

CHAPTER III

METHODOLOGY

This chapter presents the description of the research design followed by data and data resource, time and place of the study, the instruments, and the procedures for data collection, validity and reliability of the study, pilot the instrument and lastly the description of how the data were analyzed.

3.1 Research Design

The objective of this study is to identify the role of integrated approach on learning activity by students' perception in implementation of *English for Interpersonal Communication*. It was intended to investigate students' response about those new subjects in ED UNJ.

Related to the objectives stated above, a survey design was used in this study. A survey design can be a way to get information and feedback to use in planning and program improvement (Hart, Jeniffer, Elver, Schaeffer, & Stevenson, 2010). The purpose of survey design is to provide a snapshot of how things are at specific time (Kelley, Clark, Brown, & Sitzia, 2003, p. 261). Survey provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014, p. 41). The data in survey research can be generalized if the sample represents the whole population (Riduwan, 2005, p. 49). The purpose of this study is to provide authentic useful information to evaluate a program (Creswell, 2012, p. 376).

The data needed for this study is both quantitative and qualitative data. The data gathered from the questionnaire and interview. The questionnaire was used to gather data from a large number of people and generalized the result. Questionnaires was distributed to the samples of the study. The samples was given the questionnaires and they have to give their answers based on the choice given. The given questionnaires contained details information and opinion which related to perception on the implementation of *English for Interpersonal communication* at English Department. The collected data were analyzed statistically to describe the issue. To make the data more relevant, the researcher conducted in depth- interview with the samples. By doing in depth-interview in the form of one by one interview, the writer can do a depth exploration of the result from the questionnaire. As Carolyn and Palena (2006, p.3) argue that in-depth interview aims to gather the detail information about a person's thought and behaviour or explore the new issue in depth. The interview result offered many perspectives on the study topic and provide a complex picture of situation in the real study. Also, it was used to compare, to relate or even as the follow up technique for the data gathered from questionnaire.

3.2 Data and Data Resource of the Study

The data resource of this study was taken from ED students at Universitas Negeri Jakarta year 2013 and 2014 who have taken the subject of *English for Interpersonal Communication* during their study. The total students in year 2013 and 2014 is 270 students which is divided into four classes for year 2013 and eight classes for year 2014. The data resource of this study used random sampling 60

students taken by taking five students from each class in year 2013 and 2014. Below the table of data and data resources of this study:

No	Instrument	Data resource	Data
1.	Questionnaire	ED Students	Students' answer from questionnaire
2.	Interview	ED Students	Students' response

Table 3.2 Data and Data Resource of the Study

3.3 Place and Time of the Study

The data were collected within two months October-December, 2015 in English Department, Universitas Negeri Jakarta.

3.4 Instrument of the Study

The instruments that used in this study are questionnaire, interview, and document analysis.

3.4.1 Questionnaire

The questionnaire was built based on the theories from experts at the literature review. Each number of questionnaire was written in Bahasa Indonesia to avoid any misinterpretation. The questionnaire consist of 16 questions. The questionnaire will be distributed to the sample of this study 60 ED students in year 2013 and 2014. The questionnaire is arranged based on indicator and aspects.

Below the description of each statement in the questionnaire:

Content	Number of Questions
Identity of Respondent	1
Classroom Activity	2,3,4,5,6,7,8, 12,16
Learning Material	8,9,10
Evaluation	13,14,15

Table 3.4.1 Questionnaire Form

3.4.1.1 Validity and Reliability

To measure the validity of questionnaire, this study used the term of experts judgement and SPSS 20. The questionnaire were distributed to two ED lecturers. The writer asked the lectures to give feedback in every statements. Below the form of questionnaire validity test by experts:

No.	Aspek	Indikator	Butir Soal	Nomor Soal	Sesuai	Tidak Sesuai	Catatan
1.	Persepsi mata kuliah	Dosen pengampu mata kuliah keterampilan menyajikan nama mata kuliah keterampilan di RPKPS	Dari nama mata kuliah yang saya dapat, menurut saya mata kuliah tersebut sebaiknya disampaikan secara				

Table 3.4.1.1 expert validity format is adapted from Yumni, (2015)

This test was conducted before piloting the study. After got the feedback from the lecturers, the writer found that statements number 7, 23, 24, and 25 should be dropped from the questionnaire.

The measurement result can be trusted or reliable only if the result of measuring towards a group of item shows a similar result, (Saifuddin Azwar, 2000 cited by Wulandari, 2015). The technique used to measure reliability of the questionnaire is Kappa statistic which is operated by SPSS 20. The kappa statistic is frequently used to test interrater reliability. Ratter reliability represents to which the data collected in the study are correct representations of the variables measured (McHugh, 2012). Below the table of Kappa's strength of agreement scale:

Kappa Statistic	Strength of Agreement
<0,00	Poor
0,00 – 0,20	Slight
0,21 – 0,40	Fair
0,41 – 0,60	Moderate
0,61– 0,80	Substantial
0,81-1,00	Almost Perfect

Table 3.4.1:1 Kappa's strength of agreement scale

Before using the questionnaire as the real instrument to gather the quantitative data for this study, the researcher conducted a pilot study as a "trial" to measure the validity of questionnaire. Pilot study is needed since it is a procedure which should have done to conduct a survey study (Creswell, 2012). The writer asked 20 ED students year 2013 and 2014 to fulfil the trial questionnaire. After filling the questionnaire, the respondent were asked by the writer to give their feedback on the questionnaire.

3.4.2 In Depth - Interview

The in depth – interview was built by using the topic of the most common answer of the questionnaire. The protocols of the interview was designed as semi-

structured interview to give opportunity for the researcher to add deeper questions along the interview. The in depth- interview was held after analysis process of the questionnaire with respondents of 10% of the data source of this study. As Carolyn and Palena (2006, p.3) argue that in-depth interview aims to gather the detail information about a person's thought and behaviour or explore the new issue in depth.

3.5 Data Collection Procedures

This research requires both quantitative and qualitative data. The quantitative data were gained by distributing questionnaire to the sample of the study. Furthermore, the qualitative data were acquired through doing the interviews. The questionnaires were distributed directly to 60 students and the interview conducted with 10% of the questionnaires' respondents. In this study, the writer divided the procedure into three parts; the first part for the data collection procedures of questionnaire the second part for data collection of interview, and last data collection procedure of document analysis.

3.5.1 Data Collection Procedures for Questionnaire

There are three steps in collecting data from questionnaires:

1. Constructing questions for the questionnaires
2. Distributing the questionnaire to the participants
3. Administering the fulfilled questionnaire

3.5.2 Data Collection Procedures for Interview

There are two steps in collecting data from interview:

1. Constructing questions for the interview
2. Conducting the interview to 10% of the total respondents

3.6 Data Analysis Procedures

To answer the questions of how the students' perception toward the implementation of *English for Interpersonal Communication* at English Department, the writer used the data collected from questionnaires and interview. Then, the writer analyze those data statistically by using Microsoft Excel 2013 and software SPSS 20. The steps in analyzing Data were described below:

3.6.1. Data Analysis Procedures for Questionnaire

The questionnaire was analyzed through the following steps:

1. listing the answers in each part with Microsoft Excel 2013
2. Total answer from entire respondents in each part was calculated by Software SPSS 20
3. Making the table percentage of the answer
4. Elaborating the answer descriptively

3.6.2 Data Analysis Procedures for Interview

In analyzing interview data, the writer did the following three steps:

1. Make the transcription of the interview

2. Identify the answer of the interview by categorizing and dividing them based on the aspect in order to strengthen the result of the data gained from the questionnaires
3. Present the result into paragraph