

Chapter III

RESEARCH METHODOLOGY

This chapter will present the research methodology which will deal with research questions, research design, research subject, data collection, data analysis and establishment of trustworthiness.

3.1 Research Questions

Research questions on this study are formulated as follows:

1. What are students' responses to the use of extensive reading activities in learning new vocabulary?
2. What difficulties are faced by the students in implementing extensive reading activities in learning new vocabulary?

3.2 Research Design

This study is designed to describe and interpret a phenomenon of students' responses to the use of extensive reading activities in learning new vocabulary. This research is a qualitative study. As stated by Pearson (2007), in a qualitative research, a single phenomenon of interest is researched then being stated in a purpose statement. It means the qualitative study description is emphasized in this study. Therefore, this study will use a descriptive method in describing the finding of the data.

According to Nazir (2003), descriptive method is a method which analyzes the status of a group, an object, a set of condition, or an event happening in the present. It means descriptive method is aimed to describe the current situation.

3.3 Research Subject

3.3.1 Population and Sample

The selection of the school was based on the following consideration. The school considered that students' vocabulary mastery should be improved, so the school gave a chance to the researcher to conduct a research.

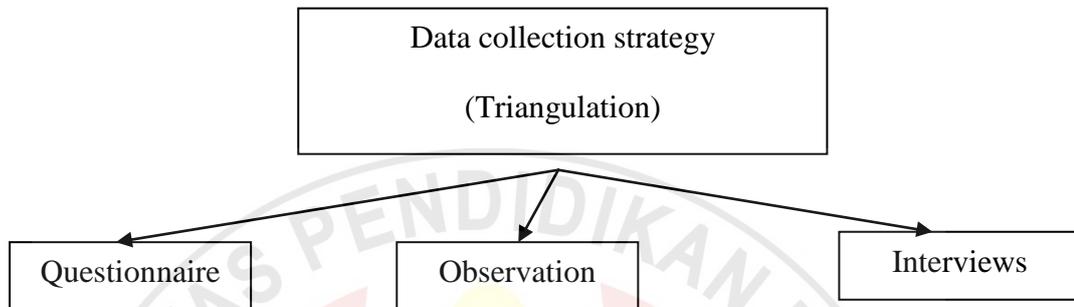
The population of this study was the twelve grade students of a senior high school in Banten. The sample of this research was XII Social 3 class. The total number of the class was 30 students. In choosing the sample, this particular class was chosen based on the recommendation from the school

3.4 Data Collection

In collecting the data, triangulation technique was used. Based on Alwasilah (2009), in qualitative research, triangulation technique is a technique to collect data from some sources. Triangulation technique was used to make sure all the data gained relatively consistent.

There were three ways in collecting the data in this study, they were questionnaire, interviews and observation.

Figure 3.1
Triangulation Method



3.4.1 Questionnaire

Questionnaire is the most popular data collection technique in descriptive research (Alwasilah, 2009). Questionnaire was used to reveal students' responses to the use of extensive reading activity. For this study there were two forms of questionnaire. The first form (form I) was closed-questionnaire and the second (form II) was open-questionnaire.

Form I was closed-questionnaire. In this questionnaire, respondents were provided with ready-made response options to choose from, normally by ticking or encircling one of them by putting an "X" or "V" in the appropriate slot or box (Dornyei & Taguchi, 2009). So, in this closed-questionnaire, respondents were not required to produce any free writing; instead, they only choose one of the given alternatives. The benefit of this technique is that the coding and tabulation is

straightforward and leaves no room for other subjectivity (Dornyei & Taguchi, 2009).

The technique in giving score towards students' answer in this closed-questionnaire was using Likert Scales. This scaling technique was invented by Rensis Likert. Likert scales consist of a series of statements all of which are related to a particular target. Respondents are asked to indicate the extent to which they *agree* or *disagree* with these items by marking (Dornyei & Taguchi, 2009).

In this study, the Form I was consists of nine questions with five answers: Strongly Agree (SA), Agree (A), Uncertain (UC), Disagree (DA), and Strongly Disagree (SDA). Based on the likert scales, each statement in the questionnaire consists of value from 1-5 which 5 is the most positive answer (Strongly Agree).

Table 3.1

The Table of Scoring System of the Questionnaire

Statements (Answers)	Strongly Agree (SA)	Agree (A)	Uncertain (UC)	Disagree (DA)	Strongly Disagree (SDA)
Positive	5	4	3	2	1

Before constructing the statements for the questionnaire, the framework had been made as follows.

Table 3.2

The Table of The Framework of Students' Questionnaire

NO	Categories	Item Number	Total
I	Students' personal feeling and attitude toward the implementation of extensive reading activities	1,3,4,5	3
II	Students' response to the benefit and goals towards the implementation of extensive reading activities	2, 6-9	5

Form II of the questionnaire was an open-questionnaire. Based on Dornyei and Taguchi (2009) in their book entitled "*Questionnaires in Second Language Research Construction Administration and Processing*", open-ended questionnaire includes items where the actual question is not followed by response options for respondents to choose from but rather by some blank space for respondents to fill.

This form was consisted of four questions. The data gathered were used to support the data in Form I. The distribution of the questionnaire was held on August, 2nd 2012 at 9 am.

3.4.2 Interviews

The interviews were conducted to support the data collected from questionnaire. In addition, the interview were expected to check the accuracy of the questionnaire and to find some additional information.

The interviews were conducted in August 3rd 2012. They were conducted by the researcher to the sample class and to the English teacher who implement the extensive reading activities. There were 15 students who were involved in interviews session. The process of interviews were audio-taped and transcribed. The interviews were in Indonesia language for better understanding.

Before conducting the interviews, the framework had been made as follows.

Table 3.3

The Table of The Framework of Students' Interviews

No	Categories	Item Number	Total
1	Students' personal feeling and attitude toward the implementation of extensive reading activities	1, 5, 6	3
2	Students' response to the benefit and goals towards the implementation of extensive reading activities.	2	1
3	Difficulties faced during the implementation of extensive reading activities.	3, 4	2

4	Suggestion for the implementation of extensive reading	7	1
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The interviews were consisted of seven questions. The data gathered were used to support the data from questionnaire.

3.4.3 Observation

The observation was conducted to support the data gathered through questionnaire and interview. The observation was conducted by the reseracher to the sample class during teaching and learning activity.

Before conducting the observation, the framework had been made as follows.

Table 3.4

The Table of The Framework of The Observation

No	Categories	Indicators
1	Extensive reading activities in the classroom	Learning activities related to extensive reading
2	Students' response when implementing extensive reading activities in the classroom	Students' facial expression during the English class
		Students' activities during the English class

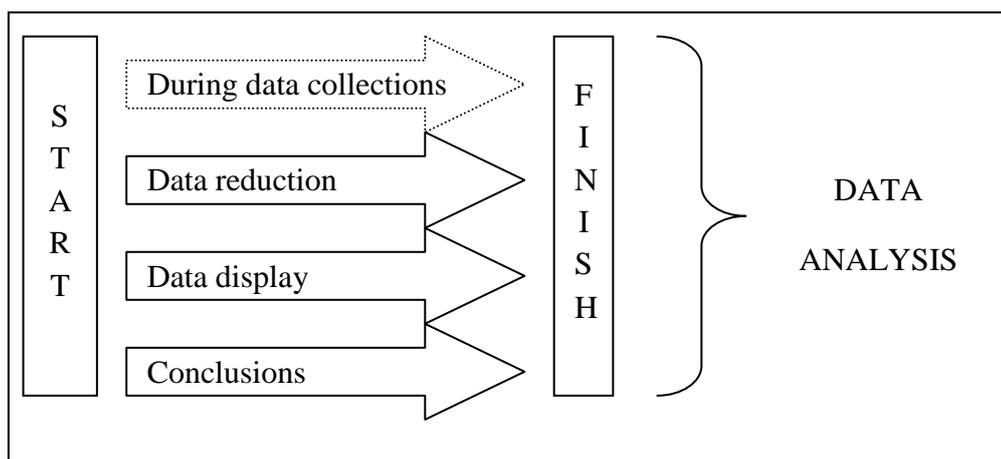
		Student's involvement in every learning activity
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3.5 Data Analysis

The data analysis was done after conducting the whole process of data collection (questionnaire, observation, and interview). The data got from each process were coded into categories.

Based on Creswell (2002), the coding procedure was done to decrease the information to categories. In line with Creswell, Miles and Huberman, as cited in Alwasilah (2002), stated that code is efficient data-labelling and data-retrieval devices. They empower and speed up analysis.

Figure 3.2
Interactive Model by Miles and Huberman (1984)



Based on the model, it can be seen that this study used descriptive qualitative method to analyze the data, after the data collected from questionnaire, observation, and interview were summarized. Then the items needed for the research were chosen while the unimportant ones were deleted. The deletion process is called data reduction. Then, the next step was displaying the data by using charts, tables and narrative text. In the process of displaying the data, researcher used qualitative and quasi-statistics method. From quasi-statistics, researcher could see the frequency of the appearance of each students' responses, the qualitative method was used to explain the result from quasi-statistics method.

3.5.1 Quantitative Data

In quantitative data, the questionnaire that has been made has to go through the validity and reliability test. Both of them were important in research since if they were not recognized, it would be fatal in giving conclusion or giving reasons of the relationship between the variable (Nazir,2003). Based on Lynn and Gronlund (1995), validity refers to the adequacy and appropriateness of the interpretations made from assessment; thus validity concerns with the specific use of assessment results and the soundness of the interpretation of those result. Reliability refers to the consistency of assessment result. Reliability is needed to get the valid result.

Validity and reliability testing were conducted to the population not the sample. Then, the result of the questionnaire was calculated to find out whether

the statements in the questionnaire were valid and reliable before conducted the questionnaire to the sample. To calculate the validity and reliability of a questionnaire with likert scale, the result of the questionnaire was calculated by Alpha-formula (Ghozali, 2001). To calculate the result, SPSS 20 for Windows 7 program was used. There were ten questions on the questionnaire. The score of validity for each item is r_{count} which can be seen from the corrected item-total correlation table from SPSS data output. Each item is valid if $r_{count} > r_{table}$. The questionnaire was conducted toward 30 respondents with the level of significant 5% and the r_{table} is 0,3. The result of the computation of validity for each item can be seen on the table below.

Table 3.5

The Computation Result of Validity for Questionnaire

No	r_{count}	r_{table}	Interpretation
1	0,384	0,3	Valid
2	0,516	0,3	Valid
3	0,455	0,3	Valid
4	0,577	0,3	Valid
5	0,555	0,3	Valid
6	0,511	0,3	Valid
7	0,628	0,3	Valid
8	0,640	0,3	Valid
9	0,482	0,3	Valid

10	0,08	0,3	Not Valid
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The result of computation showed there was one question which was not valid since it's $r_{count} < r_{table}$. Thus, there were only 9 questions used.

Moreover, the calculation of Alpha Cronbach can also used to analyze the reliability of the instrument. The table below shows the computation result of reliability for the questionnaire.

Table 3.6

Reliability Statistics

Cronbach's	N of
Alpha	Items
0,638	10

Mursalim (2012) stated that a research instrument is stated having a high reliability if the coefficient of Alpha Cronbach $\geq 0,6$. From the table, the coefficient of Alpha Cronbach is 0,638 which is higher than 0,6 ($0,638 \geq 0,6$). So, the construction of questionnaire is reliable.

After the validity and reliability testing were finished, the data gathered from the questionnaire were tabulated and presented through some stages as follow:

1. Examining the data obtained from the questionnaire.
2. Calculating the frequency (fo) of the respondents who answer each of items or statements. Then, it is calculating the percentage (%) of each total frequency of the respondents' answers to the item by using the formula below:

$$\text{Percentage (\%)} = \frac{\text{Total respondent answering an item (fo)}}{\text{Total Respondents (n)}} \times 100 \%$$

(sudajana, 1984:49)

3. Interpreting the result of percentage (%) calculation based on the total frequency (fo) of each item.
4. Classifying the data to be interpreted, therefore it is using reference according to suryadi (1987) as cited in Hamidah (2005) as follows:

Table 3.7

Percentage Classification

No	Percentage	Classification
1	00,00 %	None
2	00,01 – 24,99 %	A few of

3	25,00 – 49,99 %	Nearly half of
4	50 %	Half of
5	50,01 – 74,99 %	Best part of
6	75 – 99,99 %	Nearly all of
7	100 %	All of

3.5.2 Qualitative Data

The result of interview, observation, and open-questionnaire are included into qualitative data. Those three data collecting method were done to get more information related to the research questions.

3.6 Establishment of Trustworthiness

To avoid violating the result of the study, it is necessary to set up the variety and how to pursue it. This point discusses the validity of data and it refers to trustworthiness and integrity of description, conclusion, elucidation interpretation and entire types of report (Alwasilah, 2002). Here are criteria to fulfill the investigation from the naturalistic paradigm based on Alwasilah (2002:169), they are credibility, transferability, dependability and confirmability.

To reach the credibility aspect, this study applied multimethod technique to gain data. It is called triangulation technique. They are through questionnaire, interview, observation and document analysis. If they are combined, they could increase the credibility of the research. To reach the transferability aspect, it was done through thick description that enables the researcher interested in making a transfer to reach a conclusion.

