CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses and reviews research methodologies that are used in this study. First, this chapter discusses about research design and continues with population and sample. Next, is discusses about source of the data, data collection technique, instruments of the study, validity, reliability, pilot study and data analysis technique.

A. Research Design

This research used survey approach. A survey is a method of collecting data from people about who they are (education, finance, etc.), how they think (motivations, beliefs, etc.) and what they do (behavior)[39]. The board area of survey research encompasses any measurement procedures that involve asking question of respondents[40]. This study is aimed to collect data from students about what they think, i.e. what they think their needs as learners.. Therefore, the survey approach suits the purpose of this research.

The collected data is collected by using questionnaire. Representative sampling is important for descriptive survey because statistic will be inaccurate

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[39] Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods*, (London: The Cromwell Press. 2001), 76.
[40] William M.K. Trochim, *The Research Methods Knowledge Base*, 2nd Edition (Ithaca, N.Y.: Cornell Publishing, 1999), 108

without representation estimates of population[41]. Therefore, samples are taken to represent the population.

B. Population and Sample

According to Ary, a sample was the small group that was observed and the larger group about which the generalization was made was called a population.[42] He also defined the population as all members of any well defined class, of people, event, or objects.

From the statement above, the writer concluded that population was the whole object of research which defined class of people or events as a source of data. Population also intended to apply the result of research.

The population of this study is the *Kejar Paket C* learners of *PKBM* Budi Utama academic year 2011-2012. The number of the population is around 69 students. Because of the sample of this research are less of 100 people, so all of the learners in that *PKBM* are used as sample. Therefore, this research used population sampling technique.

C. Source of Data

Source of the data is the important thing in a field research. The data for this research are data about *Kejar Paket C* learners' needs in learning English. The data were collected from the learners who the learners of *Kejar Paket C* to know their needs in learning English. The class consists of 69 learners. In this

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[41] Robert Burns*, Introduction to Survey Methods* (New South Wales: Pearson Education Australia. 2000)

[42] Donal Ary. Introduction to Research in Education (Australia: Wadsworth, 2002), page 148

class the researcher has given questionnaire related to the learners needs in learning English.

D. Data Collection Technique

In this research, the data were in the form of the students' answer of the questionnaire. To collect the data the researcher took the following steps:

1. The writer constructed the combination of structured questionnaire which consists of 36 items related to the topic of research.

2. The questionnaires were distributed to the *Kejar Paket C* learners.

3. In answering the questionnaire the students should choose one of the two choices (necessary/ unnecessary answer).

4. The writer collected the answer of the questionnaire and continued to analyze the questionnaire.

5. The data is collected from July to August 2012.

E. Research Instrument

Questionnaire used as the instrument to collect the data about the needs analysis of *Kejar Paket C* learners in learning English. In survey research, questionnaire is widely used as a source of data in this studies[43] Arikunto states that questionnaire referred to a set of a written question in a piece of paper in order problems of study which would be observed.[44] The set of question would be given to the subject and it would be returned

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[43] Donald Ary, op. cit, 372

[44] Suharismi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: PT. Rineka Cipta, 2002), 128

back with some answers. Questionnaire was another way to get information which presented to the research subjects.

There are three types of questionnaire, they are: the structured or close questionnaire, the unstructured or open questionnaire, and combination (between structured and unstructured).[45]

In this research, the writer used structured or close type because that type could facilitate the writer and the respondents in collecting the data. The writer could easy to analyze the result of questionnaire and got as large number of respondents as possible and got the opportunity to be relaxed in answering the research questions. The questionnaire was distributed to get the data about the *Kejar Paket C* learners needs in learning English.

The questionnaires consist of 36 items of learners needs. The distribution of the question in questionnaire was presented in the following table.

Variable	Indicators	Number of Instrument	Total
Learners Needs	Teaching Material	1,2,3,4,5,6,7,8	8
	Learning Activities in Reading	9,10,11,12,13,14,15,16	8
	Learning	17,18,19,20,21,22,23,24,25,26	10

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[45] William M K Trochim. *The Research Methods Knowledge Base.* (Ithaca,N.Y: Cornel Custom Publishing1999), 113

	Activities in Writing		
	Learning Activities in Listening and Speaking	27,28,29,30,31,32,33,34,35,36	10

The distribution above is based on the theory of the needs analysis. Source of theory taken from Jack C. Richards's book with the title is "Curriculum Development in Language Teaching"[46]
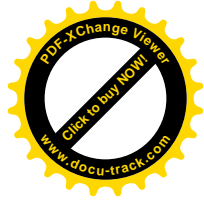
1. Validity

To get validity of instrument, this study used content validity. The questionnaires were constructed based on the indicators of learners need and developed into questions in the questionnaire. Then the questionnaires are tried out to 10 *Kejar Paket C* learners who are selected randomly. The result of the test shows the content validity of the questionnaire that is distributed to the samples. It shows that the questionnaire is valid because the learners able to answer the questionnaire clearly and understand the researcher's question well.

2. Reliability

To get reliability of instrument, the tested questionnaires were measured by using Kuder Richardson 20 (KR-20) method. This method is appropriate to

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[46] Jack C. Richards. *Curriculum Development in Language Teaching.* (Cambridge: Cambridge University Press, 2001),77.

find the reliability of questionnaires that require yes/no answer [47]. The questionnaires consist of 36 items. Each item requires necessary/ unnecessary answer which have score 1 for necessary and 0 for unnecessary answer. The formula of KR-20 method is followed below:

$$r\,11 = \frac{}{} \cdot \frac{--\sum pq}{}$$

Note: r11   : coefficient reliability

p   : total respondent who answer yes

q   : total respondent who answer no
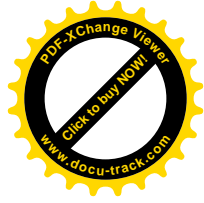
$\sum pq$: total p.q

n   : total item

s   : standard deviasi.

3. Testing of the Instrument

To get the reliability and validity of the instrument, the questionnaires were tested. The questionnaires were distributed to 10 *Kejar Paket C* learners who was selected randomly in *Sekolah Bebas Usia Medium Kejar Paket A,B, C* Surabaya. Researcher choosen this *PKBM* because the number of learners in this place is less than in *PKBM* Budi Utama. But the background of the learners in both is similiar. So it represent each others. Researcher did this pilet study for triying out the questionnaires bedore dilivering to the samples of the research. These samples of testing of the instrument are not included in the sample of the survey. The

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[47] Arikunto, *Metodologi Penelitian* (Bandung: Alfabeta. 1995)

questionnaires were distributed to the *Kejar Paket C* learners. In answering the questionnaire the students should choose one of the two choices (necessary/ unnecessary answer).

The writer collected the answer of the questionnaire and continued to analyze the questionnaire. From the result, the researcher concluded that this pilot study is well done because all of learners can answer and understand the researcher's questionnaires.

4. Data Analysis Technique

The data obtained by questionnaire is tabulated and measured by using simple frequent percentage. The formula is total respond: sum of sample x 100%. The percentage shows the learners' need as their preference. Then, all the research findings are conveyed descriptively. The questionnaires are analyzed based on theme. The themes are personal identity, learning material and learning activity. The questionnaires consist of 36 items. Each item requires necessary/ unnecessary answer. Then, all the research findings is presented descriptively.