

CHAPTER III

METHODOLOGY

This chapter presents the elaboration of research design, followed by sample and population, time and place of the study, the instrument and its validity and reliability, data collection procedure, and the description of how the data were analyzed.

3.1 Research Design

In order to fulfill the objective of this study which is to establish EFL teachers' perception of authentic reading assessment, descriptive qualitative approach will be employed. Creswell (2014:32) noted that qualitative research is *"...an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem"*. Qualitative research is best tackled for this study concentrates on individuals perception. Since this study is preliminary, exploratory research design is necessarily addressed. As Creswell (2009:18) and Morse (1991) stated that qualitative research is exploratory in design, means it is useful when the topic has never been alluded much and applied to certain population under study.

Moreover, this study were implemented through survey that is a procedure which the researcher administer to a sample of population to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2007). Survey was conducted to gain data of teachers' perception through questionnaire.

3.2 Data and Data Sources

Since this study seeks answers of what teachers perceive about the concept of authentic reading assessment, the data were teachers' perceptions of authentic reading assessment purposes, criteria, methods, and techniques. The data were gained through questionnaires and interview protocol. Thirty senior high school EFL teachers in Central Jakarta were involved as data sources of this study.

3.3 Sample and Population

The population of the study is EFL teachers of Senior High School in Central Jakarta. The sample taken was 15% of population; in other words, 30 English teachers from different 13 Senior High Schools in Central Jakarta were randomly chosen with expectation that the answers of respondents will have no influence to each other. Implementing random sampling means each respondent has equal probability of being selected from the population and the sample will be representative of the population (Creswell, 2009:155).

3.4 Place and Time of The Study

The data were collected within two months started from April to May, 2015 in 13 senior high schools in Central Jakarta; SMA 68, SMA 27, SMA 77, SMA 1, SMA 25, SMA 24, SMA 20, SMA 10, SMA 35, SMA 7, SMA 5, SMA Perguruan Ksatria, and SMA Al-Jihad.

3.5 Instruments of The Study

In this study, the researcher employed two kinds of instrument. They are questionnaire and interview protocol.

3.5.1 Questionnaire

The questions built based on the theories from experts at the literature review. Each number of questionnaires is written in Bahasa Indonesia to avoid any misinterpretation and to ease the respondents in completing the questionnaires. The questionnaire in this study consists of two major parts. The first part is the personal information of the teacher which consists of 6 questions, and the second part is the concept of authentic reading assessment. The second part consists of 4 sub-parts with total 14 statements. Part A is the purposes of authentic reading assessment that consists of 2 statements, Part B is the criteria of authentic reading assessment that consists of 4 statements, Part C is the methods of authentic reading assessment that consists of 2 statements, and Part D is the techniques of authentic reading assessment that consists of 6 statements.

The questionnaire is composed with Five-Likert Scale to grade the perception by the EFL teachers toward the concepts of authentic reading assessment. There are five answer options teachers can choose; Sangat Setuju (SS), Setuju (S), Tidak Tahu (TT), Tidak Setuju (TS), and Sangat Tidak Setuju (STS).

3.5.2 Interview Protocol

Interview protocol that includes checklists of data helped the researcher do the interview. Interview is necessary when the required information cannot be observed such as feelings, beliefs, perception, and

opinion (Susuwele, 2005). Conducting interview in this study aims to add deeper insight of teachers' perception based on their daily practice of authentic reading assessment in EFL classroom and to cross-check the data gained from the questionnaire. Interview script is designed as semi-structured interview in which the questions can be designed during the interview and developed along with respondents' answers. Open-ended questions will be employed since that it allows the informants freedom to express their views in their own terms.

3.6 Validity and Reliability

This study concerns with content validity of the instrument that was assessed by asking a number of questions of the concepts in the instrument whether they are clear and refer to the theory; and/or asking the opinion of expert judges in the field (Drost, 2011:118). Face validity is another technique to strengthen the validity. The instrument was also be measured by peer-reviewing to panel experts to check their understanding about the instruments that has been constructed.

The reliability of the instrument was be measured using Alpha Cronbach formula:

$$\alpha = \left[\frac{N}{N - 1} \right] \left[1 - \frac{\sum \sigma_{item}^2}{\sigma_{total}^2} \right]$$

α = Cronbach's alpha (the reliability of instrument)

N = Number of statement in the questionnaire

$\sum \sigma_{item}^2$ = The sum of variances

$\sum \sigma_{total}^2$ = The total variance

Soon after finding the reliability, the researcher used the standard of reliability of the questionnaire, as stated by Arikunto (2006:276) below:

Interpretation Table

Points	Interpretation
0,800 - 1,000	High
0,600 - 0,800	Fairly High
0,400 - 0,600	Fairly Low
0,200 - 0,400	Low
0,000 - 0,200	Very Low

The reliability of instruments was done through pilot study. The pilot study was done to 5 SHS EFL teachers. After doing pilot study, the reliability of instrument (see Appendix) reached 0,97 which regarded as high.

3.7 Data Collection Procedures

The data were obtained through questionnaires and interview. In collecting the data needed in this study, the researcher conducted some steps:

1. Choosing the place to conduct the study and asking for permission to conduct the study.
2. Distributing questionnaires to 30 EFL teachers (taken from 13 SHS in Central Jakarta).
3. Interviewing 10 teachers for cross-checking questionnaire data.

3.8 Data Analysis Procedures

After obtaining data from questionnaire and interview, the data were analyzed as described below:

1. The data obtained from the questionnaires were quantified and tabulated with frequency that the answers of the respondents were scored grading from five to one; Sangat Setuju (5), Setuju (4), Tidak Tahu (3), Tidak Setuju (2), and Sangat Tidak Setuju (1).

2. Transcribing the data gained through interviews.

The data of the interview that is in a form of recorded material was transcribed, then it was classified based on emerging categories into a written form. transcribe interview data for emerging categories then tabulate all obtained data for quantified qualitative data. The interview result is to empower the data gained from the questionnaires.

3. Performing simple frequency analysis.

All data from questionnaires and interview were tabulated in percentage of each categories by performing simple frequency analysis data. Then, the discussion of the results was revealed by also relating them with reference to research questions.