

Chapter Three

Methodology

This chapter shows the methodology of this study, and discusses how the study was conducted. It is divided into five parts: Research Design, Setting of the Research, Population and Sample, Data Collection Method, and Data Analysis. In the research design, the researcher explains about the design of the study and the reason of choosing the design. The researcher also mentions the statements from some researchers to support the idea. In population and sample, the researcher mentions the number of the sample and the methods that the researcher used for this study. In the data collection method, the researcher explains the ways to gather the data. The last is data analysis. In this part the researcher shows some steps in analyzing the data.

Research Design

This research used a quantitative research. Creswell (2008, p.249) defined quantitative research as “any study using numerical data with an emphasis on statistics to answer the research question”. The researcher chose quantitative design because to answer the research questions, the researcher used the numbers to represent the data. The data were the number of frequencies and percentage that showed the student’s ability in using punctuation marks at English Education Department of UMY batch 2014.

Setting of the Research

This research was conducted at EED UMY. The researcher chose EED UMY because based on the researcher's experience, the researcher found some problems related to the study of this research. Since the researcher found some problems related to the study based on the experience, the researcher wanted to know the ability of EED UMY students in using punctuation mark. The research was carried out in May 2016.

Population and Sample

In this study, the researcher shows population and sample the researcher used in this research. Creswell (2012, p.142) said that "population is a group of individual who have same characteristics". In this study, the population is all students of English Education Department of Universities Muhammadiyah of Yogyakarta batch 2014. The researcher chose EED students batch 2014 because the students had had taken Capita Selecta on Grammar and Academic Reading and Writing classes. So, the students already have basic knowledge in using punctuation marks and it was appropriate to give them a test to check their ability in using punctuation marks. The researcher also believes that EED students' batch 2014 need to know how to use punctuation marks especially in writing at early semester. Therefore if they have not mastered it well they still have time to improve their knowledge in using punctuation marks in their next semesters.

For sampling, the researcher used the guideline from Saleh. According to Saleh (2012, p. 46) the number of sample from the population of 101 up to 500 is

30% to 50%. The total number of students' batch 2014 was 160 students and the researcher took 60 students as the sample of this study by convenience sampling. Creswell (2012, p.619) explained convenience sampling is "quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied". The researcher took 60 students because when the researcher distributed the test, for the first time there were only 25 students in a class accessible and available to be studied. This number of the participants did not meet the required number of sample based on Saleh (2012). The students who were available were 35. So the total of sample was 60. All the student was willing to be tested in a class.

Research Instrument

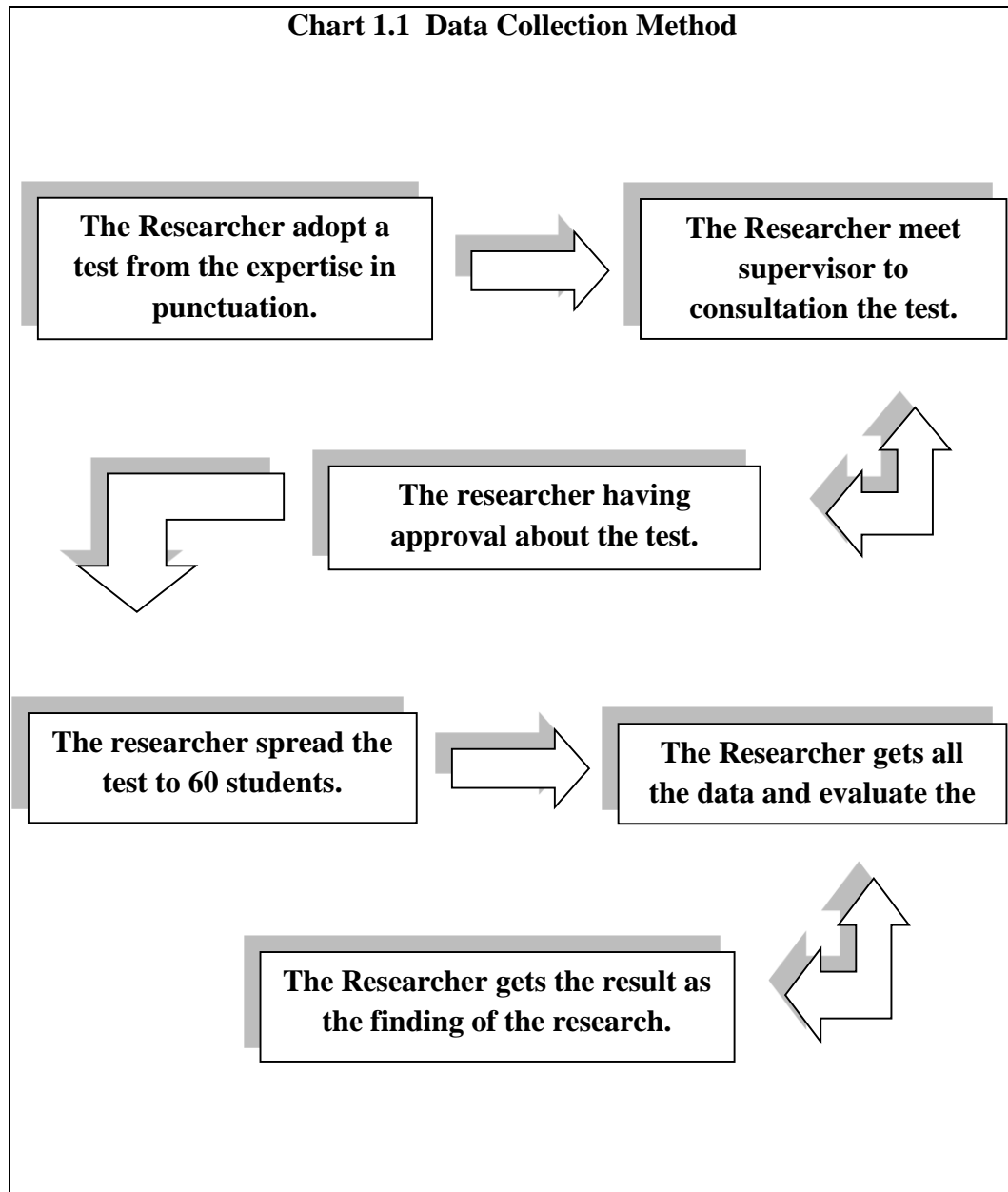
In this study, the researcher used a test as the research instrument. First, the researcher adopted a test on punctuation marks. The test was adapted from: Straus J. (2008) "The Blue Book of Grammar and Punctuation: An Easy-to Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes" Tenth Edition". Jossey-Bass., and www.owl.english.purdue.edu. The test consists of 20 unpunctuated sentences and the students get instruction to complete the sentence with punctuation mark. The items of punctuation marks are full stops, commas, question mark, quotation mark, and apostrophes.

Data Collection Method

The purpose of this study was to identify the students' ability to use English punctuation in the process of writing at English Education Department of Muhammadiyah University of Yogyakarta batch 2014. The data were collected by testing the student. The test was adapted from the expertise.

The researcher used expert judgment to review the test. The researcher consulted the EED lecturer considered as the expert to know the appropriateness of the test before the test was spread. After the having approval, the researcher spread the test. The researcher spread the test to the students batch 2014. Before the researcher spread the test to the students, the researcher got permission from the lecturer to conduct the test.

After the researcher collect the data, the researcher evaluate the data by mark all the answer of the students using key answer. Then, the researcher got the result of the test as the finding of the research. After the process in collecting data was done, the researcher could answer the question of the research. The step that the researcher collected the data is presented in the following chart.

Chart 1.1 Data Collection Method

Data Analysis

The researcher marked all the test based on the key answer provided by Straus J (2008) and owl English Purdue evaluated and analyzed the test using assessment rubric to know the frequency of the mistakes that the students made and the most common mistake made by the students. The first thing that the researcher did was to mark all the students' work based on the answer key provided by Straus J (2008) and Writing Lab of OWL English Purdue. The maximum score is 100. After the scores were gained, the researcher categorized the correct and incorrect answers into five categories of punctuation as seen in table assessment rubric.

Table 1.1

Assessment Rubric

	Kinds of Punctuation											
NO	Participants	Full Stop		Commas		Quotation Mark		Question Mark		Apostrophes		Score
		T	F	T	F	T	F	T	F	T	F	
1												
2												
3												
4												
	Total											

T= True

F= False

The number of the correct answers of each category was totaled. The incorrect answers of each category was also totaled. From here the researcher knew the number of the mistakes the student made in each kind of punctuation. The number also showed the most common mistake done by the students. To make simple, the researcher analyzed the data using Ms. Excel. The researcher chose Ms. Excel because the data were simple to process.

Table 1.2**Categorization Ability**

Categorization of Ability		
Range	Kind of Category	Grade
81-100	Excellent	A
66-79	Good	B
56-65	Satisfactory	C
40-55	Unsatisfactory	D
<40	Poor	E

(Arikunto, 2011)

The students score were than categorize into fifth categorization of ability based on Arikunto as seen in table. The categorization consists of 5 categories. The first category is, excellent. This category students had very good understanding and knew how to use punctuation mark correctly in writing. The range of the score of these category is 81-100. The second category is good. This category was the student had good understanding using punctuation mark correctly in writing. The

range of the score in this category is 66-79. The third category is sufficient. This category means that the students had not enough understanding in using punctuation mark and the students made some mistakes using punctuation mark correctly in writing. The range of the score this category is 56-65. The next category is insufficient. It means that the students had not enough knowledge about punctuation and cannot pass the test. The students who insufficient category was students made a lot of mistake in the test. The range of the score of this ability is 40-55. The last category is poor. These category was students who had not able to use punctuation mark correctly. The range of the score is less than 39.

The researcher chose these categorization because these categorization was simple to apply to know the kinds of the category of ability students from the range of the score. These categorization adopted from the way of give scoring by Arikunto (2004 p.35). The purpose of the researcher made the categorization of ability of the students was to know how many students who can pass the test and what kind the category of the students reach.