

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study. It discusses research design, setting and participant of the study, data collection techniques and data analysis. It also presents the validity of the study.

3.1 Research Design

This study employed a qualitative approach since it focused on the investigation of the reading profile among EFL undergraduate students at eight semester and their attitude toward reading. In this case, this study deals with a social phenomenon in a natural setting that needs to be understood by building a complex, holistic picture, formed with words to report detailed views of informants (Cresswell, 1994). The qualitative approach was also used in this study since it is a method to allow researchers to share the understanding and perception of others (Berg, 2007).

The research applied case study because it is intended to explore phenomenon limited by time and activity, a process in a social group (Merriam, 1988 and Yin, 1989, cited in Cresswell, 1994). A case study may also focus on either examination to a single aspect of an individual's life or assessment to the social life of an individual and his or her behavior in society, experiences, roles, and motivations that affect his or her behavior in society (Berg, 2007). For that purpose, a case study is suitable to be applied by this study.

3.2 Site and Participants

This study took place in Subang regency, West Java Province, at a private college in Subang. The reasons for choosing this college are based on some aspects; (1) as the researcher has been teaching there for a couple of years, so the researcher has known general characteristics of this site as well as the students

especially the EFL students (e.g. level of students' achievement and language proficiency), (2) Hopefully the result of this study will be useful for the college to provide insights about the reading practices of the students, reading materials for the students and help the students' awareness on the role of reading practices toward the achievement of academic success. (3) This site is easily accessed in terms of its location and procedural permit for the research.

The respondents of this study were two classes of eighth semester of EFL undergraduate students in academic year of 2010. In selecting the respondents, the study used purposeful sampling to gain the important information from research respondents (Alwasilah, 2009:146). The purpose of choosing the undergraduate students at eighth semester because the researcher assumed that they have been taught and have learned reading (reading to learn) intensively and extensively both in English and Indonesian, since their status are as the students of English Education program. The researcher would like to reveal and uncover the fact in this field. Then the researcher were/is willing to reveal the fact by administering the study and collecting the data related to this phenomena.

3.4 The Techniques of Collecting Data

The data in this study were obtained from questionnaire and interview. The questionnaire was distributed to 65 undergraduate students (17 male students and 48 female students). Meanwhile the interview was conducted by involving six respondents. In addition several documents (students' score of TOEFL and their scores from several subjects which relate to reading) were analysed to complete, support and clarify the data obtained from questionnaire and interview.

In order to collect the necessary data, the researcher administered a written questionnaire. The data were collected through triangulation strategy, that is collecting information from various individuals and using a variety of methods (Denzin in Maxwell, 1996). The methods were questionnaire, interview with the

students, then analyse the document such as students' GPA and students' TOEFL reading score (the raw score of TOEFL of Reading Section).

3.4.1 Questionnaire

A questionnaire is a scientific instrument of measurement and for collection of particular kinds of data (Oppenheim, 1982:2). It is considered as the most widely used technique for obtaining information from the subject that is relatively economical. It also gives similar questions for all subjects and it can ensure anonymity.

There were two types of questionnaire used in this study. The first is the questionnaire that explores the information about the reading habit of the students at the eight semesters in this college. It comprised close-ended and open-ended questions. Then, the second questionnaire is the questionnaire to reveal the students' attitude toward reading. It was adopted from the Adult Survey of Reading Attitude (ASRA) from Smith (1991).

The questions were developed based on the research questions that had been composed based on theories (through careful writing, editing, reviewing, and rewriting). The questions in the first type were arranged in the form of open-ended and close-ended. Actually almost 60% of the questions were open-ended questions. According to Fowler (1995), asking open-ended question is among the best ways to increase response, especially to measure complex matter. He emphasized that although the measurement result may not be easy to work with; participants like to answer some questions in their own words.

To obtain the data of EFL students' reading profile at eight semester, the questionnaires were distributed to the two classes, which involve 65 respondents consisting of 17 male and 48 female students.

In distributing the questionnaire, the researcher offered four different schedule, so the respondents can come and fill the questionnaire in their free time. It is done to make the respondents feel comfortable in answering the questionnaire.

3.4.1.1 The First Type Questionnaire Used in the Study

The first questionnaire was adapted from the study of Chaudhry & Low (2009). It explores several aspects of students' reading profile which covered:

- a. Frequency & volume of Reading
- b. Preferred leisure time activities
- c. Their reading activity during leisure time
- d. Preferences on Topic of Reading text
- e. Language preferred when reading
- f. The Obstacle face when Reading
- g. The Reason frequently had when Reading
- h. The factors that can motivate to Read

To confirm the validity of their responses, some questions were developed with a specific function to intentionally check the respondents' consistence. In addition some sub-questions investigating the "how" and "why" related to certain main questions were given to get more information and to verify their responses.

3.4.1.2 The second Type of Questionnaire Used in the Study

The second questionnaire adopted the Adult Survey of Reading Attitude (ASRA) from Smith (1991). The respondents answer the questions based on a four-point Likert-type scale (4 = "strongly agree", 1 = "strongly disagree"). The questions covered three dimensions of reading attitude:

- a. Reading activity and enjoyment (eight items) that measure the extent to which the person reads for pleasure.
- b. Anxiety and difficulty (five items) that measure the extent to which the person experiences problems or becomes upset when reading.
- c. Modality (two items) that measure extent to which the individual prefers to use sources other than reading when faced with a learning task.

3.4.2 Interview

The aim of the interview in this study is to gain the data about students' reading profile. It is also used to get useful information that cannot be covered by the questionnaires. Furthermore it permits participants to describe detailed personal information. In this case, it has better control over type of information 'filtered' through the views of interviewer (Creswell, 2008: 226).

An interview is also an important way for a researcher to check the accuracy (Fraenkel & Wallen, 2007). Esterberg (in Sugiyono, 2008) defines interviews as a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

This study used individual semi-structured interview to gain factual information, or opinions, and attitudes or narrative about the students' reading profile (Flicker et al., 1991, in Kvale 1996 : 101).

This study also used open-ended questions to investigate students' habit and attitude toward reading. Open-ended question permits the person being interviewed to respond in their own terms (Patton, 1987:122).

3.4.2.1 The Technique of Selecting the Respondents to be Interviewed

The following is the explanation about selection technique to choose the respondents for interview. The interviewees are selected based on their answer on the several items in the questionnaire. The category was based on the frequency & volume of reading activity both in academic text and non-academic text; their priority of activities when they had leisure time; and the volume of book they read at last 6 months. Based on those categories, eight respondents were chosen then they were divided into two group category, the first one is reading academic text and the second one is reading non-academic text. Then each of the category was divided into the highest and lowest frequency & volume and priority of reading. In this case, the study took two respondents from the group of reading academic

text which belong to the highest frequency and two respondents from the same group which belong to the lowest frequency.

There were four respondents in group of reading academic text. They were 2 respondents from the highest of reading frequency & volume, and 2 respondents from the lowest reading frequency & volume.

3.5 The Technique of Data Analysis

Data from questionnaire and interviews were analyzed by using the major phases of data analysis : *data reduction, data display, and conclusion drawing and verification* (Miles and Huberman, 1994, p.10).

For data reduction, the amount of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman (1994) describe that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step of data analysis, the researcher sorted the data from questionnaire and interview which are relevant to the research questions of the study. The reduction data from questionnaire and interview was elaborated into a matrix table.

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. One technique for displaying data is to develop a series of flow charts that map out any critical track, decision points, and supporting evidence that emerge from establishing the data for a single site. In this activity , the data reduction from the questionnaires and interviews is presented in a matrix table. This data display is used to answer the first and second research question. The interview result toward eight students was also displayed to complete and support the data gained from the questionnaire to answer the first and second research question.

Before the ASRA questionnaire result is displayed, the students' answers from this questionnaire were analysed by using the computer program Statistical Package for the Social Sciences (SPSS).

The third activity is conclusion drawing and verification. According to Miles and Huberman (1994:11) conclusion drawing involves stepping back to consider what the analyzed data mean and to assess the implications for the question at hand and verification entails revisiting the data as many times to check and verify the data needed to make conclusions. In doing this, it is something that has to do with considering the important data that relate to the third research question of this study. After that, the data were interpreted by using the theories related the study.