

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used descriptive quantitative method. This method helped the researcher to have deep information to have the answer of the research question. This method used to analyze the phenomenon by identifying number, graphic in research data . Based on the description above, this study aimed to find out students reading ability and their difficulties in using relative pronouns.

#### B. Location and Time of Research

This research were held at Tarbiyah Faculty as the location of the fourth semester of English Program class and this research spend 45 days.

#### C. Population and Sample

##### 1. Population

Research population is the entire research sample.<sup>1</sup> In this research the respondents was fourth semester of English Program students, the number of population is 120 students. The researcher concluded that the population of this research is the whole students of fourth Semester of English Program at IAIN Parepare

##### 2. Sample

As the sample, it used simple random sampling by the researcher in order to get perfect data. The researcher took 30 students as the sample of the research.

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<sup>1</sup>Arikunto,S,*Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 198

## D. Research Instrument

### 1. Test

The researcher collected the data by using Test as the instruments of data collection. Researcher formulate test become the instrument of the research to identify the students ability in using relative pronoun, this test related to the defining relative pronoun and non-defining relative pronoun as mentioned in chapter II, this test follow multiple choice and fill blank test to clearly answer the question of the research. The researchers choose two types of test namely:

#### a. Multiple choice test

There were 20 questions in multiple choice forms which adopted from the TOEFL test; It refers to the defining relatives pronoun and Non defining relative pronouns.

#### b. Fill in the blank test

There were 10 questions of the question which adopted from the TOEFL test, It refers to the defining relatives pronoun and Non defining relative pronouns.

### 2. Questionnaire

The questionnaire is a list of questions provided to others who the respond (respondent) as requested by the researcher.<sup>20</sup> The researcher use a questionnaire to collect data because it is simpler and many research used a questionnaire. The questionnaire is a good way of collecting certain types of information quickly and relatively cheaply as long as the subject is

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<sup>20</sup> Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

sufficiently literate and as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main task.<sup>21</sup>

The researcher give questions to the students to obtain information about their difficulties on reading comprehension and the researcher asked students to provide a checklist on a statement. Students' answers were analyzed using a Likert scale with 4 option namely Strongly agree, agree, disagree and strongly disagree and the items consisted of 10 items referred of 3 aspect to the responds.

Table 3.1 Indicator of the Questioners

No	Aspect of Difficulties	Indicator	No Item
1	Teaching Method	Uninteresting method	6
		Unclear explanation	7
		Unclear instruction	8
		Do not give clear example	9,10
2	Learning Motivation	Lack of interest in learning/doing adjective clause	2, 4
		No desire/lazy to learn adjective clause	1
3	Learning Strategies	Self-Learning	5
		No strategies Plan	3

<sup>21</sup> Judith Bell, *Doing Your Research Project: a Guide for First Time Researcher in Education and Social Science* (USA: Open University Press, 1989), p.58.

## E. Procedure of Data Analysis

### 1. The Analysis of Test

#### a. Scoring Students' Correct Answer

The data of the researcher's test result for the students' activity during the teaching-learning process be analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of question}} \times 100\%$$

After conducting the score, the researcher calculates the score based on the qualification below:

Table 3.2 Classification of Score

Score	Classification
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Average
51-60	Poor
≤50	Very Poor <sup>22</sup>

### 2. Analysis of Questioner

Questionnaire is one of supporting techniques that researcher used to identify students' perspective, responses, opinion, and problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students.

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<sup>22</sup> David Harris, *Testing English as a Second Language*, (New York: McGraw Hill Book Company, Inc, 1969), p. 134

Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

Questionnaire of this research used likert scale with five options namely strongly agree, agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement as seen in the following table:

Table 3.3 Questionnaire with likert scale:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4 <sup>23</sup>

<sup>23</sup> Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara. 2010), p.298

The following table is the interpretation score of each of the questionnaire options in which different scores given to both positive statement and negative statement.

Table 3.4 The Classification of the students response based on the criteria:

NO	Qualification	Interval
1	Very Agree (VA)	31-40
2	Agree (A)	21-30
3	Disagree (D)	11-20
4	Strongly Disagree (SD)	0-10 <sup>24</sup>

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<sup>24</sup> Setiyadi, Ag, B, *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)