CHAPTER III

RESEARCH METHODOLOGY

In this chapter discuss method of the research, operational definition, population and sample, validity of the instrument, technique for collecting data and also technique for analyzing data.

A. Method of The Research

In this study, researcher use quantitative research with a survey design. Researchers will find out the direct language learning strategy used by the students at SMPN 23 OKU.

According to Siroj et al. (2024), quantitative research is a method of collecting and analyzing numerical data with control variables, which allows researchers to study phenomena and the relationships between variables in a comprehensive manner. Structured quantitative research must have arguments or hypotheses to test theories deductively, to prevent the emergence of bias, to control for alternative explanations, and to be able to generalize and reapply the results. Quantitative research is done with a detailed operational plan the data collected are quantitative or can be measured by counting or measuring. Quantitative research is dynamic or uses a specific time interval, or little time is used except for specific purposes.

According to Rustamana et al. (2024), survey design is the process of creating an effective survey to collect research data. Good survey design can help researchers maximize the results of surveys because surveys are used in evaluations to make systematic, evidence-based, and accurate assessments of facts and characteristics of a population or group. Several quantitative research methods, such as surveys, are used to obtain or collect information data from large populations. Typically, a relatively smaller sample is used of quantitative research methods, such as surveys, are used to solve large-scale real-world problems involving very large populations, which require large samples. In the survey, information is collected from respondents with questionnaires.

The quantitative survey design is to obtain accurate and measurable data that can be analyzed statistically. This quantitative data can be used to support decisions in various fields, including educational research. In this study, researchers will find out the direct language learning strategies that are most widely used by class IX students at SMPN 23 OKU. Researchers will use survey design as a research method.

B. Operational Definition

The title of this research is "An Analysis of Direct Language Learning Strategies of the Ninth Grade of SMPN 23 OKU. There are three major terms which are needed to be defined operationally for the puposes study: The use Direct Learning Strategies in English Language Learning. The following key terms are:

1. Analysis

Analysis is the process of breaking down complex information, ideas, or systems into smaller components for better understanding, interpretation, and evaluation. It involves examining individual elements, relationships, and patterns in data or a topic to draw conclusions or identify insights. Analytics also examines, transforms, and models data to uncover useful insights, draw conclusions, and support decision-making**.**

2. Direct Strategy

A direct learning strategy that focuses on the teacher gradually teaching the material to students. This strategy is suitable for helping students develop basic skills.

3. Language Learning

Language learning is the process of acquiring or improving the ability to understand, speak, read, or write in a language other than one's native language. This process can be accomplished through formal education, self-study, or immersion in environments where the target language is spoken.

C. Population and Sample

1. Population

According to Sugiyono (2011), Population is a generalization area consisting of: subject objects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions drawn. So the population is not only people, but also objects and other

natural objects. The population is also not just the number of objects studied, but includes all the characteristics of the nature possessed by the subject or object. In this study, researcher choose ninth grade students at SMPN 23 OKU as a population. The following is a table of the population of ninth grade at SMPN 23 OKU. The researcher chose ninth grade students at SMP 23 OKU as the population because when the researcher conducted pre-observation, there were still ninth grade students who had difficulty choosing language learning strategies that were useful for improving English learning, therefore the researcher wanted to find appropriate learning strategies for ninth grade students. SMPN 23 OKU can easily learn languages, especially learning English.

Table 3.1

The Population of The Research

Class	Number of Students
IX. A	31 Students
IX. B	30 Students
IX. C	31 Students
IX. D	30 Students
IX. E	29 Students
Total	**151 Students**

Souce : SMPN 23 OKU

2. Sample

According to Sugiyono (2017), the sample is part of the number and characteristics of the population. If the population is large and it is impossible for researchers to study everything in that population, for example, due to limited funds, energy and time, then researchers can use samples taken from that population. Therefore, samples taken from the population must be truly representative. To select a sample, researchers use convenience sampling to select students who will be sampled. Convenience sampling is a non-probability sampling technique where individuals are selected as samples based on ease of access or availability, not by random selection.

In this study, researchers will use Slovin as a sample to calculate the number of samples needed for the research. According to Tunru et al. (2023), the slovin formula is an example of one of the most popular shrinkage theories for quantitative research. The slovin formula is commonly used to obtain a sample that must be representative so that research results can be generalized and calculated. Samples do not require a quantitative table. Slovin's formula is a convenient method for determining sample size or number whenever the population size is relatively large. Determining the minimum number of samples needed in a research study requires attention to established error tolerance limits.

Formula slovin:

$$n = \frac{N}{1 + N\,(e)2}$$

Information:

n = Sample size/number of respondents

N = Population size

E = Percentage of accuracy allowance

sampling error remains tolerable; e= 0.5.

From the results of calculations using the Slovin formula, the results are obtained; 109 students as samples.

Table 3.2

Sample of The Research

Class	Number of Students
IX. A	22 Students
IX. B	22 Students
IX. C	22 Students
IX. D	22 Students
IX. E	21 Students
Total	**109 Students**

Souce : SMPN 23 OKU

D. Validity of the Instrument

According to Janna and Herianto (2021), a validity test checks if a measuring tool is accurate or not. The tool in this case is the questions found in the questionnaire. A questionnaire is considered valid if its questions can uncover what it is meant to measure. This opinion is in line with Amini (2023), an effective instrument should possess solid validity. To create a high quality instrument, it is essential to conduct testing, and the calculation of validity should follow established guidelines for developing the instrument. In this study, the researcher conducted instrument validity by conducting expert judgment on 3 lecturers of the English Study Program, Baturaja University. This process is important to determine whether the questionnaire created by the researcher is suitable for use in research or not. The first expert judgment agreed that this questionnaire can be distributed with a note that the language can be simplified for students to read. The second expert judgment stated that this questionnaire can be distributed with the note that each item has the same number. and the last expert judgment agreed without any revision because it was in accordance with the two previous expert judgments and the results were 22 questions. After the expert judgment was examined, the expert judgment stated that the instrument used by the researcher was in accordance with the objectives of this study.

E. Technique for Collecting Data

The data collection technique in this research used questionnaire. Regarding the type of data, will explained as follows:

a. Questionnaire

According to Cahyo et al. (2019), questionnaire is a technique for collecting data or information through forms that contain questions to be completed by multiple respondents to obtain answers or responses to be analyzed by parties with certain goals.

According to Rahman (2019), a questionnaire is a data collection method that involves giving respondents a series of written questions or statements. This is a scale that is widely used in survey research. Questionnaires and surveys complement each other, each with its own benefits and ideal usage scenarios.

After the researcher's questionnaire was approved by expert judgments, the researcher collected data by distributing questionnaire sheets to grade IX students who had been determined as samples. The questionnaire was filled out by students on 109 grade IX students of SMPN 23 OKU. To obtain valid data, the researcher created a questionnaire adapted from Alfiani's (2019), this questionnaire was divided into 3 parts based on students' direct language learning strategies. The following is a classification of direct language learning strategies and student response questionnaires.

Table 3.3

The Specification Questionnaire Direct Language Learning Strategies

Aspect	Characteristics For Each Strategies	Number of Item
Memory Strategies	**1-8**	**8**
(Creating Mental Linkages	1-2	2
Applying Images and Sounds	3-5	3
Reviewing Well	6-7	2
Employing Well)	8	1
Cognitive Strategies	**9-16**	**8**
(Practicing	9-10	2
Receiving and Sending Messages	11-12	2
Analyzing and Reasoning	13-14	2
Creating Structure for Input and Output)	15-16	2
Compensation Strategies	**17-22**	**6**
Guessing Intelligently	17-19	3
Overcoming Limitation is Speaking and Writing)	20-22	3
Total		22

Source : adapted based on research by Alifiani, V, (2019)

The instruments of this research will be measured using a Likert scale, so that the type of respondent can choose one of five possible response options. With the following choices or alternatives and evaluations.

Table 3.4

Students Response of Questionnaire

Scale	Score
Never	1
Rarely	2
Sometimes	3
Usually	4
Always	5

Source : adapted by Sugiyono (2019)

F. Technique for Analyzing Data

Analyzing data is all kinds of data management or a combination of various data management so that the data can be useful according to the desired results and can be used directly. Analyzing data is a very important part of the scientific method, because by analyzing data, data can be given meaning and significance that is useful in solving research problems. After the researcher received approval from expert judgment and distributed questionnaires from ninth grade students to find out the results of the strategies most widely used by students, the researcher conducted a data analysis aimed at finding the average of each strategy to find out the Direct Strategy most often used by Grade IX Students of SMPN 23 OKU. Therefore, in this study the researcher used the mean formula adopted from Sugiyono (2015, p.280) to process the data.

$$\text{Mean} = \frac{\Sigma x}{n}$$

Mean

Σx = The sum of direct language learning strategy choice by a student

n = Total number of the questionnaire

To make it easier to analyze the data, researchers use Excel as a medium to analyze the results of the mean formula adopted from Sugiyono (2015, p.280). The results of the students, researchers calculate according to the statement to get the mean results, researchers divide the total number of student choices divided by the total number of questions and get the desired results. To classify each result for comparison.

The result from the mean formula then classifications adopted by Oxford (1990) cited in (Kustyanto et al., 2023, p. 193-194). Below this criteria to determine the data of research.

Table 3.5

The Criteria to Determine the Result of the Student's Score

Classification	Responses	Score
High	Always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally used	1.5 to 2.4
	Never used	1.0 to 1.4

Source : Kustyanto et al., (2023)