

CHAPTER III

RESEARCH METHOD

In this chapter, there are descriptions of how the research is done. They are research design, sources of data, research subject, data collection technique, research instruments, research procedure, and data analysis technique.

A. Research Design

Research design is a plan or concept of the research which is created by the researcher¹. In this case, the researcher uses descriptive qualitative design. Because it describes the causes of students' difficulties in doing reading TOEFL test descriptively. The qualitative research describes the phenomena that occurring in the field. In this research, the researcher uses three techniques to get the data. They are documentation, questionnaire and interview.

B. Source of Data

In this research, the data are taken from the research subjects. The research subjects in this case are the English Education students on seventh semester who have failed in final examination of TOEFL Preparation Class B at IAIN Sunan Ampel, Surabaya 2012. The data gathered are taken from the questionnaire, documentation, and interview.

C. Research Subject

The target research population is the English Education students on seventh semester who join TOEFL Preparation Class at UIN Sunan Ampel, Surabaya 2012. There are three classes of TOEFL Preparation, they are Class A, B, and C.

In this research, the researcher uses purposive sample. Because the number of students' failure in TOEFL Preparation of Class B is the highest the students'

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 51

failure. The researcher takes thirteen students who have failed in final exam in Class B as the research subject.

D. Data Collection Technique

The data in this research are the causes of students' difficulties in doing reading TOEFL section and the other factors of students Class B failure in reading section. The data are taken from the result of TOEFL final test in TOEFL Preparation of Class B. The researcher uses documentation, interview and questionnaire.

1. Documentation

The researcher asked the result of students' final test from teacher. It encompassed all data to clarify the interview result of the students' difficulties in reading section. The researcher obtained the data of which questions that make students difficult in doing reading TOEFL test.

2. Interview

The researcher interviews the students about their causes of difficulties in doing reading TOEFL section that made them getting failure in test.

3. Questionnaire.

The researcher gave questionnaire for the students of TOEFL Preparation in B Class. It got the information of the students' motivation in studying reading TOEFL and teacher' strategies in teaching reading section as well. Then, the steps to collect the data are explaining below:

- a. Explain the instructions how to answer the questionnaire clearly.
- b. Gave the questionnaire to the students.
- c. Collect the questionnaire answers.

- d. Analyze and interpret the data of the factors of students' failure in doing reading TOEFL test.

E. Research Instruments

Some instruments are needed to collect the data. The researcher in this research uses questionnaire, documents and guided interview. The type of questionnaire is closed - ended questionnaire. The document is the students' result in reading TOEFL final test.

1. Questionnaire.

According to Michael Bassey theory in *Doing Qualitative Research in Educational Setting*, one of instruments to enquiry data in qualitative research is questionnaire². The form of questionnaire responses uses likert scale. It help respondent to answer quickly. The option to answer close ended questionnaire in this research uses likert scale such as always, often, sometimes, and never. The questionnaire in this research consists of 25 questions.

2. Documentation

In this case, the document is the result of students' reading TOEFL final test. It used to collect the data accurately and support the interview result from students.

3. Interview

In this research, the researcher used open interview with the guideline interview also.

² Michael Bassey, *Doing Qualitative Research in Educational Setting* (Newyork, 2012), 68.

F. Research Procedure

The procedures for this research are classified into three steps. They are preparation, research process, and analyzing data.

1. The first step is preparation. The researcher prepared the questionnaire and interview guideline for students before doing the research. The researcher made an appointment with students in TOEFL Preparation of Class B as the research subject to decide when and where they can do a research.
2. Next, the researcher gave the questionnaire for students. After finishing with the questionnaire, the researcher continued with the interview the students.
3. After that, the researcher transcribed the result of interview and classified based on the categories.
4. The last step is analyzing data. Before analyze it, the researcher checked the data of questionnaire, interview and documents that had been collected. It decided whether it completed or there were some missing data. After all the data was completed, the researcher analyzed all data.

G. Data Analysis Technique

To answer the first research question, the researcher collected the data from the students' result in reading TOEFL final test and the additional information from interview the students. Based on the data, the researcher analyzed the causes of students' difficulties in reading TOEFL section in which reading TOEFL materials that make them getting failure in test.

Therefore, for answering the first research question, the researcher used documents of the students' result in reading TOEFL final test. The researcher counted which questions that made the most students getting difficulties manually. Then data formed in rank. The rank showed in which types of reading TOEFL questions that made the students got failure in test. After that, the researcher also interviewed students of TOEFL Class B to get the additional information. The questions of interview are about what the causes of students' difficulties in doing reading TOEFL section and the other factor that make students difficulties in reading TOEFL. After collected all of the data, the data were analyzed based on the Deborah Phillips and Jeremy Harmer theory.

Otherwise to answer the second research question, the researcher uses likert scale for getting responses. Respondents are typically asked whether they "always", "often", "sometimes", or "never" with a statement. Each option has different score (3 = always, 2 = often, 1= sometimes and 0 = never) and these scores can be used in survey response analysis.

After all of the data have completely enough, the questionnaires will be counted, the procedure are presented:

1. Count the students' questionnaire based on based likert scale.
 2. Then classify the result based on the rubric.
 3. The last is analyze it.
- a. Following is the rubric of motivation that adapted by H Douglas Brown in Principles Language Learning.

Table 3.1
Rubric of Motivation³

<p>The motivation is extremely high (60 - 50)</p>	<p>Very excited with the course material, enthusiastic to study hard of the lesson, enjoy in joining the lesson, cooperative for answering the questions in the class.</p>
<p>The motivation is high (49 - 39)</p>	<p>Excited with the course material, enthusiastic to learn the material, active in answering the questions, enjoy in joining the course.</p>
<p>The motivation is low (38 - 25)</p>	<p>The students' interest in course material is ordinary, the contribution for answering the questions in the class is low, seldom to study hard of the lesson.</p>
<p>The motivation is extremely low (24 - 0)</p>	<p>Hate with the course material, incooperative in joining in the class, there is limited feedback between teacher and the students in the learning process.</p>

Based on the rubric, there are four types of students' motivation level. They are extremely high, high, low and extremely low. The score for extremely level, it belongs to 60-50 points, for the high is 49-39 points. The low level is 38-25 points, the extremely low is 24-0 points)

³ Adapted from H. Douglas Brown, Principles of Language Learning fourth Edition, (New York : Pearson Education Company, 2000) 130-137

- b. Following is the rubric of teacher' strategies that adapted by Jeremy Harmer in How to Teach.

Table 3.2
Teacher' strategies⁴

<p>The strategies of teaching is extremely good</p> <p>(54 - 40)</p>	<p>Students become extremely enthusiastic to participate in course, teacher corrects the students' mistake without offending them, teacher knows all the student' names, open in discussing, teacher helps the students' problem in learning, the way of teacher's teaching makes students really understand about the material.</p>
<p>The strategies is quite good</p> <p>(39 - 25)</p>	<p>Students are enthusiastic in participating the course, teacher explains the students' mistake without offending them, do discussion with students, and the explanation is understandable for students.</p>
<p>The strategies of teaching is standard</p> <p>(24 - 14)</p>	<p>Students be active in class, open the discussion, give the correction of students' mistake, the explanation is clearly enough.</p>

⁴ Adapted from Jeremy Harmer, How to Teach English (England : Addison Wesley Longman, 1998) 60-70

<p>The strategies of teaching is less (13 - 0)</p>	<p>Students be passive in joining the class, there is no discussion in the class, don't know the student' names, the explanation is confusing for students, teacher offends the students if they make mistake.</p>
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Based on the rubric, there are four types of strategies teaching level. They are extremely good, quite good, standard and less. The score for extremely good level, it belongs to 54-40 points, for the quite good is 39-25 points. The standard level is 24-14 points, the less level is 13-0 points)