

CHAPTER 3

METHODOLOGY

This chapter presents the description of the research design, followed by sample and population, time and place of the study, the instruments, the procedures for data collection, validity and reliability of the study, and lastly the description of how the data will be analyzed.

3.1 Research Design

The objective of this study was to explore EFL teachers' perception regarding the concept of authentic reading assessment in English language classroom by thirty teachers in ten Vocational Secondary Schools in Central Jakarta. The writer pinpointed to the purposes, criteria, methods, and techniques of authentic reading assessment as elaborated in the literature review by previous experts. Regarding to the objective stated above, descriptive qualitative approach was employed. As 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*". So that qualitative research matches for this study concerning on individuals perception.

This study was considered as preliminary study since the researcher just took small number of respondent in particular area. Moreover, to collect the data, a survey was administered to gather valid evidence of all teachers'

perception. According to Creswell (2011) survey is a procedure in research which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this study, survey was employed to get the data gained through questionnaire.

3.2 Participants

The participants of the study was thirty English teachers from ten different Vocational Schools in Central Jakarta while the samples were taken from thirty English teachers from ten different Vocational Schools. The writer used random sampling proposed by Pandey (2005) cited in Salaria (2012) to select 30 EFL teachers from ten Vocational schools spread in Central Jakarta.

According to Pandey (2005) as cited in Salaria (2012), the random sampling as a method where all members or units of the community or population have an equal and independent chance of being included. It implies that the inclusion of a particular unit in one draw has no influence on the probabilities of inclusion in any other draw.

3.3 Data and Data Sources

In this study, the data was teachers' perceptions toward authentic reading assessment. The data was obtained by using open-ended questionnaires and interview. In the meantime, the data sources were thirty

English teachers from 10 vocational secondary schools spread in Central Jakarta.

3.4 Place and Time of the Study

The data was collected from ten vocational schools in Central Jakarta district, which are *SMKN 1*, *SMKN 3*, *SMKN 14*, *SMKN 27*, *SMKN 31*, *SMK Al-Makmur*, *SMK Jayawisata*, *SMK PSKD 1*, *SMK Muhammadiyah 10*, and *SMK Taman Siswa*. The research was conducted within two months started from April to May 2015.

3.5 Instruments of the Study

To gather the data, the writer utilized both questionnaire and interview data. The questionnaire and the interview was written in Bahasa Indonesia in order to avoid respondents' misinterpretation.

3.5.1 Questionnaires

The questionnaire was composed in well-structured questions adapted based on the theories from the literature review. The questionnaire was formed of two major parts. The first part is the personal information of the teacher and the second part is 4 sub-parts with total 14 statements. Part A is the purposes of authentic reading assessment that consists of 3 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. Moreover, the researcher used Likert Scale to grade the perception held by EFL teachers towards the concept of ARA. There was five answer option; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Diasagree (SD).

3.5.2 Interview

Interview was conducted in this study to assure information related to the topic of the study and to support the data gained from the questionnaires. It is also used to collect information that could not be observed directly. Interviewing is necessary when the required information cannot be observed such as feelings, beliefs, perception, and opinion (Susuwele, 2005). The interview script was composed as semi-structured and open-ended questions.

3.6 Validity and Reliability

Based on Gay *et al* (1976:160), validity implies to the degree to which a test measures what it is supposed to measure, and consequently, permits appropriate interpretation of scores. Meanwhile, reliability is defined as the degree to which the instrument or the test consistently measures whatever it is measuring and brings out the same results on repeated trial (Gay, Mills, & Airasian, 1976:165). In checking the validity of the questionnaire, the researcher used content validity technique. Content validity technique concerns on the concepts in the instrument whether they are clear and refer to

the theory; and/or measuring the test using rational analysis or professional judgment of an expert (Azwar, 2009:45)

Before the questionnaire being distributed, the pilot study was conducted to identify the reliability of the questionnaire. Pilot study data was taken from five English teachers. To measure the reliability of the questionnaire as an instrument of this study, the researcher used the 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 of statements in the questionnaire

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

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

After finding the reliability, the writer used the standard of reliability of the questionnaire, as stated by Arikunto (2006:279) 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 obtained through pilot study. The pilot study was done to 5 Vocational Secondary Schools EFL teachers. After doing pilot study, the reliability of instrument (see Appendix) reached 0,80 which refers to the fairly high interpretation.

3.7 Data Collection Techniques

The data was obtained through questionnaires and interview. The writer chose respondents selectively to be interviewed. In collecting the data needed, the researcher will follow some steps.

1. Choosing the place to conduct the study.
2. Asking for the permission to conduct the study.
3. Conducting pilot study towards the questionnaire and interview
4. Administering the questionnaire to thirty EFL teachers (taken from ten schools)
5. After selected from the questionnaire, the researcher obtained ten teachers to be interviewed. The researcher conducted and recorded the interview within 15-25 minutes

3.8 Data Analysis Techniques

In answering the questions of how do vocational secondary school EFL teachers perceive authentic reading assessment, the researcher utilized the data obtained from questionnaires, analyzed the data comparing to the theories of authentic reading assessment in the literature review. The steps in analyzing data are described below:

1. Tabulating the data gained through questionnaires with simple frequency analysis.

The writer gave score for each answer in the questionnaire. The scores are grade 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 were in a form-recorded material and the researcher will transcribe into a written form. The researcher used the data to empower the data gained from the questionnaires.

3. Writing report.

The researcher presented the data from the questionnaires in a form of tables percentage and strengthened by the data from interview. Then, in the data discussion, the researcher elaborated the results by discussing them together and relating them with the experts' theory stated in the literature review.