CHAPTER III

RESEARCH METHOD

3.1   Research Design

This study uses a survey approach, the use of this approach aims to accumulate the information of student's 12th self concept about English subject at SMA Muhamamdiyah 1 Gresik. This study is a qualitative research method with observation and questionnaire apply, according to Bogdan and Tylor cited by Lexy (1999), qualitative research is a research procedure that produces descriptive data in the form of words written/spoken of the people and observed behavior. Therefore, questionnaires applied are the most suitable because the data can be analyzed systemically.

3.2   Subject of the Study

1. Population

Sulistyo-Basuki (2006) suggests the overall population is the object to be studied. In SMA Muhhammadiyah 1 Gresik it has 9 classes for class XII. The division of student's stream is presented in tabular form 3.1 as below:

Class	Male	Female	Total
XII IPB	5	9	14
XII IPA 1	14	22	36
XII IPA 2	16	20	36
XII IPA 3	10	27	37
XII IPA 4	20	16	36
XII IPA 5	16	21	37
XII IPS 1	21	15	36
XII IPS 2	20	15	35
XII IPS 3	15	19	34
Total	**137**	**164**	**301**

Table 3.1   Source: Kesiswaan of SMAM 1 Gresik

2. Sample

Sample is part of a population can be considered representative of the population. To determine the sample size according to Arikunto (2002) when the subject is less than 100, preferably taken all of that research study population. If the subject is greater may be taken between 10-15% or 20-25%.

In the present study, the researchers use disproportionate stratified random sampling. This technique is used to determine the number of samples, when the population is stratified but less proportionally. To facilitate the reader then the researcher encapsulate the sample in the table 3.2 below:

Class	Total	25%	Male	Female	Age		
					16	17	18
XII IPB	14	3,5	2	2	-	2	2
XII IPS 1	36	9	4	5	-	7	2
XII IPS 2	35	8,75	5	4	-	8	1
XII IPS 3	34	8,5	4	5	2	7	-
XII IPA 1	36	9	5	4	-	9	-
XII IPA 2	36	9	4	5	-	8	1
XII IPA 3	37	9,25	5	4	1	8	-
XII IPA 4	36	9	4	5	-	7	2
XII IPA 5	37	9,25	5	4	-	7	2
Total	301	75,25	38	38	3	63	10

Table 3.2   Source: kesiswaan of SMAM 1 Gresik

According to Thakur and Prasada's (1977) self esteem inventory was used to measure self concept of adolescents. The results revealed that sex variation had a significant impact on personality perceived and socially perceived self. The females possessed more positive self concept in comparison to the males.

Kalyani and Anitha (2002) studied the self concept of 150 children, studying in 8th, 9th and 10th standards of five private and one municipal co-educated high school of Tirupati town. The result revealed no significant difference between different grades with regard to the self concept. It showed that grade had no influence on self concept of adolescents.

Then the researchers want to know, is gender and age differences affect the student's self-concept or not.

3.3   Data Collection

The instrument of the data in this study is primary data. To collect the necessary data the researchers use questionnaire, which is a list of statements or questions, send to the respondent either directly or indirectly. This technique is use to obtain data on how is student's self concept about English subject for the 12th grade at SMA Muhammadiyah 1 Gresik.

This questionnaire form of closed question because researchers provide some alternative answers to choose from respondents, The closed question is very effective views from the needs of researchers, because to giving some alternative answers can carry the respondents more accordance with existing research purposes.

3.3.1   Instrument of The Study

The instrument of this study is using a questionnaire. According to Shavelson (1976), components of self-concept is divided into two, academic and non-academic, then the researchers will divide the questionnaire into academic and non-academic which each division contained 15 questions and total of about 30 items overall. Academic divide into 3 elements which affect the student's personality, those are thinking, feelings and action of the students which is can define the student's self-concept of English lesson particularly. For non-academic, appropriate with Shavelson model then the writer will divide 15 questions into several questions related to the physical, social and emotional. To

facilitate the reader then the writer will summarize as the following table 3.3:

Source	Component Self Concept	Division of Component	Question number
Shavelson (1976) self concept consist of a global self concept , which is comprised of both an academic and non academic	Academic	Feeling, become aware of (something) by the sense of touch	item number 1 - 5
		Thinking, have or form ideas in one's mind	item number 6 - 10
		Doing	item number 10 - 15
	Non Academic	Physical, of the body	item number 16 - 20
		Social, concerning or belonging to the way of life and welfare of people in a community	item number 21 - 25
		Emotional, a (strong) feeling of any kind	tem number 26 - 30

Table 3.3

3.3.2 *Validation instrument*

Validity test is used to test the extent which the accuracy of the gauges may reveal concept / phenomenon being measured. Validity test is used to measure whether or not a legal or valid questionnaires. A questionnaire as valid if the questions on the questionnaire were able to reveal something that will be measured by the questionnaire. Researchers take a questionnaire from several sources such as Rolene Louise Coetzee (2011) with his thesis

entitled The Relationship Between Students' Academic Self-Concept, Motivation And Academic Achievement At The University Of The Free State and Moses Matovu (2012) with a thesis entitled Academic Self-Concept and Academic Achievement among University Students, so the validity of the questionnaire does not need to be tested again

3.4   Data Analysis

In this study the researcher use the Likert scale, According to Sugiyono (2011) used a Likert scale to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. In this research, social phenomenon has been specifically defined by researchers, hereinafter referred as a research variable.

The answer each item instrument that uses a Likert scale gradations have very positive to very negative, for purposes of analysis that the answer can be given a score:

- SD   = strongly disagree   score   1
- D   = disagree   score   2
- UD   = undecided   score   3
- A   = agree   score   4
- SA   = strongly agree   score   5

A total questionnaire of about30, if the students answer overall true then 30x5=150

If the total score 2-75 so that students have a negative self concept

If the total score 76-150 then the students have a positive self concept

We will also count the percentage 12th grade students of SMA Muhammadiyah 1 Gresik who have positive self-concept and negative self concept by this way:

- $$\frac{\text{Number of answered YES}}{\text{Total maximal score}} \times 100\% =$$

- $$\frac{\text{Number of answered NO}}{\text{Total maximal score}} \times 100\% =$$

From the calculate totality above the writers also will calculate the percentage of **genders** and **age**.

a. gender

- $$\frac{\text{Male Students answered YES/NO}}{\text{Total maximal score}} \times 100\% =$$

- $$\frac{\text{Female Students answered YES/NO}}{\text{Total maximal score}} \times 100\% =$$

b. age

- $$\frac{\text{The student's age}}{\text{Number of students}} \times 100\% =$$