

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents method and design of the study, participant of the study, time and place of the study, instrument, research procedure, data collection procedure, and data analysis procedure.

#### **3.1 Method and Design of the Study**

The purpose of this study is to find out the profile of vocabulary level of senior ED students at UNJ. The researchers used survey to gather the information from students. As stated by Cresswell (2009:2012), survey research provides quantitative or numeric descriptions of trends, attitudes, or opinions by studying a sample of the population. In addition Seliger (2000:125) stated that descriptive research such as survey is used to establish the existence of phenomenon by explicitly describing it, and though this kind of research may begin with a question or hypothesis. 30 to 250 cases are involved to small scale survey, it is appropriate to describe the English Department Students.

This study used cross-sectional survey design compares two groups. It means the data are collected by the researcher at one point in time (Cresswell 2009:377). It can be used to create the profile of senior students and to compare the senior ED students of two study programs (English Language Education Study Program and English Language Literature Study Program) at State University of Jakarta.

### **3.2 Participants of the Study**

The data for this study were test obtained from the vocabulary level test by the 70 students of year 4 and year 5 of English Department.

### **3.3 Time and Place of the Study**

The research was undertaken in the period of October-December 2014. During the period, research process took places from title/outline submission, proposal, research, data processing, and research report writing. The research was undertaken in State University of Jakarta, Indonesia, especially at Department of English.

### **3.4 Instruments**

This study used Schmitt's vocabulary level test which has 3 parts. First, in the form of testing material for 2.000 words-level, second 3.000 words-level, and last, for 5.000 words-level. Of all sample students, there would be 1 (one) time test once at all. First session, the tests were given 30 items of question from Vocabulary Level Test that represents 2,000-word level. Then it continued with second session test that was given 30 items of question from Vocabulary Level Test that represents 3,000-word level. Then the last session was given 30 items of question from Vocabulary Level Test that represents 5,000-word level. The instruments for 2,000 words-level, 3,000 words-level and 5,000 words-level are attached in this proposal.

To conduct the research, each participant completed those 3 (three) instruments to be described below (see the instruments in The Appendix). Three different instruments were used in the study to investigate its difference between the result of Vocabulary Level Test that represent 2,000 word-level 3,000 word-level and 5,000-word level, also to compare among students (between literature of ED students, and education of ED students). All the instruments were in the target language, i.e. to measure the participants' vocabulary size, Vocabulary Levels Test (VLT) (Schmitt, et.al. 2001) was used in the study. The three sections of instrument are 2,000 word-level, 3,000-word level, and 5,000-word level, each of them consisted of ten clusters in which the participants are provided six target words and three meanings and they are asked to choose right target words to go with each meaning. Having thirty items of questions in each section, the test has 90 correct answers (30 + 30 + 30 answers). Each correct answer is given one point.

Schmitt, at al (2001) said, in the data analysis of Vocabulary Levels Test (VLT), the participants' overall scores are used. Rather than measuring a person's overall vocabulary knowledge, the test provides an estimate of vocabulary size at each of the frequency bands.

Data were collected in one session during class time. The activity of VLT took half an hour to complete three sections (90 items), or 57 second to complete each item, or 17.10 minutes per level. But Alonso (2013) said, the time allocated to complete each section was 10 - 15 minutes. At the beginning of the test, clear instructions were given both orally and in written form in the test taker's mother tongue to clarify what they were asked to do.

In order to calculate descriptive values and to measure differences among ELESP and ELLSP learners, we used SPSS 22 to perform descriptive statistics. The result of each test were analyzed to make descriptive statistic outcome, starting from descriptive analysis, that is used to illustrate statistic data, from mean, median, minimum and maximum values, and the data distribution frequency.

That statistical test help the reseracher to compare whether two groups have different average values, namely whether the ELESP of English Department Students and the ELLSP of English Department Students have a different average levels of vocabulary levels test ([doc.statwing.com/examples-and-definitions/t-test](http://doc.statwing.com/examples-and-definitions/t-test)).

The scores of both groups are scores on the same variable. What distinguishes the groups is that they represent different populations, namely even though all the cases may have been selected in a single samples, it is if the first group was the result of a sample from the first population (English Language Education Study Program) and the second group (English Language Literature Study Program) were result of a separate sample from the second population. In fact, the number of cases in each of two group are typically not be the same. The groups (or samples) are independent of of another, thus the name independent samples ([www.sagepub.com/upm-data/43352\\_13.pdf](http://www.sagepub.com/upm-data/43352_13.pdf)).

### **3.5 Research Procedure**

Research procedures consist of the data collection procedure and data analysis procedure. The researcher gives the elaboration as follows:

#### **3.5.1 Data Collection Procedure**

From the technique of obtaining the data, this research comprised of primary data, that is the data collected and processed by the researcher him/herself. In this research, primary data were obtained using distribution technique to all specified respondents; and was completed with observation technique. Secondary data was obtained by studying the documents related to research object, *library research* was undertaken by studying the theory, prior research, study and news related to object of research.

According to collection period, the data in this research is not *time series* data, but *cross-section*, that is the data collected only in a certain period of time. This research was undertaken only in one time period, that is in 2014.

### **3.6 Data Analysis Procedure**

Data analysis in this research was undertaken through the following stages:

Data from respondents, in the form of questionnaire on testing material that was collected to fulfill the target of number and criteria of sample.

The data obtained from 2.000 word-level, 3.000 word-level and 5.000 word-level, analyzed by Statistical Product and Service Solution (SPSS) version 22 (IBM SPSS Statistic 22).

The test result of each respondent were only asses one thing, that is their vocabulary mastery. There were 3 categories of vocabulary mastery, 2.000 words, 3.000 words and 5.000 words to be compared to each other.

Then, the tabulation based on frequency was counted using software SPSS, to find out the value of mean, maximal, minimal, and median. It is also used to describe the distribution frequency.

Next, the 2.000 word-level, 3.000 word-level and 5.000 word-level data were compared. The difference can be seen using distribution test.

The last part of this study, the researcher was doing discussion for the result of the research. It showed the profile of English Vocabulary Level of Senior ED students at UNJ.