Chapter III

Research Methodology

A. Research Method

This study is a descriptive qualitative. It focuses on one of the aspects 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. This study used means of questionnaires and interview to collect data. Nunan (1992:10) asserts that survey study investigates a group's attitudes, opinions, or characteristics often through some form of questionnaire and interview.

B. Time and Place of the Study

This study wasconducted from April 2012 to July 2012. The place of the study is Faculty of Technology, Universitas Negeri Jakarta. The data collection was conducted in July 2012.

C. Data Collection

The data of this study is Faculty of Technology students' perception of the responsiveness of "reading" teaching and learning activities of MKU BING in UNJ. The respondents are Faculty of

Technology students who have taken MKU BING course. Two research instruments were used in this study. They were questionnaire and interview.

1. Questionnaire

The questionnaire was adopted and modified from students questionnaire used in needs analysis of non-English-background students at the University of Auckland, New Zealand by Gravatt, Richards and Lewiss in 1997.The questionnaires were distributed to forty respondents. They were chosen by using purposive random sampling. The respondents were from different field of study and academic year.

There are four sections in the questionnaire. The first section is the identity of respondents, consisting faculty, semester, academic year, etc. The second section is about types of materials. It aims at identifying the types of materials needed by students and evaluating the responsiveness of MKU BING to these needs. The questionnaire items fitted the UNJ Students' Needs Analysis (Sulastini, 2011). It was developed based on the academic reading genres (Brown, 2001). The third section is about reading activities. It aims at identifying the reading activities needed by students and evaluating theresponsiveness of MKU BING to these needs. The questionnaire items were developed based on the reading strategies (Nunan, 1999) and also fitted the UNJ Students' Needs Analysis (Sulastini, 2011). The last

section is about reading skills. It aims at identifying the reading skills

needed by students and evaluating the responsiveness of MKU BING

to these needs.

The Grid of Questionnaire

Section A	Identity of respondents	-
Section B	Types of materials	UNJ Students' Needs Analysis (Sulastini, 2011)
Section C	Reading activities	Reading strategies (Nunan, 1999)
Section D	Reading skills	UNJ Students' Needs Analysis (Sulastini, 2011)

The rating scale used in the questionnaire is presented in the

table below.

The Scale of Questionnaire

Section B	4-point scales	"never", "seldom", "often", "very often"
Section C	4-point scales	"never", "seldom", "often", "very often"
Section D	3-point scales	"not important", "important", and "very important"
Section D	3-point scales	

The questionnaire was written in *bahasa Indonesia.* It is hoped

to avoid the possibility of different perceptions in understanding the

statements.

2. Interview

Ten percent of questionnaire respondents were interviewed. The semi-structured interview were used to probe the questionnaire results and clarify some of the interesting results emerging from the questionnaire. The interviewswere held in *Bahasa Indonesia* in order to avoid the same problem as the questionnaire may have.

D. Data Analysis and Interpretation

The data obtained from questionnaires was quantified and tabulated. The scaleswere converted into number. Then the data were tabulated by using MS Excell program. Meanwhile, the data from interview was transcribed and content-analyzed.

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

The data analysis result was interpreted by considering the mean and standard deviation. High mean 1 score indicates types of materials, reading activities, and reading skills highly needed by the students. High mean 2 scores indicate the high frequency of materials used in MKU BING (Section A), high frequency of particular reading activity in course (Section B), and students' high mastery of particular reading skills after taking the course (Section C).Mean 2 > mean 1 indicates that MKU BING

is responsive to students' needs.Mean 2 < mean 1 indicates that MKU BING is not responsive to the students needs.The low standard deviation suggests that students are homogeneous in their perception. The conclusion was drawn by looking at the findings from questionnaire and interview.