

CHAPTER III

RESEARCH METHODOLOGY

In this research methodology, the writer discusses the related frame to the method in analyzing the problem of the study. It involves a set of research activities used in this study, such as: research design, population, sample and respondent, instrument of data, technique of data collection, and technique of data analysis.

A. Research Design

Research is a scientific method for gaining the knowledge by using an investigation for finding out empirical fact which verifies the hypothesis.¹

The approach in this research is quantitative approach. Quantitative approach emphasizes precisely on measuring variables and testing the hypothesis that are linked to general causal explanation.²

The design of this research was Comparative study. According to Suharsimi Arikunto, comparative research tends to find the similarity defines about things, procedure, jobs, critical to the people or group toward ideas or procedure of the system. And also compare people similarities views, group or country towards case, people incidents towards idea³.

¹ Joko Subagiyo, *Metodologi Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Asdi Mahstya, 2004), 2.

² W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991), 122.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : PT. Rineka Cipta, 1996), 310.

This research tried to find the significant difference of students' Language Learning Strategies (Direct and Indirect strategies) on English achievement.

B. Population and Sample

1. Population

Population is all members of well defined class of people, events, or objects.⁴ Commonly, population is the whole members of human, animals, events, or the things. Specifically, population is the research elements which become the research tareget theoretically.

The population of this research is all students of English Department on second semester of STAIN Ponorogo in academic year 2014/2015, they are TI.A, TI.B, TI.C, and TI.D. Total the population is 83 students.

2. Sample

The sample is part of the study population that represents the population.⁵ Sample as a whole has the same characteristics as the population. So the sample is representative of the population, especially in terms of data collection, and can also be said that the sample acts as respondents.

In this research, the researcher would choose simple random sampling. Simple random sampling is technique of choosing samples without paying attention the strata of that population.⁶ Simple random sampling technique is technique of choosing sample where all individuals in population have

⁴ Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta : PT Bumi Aksara), 53.

⁵ Tulus Winarsunu, *Statistik dan Psikologi dan Pendidikan* (Malang: UMM Press, 2002),

12.

⁶ Nanang Martono, *Metode Penelitian Kuantitatif: Analissi Isi Dan Data Sekunder*, (Jakarta: Raja Grafindo Persada, 2011), 75.

change to be chosen as member of sample. Therefore, simple random sampling is considered as best technique of sampling in research.⁷

Sugiyono stated determination of the amount of samples of a given population with standard error 1%, 5%, and 10%.⁸ The sample of this research is 68 respondents. It means use standard error 5%.

*“Bila sampel dibagi dalam beberapa kategori, maka jumlah sampel untuk setiap kategori adalah minimal 30.”*⁹ It means that if the sample is divided into category has at least 30 members. Here, the population will be divided in group. Each group at least includes 30 students. Precisely in this research, the students who have direct strategies are 34 people and the students who have indirect strategies are 34 people.

C. Instrument of Data Collection

Instrument is the tool for assist which is chosen and used by researcher in collecting the data to make the activities will systematic and become easy. A research will give the high value if it is done systematically.¹⁰

1. Language Learning Strategies Questionnaire

In this study, the researcher uses the questionnaire as the research instrument. The questionnaire is used to measure the students language learning strategies. Learning style questionnaire consist of 36 questions.

⁷ Ibid., 112.

⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2006), 128.

⁹ Hartono, *Statistik untuk Penelitian* (Yogyakarta: Lembaga Studi Filsafat, Masyarakat, Kependidikan dan Perempuan (LSFK2P), 2004), 188.

¹⁰ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta : PT. Rineka Cipta, 2003), 134.

Technique of scoring based on the option and the characteristic of number item as follow:

Table: 3.1

Scoring of Number Item

Option	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

The questionnaire after get validity and reliability test occur the item number moving. It is definite based on the indicators of questionnaire. The content of instrument can be seen as follow:

Table: 3.2

Instrument of Data Collection

Variables	Type of strategies	Indicators		Items Number
X ₁ Variable Students' direct language learning strategies on English achievement	Direct Strategies	Memory Strategies	a. Creating mental linkages b. Applying images and sounds c. Reviewing well d. Employing action	1, 3 5, 7, 9, 11,
		Cognitive Strategies	a. Practicing b. Receiving and sending messages c. Analyzing and reasoning d. Creating structure for input and output	13, 15 17, 19, 21, 23,

		Compensation Strategies	a. Guessing intelligently b. Overcoming limitations in speaking and writing	25, 27, 29, 31, 33, 35
X ₂ Variable Students' indirect language learning strategies on English achievement	Indirect Strategies	Meta-cognitive Strategies	a. Centering your learning b. Arranging and your learning c. Evaluating your learning	2, 4, 6, 8, 10 12,
		Affective Strategies	a. Lowering your anxiety b. Encouraging yourself c. Taking your emotional temperature	14, 16, 18, 20, 22, 24,
		Social Strategies	a. Cooperating with others b. Asking questions c. Empathizing with others	26, 28, 30, 32, 34, 36

D. Technique of Data Collection

“Teknik pengumpulan data adalah cara-cara yang digunakan untuk mengumpulkan data”.¹¹ It means that technique of data collection is the ways which used to collect data. There are some techniques of data collection in quantitative research, like, questionnaire, documentation, interview, observation, test, and rating scale. The writer uses questionnaire and documentation in collecting the data.

¹¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2006), 193.

1. Questionnaire

“Angket atau kuesioner (questionnaire) merupakan suatu teknik atau cara pengumpulan data secara tidak langsung (peneliti tidak langsung bertanya-jawab dengan responden”.¹² It can be described that questionnaire is a technique or way to collect the data indirectly (researcher does not give question and gets answer with the respondents directly). The researcher has not to meet the respondents directly when gives the questionnaire.

In this study, the writer used closed-form questionnaire, it can be called structure questionnaire. In this form, the statements or questions have the option of answer. The students/respondents just give the ceklist sign in option of answer (always, often, sometimes, seldom, never). The questionnaire is used to identify the students who have direct language learning strategies and the students who have indirect language learning strategies.

The students who have direct language learning strategies and indirect language learning strategies are determined from the scoring of the questionnaire. The determining comes from items score in each variable item. If the students who has score of direct strategies items is higher than score of indirect strategies items, or the student who has score of indirect strategies items is higher than score of direct strategies.

¹² Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT REMAJA ROSDAKARYA, 2009), 219.

2. Validity

Validity suggests truthfulness and refers to the match between a construct, or the way a researcher conceptualizes the idea in a conceptual definition, and a measure. It refers to how well an idea about reality “fits” with actual reality.¹³ Validity is used to mean true or correct. It refers to how well the conceptual and operational definitions mesh with each other. When an indicator is valid, it is valid for a particular purpose and definition.

Relating with that definition, “*Suatu instrument dikatakan valid apabila mampu mengukur apa yang hendak diukur*”.¹⁴ It means that an instrument is valid if it can measure what must be measured. The validity of instrument depends on the situation and the aim of using that measurement (diagnosis) with the purposes of the specific criteria.

In the validity test, the researcher uses product moment correlation formula by Pearson. The result of instrumental test-driving shows that there are 6 items from 36 items are not valid. The calculation uses SPSS 18 program. This questionnaire is tested to 27 respondents. The respondents are the students of sixth semester students of STAIN Ponorogo. In a book statistika using techniques the product moment correlation technique proposed by Pearson, the Questionnaire item test can be said valid if the

¹³ William Lawrence Neuman, *Social Research Methods Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1999), 164.

¹⁴ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), 185.

result $> 0,325$ (“r” 5%) but if $< 0,325$ the item is invalid.¹⁵ The valid items then would be used in real research. The table as bellow:

Table: 3.3
The Result of Questionnaire Item Validity

No.	“r” arithmetic	“r” table	Explanation
1	0,783	0,325	Valid
2	0,662	0,325	Valid
3	0,166	0,325	Invalid
4	0,792	0,325	Valid
5	0,671	0,325	Valid
6	0,640	0,325	Valid
7	0,783	0,325	Valid
8	0,662	0,325	Valid
9	0,511	0,325	Valid
10	0,072	0,325	Invalid
11	0,485	0,325	Valid
12	0,606	0,325	Valid
13	0,485	0,325	Valid
14	0,053	0,325	Invalid
15	0,553	0,325	Valid
16	0,640	0,325	Valid
17	0,485	0,325	Valid
18	0,671	0,325	Valid
19	0,783	0,325	Valid
20	0,676	0,325	Valid
21	0,569	0,325	Valid
22	0,459	0,325	Valid
23	0,671	0,325	Valid
24	0,485	0,325	Valid
25	0,465	0,325	Valid
26	0,553	0,325	Valid
27	-0,226	0,325	Invalid
28	-0,058	0,325	Invalid
29	0,657	0,325	Valid
30	0,466	0,325	Valid
31	0,640	0,325	Valid
32	0,473	0,325	Valid
33	-0,031	0,325	Invalid
34	0,491	0,325	Valid
35	0,465	0,325	Valid
36	0,783	0,325	Valid

¹⁵ Retno Widyaningrum, *Statistika Edisi Revisi*, (Ponorogo: STAIN Po Press, 2011), 107.

3. Reliability

Reliability is the consistency of the assessment in producing the same score on different testing occasions or with different raters.¹⁶ An instrument is reliable if the result of measurement in same tastes gives consistence or stable result. It suggests that the same thing is repeated or recurs under the identical or very similar condition.

Reliability of instrument is requisite for validity test. Reliability test uses SPSS 18 with Alpha Cronbach.

Table: 3.4
Case Processing Summary

		N	%
Cases	Valid	27	100,0
	Excluded ^a	0	,0
	Total	27	100,0

Table: 3.5
Reliability Statistics

Cronbach's Alpha	N of Items
0,941	30

Reliability test shows that the learning style variable has reliability coefficient $r_{11} = 0,941$. It means that the variable is reliable.

4. Documentation

In this research, the writer uses data by using the documentation.

“teknik dokumentasi adalah cara mengumpulkan data melalui peninggalan

¹⁶ J. Michael O'Malley and Lorraine Valdez Piere, *Authentic Assessment for English Language Learners Practical Approaches for Teacher* (United State of America: Addison-Wesley Publishing, 1996), 19.

*tertulis, terutama berupa arsip-arsip dan termasuk juga buku-buku tentang pendapat, teori, dalil/hukum-hukum dan lain-lain yang berhubungan dengan masalah penyelidikan”.*¹⁷ It can be explained that documentation technique is the method in data gathering through written document, especially about archives and the books about opinion, theory, laws and others that correlate with the problem investigation.

Then, *“Dokumentasi merupakan suatu cara pengumpulan data yang menghasilkan catatan-catatan penting yang berhubungan dengan masalah yang diteliti, sehingga akan diperoleh data yang lengkap, sah dan bukan berdasarkan perkiraan”.*¹⁸ It means that documentation is a method to collect the data that gives the important notes which correlates with research problem, so it will be got the complete, legal, and do not based on estimation of the data. Documentation takes the served data, such as, achievement index, sum of people, income, wide of ground, and others.

In this study, documentation is used to look for the IPK data in Head of Faculty Office of English Department STAIN Ponorogo. The searching of IPK from first semester in English learning of English Department students on second semester at STAIN Ponorogo in academic year 2014/2015. The data will occur of the English learning subject.

The steps of collecting data are:

¹⁷ Hadari Nawawi, *Metode Penelitian Bidang Sosial* (Yogyakarta: Gadjah Mada University Press, 2007), 141.

¹⁸ Basrowi & Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: PT Rineka Cipta, 2000), 158.

- a. The researcher gives questionnaire to the students of English department on second semester of STAIN Ponorogo in academic year 2014/2015.
- b. Identify and make classification who students include in direct strategies and who students include in indirect strategies based on the questionnaire score.
- c. The researcher looks for the students' IPK in Head of Faculty Office of English department STAIN Ponorogo. The IPK of English learning subject from first semester of those achievement skills and divides them.
- d. The researcher exams the normality and homogeneity of the data.
- e. Analyze the data.

E. Technique of Data Analysis

After collecting the data and getting the level of validity and reliability, the data needs to analyze. Data analysis is an effort of analyzing data collected in the framework of understanding research finding to fit the research problem. Before using statistical formula, researcher need to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption / requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. This requirement test is occurred to use of the

parametric formula which the data are normal assumed.¹⁹ Therefore, the researcher applied SPSS 18 program to find out the normality test.

After conduct normality test the researcher was testing hypothesis. In hypothesis test, the researcher used comparative study. Comparative research is essentially research that seeks to find similarities and differences about things, about people, about the working procedure, about ideas, criticism of the person, group, or an idea of something working procedures.²⁰ The analysis of data that has been collected, the writer uses SPSS 19.00 program. The variables are students English achievement based on direct strategies as X_1 variable and students English achievement based on indirect strategies as X_2 variable.

To know Students English achievement is better for direct language learning strategies than those for indirect language learning strategies, or Students English achievement is better for indirect language learning strategies than those for direct language learning strategies at second semester students of English education Department of STAIN Ponorogo in academic year 2014-2015 the researcher applied SPSS 18 program.

¹⁹ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2011), 205.

²⁰ Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta : PT. Graffindo Persada 2003),

CHAPTER IV

RESEARCH RESULT

This chapter describes about general description of research location, data description, data analysis, and discussion. The general description of research location includes the short history of location, the vision and missions, the geographical place, organizational structure, teaching and learning process, evaluation of learning, profile of English Tadris Program (TBI), and lecturers of English Tadris Program (TBI).

The data description includes the data of research subject/ respondents. The data analysis is about the analysis of the data. It includes the normality and homogeneity test and the analysis of respondents' English Achievement. The discussion includes the discussion and interpretation of data analysis result.

The research result is explained about data description and data analysis two variables. The data description and the data analysis in this research were calculated by using SPSS 18.

A. Research Location

Profil of the State Islamic College (STAIN) Ponorogo

1. The History State Islamic Collage (STAIN) Ponorogo

The history of the State Islamic collage (STAIN) Ponorogo could not be separated from the history of IAIN Sunan Ampel Surabaya. In the early year of 70, IAIN Sunan Ampel grew rapidly and succeeded to open 18 faculties which spread over three provinces: East Java, East Kalimantan, and

West of South east Nusa. One of the faculties of IAIN Sunan Ampel is *Syari'ah* Faculty of Ponorogo. On 6th *Robiul Awal* 1390 *Hijriyah*, exactly in May 12th 1970 have been delivered from the Preparation Committee to Republic Religion Minister of Indonesia which at the same time have been opened officially Baccalaureate Program (Program Sarjana Muda).

Started of the academic year 1985/1986, *Syari'ah* Faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It has carried out Doctoral Program (S-1) by opening *Qadha'* and *Mu'amalah Jinayah Department*. Furthermore, based on the Decision of President number 11 year 1997 about founding of State Islamic Collage (STAIN) have been released and ratified by Republic Religion Minister of Indonesia on *Syafar* 25th 1418 H/ June 30th 1997.

Based on the Decision of President above, in academic year 1997/1998 *Syari'ah Faculty* of Ponorogo changed it's from region faculty become STAIN. It was an organic unit which is independent in Religion Minister Environment, and lead by a Chairman who has responsibility to Religion Minister. While the functionally construction is executed by the General Directorate Institute of Islam Religion. The change of status of the *Syari'ah Faculty* of IAIN Sunan Ampel become STAIN Ponorogo was decide based on revolved letter of institutional General Directur of Islamic Religion number E/136/1997. Since this change of status, State Islamic Collage (STAIN) Ponorogo operated educational academic and

professionalism by opening of three majors departments, namely:
Syari'ah, Tarbiyah, Ushuludin.

2. Geographical Position of State Islamic Collage (STAIN) Ponorogo

State Islamic Collage of Ponorogo is located on Pramuka Street 156 Siman District Ponorogo Regency. It takes place on the center of town. So, the students can access this place easy.

- a. North side : Let. Jend. Suprpto street 1th gangway
- b. South side : Menur street
- c. East side : Let. Jend Suprpto street
- d. West side : Settlement

3. The Principality, Point of Vision, Missions, and Orientation and Target of State Islamic Collage of Ponorogo

- a. State Islamic Collage of Ponorogo has principality of Pancasila and Constitution of 1945.

b. Vision STAIN Ponorogo

Study centers and the development of Islamic sciences in order to create the society of *Madani*.

c. Mission of State Islamic Collage of Ponorogo

1. Implementing the learning process and study Islamic sciences.
2. Developing the academic climate, religious, and humanist

d. The Orientation of State Islamic Collage of Ponorogo

The State Islamic Collage of Ponorogo aims to become more advanced, quality, and egalitarian.

4. Organizational structure of State Islamic Collage of Ponorogo

a. Head Element

1. Chairman of State Islamic Collage
2. Deputy Chairman of Academic Affair
3. Deputy Chairman of Public Administration Affair
4. Deputy Chairman of Students Affair

b. Senate of State Islamic Collage of Ponorogo

c. Faculties:

1. Syari'ah Faculty

- a. Akhwal Al Syakh-shiyah
- b. Mu'amalah

2. Tarbiyah Faculty

- a. Islamic Education (PAI)
- b. Arabic Education (PBA)
- c. Lecturer Education of Madrasah Ibtida'iyah (PGMI)
- d. Tadris of English Education (TBI)

3. Ushuludin Faculty

- a. Tafsir Hadist

d. Lecturer:

1. Permanent lecturer
2. Extraordinary lecturer
3. Guest lecturer

e. Research Center and Community Service:

1. Division of research
2. Division of community service
3. Division of publication
4. Division of genre

f. Division of Administration

1. Head of administration
2. Sub-section of academic and students affairs
3. Sub-section of official and monetary
4. Sub-section of general

g. Elements of technical Executor:

1. Library
2. Computer centre
3. Language centre
4. Education quality assurance centre

h. Elements of equipment:

1. Students old fellow association
2. Collegiate organization
3. STAIN Po press
4. Woman study centre

B. Data Description

Description of research result is derived from data collection which is used the research instrument in numeral form. This description includes variables of language learning strategies and students' English achievement. Sample in this research were 68 students of the Second Semester of English Department in STAIN Ponorogo. The variables of this research consisted of two variables namely X is independent variable or language learning strategies variable that consist of X_1 (direct strategies) and X_2 (indirect strategies). Y is dependent variable or Students' English achievement.

These are the data before processed by helping computer program SPSS 18:

Table 4.1 Documentation of Students' Language Learning Strategies on English Achievement

No.	Respondents	NIM	English Achievement (IPK)	Based On Language Learning Strategies
1	Ilma Fatimah A.	210914001	3,00	Direct
2	Karimatul Aristya	210914002	3,50	Indirect
3	Yenny Afrida	210914003	3,50	Indirect
4	Dista Tiyas Ayu P.	210914004	3,75	Indirect
5	M. Ado Rizqi M.	210914005	3,75	Direct
6	Milatul Karimah	210914006	3,75	Indirect
7	Nur Isnawati	210914009	2,75	Direct
8	Anita Sulistiani	210914010	3,00	Indirect
9	Faridatus Sholikhah	210914011	3,25	Direct
10	Latifatun Nafiah	210914012	2,75	Indirect
11	Wahyu Ni'matul U.	210914013	3,00	Direct
12	Galih Bramastyo	210914014	2,25	Indirect
13	Wahyu Noor Hayati	210914015	3,25	Direct
14	Nanda Chumaydah A	210914016	2,75	Direct

15	Shulikah Rahma	210914017	3,25	Indirect
16	Rina Anggun Kartika	21091408	3,00	Direct
17	Nurul Fatimah A.	210914019	3,00	Indirect
18	Rismayya Ratna L.	210914020	3,50	Direct
19	Mukti Febriana R.	210914021	3,00	Direct
20	Yuhanith Zamaruda	210914022	2,75	Indirect
21	Rini Rahmawati	210914023	3,00	Indirect
22	Nur Rita	210914024	3,25	Indirect
23	Rimayatul Inayah	210914025	3,00	Direct
24	Rika	210914027	3,00	Indirect
25	Anik Prasetyowati	210914028	3,50	Indirect
26	Dias Ayu Cahyani	210914029	3,25	Direct
27	Nanik Astuti	210914030	2,75	Indirect
28	Fitria R.	210914031	3,00	Direct
29	Rika Vety Rasmawati	210914032	3,50	Indirect
30	Hane Y.	210914433	3,00	Direct
31	Septian Eka P.	210914037	2,75	Direct
32	Miftahul Laili	210914038	3,75	Indirect
33	Ahmad Jazuli Sofyan	210914040	3,25	Direct
34	Tri Astuti	210914041	3,50	Indirect
35	Roudlotul H.	210914045	3,25	Direct
36	Nurma Yunita	210914047	2,50	Indirect
37	Nur Laela	210914048	3,25	Direct
38	Purwati	210914049	3,25	Indirect
39	Qodri Imaniyah	210914051	3,25	Indirect
40	Shofi Nur Fannah	210914054	2,50	Indirect
41	Fakhrul	210914056	3,00	Direct
42	Nila Ambarsari	210914057	2,75	Indirect
43	Tria Wijayanti	210914058	2,50	Indirect
44	Novi Linda R.	210914059	3,50	Direct
45	Eka Kartika Sari	210914060	2,75	Indirect
46	Binti H. S.	210914061	3,00	Indirect
47	Yuli Puspita Sari	210914062	3,75	Direct
48	Puguh J.	210914064	3,75	Indirect
49	Alfina Qomariyah	210914067	3,25	Indirect
50	Kusnul Afifah	210914070	3,25	Direct
51	Ludfiana	210914071	3,25	Indirect
52	Happy F.	210914072	3,75	Direct
53	Rini Susanti	210914074	3,00	Direct
54	Efrilia Febriany	210914075	3,25	Direct
55	Nisa Khoirul F.	210914076	3,25	Indirect

56	Neneng Dwi C.	210914077	3,00	Direct
57	Mudrikah	210914078	4,00	Direct
58	Hajar Q. Husna	210914079	3,00	Indirect
59	Ida Setiyaningsih	210914080	3,00	Direct
60	Rika Dwi Ratna Sari	210914081	2,25	Direct
61	Dina	210914083	3,00	Direct
62	Umar Kisah	210914084	4,00	Indirect
63	Eliya Hidayatur R.	210914085	3,25	Direct
64	Dewi Y.	210914086	4,00	Indirect
65	Marsini	210914087	3,00	Direct
66	Ria	210914089	3,25	Indirect
67	Chindy Rinovera	210914090	4,00	Direct
68	Wahyu Sri Rejeki	210914091	3,50	Direct

Based on data obtained from a questionnaire distributed to 68 respondents indicated that Language Learning Strategies showed the classification of the students who have direct strategies is 34 and then students who have indirect strategies is 34.

1. Description of Research Variable Data

a) Language Learning Strategies (X)

Based on data obtained from a questionnaire distributed to 68 respondents indicated that Language Learning Strategies showed the highest score was 95 and the lowest was 63. Based on the result of questionnaire and data description, it has derived the amount of students, mean, standard deviation, maximum score, and minimum score for type of Language learning strategies can be seen clearly on the following table.

Table 4.2 Distribution of Frequency Documentation of Language Learning Strategies

Language Learning Strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63,00	1	1,5	1,5	1,5
	66,00	1	1,5	1,5	2,9
	67,00	1	1,5	1,5	4,4
	68,00	1	1,5	1,5	5,9
	71,00	1	1,5	1,5	7,4
	72,00	2	2,9	2,9	10,3
	73,00	1	1,5	1,5	11,8
	75,00	3	4,4	4,4	16,2
	76,00	3	4,4	4,4	20,6
	77,00	5	7,4	7,4	27,9
	78,00	2	2,9	2,9	30,9
	79,00	3	4,4	4,4	35,3
	81,00	1	1,5	1,5	36,8
	82,00	1	1,5	1,5	38,2
	83,00	3	4,4	4,4	42,6
	84,00	5	7,4	7,4	50,0
	85,00	5	7,4	7,4	57,4
	86,00	5	7,4	7,4	64,7
	87,00	7	10,3	10,3	75,0
	88,00	8	11,8	11,8	86,8
	89,00	3	4,4	4,4	91,2
	90,00	1	1,5	1,5	92,6
	91,00	1	1,5	1,5	94,1
	92,00	2	2,9	2,9	97,1
	95,00	1	1,5	1,5	98,5
	96,00	1	1,5	1,5	100,0
	Total	68	100,0	100,0	

Based on data the table above, the histogram can be seen in as follows:

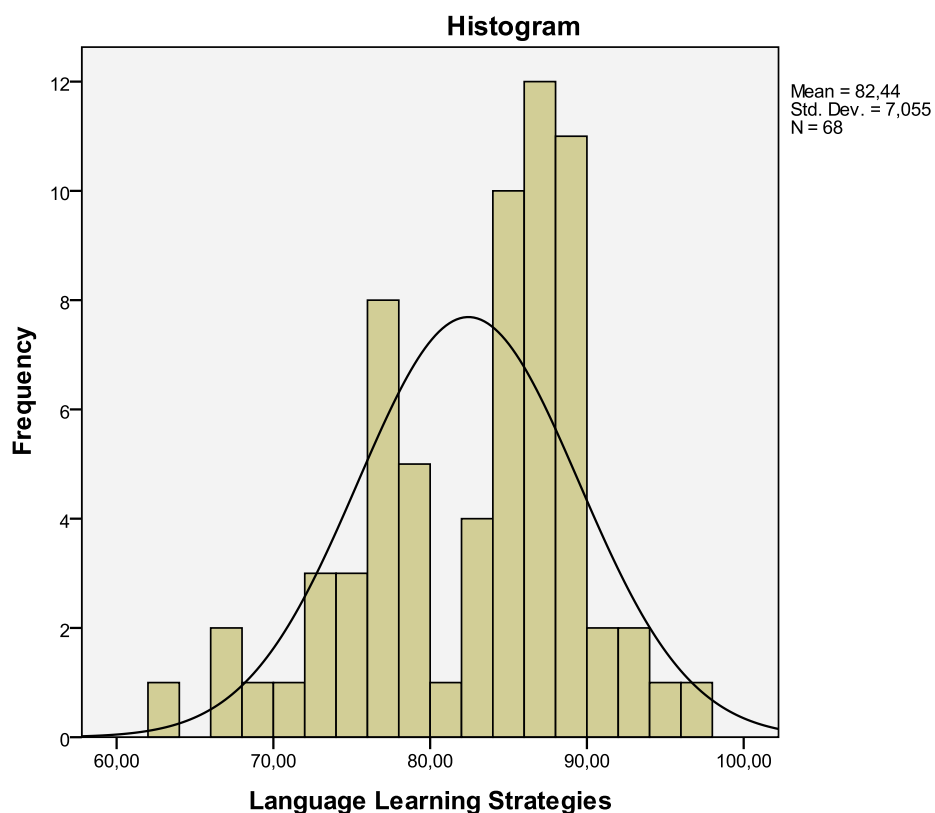


Figure 4.1 Histogram for Language Learning Strategies

Description of research based on the type of language learning strategies:

1) Direct Strategies (X_1)

Based on data obtained from a questionnaire distributed to 34 of 68 respondents indicated that Direct Strategies showed the highest score was 52 and the lowest was 28. Based on the result of questionnaire and data description, it has derived the amount of students, mean, standard deviation, maximum score, and minimum score for Direct Strategies can be seen clearly on the following table.

Table 4.3 Distribution of Frequency Documentation of
Direct Strategies

Direct Strategies				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28,00	1	1,5	1,5
	29,00	1	1,5	2,9
	30,00	2	2,9	5,9
	31,00	2	2,9	8,8
	32,00	1	1,5	10,3
	34,00	4	5,9	16,2
	35,00	2	2,9	19,1
	36,00	2	2,9	22,1
	37,00	4	5,9	27,9
	38,00	8	11,8	39,7
	39,00	4	5,9	45,6
	40,00	7	10,3	55,9
	43,00	2	2,9	58,8
	44,00	1	1,5	60,3
	45,00	4	5,9	66,2
	46,00	7	10,3	76,5
	47,00	3	4,4	80,9
	48,00	3	4,4	85,3
	49,00	6	8,8	94,1
	50,00	3	4,4	98,5
	52,00	1	1,5	100,0
Total	68	100,0	100,0	

Based on the table above, the histogram can be seen in as follows:

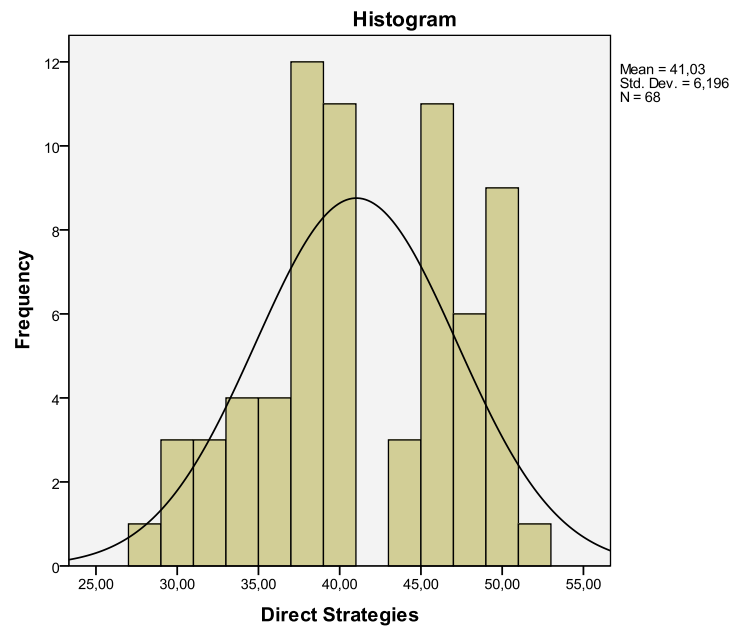


Figure 4.2 Histogram for Direct Strategies

2) Indirect Strategies (X_2)

Based on data obtained from a questionnaire distributed to 34 of 68 respondents indicated that Indirect Strategies showed the highest score was 53 and the lowest was 27. Based on the result of questionnaire and data description, it has derived the amount of students, mean, standard deviation, maximum score, and minimum score for Indirect Strategies can be seen clearly on the following table.

Table 4.4 Distribution of Frequency Documentation of
Indirect Strategies

Indirect Strategies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27,00	1	1,5	1,5	1,5
	28,00	1	1,5	1,5	2,9
	30,00	2	2,9	2,9	5,9
	31,00	1	1,5	1,5	7,4
	33,00	2	2,9	2,9	10,3
	34,00	2	2,9	2,9	13,2
	35,00	2	2,9	2,9	16,2
	36,00	3	4,4	4,4	20,6
	37,00	4	5,9	5,9	26,5
	38,00	4	5,9	5,9	32,4
	39,00	4	5,9	5,9	38,2
	40,00	2	2,9	2,9	41,2
	41,00	6	8,8	8,8	50,0
	42,00	3	4,4	4,4	54,4
	43,00	3	4,4	4,4	58,8
	44,00	2	2,9	2,9	61,8
	45,00	5	7,4	7,4	69,1
	46,00	6	8,8	8,8	77,9
	47,00	5	7,4	7,4	85,3
	48,00	3	4,4	4,4	89,7
	49,00	3	4,4	4,4	94,1
	50,00	1	1,5	1,5	95,6
	51,00	1	1,5	1,5	97,1
	52,00	1	1,5	1,5	98,5
	53,00	1	1,5	1,5	100,0
	Total	68	100,0	100,0	

Based on the table above, the histogram can be seen in as follows:

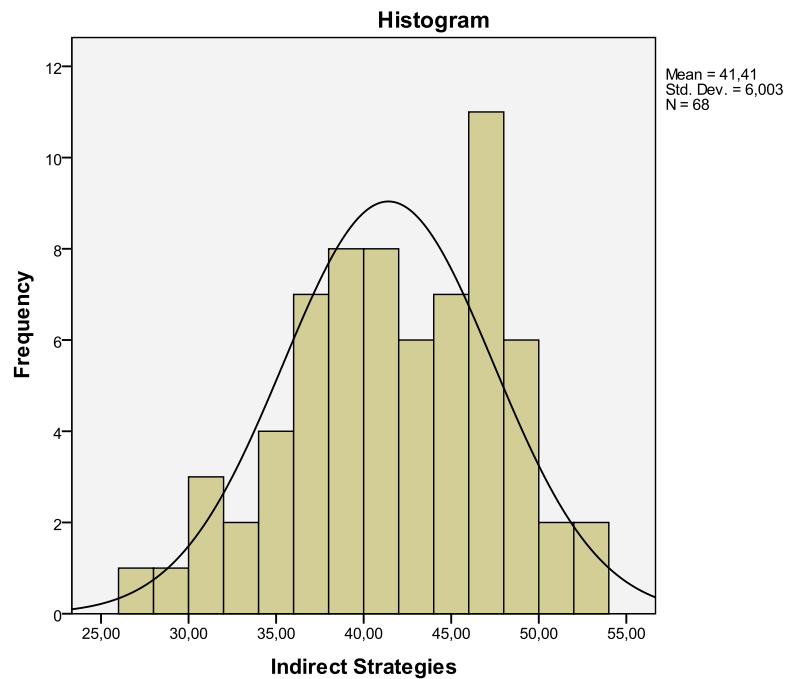


Figure 4.3 Histogram for Indirect Strategies

b) English Achievement (Y)

Based on data obtained from documentation 68 respondents indicated that students' speaking achievement showed the highest score was 4,00 and the lowest was 2,25. The result of documentation on students' speaking achievement can be seen clearly on the following table.

Table 4.5 Distribution of Frequency English Achievement

English Achievement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,25	2	2,9	2,9	2,9

2,50	3	4,4	4,4	7,4
2,75	8	11,8	11,8	19,1
3,00	19	27,9	27,9	47,1
3,25	17	25,0	25,0	72,1
3,50	8	11,8	11,8	83,8
3,75	7	10,3	10,3	94,1
4,00	4	5,9	5,9	100,0
Total	68	100,0	100,0	

Based on the table above, the histogram can be seen in as follows:

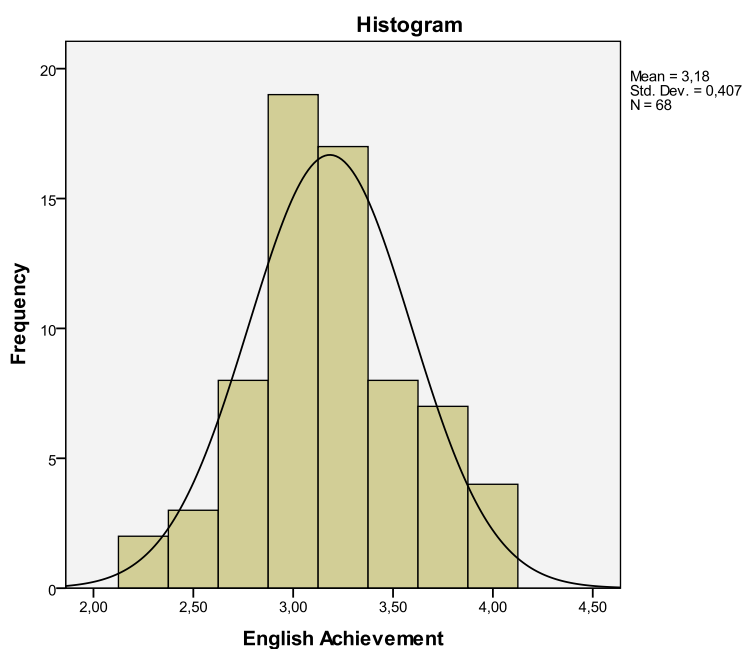


Figure 4.4 Histogram for English Achievement

From the histogram above, it is stated $M = 3,20$ and $SD = 0,375$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($3,20 + 0,375 = 3,5$) is categorized into good
2. Between $M - 1.SD$ to $M + 1.SD$ ($2,8 - 3,5$) is categorized into medium.

3. Less than $M - 1.SD$ ($3,20 - 0,375 = 2,8$) is categorized into low

It can be seen that the scores which are more than 3,5 is considered good, while the scores which are less than 2,8 is categorized into low and the score of between 2,8 – 3,5 is categorized into medium.

That categorization can be clearly seen as following:

Table 4.6 The Categorization of English Achievement

No.	Score	Frequency	Percentage	Category
1	More than 3,5	10	15 %	Good
2	2,8 – 3,5	50	73 %	Medium
3	Less than 2,8	8	12 %	Low
Total		68	100 %	

From those table can be seen that the students' English Achievement showed that 15 % in the good category, 73 % in the medium category and 12 % in the low category.

C. Data Analysis

1. Test of Normality

Assumption test analysis conducted as the prerequisite for testing hypothesis. The Assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5 % level of significance, it can be conclude that the data are in normal distribution. On

the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5 % level of significance it can be conclude that the data are not in normal distribution. The value of Kolmogorov-Smirnov table for $N = 68$ at 5 % level of significance is 0,162.²¹

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 18 as following:

Table 4.7 The Result of Normality Test for Language Learning Strategies

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Language Learning Strategies	,161	68	,000	,945	68	,005

a. Lilliefors Significance Correction

Based on the table 4.5 above, the researcher concluded that the data Language Learning Strategies is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0,161 < 0,162$).

Table 4.8 The Result of Normality Test for Students English Achievement

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
IPK	,156	68	,000	,954	68	,014

a. Lilliefors Significance Correction

²¹ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2011), 247.

And then the researcher concluded that the data IPK of students English achievement is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0,156 < 0,162$).

2. Test of Homogeneity

Homogeneity test is intended to know whether the population has same variance or not. The hypotheses for this test are:

H_0 : Population has the same variance

H_1 : Population has not the same variance

Table 4.9 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,745	6	60	,616

Significance level (α) = 0,05

Next, the researcher it can be seen from the data results of significance for 0,616. So can to know that data of Language Learning Strategies based on IPK of Students English Achievement is homogeny, because the value of statistic is over than significance level ($0,616 > 0,05$).

3. Test of Hypothesis (Analysis of Variables Comparison)

When the computation result of normality the data is in normal distribution, it can be continued to the next step, testing hypotheses which have been proposed in the previous chapter. In this study, there are three hypotheses that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for

the hypotheses can be drawn based on the result of the computation. The H_0 will be rejected and the H_a will be accepted if the t value is higher than t table. Meanwhile, H_0 will be accepted and H_a will be rejected if t value is lower than t table.

In this study to calculate the hypotheses, the researcher is using SPSS 18 for windows. The result of computation is described in each hypothesis as follows:

a. The formula of hypothesis

The hypothesis of the research is there is significance difference of students' language learning strategies on English Achievement. To test the hypotheses, the researcher is analyzed by using the statistical formulations as follows:

1. $H_0 = t \text{ value} < t \text{ table}$ It means that there is no significance difference of students' language learning strategies on English Achievement on second semester of English department at STAIN Ponorogo in academic year 2014/2015.
2. $H_a = t \text{ value} > t \text{ table}$ It means that there is a significance difference of students' language learning strategies on English Achievement on second semester of English department at STAIN Ponorogo in academic year 2014/2015.

In this research, the writer to analyze data uses independent sample t-test by helping computer program SPSS 18, the results are below:

Table 4.10 The Result of Group Statistics Test

Group Statistics					
Language Learning Strategies		N	Mean	Std. Deviation	Std. Error Mean
English	Direct	34	3,2426	,41049	,07040
Achievement	Indirect	34	3,1250	,40005	,06861

Based on data the table above, to result of data analyze shows that mean of students English achievement who have Direct strategies is 3,2426 higher than to result of data analyze shows that mean of students English achievement who have Indirect strategies = 3,1250.

Table 4.11 The Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students English Achievement	Equal variances assumed	,116	,734	1,197	66	,236	,11765	,09830	-,07862	,31391
	Equal variances not assumed			1,197	65,956	,236	,11765	,09830	-,07862	,31391

To read the table of independent sample test from SPSS 18, the result are below:

Table 4.12 Classification of T-test

Output (t)	Interpretation
Sig: $p < 0,01$	There is difference on level sig. 1%
Sig: $p < 0,05$	There is difference on level sig. 5%
Sig: $p > 0,05$	There is no difference

It can be concluded, there is no difference students' English achievement between Direct and Indirect strategies. To interpret those data, can do with test the hypothesis below:

H_0 = There is no significance difference of students' language learning strategies on English Achievement on second semester of English department at STAIN Ponorogo in academic year 2014/2015.

H_a = There is a significance difference of students' language learning strategies on English Achievement on second semester of English department at STAIN Ponorogo in academic year 2014/2015.

The research result, $t = 1,197$, with $df = 66$, on level significance 5 %, pursuant to the table Value "t" show = 2,00. Then t- table less than t-account ($1,197 < 2,00$). Therefore H_0 received and H_a refused. It can be concluded there is no difference students English achievement between direct and indirect strategies.

D. Discussion and Interpretation

The calculation shows that there is no significant difference of language learning strategies (X) toward students' English achievement (Y).

Besty Parish classified the six strategies into two groups. They are Direct and Indirect Strategies²². Direct and indirect strategies are equally important and serve to support each other in many ways.²³ Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. The best language students have used strategies, ranging from naturalistic language practice technique to analytic, rule based strategies. Learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to learn skills, thinking skills, and problem-solving skills, learning strategies are the way students learn a wide range of subjects.²⁴

Good language learners employ strategies that make them more conscious about how they learn, that allows them to monitor the success of learning, and to manage their time, affect, and effort.²⁵

The result of calculation showed that on table score of t-account = 1,318 (positive), it means that students English achievement of Direct

²² Besty Parish, *Teaching Adult ESL: A Practical Introduction* (New York: Mc Graw Hill: 2004), 182-183.

²³ Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York, USA: Newbury House, 1990), 11-12.

²⁴ *Ibid*, 1-2.

²⁵ Besty Parish, *Teaching Adult ESL: A Practical Introduction* (New York: Mc Graw Hill, 2004), 182-183.

strategies higher than Indirect strategies. It also can look at mean students English achievement of Direct strategies higher than Indirect strategies. Mean of students English achievement of Direct strategies = 3,2426, and mean of students English achievement of Indirect strategies = 3,1250, with mean difference = 0,1176.

The research result showed that there is no difference on students English achievement between the Direct strategies and indirect strategies. This caused that to learn of English language, students are suggested to develop their knowledge about language learning strategies and able to apply in their learning. It is important to know the language learning strategies that they used then increase it. It shows from above data that the students who have Direct strategies have same on English achievement between the students who have Indirect strategies.

CHAPTER V

CLOSING

This chapter serves the conclusion and recommendation. The conclusion comes from the research result and the recommendation presents the suggestions for some aspects.

A. Conclusion

The description in this part based on the research result and the statements of the problem. The answers of the statements of the problem are:

1. The total of the students' achievement based on language learning strategies (direct strategies) on English achievement is 34 students' from 68 students'. The students' percentage of students' achievement based on direct strategies on English achievement is 50%. The mean of students' English achievement based on direct strategies from 34 students' is 3,2426.
2. The total of the students' achievement based on language learning strategies (indirect strategies) on English achievement is 34 students' from 68 students'. The students' percentage of students' achievement based on indirect strategies on English achievement is 50%. The mean of students' English achievement based on direct strategies from 34 students' is 3,1250.
3. Based on the result of the research, the researcher gives conclusion of data analyze shows that mean of students English achievement who have

direct strategies is 3,2426 higher than to result of data analyze shows that mean of students English achievement who have indirect strategies = 3,1250. Based on the result of data analyze shows that English achievement between the students who have direct strategies and the students who have indirect strategies is no significance difference. It can be seen from the result of t- account = 1,197 more less then t- table = 2,00 ($1,197 < 2,00$).

B. Recommendation

After analyzing, describing the research, and finally producing the conclusion, the researcher will give suggestion as follow:

1. For the lecturers

Language learning strategies of students are different. It is very important to know what students require in learning.

2. For Students'

Students are suggested to develop their knowledge about language learning strategies and able to apply in their learning. It is important to know the language learning strategies that they used then increase it.

So, they can solve the problem in learning especially in English.

3. For Other Researcher

It is suggested for researcher to observe the students (respondents).

It will help the researcher to improve the better instrument and the successes of the research