

CHAPTER III

RESEARCH METHOD

This chapter discusses research methodology that is used in this research. It covers research design, population and sample, research setting. Then it is followed by research instrument as the tools for measuring the research question. Then, it is completed by data collection techniques, data analysis technique and research stages to provide better understanding in this research.

A. Research Design

In this research, the researcher used Mixed Methods Design. Creswell explains that Mixed Methods Design is the method that combines both quantitative and qualitative data to provide better understanding of a research problem.⁴⁴ In this Mixed Methods Design, the researcher collected, analyzed and mixed both quantitative and qualitative data in the single research. The writer used this kind of research design because of the need of the research questions. The first research question deals with the level of student teachers' reading habit. Moreover, it requires numeric data from quantitative research and the description of numeric data. Then, the second research question deals with knowing the most common factor that influences reading habit. Furthermore, it requires data gathering from qualitative research.

B. Population and Sample

Population is the group consists of several individuals that have various characteristics.⁴⁵ The population or the subject of this research was the students who are from student teacher of English Teacher Education Department from sixth semester who join Microteaching class. In this research, the researcher took sample of the population. Sample means part of the

⁴⁴ John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (2013), p. 22.

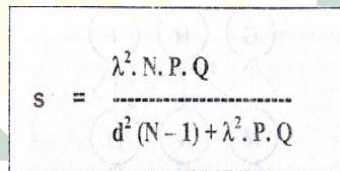
⁴⁵ Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate research in education* (New York, NY: McGraw-Hill, 2009), p. 91.

population.⁴⁶ Besides, to save the time while doing this research, researcher takes sampling for measuring reading habit level of student teachers and also for knowing student teachers' the most common factor that influences their reading habit.

1. Random Sampling

In this research, researcher used Random Sampling to determine the amount of the participants in collecting quantitative data. Random sampling is used because every participant of population has the equal chance to be selected.⁴⁷ It means that there is no certain criterion to select the participants and it can be generalized.

Based on Sugiyono, there are several standards to decide the amount of sample. Moreover, this research uses random sampling developed by *Isaac* and *Michael* with errors 5%.⁴⁸ Here the researcher provides the formula and the table of deciding the amount of sample based on *Isaac* and *Michael*.



$$s = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2 (N - 1) + \lambda^2 \cdot P \cdot Q}$$

Figure 3.1 Isaac and Michael Formula
Adopted from Sugiyono

For detailed components of *Isaac* and *Michael* formula it can be seen below:

λ = Degree Error of it can be 1%, 5%, 10%

$P = Q = 0.5$

⁴⁶ Coladarci Theodore, *Fundamentals of Statistical Reasoning in Education* (2011), p. 192.

⁴⁷ Fraenkel and Wallen, *How to design and evaluate research in education*, p. 92.

⁴⁸ Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 126.

$d = 0.005$

N = population

s = Sample

Dealing with the amount sample, *Isaac and Michael* provides the table that consists of the amount of sample from several populations and from several errors. The researcher uses 5% errors and it can be decided that from 120 populations, researcher took 89 participants as a sample in quantitative data.

2. Convenience Sampling

Besides random sampling, researcher used convenience sampling for collecting qualitative data. Based on Fraenkel, convenience sampling determines the amount of the participants who are available to be observed.⁴⁹ The researcher used this kind of sampling for qualitative data because the participants agree to be observe or available. Fraenkel states that if the participants are available and agree to be observed can probably provide the strong opinion.⁵⁰ The researcher chose 15 participants who are available to do the interview and they are expected to give the answers close with the researcher's expectation based on the research.

C. Data and Source of Data

1. Data

The data that is used in this research are the answers of the participants based on the questionnaire and the interview. First, the data comes from questionnaire in form of numeric score. Second, the data comes from interview in form of statement or answer based on the interview guideline. The researcher used those data from quantitative and qualitative data to answer those research questions.

⁴⁹ Fraenkel and Wallen, *How to design and evaluate research in education*, p. 99.

⁵⁰ *Ibid.*

2. Source of Data

Dealing with the data, the sources of data come from the questionnaire and interview as the instrument tools in this research. The participants or the objects of this research were 89 students who have completed the questionnaire and researcher also took 15 students of 89 students to complete the interview as source of data in this study.

D. Research Setting

This research took place in English Teacher Education Department UIN Sunan Ampel Surabaya. This department was located in Street. Ahmad Yani, 117, Surabaya. This research has been done on April, during 17th until 28th 2017. The researcher distributed the questionnaire and did the interview during the schedule.

E. Research Instrument

In this research, the researcher becomes the main instrument in collecting and analyzing the data, but here the researcher provides several instruments as the tools to measure the research questions.

a. Questionnaire

According to Creswell, questionnaire is one of survey design form to collect quantitative data using numbered design.⁵¹ Together with Creswell's explanation, questionnaire is the tool to measure quantitative data based on the need of the first research question in this research. It consists of several questions and several closed ended or opened ended answers option, but this research will only focus on closed ended answers option.

Questionnaire becomes the main tool of quantitative research. Questionnaire was needed to measure the reading habit of student teacher as the first research question. Researcher adapted

⁵¹ Creswell, *Educational research*, p. 376.

questionnaire for measuring reading habit from Julio Caesar Galicia Gaona's journal entitled, "*Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students*". *Revista De la Education Superior*. Vol. XL (1), No. 157, 2010. Questionnaire of Caesar is chosen by the researcher as the reference to develop researcher's own questionnaire of reading habit and certainly researcher need to modify questionnaire in order to match the need of researcher. Moreover, the questionnaire can be seen in Appendix 1.

This questionnaire consists of several specific questions that will measure the student teacher's reading habit. The questions in form of statements that indicate students' time spending and books read in one year and it covers last semester till now. Certainly, researcher developed the questions by herself based on the theory and based on what kind of questions that she needed to measure reading habit of student teachers.

b. Interview

Creswell states that interview is a qualitative tool form that consists of several question guidelines to measure qualitative research question. In interview, the researcher collects the data through asking to the participants using interview guideline.

Because this research uses Mixed Methods Design, there are quantitative data and qualitative data. Gathering the qualitative data, the researcher used interview to answer the second research question. The second research question is questioning about the most common factor which influencing reading habit and the answer is in form of text or description. The questions in the interview guideline consist of opened ended questions but it is in the area of the theories that are used by researcher. Furthermore, the interview guideline can be seen in Appendix 3.

F. Data Collection Technique

In the mixed methods research design, Creswell suggested to collect the data in sequence form.⁵² There several sequences to collect the mixed methods data, but in this research the researcher concerned to collect quantitative and qualitative data in the same time. The researcher used this kind of collecting the data because consideration of the time.

The data collection here was conducted by using questionnaire as a tool for measuring quantitative data. Questionnaire was used to answer the first and second research question. The questionnaire was conducted in the free time of student teacher class or outside their class. So, it was not disturb their lesson in a class. The questionnaire contained of several types of questions. The questionnaire is in form of multiple choices questions with using ranging scale such as Always, Sometimes, and Almost Never.⁵³

Besides questionnaire, the researcher also provides interview based on the theory to collect qualitative data. The interview guideline consists of several question deal with the common factors that influence students' reading habit. The researcher developed the interview guideline base on the theory that the researcher use.

Specifically, the researcher collected both quantitative and qualitative data at the same time as well as in sequence, because both are related each other and can be conducted at the same time.

G. Data Analysis Technique

The data which has been collected was analyzed by the researcher using Explanatory (QUAN followed by QUAL).⁵⁴ In explanatory design, the researcher analyze quantitative data and repots it in form of description. Then, it is followed by qualitative data that deals with descriptive explanation about the data that can give supported explanation

⁵² *Ibid.*, p. 549.

⁵³ *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 141.

⁵⁴ Creswell, *Educational research*, p. 551.

of quantitative data. Based on Creswell there are several steps in conducting mixed method research⁵⁵:

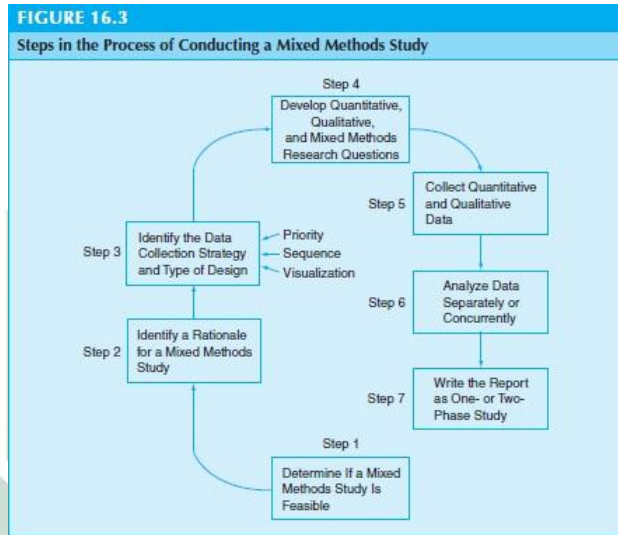


Figure 3.2 Data Analysis in Mixed Methods
Adopted from Creswell

1. **Determine if mixed methods study is feasible.** It involves that this kind of research design can answer the first and second research questions.
2. **Identify a rationale of mixed methods study.** It deals with the reason why does the researcher choose mixed methods design to complete this study. Here, the researcher chooses mixed methods design because of the need of those research question. The first research question needs to be completed using quantitative method. Then, the second research question needs to be completed using qualitative method. So, the

⁵⁵ *Ibid.*, p. 555.

researcher combines both of them in one research to provide better understanding.

3. **Identify the data collection strategy and type of design.** It involves with the sequence of collecting the data. The researcher collects quantitative and qualitative data at the same time. Then, it provides the specific forms of quantitative (e.g numeric score, graph or diagram) and qualitative (e.g descriptive report) data.
4. **Develop quantitative, qualitative and mixed methods research questions.** It deals with research question. In this research, first research question wants to measure about reading habit level. It requires quantitative data. Second research question want to know the most common factor that influences reading habit. It requires qualitative data. Then, the researcher combines both of them.
5. **Collect quantitative and qualitative data.** The researcher follows quantitative procedures and qualitative procedure in collecting the data.
6. **Analyze the data separately, concurrently, or both.** It involves with the way researcher analyzes the data. The researcher uses explanatory and analyzes the data separately. Quantitative data will be analyzed first, then followed by qualitative data.
7. **Write a report as one- or two-phase study or a multiple-phase study.** This research uses two phases where each phase contains of qualitative or quantitative explanation. Then, the written reports consist of the explanation of combining two methods (quantitative and qualitative).

H. Checking Validity of Findings

In checking validity of findings the researcher used triangulation to validate qualitative data. Meijer stated that triangulation figures the three measurements to verify the findings whether the findings can be accepted in the

research.⁵⁶ Meaning that, in this research, the researcher needs three things to validate the findings and to make the research more acceptable.

Miles and Huberman stateS in Meijer's journal that there are five kinds of triangulation and the researcher combine several kinds of triangulation in one study.⁵⁷ The first kind is triangulation by data source. Second is triangulation by method. Third is triangulation by researcher. Fourth is triangulation by theory. The last is triangulation by data. This research provides three measurements from the data, experts including lecturer and also supervisors, and the theories that support the data. In analyzing the data, the researcher makes sure that from the collected data, theories and some experts are in the same line with the purpose of this research and also provide the valid findings.

I. Research Steps

The process of this study has been done in following steps:

1. Decide the research design

It deals with the focus study in this research. Before deciding the research design, the researcher provides the research questions first. After developing research questions, the research design can be decided together with the framework of the data that are needed.

2. Conduct the research

a. Collecting data

In collecting data, the researcher used two instruments. There are questionnaire and interview. In distributing the questionnaire, the researcher gave the questionnaire to student teachers outside their class activity. So, it didn't disturb their Microteaching class.

After distributing the questionnaire, the researcher did the interview with several students who are available during that time. In doing interview, the researcher had several questions deal with the

⁵⁶ Paulien C. Meijer, *Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity* (2002), p. 146.

⁵⁷ *Ibid.*

common factor that influence students' reading habit. The subjects of the study have to complete those questions.

b. Analyzing data separately

In analyzing the data, the researcher provided several steps. First is preparing the data. The researcher prepared the data from questionnaire and interview. In questionnaire, the researcher gave numeric score for each responses in the optional answers in the instrument, for example Always=3, Sometimes=2, Almost Never = 1 and so on. Researcher used three choices in optional answers because the need of the research. The researcher wanted to indicate the level of reading habit including constant readers, moderate readers and seldom reader. Because of those three levels, so the researcher needed three choices that can indicate the level. Always can be indicated as constant readers, Sometimes can be indicated as moderate readers, the last is Almost Never can be indicated as seldom readers. Then, inputting the data using SPSS 20 to know the descriptive statistic including mean, median and mode of the data. The researcher used the code/score that the researcher has been decided in SPSS. In interview, the researcher categorized the answers of the subjects and made diagram related to how many students who answer motivation for reading and how many students who answer the advancement of technology.

Second is the researcher analyzed using descriptive quantitative in questionnaire because the researcher wanted to indicate the general tendencies such as mean, median, mode. After analyzing the questionnaire, researcher could interpret the reading habit level. For qualitative data using interview, the researcher made the diagram that related to the common factors influencing reading habit. From the percentage, the researcher can know what the most common factor that influences students' reading habit is.

c. Combining quantitative data and qualitative data

After finishing both quantitative and qualitative data analysis, the researcher combined both of them and made the correlation. Basically, the researcher also correlated the data with triangulation for qualitative study when the gathered data, experts and theories are in the same line.

d. Concluding the result of the research

After finishing the whole sections above, the researcher concluded this research including the students' reading habit level and the most common factor that influence their reading habit based on the findings and also the theories that have been discussed.