

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research method and design**

This study applies a qualitative and descriptive study focusing on one of the aspect of a language program. Based on Lodico et al (2010:112), qualitative data are often gathered in the form of words, pictures, or both and it uses a variety of reserach tools, such as questionnaires and conducting interview. The method is a survey by means of questionnaires and interview. Nunan (1992:10) asserts that survey study investigates a group's attitudes, opinions, or characteristics often through some form of questionnaire and interview.

#### **3.2 Setting of the study**

The study was conducted from April 2012 to July 2012 at FIS of UNJ. The target of the study is forty FIS students who have passed MKU BING course. The subject selection is purposive random sampling.

#### **3.3 Data, Data Source and Instrument**

Data, data source, and instrument in this study can be seen from the following table:

Data	Data source	Instruments
FIS Students' perceptions toward the responsiveness of teaching and learning reading activities in MKU BING	FIS students	Questionnaires and interviews

### 3.4 Data collection technique

There are two kinds of data collection techniques that will be used to answer the research question: questionnaire and interview. The information in the questionnaires is intended to see the responsiveness of English reading materials, reading activities and reading skills applied in MKU BING. The interview will be used for gathering information from students' perception, for supporting or strengthening the information obtained from the questionnaire, and for getting a deeper understanding about the responsiveness of teaching and learning reading activities in MKU BING. Each data collection technique is explained below.

#### 3.4.1 Questionnaires

The questionnaire is adopted and modified from Gravatt's et al in "Needs analysis of non-English-background students at the University of Auckland, New Zealand" (Richards, 2001:30). In this study, the questionnaire has been designed for 40 respondents. It consists of 4 section. Section A is Identity of Respondents. This part comprises 4 items – faculty, majoring, batch, and semester when taking MKU BING.

**A. IDENTITAS RESPONDEN**

Saya adalah mahasiswa Program S-1 dari

- |  |   |   |
|--|---|---|
| 1. Fakultas* <sup>)</sup>                | : | FIP/FBS/FMIPA/FIS/FT/FIK/FE                               |
| 2. Prodi/Jurusan                         | : |   |
| 3. Tahun Angkatan                        | : |   |
| 4. Mengikuti MKU BING pada* <sup>)</sup> | : | Smt I TA 2009/2010<br>Smt II TA 2010/2011<br>TA 2011/2012 |

Section B is Types of Reading Texts. This part comprises 9 items in the form of rating tasks. The statements are about the reading texts required during the course. Respondents are to rate the frequency how often the types of materials they are expected to read outside MKU BING course and in MKU BING course. In addition, they are also required to give further comments related to their given response. This section is aimed to investigate the responsiveness of MKU BING from the comparative result. The rating scale – 4 Likert scales - for Section B is presented below.

**The Rating scale for Section B of the questionnaires  
Item no 1 to 9**

- 1 → Tidak pernah (never)
- 2 → Jarang (seldom)
- 3 → Sering (often)
- 4 → Sangat sering (very often)

Section C is Types of Reading Activities. This part comprises 12 items in the form of rating tasks. The statements are about the reading

tasks required during the course. Respondents are to rate the frequency how often they do kinds of reading tasks in TLAs outside MKU BING course and in MKU BING course. In addition, they are also required to give further comments related to their given response. This section is aimed to investigate the responsiveness of MKU BING from the comparative result. The rating scale – 4 Likert scales - for Section C is presented below.

**The Rating scale for Section C of the questionnaires  
Item no 1 to 12**

- 1 → Tidak pernah (never)
- 2 → Jarang (seldom)
- 3 → Sering (often)
- 4 → Sangat sering (very often)

Section D is Types of Reading Skills. This part comprises 9 items in the form of rating tasks. There are two tasks to be completed with these items. First, respondents are to rate the Importance (IMP) of the stated reading skills, and, second, they are to decide the rate of (ACH) of the goals by MKU BING. The first item of Section IV, ie. Item 1, asks respondents to rate the importance of Library skills they they are to rate the extent to which MKU BING has provided them with the library skills. In addition, they are also required to give further comments related to their given response. This section is also aimed to investigate the responsiveness of MKU BING from the comparative result.

Respondents' preceptions of IMP signify their needs and, accordingly, expectation in terms of reading skills. When they perceive a goal statement as important, it reflects their belief that HE students need to possess the reading skills implied in the statement, and, their expectation to be provided with the related competence. On the other hand, their perceptions of ACH imply their dissatisfaction towards their learning for not having fulfilled their expectations. Rating scale – 3 Likert scales - for Section D is presented below.

<b>The Rating scale for Section D of the questionnaires Item no 1 to 9</b>	
1 →Tidak penting (no importance)	1. Tidak menguasai (Not achieved)
2 →Penting (important)	2. Menguasai (Achieved)
3 →Sangat penting (very important)	3. Sangat menguasai (very well achieved)

Based on the trials results, revision were made to the questionnaires before they were used to elicit data from the respondents.

It is important to note that questionnaires for respondents were given in *Bahasa Indonesia*. It was hoped that, by doing so, the possibilities of respondents' misinterpreting the items in the questionnaire could be avoided, and, thus, prevent problems related to the reliability of the obtained responses.

### **3.4.2 Interview**

Ten percent of questionnaire respondents were interviewed. This study used semi-structured interview proposed by Nunan (1992:149).

The interview consisted of three main questions. They are students' needs about types of materials, reading tasks or activities applied in MKU BING "Reading" TLAs, and students' needs about reading skills.

The semi-structured interview was used to probe the questionnaire results and clarify some of the interesting results emerging from the questionnaire. Face to face interviews offer the researcher the possibility of asking people directly about what is going on. In semi-structured interview, the interviewer has work out a set of questions in advance, but is free to modify their order, change the way they are worded, give explanations, leave out particular questions or include additional ones. In this research, semi-structures interviews were conducted with the students to elicit more information about their perceptions of "reading" TLAs. It was conducted in *Bahasa Indonesia* in order to avoid the same problems as the questionnaires may have.

### **3.5 Data analysis technique**

Forty questionnaires were distributed to FIS respondents. Purposive random sampling was then employed; that was by asking them whether they took MKU BING course.

The first step of data analysis was the data obtained from questionnaires were quantified and tabulated. First, the questionnaire sheets were given an identity number so that it would be easy to investigate errors occurred during the data entry and analysis. Second, Likert scales were converted into number.

Third, the data were tabulated by using MS Excell program. Meanwhile, the data from interview were transcribed and changed into content-analysed. The responses of the interviewee were coded and interpreted.

Simple frequency analysis was used to count the obtained responses. The mean and standard deviation of each item in the questionnaire were calculated. Then they were presented in forms of percentage, tables, or charts.

Then, the data analysis result was interpreted by considering the mean and standard deviation. The comparison between outside MKU BING course and in MKU BING course indicated the responsiveness of MKU BING. MKU BING was responsive to FIS students' learning needs if the mean score for MKU BING course is higher than mean score for outside MKU BING course and vice versa. Meanwhile, the low standard deviation suggests that students are homogeneous in their perception. The conclusion was drawn by looking at the percentage and data obtained from the interview. Then the result was presented in narrative discussion.