

CHAPTER III

METHODOLOGY

This chapter presents the research design, followed by data and data resources, time and place of the study, the instrument, 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 was to identify lecturers' perceptions toward the role of technology in teaching language skill subjects in English Department of State University of Jakarta. This study applied a qualitative research by using basic interpretative studies. Ary et al. described qualitative research seeks to understand and interpret human and social behavior as it is lived by participants in social settings (2010). Moreover, he also explained that basic interpretative studies provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (2010).

This study aimed to describe and interprets a phenomenon, process, or experience. The phenomenon discussed in this study is the lecturers' perceptions toward the role of technology in teaching language skill subjects in English Department of State University of Jakarta.

3.2 Data and Data Sources

Since this study seeks answers of what lecturers' perception about the role of technology in teaching language skill subjects in English Department of State University of Jakarta, the data were English Department of State University of Jakarta lecturers' perceptions. The data were gained through questionnaire. Lecturers of English Educational Study Program in English Department, State University of Jakarta were involved as data sources of this study and 6 lecturers of English Department are the sample of the study.

3.3 Time and Place of the Study

This research conducted from January 2016 to July 2016 in English Department, State University of Jakarta.

3.4 Instruments of the Study

In this study, the researcher was employed one instrument. It is questionnaire which is consisting of statements and open-ended questions. For the questionnaire, each number of questionnaires was written in Bahasa to avoid any misinterpretation and to ease the respondents in completing the questionnaires.

The questionnaires were distributed to the lecturers of English Department who taught English subject skills in English Department of State University of Jakarta. Part I was designed to describe the name of the skill subjects and its focus which have ever been taught by the lecturers. Part II was designed to describe frequency of the use of technology in skill subjects by lecturers. Part III was

aimed to describe the effect of the use of technology for lecturers. While in part IV was open-questions designed to describe lecturers' opinion toward technology in teaching skill subjects.

Below the description of each statement in the questionnaire:

Part	Content	Number of questions
Part 1 The general questions	Name of the skills subject which have ever been taught by the respondent	1
	Subject Skills Focus	2
Part 2 Technology used in subject skills teaching process	Listening Skills	3,4,5
	Reading Skills	6,7,8,
	Speaking Skills	9,10,11
	Writing Skills	12,13,14
Part 3	Technology role for lecturer	15,16,17,18,19,20,21,22,23
Part 4 Open-questions	Statement/opinion towards technology in subject skills teaching	24,25,26,27,28,29

. Table 3.1 Questionnaire Form

3.5 Validity and Reliability

Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment (Messick). The questionnaire was checked by the expert judgment to make sure the validity in the questionnaires.

Based on Bollen (1989) reliability is consistency of measurement or stability of measurement over a variety of conditions in which basically the same results should be obtained (Nunnally, 1978). To measure the reliability of the questionnaire as an instrument of this study, the writer used the Alpha Cronbach formula:

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

- α = Cronbach's alpha (the reliability of instrument)
- N = Number of statement in the of statements in the questionnaire
- $\sum \sigma^2 item$ = The sum of variances
- $\sum \sigma^2 total$ = The total variance

After finding the reliability, the writer used the standard of reliability of the questionnaire, as stated by Arikunto (2006:276) below:

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

Table 3.2 The Interpretation of Reliability

Based on analyzing, the reliability of this study questionnaire that the researcher used was 0,662. It means the questionnaire reliability is in fairly high interpretation.

3.6 Data Collection Procedures

This research requires descriptive qualitative data. The descriptive qualitative data were acquired through the questionnaires distributed. The data collection procedures for questionnaire which start with constructing questions then continue with administering the fulfilled questionnaire by distributing the questionnaire through *Google Forms* to respondents which in this study are lecturers.

3.7 Data Analysis Procedures

The data was obtained through questionnaires. In collecting the data needed in this study, the researcher conducted some steps by using questionnaire as the instrument. The data gained through the questionnaire were tabulated by using Ms.Excel 2010 and measured by using simple frequent percentage. The formula is $\text{total respond: sum of respondents} \times 100\%$. After that, the data were presented in the form of charts and discussion.