CHAPTER III
RESEARCH METHOD

Following previous chapter, this chapter would explain the present study research method in finding some information required. The researcher would like to explain about research design, population, sample, research instruments, data collections and data analysis. Each section presented below.

3.1 Research Design and Variables

Research design has two types, namely quantitative and qualitative research. The first is quantitative research define as “an approach for testing a relationship between variables using statistical procedure”, (Cresswell, 2014:32). The second is qualitative research which is defined as “an approach for exploring the understanding of individual, or groups to social or human problems”, (Cresswell, 2014:32). Based on researcher understanding and data collection in this study, the researcher used quantitative research. The reason is that the data are in the form of numbers.

In this study, the hypothesis defined by Al-Saadat (2004), the title was “reading habit had influence to increase writing skill”. It means, reading activity might help to develop students’ writing skill. Thus, this research discussed whether there was correlation between reading habit and developing writing skill or not. According to the hypothesis, this study had two variables.

The variables of this study are divided into two kinds, independent and dependent variables. Based on Creswell (2014:217), independent variable is the variable that treated by a researcher while dependent is the result of independent
variable. So, reading habit is the independent variable while writing skill as dependent variable.

3.2 Populations

A population is a number of people, event, or subject used as a sample of study (Creswell, 2014:204). Fifth semester students of English Language Education Department at University of Muhammadiyah Malang were the population in this research. The students who had completed previous writing class which were writing I and II class and also were taking writing III class. In general, their age were ranging from 18-22 years old. Furthermore, the researcher choose them because they still had to attend writing IV course in the next semester. The entire students who were chosen by researcher as population consisted of 14 students.

3.3 Sample

Cresswell (2014:204) stated that, sample is smallest group of the population. It is generalized by researcher to decide the target of population. That means, a sample is the smaller group of population. In this case, the researcher used cluster sampling to get the data. The sample of this study consists of twelve classes. Each class is consisted around 29 students. The researcher choose writing class A as a sample.

3.4 Sampling

In this research, the researcher used cluster random sampling. Mathers et. all (2009) emphasized that cluster sampling is the unit or element that were selected by cluster random sampling. In this case, based on random selection, researcher selects one out of twelve classes; class A with 14 students in it.
3.5 Research Instruments

Based on Cresswell (2014:206), research instrument of questionnaire covering by participants’ answer and detail information that used in the test. The test of this study divided as two designs which were questionnaire and student result in the writing class. The first was students’ reading habit questionnaire, adopted from *Effective Study* devised by G. Martin and G.J Osborne in 2000. According to Mathers et. all (2009) questionnaire is the best option to be used by researcher before conducting research. The other test was using students score in writing class A. The researcher took students’ score from their writing test. The assessment would be done by the researcher. Then the lecture would help to asses it as a validator. So, the researcher took two results which were from questionnaire and students writing score.

3.5.1 Reading habit questionnaire

Reading habit questionnaire were adopted from G. Martin and G.J Osborne in 2000. There were ten items to observe the students’ reading habit. The first four items (item 1, 2, 5 and 7) aimed to know students’ comfort zone to read. The following three items (item 4,6 and 9) aimed to know the frequency of students’ reading habit and three items (item 3, 8 and 10) aimed to know the genre of book that students are interested to read.
Table 3.1: Questionnaire items of different aimed in students’ reading habits

<table>
<thead>
<tr>
<th>No</th>
<th>Purposes of the questionnaire</th>
<th>No Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ comfort zone to read</td>
<td>1, 2, 5 and 7</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>The frequency of students’ reading habit</td>
<td>4, 6 and 9</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kinds of book that are interesting for students to read</td>
<td>3, 8 and 10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

(Adopted from G. Martin and G.J Osborne in 2000.)

The questionnaire was selected based on some reasons. First, the questionnaire useful to transform the researcher objectives into specific questions that were asked of the respondents. The other reason, questionnaire speed up the process of data analysis and also served as a permanent record of the research.

Additionally, the respondent should complete all the questions in the questionnaire paper. In order words, if there was a paper that not fully answer, the researcher was not able to use it because it would affect the validity of the data. Based on Kimbellin (2008), valid data is the most fundamental characteristic of good information. It means that the data should be completely accurate.

3.5.2 Writing Test

The aim of writing test was to determine the students’ writing skill. Besides, it was to know the way students transform their opinion into written form. In this research, researcher gave a task to students. The students were asked to make an argumentative paragraph. The type of this paragraph was selected because the researcher wanted to know the students’ critical thinking and opinion about some selected topics. To provide an assessment in writing test, researchers would ask a lecture who was expert in the writing as a validator. The criteria of
assessment based on rubric which was adopted from Jason in 2004. Besides rubric, there were important rules to evaluate writing test which were validity and reliability. Based on Greenberg (2000), Reliability in the writing test is an estimate of a test score’s accuracy and consistency”. It means that the reliability of writing test focused on the topic. Greenberg (2000) also stated that validity of the writing test is controversial subject in writing assessment and all behavioral research.

3.6 Data Collection

Data collection is the procedure used by the researcher to obtain the necessary data (Cresswell, 2014, p.239). Different researcher may have their own way to collect the data they need. Thus, to obtain the valid information, below were the procedures of data collection used by the researcher.

1. The research started on 23rd of December 2016
2. The questioner was given to fifth semester students English Language Education Department students who took writing III class A at University of Muhammadiyah Malang. The places should be inside class.
3. The researcher gave a questionnaire to the students and they had to answer all the questions.
4. Once the students finish completed the entire questions, researcher collects the paper.
5. Next, researcher would divide the paper based on students reading habit.
6. In the next day, researcher gave the writing test and students should make one paragraph based on the writing topic.
7. After that, the researcher assessed the writing test and assessed it with the lecture as validator.

8. The researcher correlated the reading habit questionnaire result and the students’ writing score.

9. The data were analyzed.

3.7 Data analysis

In quantitative research, the data was analyzed statistically (Cresswell, 2014, p.225). That means, researcher need to analyze the data by some formulas. After collecting the data from instrument, the researcher analyzed the data. Therefore to analyze, the researcher used a formula. The data analysis was:

1. Computing the mean of reading habits questionnaire. The formula is as below.

\[ X = \frac{\sum X}{N} \]

Where:

- \( X \) = the mean
- \( X \) = score
- \( N \) = number of case

2. Calculating the correlation coefficient of reading habits and result of writing by Personal Product Moment Correlation.

\[ r = \frac{\sum XY - \left( \frac{\sum X}{N} \right) \left( \frac{\sum Y}{N} \right)}{\sqrt{\left\{ \sum X^2 - \left( \frac{\sum X^2}{N} \right) \right\} \left\{ \sum Y^2 - \left( \frac{\sum Y^2}{N} \right) \right\}}} \]
Where:

\[ r = \text{the correlation coefficient product moment} \]
\[ \sum XY = \text{the two variables (students’ reading habit and students’ writing test result)} \]
\[ N = \text{number of subject} \]
\[ \sum X = \text{total score in X (students’ reading habit)} \]
\[ \sum Y = \text{total score Y (students’ writing skill)} \]

3. The data were analyzed by SPSS software version 21 and Microsoft Excel.

4. Drawing calculation.

The research design, population, sample, instrument, data collection and data analysis had been explained in this chapter. Then, for next chapter, the researcher will present the result of this study as well as its data analysis. Thus, chapter IV will be discussed in the following chapter.