

## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of this study was to investigate 2013 and 2014 Faculty of Language and Arts students' beliefs in grammar instruction and error correction in learning English. The study used quantitative method to achieve accurate and reliable findings. According to Creswell (1994, p. 117) quantitative method is;

A survey design provides a quantitative numeric description of some fraction of the population- the sample- through the data collection process of asking questions of people.

In the study, the writer used a close-ended questionnaire that was adapted by BALLI (Beliefs About Language Learning Inventory) questionnaire as used in Loewen, et al.'s study (2009, p. 96). After distributing the questionnaires to the participants, the writer analyzed the data using SPSS 17 and then interpreted the results.

#### 3.1. Method of Data Collection

Data is the most important element when people want to make a study. The writer collected the data from a number of participants:

##### 3.1.1. Participants

The writer asked 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students who have completed Structure 1-3 and TOEFL 1 classes. Then, the writer chose 97 students from

2013 and 2014 academic year. The 97 students for the participants consist of:

1. 42 students from 2013 academic year ( 31 females, 11 males)
2. 55 students from 2014 academic year ( 35 females, 20 males)

They were asked to complete the questionnaires because they were English as a second language (ESL) learners. They have chosen English as a major, so their views helped the writer to conduct this study.

### **3.1.2 Sample**

From 97 students as the participants, the writer took sample of 73 students. This calculation of sample size based on the Cohen, Manion, & Morrison (2007, p. 104). The writer, in the study, used simple random sampling. Bailey, as cited in Cohen, Manion, & Morrison, said (2007, p. 102):

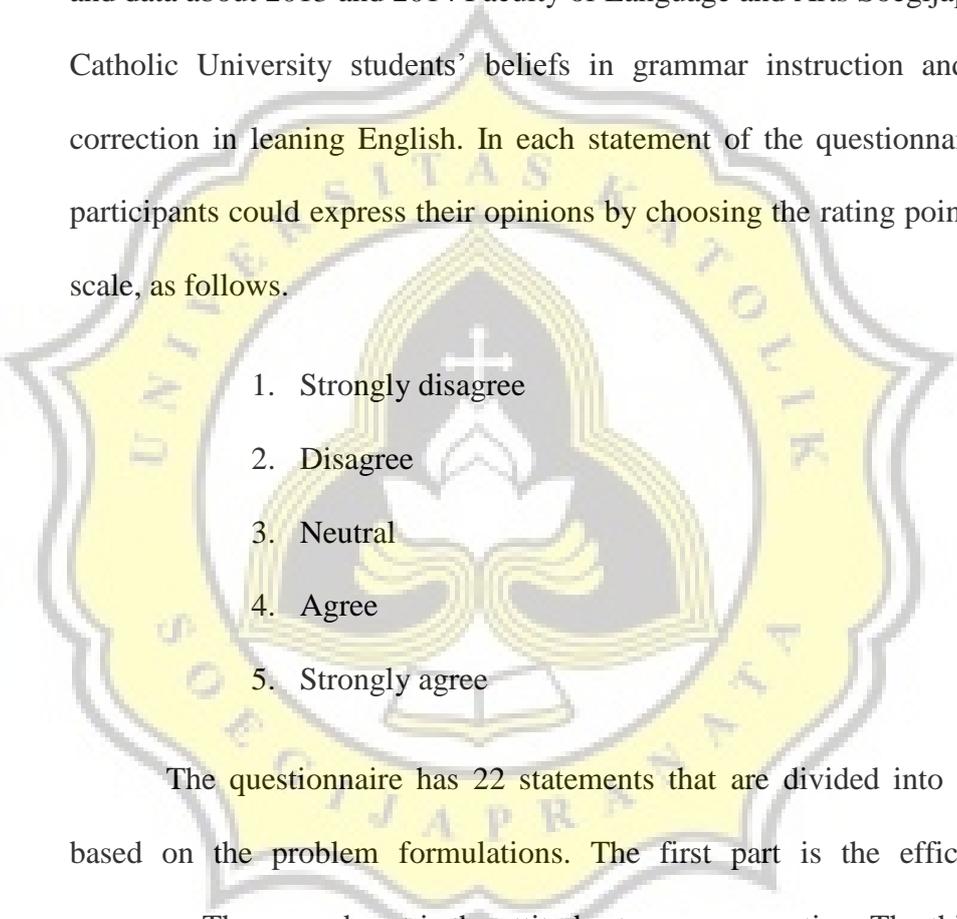
Where simple random sampling was used, the sample size needed to reflect the population value of a particular variable depends both on the size of the population and the amount of heterogeneity in the population.

### **3.1.3 Instruments**

In order to achieve the aim of the study, the writer used questionnaires as an instrument to collect the data. The writer distributed the questionnaires to 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students who have already completed Structure 1-3 and TOEFL 1 classes. The type of the questionnaire is closed-

ended questions. Moreover, the questionnaires were adapted from BALLI (Beliefs About Language Learning Inventory) questionnaires by Horwitz as used in Loewen, et al.'s study (2009, p. 96).

The purpose of distributing the questionnaires was to get information and data about 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students' beliefs in grammar instruction and error correction in leaning English. In each statement of the questionnaire, the participants could express their opinions by choosing the rating points on a scale, as follows.

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1. Strongly disagree
  2. Disagree
  3. Neutral
  4. Agree
  5. Strongly agree

The questionnaire has 22 statements that are divided into 5 parts based on the problem formulations. The first part is the efficacy of grammar. The second part is the attitudes to error correction. The third part is the importance of grammar, then the fourth part is the importance of grammatical accuracy, and the last part is the attitudes to grammar instruction, these are classified in the Table 3.1.3, as follows.

**Table 3.1.3**  
**Questionnaire Statements Classification**

Domain Part	Statement Numbers from Questionnaire
A. Efficacy of Grammar	<i>1,2,3,4,5,6,7,8,9</i>
B. Attitudes to Error Correction	<i>1,2,3,4,5</i>
C. Importance of Grammar	<i>1,2</i>
D. Importance of Grammatical Accuracy	<i>1,2,3</i>
E. Attitudes to Grammar Instruction	<i>1,2,3</i>

The goal of part A, C, E were to discover 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students' beliefs in grammar instruction in learning English. It consist of 14 statements. All the statements were called positive statements because they tested the students' positive beliefs. Then, the goal of part B and D were to inquire 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students' beliefs in error correction in learning English. It consist of 8 statements. Five statements were called positive statements while three statements were called negative statements because they tested the students' negative beliefs.

### 3.2. Research Procedure

There were some steps that the writer arranged in examining the data.

They were described as follows:

1. Adapting the questionnaires

First, the writer used closed- ended questionnaire. The questionnaires were adapted from BALLI (Beliefs About Language Learning Inventory) questionnaires by Horwitz as used in Loewen, et al.'s study (2009, p. 96).

2. Collecting the respondents

Second, the writer asked to 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University students especially those who have already completed Structure 1-3 and TOEFL1 classes.

3. Distributing the questionnaires

Third, the writer distributed the questionnaires to the sample of 73 students of 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University.

4. Analyzing and interpreting the data

Then, in the study, the writer used quantitative method to analyze the students' beliefs in grammar instruction and error correction of 2013 and 2014 Faculty of Language and Arts Soegijapranata Catholic University. The writer analyzed the data from

the questionnaires to find out the aim of the study. The writer evaluated the close-ended questionnaires quantitatively using *SPSS 17* (*Statistical Package for Social Science*) in descriptive statistics. Then, the writer interpreted the results of the questionnaires.

### 3.3. Method of Data Analysis

After collecting data from the questionnaires, the writer analyzed the data based on the related theories by using *SPSS 17* (*Statistical Package for Social Science*). *SPSS* is a program that is usually used in descriptive statistics. After collecting the whole data from the questionnaires, moreover, by using *SPSS 17* the writer then analyzed, arranged and tabulated the results of the questionnaires by following the steps below:

1. Inputting the data

In this first step, the writer tabulated the result of the questionnaires by giving score of each them.

2. Counting the means and determining criteria

In this part, the writer counted the means based on the choice of questionnaire answers using *SPSS 17*. Generally, the means which fall at 3 and above are considered as positive beliefs and if the means which fall below 3 are considered as negative beliefs. To determine the beliefs criteria, Sugiyono (2004, p. 75) has a formula that can be used to count the criteria scale.

**The formula of RS (Range Scale):**

$$RS = \frac{\text{Skor tertinggi} - \text{Skor terendah}}{\text{Jumlah Kriteria}}$$

$$RS = \frac{\text{Highest score} - \text{Lowest score}}{\text{Total criteria}}$$

The range scale is used to determine the criteria of the Faculty of Language and Arts students' beliefs in grammar instruction and error correction in learning English. In this case, the range scales is:

$$2 = \frac{5 - 1}{2}$$

The criteria of beliefs are:

- a. 1 – 3 = Negative
- b. 3,01 – 5 = Positive

3. Interpreting the data

The results of the analyzed data were interpreted and written as a research report.