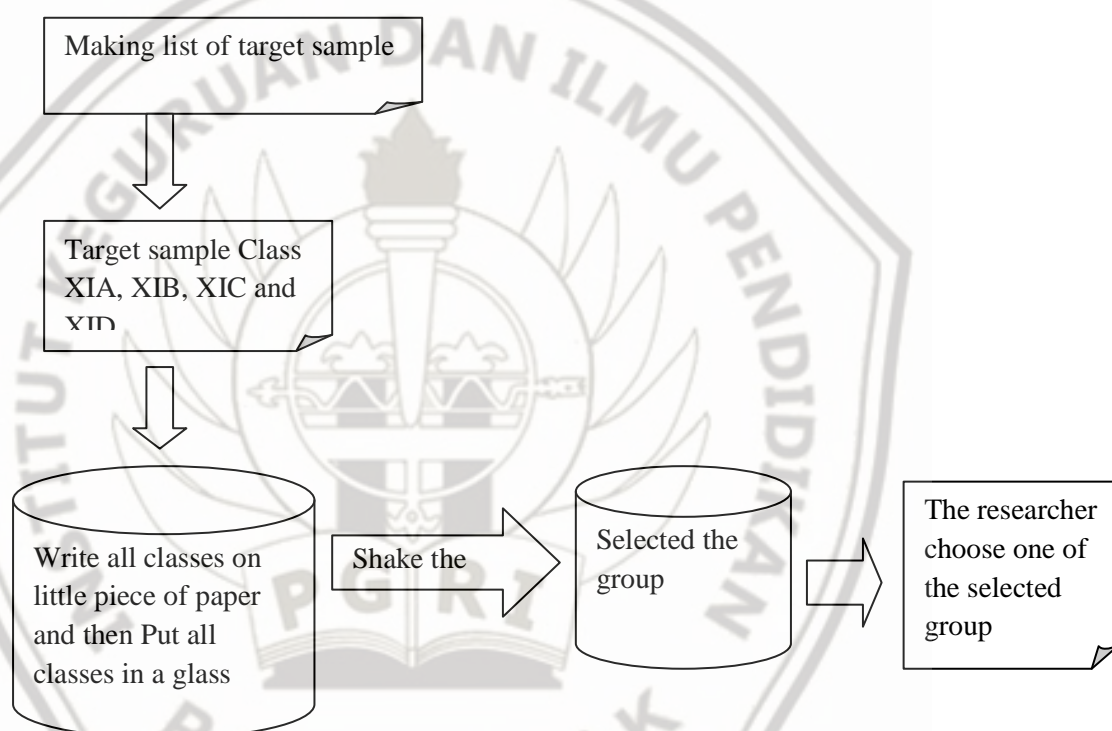
### **1. Population**

The population of the study is second year students of SMA Negeri 6 Pontianak, consisting of 118 students who are grouped into four classes.

### **2. Sample**

Sample is part of population that has been investigated. The researcher investigated the second year students of SMA Negeri 6 Pontianak as population for his research. In this research the

researcher used cluster random sampling as a technique for choosing the sample. Cohen (2000:101) “By cluster sampling, the researcher can select a specific number of schools and test all the students in those selected schools”. The sample was chosen randomly from a list of the population. The procedure of taking the sample was illustrated as follow:



**Figure 3.1**  
**Procedure of Sampling Illustration**

After random the cluster groups, 33 students of class XID was chosen to be a sample of this research.

### C. Tool of Data Collection

In order of collecting the data, the researcher has used three kind of main instruments and with one additional instrument in order to strengthen

data validity, they are: questionnaire, unstructured interview, and a test to gain the students achievement and undersatanding in passive voice.

### **1. Questionnaire**

The researcher had constributed the prepared questionnaire to the selected respondents and collect it directly as it is finished. Questionnaire was used to acquire information about students' difficulties in passive voice. It consists of ten questions which is the questions are related about the students' difficulties in learning passive voice.

### **2. Interview**

The next step that the researcher have done is asking some questions related to the research by interviewing the respondent which in this research is the teacher and the students by using the unstructured interview to fullfil the data collecting. According to Patton (2002) that unstructured interviews as a natural extension of participant observation, because the so often occur as part of ongoing participant observation fieldwork. He argued that rely entirely on the spontaneous generation of questions in the natural flow of an interaction. The researcher recorded the interview by using tape recorder and note in order to memorize the result of interview itself.

### **3. Test**

An instrument plays an important role to collect data. In gathering the required data, the researcher used Sentence-typed test. They were

constructed in the form of simple present tense, simple present continuous tense, simple past tense, and simple past continuous tense. The sentence typed item is a written statement which requires the examination to supply the correct word or short phrase in response to an incomplete sentence. The choice of the tests type was based on the consideration.

- a) Objective type test generally makes examiners easy to compute the difficulty level and discriminating power.
- b) Objective type test would not make examinee have different interpretation of students' test-papers because the correct answers are limited. It will be easy to score.

**Table 3.1**  
**Test of Specification**

No	The tenses of the Instrument	The items of the test
1	The Simple Present Tense	5 (2,3,5,6,10)
2	The Simple Present Continuous Tense	5 (4,8,13,18,20)
3	The Simple Past Tense	5 (1,11,14,15,16)
4	The Simple Past Continuous Tense	5 (7,9,12,17,19)
	The total of the items	20

In avoiding misunderstanding between the researcher or interviewer and interviewee, the interview has been done in Indonesian and during the research, the interview is done as the readiness of the respondent and it is done once. After finished doing all of them, the researcher combined the result of the questionnaires and interviews which has been collected in order to obtain the desired data analysis.

#### **a. Instrument of Validity**

To collecting the data, the researcher used questionnaire, unstructured interview and test. Validity and reliability is an important part in conduct the research. According to Fraenkel and Wallen (2009:135) that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes, and reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Validity is arguably the most important criteria for the research.

#### **D. Technique of Data Analysis**

After collecting the data through the observation, the researcher investigated the problem that researcher has found on the field by re-read the notes, questionnaires, and the interviews and the tests result which has been taken during the observation and reviewing the photographs, then the researcher analyzed the obtained data by the following steps which are proposed by Miles and Huberman (1994:21): Data reduction, displaying data and drawing conclusion.

##### **1. Data reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis.

## 2. Data Display

Data display is the second major flow of analysis activity is data display. A ‘display’ is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

## 3. Conclusion Drawing/Verification

Conclusion drawing/verification is the third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The final conclusions may not appear until data collection is over.

Then, each questionnaire items are given indicators: Strongly agree (SA), Agree (A), Undecided (E), Disagree (D), and Strongly Disagree (SD). The aim is to help the researcher to gain the frequency data of students’ mastery of passive voice in SMA Negeri 6 Pontianak.

**Table 3.2**  
**Scoring table**

<b>Indicators</b>	<b>Statement</b>
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

*(Adopted from Harris,2005:36)*

To analyzed the result of this questionnaire, the researcher is aimed to find out the percentage score of questionnaire by using the formula as follow:

$$M = \frac{x}{y} \times 100\%$$

Where:

M= Students Score In Percent (%)

X= Students Individual Score

Y= The total number of participants

*(Taken from Harris, 2005:40)*

The categories of students' level of the questionnaire will be explained as the table follow:

**Table 3.3**  
**The Classification of Students' Level**

Qualification	Range of Score
Low Level	70-100%
Moderate	40-69%
High Level	0-39%

*(Taken from Cohen et al, 2000)*

Related to this students' classification, the higher students score in the questionnaire, indicated that they are attributed to the low level in mastery the passive voice.

In this research, the researcher took only one measures of central tendency: the mean, in order to know the average of the all students score.



a. Analysis on the students' means score of test

The researcher made 20 items, for which every item got 5 scores

$$M = \frac{\sum x}{N}$$

$M$  = The means score

$\sum x$  = The sum of students Score

$N$  = The total number of participants who take the test

*(Taken from Harris,2005:36)*

The result of mean score was tabulated by using passive voice score classification. The tabulation score as follows:

**Table 3.4**  
**The Criteria of Mean Score**

No	Score of Range	Classification
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

*(Adopted from Harris,2005:36)*

b. To analyzed the percentage of students' score from the questionnaire, the researcher used the formula as follow:

$$M = \frac{x}{y} \times 100\%$$

Where:

$M$  = Students' Score In Percent (%)

$X$  = Students' Individual Score

$Y$  = Students' Highest Score of Students Individual Score