Chapter III

RESEARCH METHOD

This research aims were to investigate the types of students' difficulties in reading and for students to overcome students' difficulties. This chapter explained the research design, research subject, the setting, and instrument of study, data collection technique, and data analysis technique.

A. Research Design

To conduct this study, the researcher used quantitative. Fraenkel and Wallen (2009) define this method as "the research involves the use of *quantitative*" [53]. The researcher chose this method because looking for the students' difficulty used respondents' needs quantitative method. Then researcher would use *Survey design*. In this design, researcher used quantitative method. Researcher used quantitative method in the first time to discover the important information related to the topic. Survey was to describe the characteristics of a population. Furthermore, the information was collected at just one point in time, although it took to collect all of the data, it might take anywhere from a day to a few weeks or more. Therefore, in this design, the researcher used a quantitative method.

Quantitative research is explaining phenomena by collecting numerical data that was analyzed using mathematically based methods (in particular statistics).[54] The

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[53] Franenkle, Walllen, How to design and evaluate research in education, Seventh Edition , San Francisco state university

[54] Aliaga & Gunderson, (2000). *Introduction on Quantitative Research*

characteristic of quantitative research and the instrument that use in the research such as questionnaire, interview, and computer etc .[55] But the researcher used questionnaire. That statement suit with the researcher purpose to explain phenomena about students' difficulties in reading by collecting data from numerical data after that it was analyzed by survey method.

Based on Crosswell, Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews)[56]. Also, Survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior.[57] Survey was a research method that provides overview of the number population-sample-through the data collection process by asking questions to the populations[58].

Survey method gathered data from a relatively large number of cases at particular time. It was not concerned with characteristic of individual as individual. It was

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[55] Jack R. Fraenkel & Norman E.Wallen (1993). *How to Design to Evaluate Research in Education, 2nd Edition.*

[56] John w.Creswell, (2012), *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, Pearson fourth edition, 375

[57] T. Mathiyazhagan Deoki Nandan, (2010). *Survey research method.* Media Mimansa

[58] John W. Creswell. (2002). *Research Design Qualitative & Quantitative Approaches.*

concerned with the statistic that result when data were abstracted a number of individual cases. And it was essentially cross-section.[59] Another statement, survey research is also defined as a method of descriptive research used for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population. This research concerned with what people think and students confession toward difficulty in reading comprehension. That purpose was really matched with the interest of survey research that in invented by Lazarsfeld, Gallup and Cantril . He said that the survey researcher was not interested primarily in the sociological variable as such. He was primarily interested in what people think and what they did.

From the statements above, it can be concluded that the study was categorized as quantitative descriptive survey since the study described the students' difficulties in reading. And also it was described about the students to overcome students' difficulty in reading comprehension statistically. It means that what described in the study was the condition which existed in certain social reality.

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[59] Loc. Cit. P. 121

B. Research Subject

1. Population and Sample

The population this research was English teacher education department because population is larger group which the generalization is made[60]. it means that English teacher education was group that the researcher wished to study. The research took place at Sunan-Ampel State Islamic University, which was located in Jl. A. Yani Surabaya. The researcher focused on English teacher Education Department Faculty.

And, the sample of this study was the fourth semester students of English Education Department. All of the participants were from English teacher education department that was in the fourth semester and they are between the ages of 19 and 22 at the time of the study. Furthermore, the researcher chooses fourth semester students English teacher education department UINSA and the researcher was taking 3 classes consist of 75 students from reading class because the teachers used academic journal article to the material of reading 4 in this class. To make easy collecting of the data, this research was conducted in the class of reading. In term of time, the researcher discussed with the lecture about the best time to do the research.

If the research population was less than 100, then the sample taken was all of them. On the other hand, if the research population was more than 100, then the sample taken was between 10-15% or 20-25% or more[61]. Based on that statement it is

[60] Donald Ary, et.al,. (2010). *Introduction to Research in Education* 8th. USA.
[61] Suharsimi Arikuntoro. (2007). *Prosedur Penelitian Suatu Pendekatan Praktek*. Hlm.134

suitable to make for fourth semester students as the sample of the study. The number of sample was adequate to get information about the students' difficulties in reading comprehension. The researcher would take all of the sample size from the three classes of reading. Quantitative research generally needs a large sample size. The larger sample was taken, the more accurate the data is also acquired.

2. Setting of the study

Setting of the study in this research would be English Education Department. The researcher chose this department because in the English teacher education department UINSA Reading comprehension was used for the learning materials in the 4th semester. Besides, Reading comprehension made the students' difficulty in understanding a text. Reading comprehension in the 4th semester include academic journal article. It also was very important in reading comprehension because it needed understanding in a text. If the students do not understand, the students felt difficult to infer the information that was only implicit text in reading comprehension toward academic journal article.

C. Data Collection Technique

Data collection technique was very important on the research because the main purpose of the research was collecting the data.[62] Because this study was survey research, to collect the data researcher would use some techniques like questionnaire or interview. Herbert Mc. Closky defines survey as any procedure in which data are

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[62] Sugiyono, (2013*), metode penelitian pendidikan*

systematically collected from a population or a sample thereof through some form or direct solicitation, such as face to face interviews, telephone interviews or mail questionnaires.[63] Based on that statement, the data collection of this study would be conducted by using all instruments used through preliminary research, and students' answer from questionnaire.

There were some procedures to be followed during the research, in order to find out the valid data to answer the research problems. The procedures were:

1. The researcher asked permission to the participants as the subject to do the research

2. The researcher prepares all the instruments to collect the data. There were many steps in preparing the instruments:

   a. Making the questionnaire. The questions in questionnaire related to the students' difficulties and students to overcome students' difficulty in reading.

   b. Validity. The researcher asked the expert to check the validity of the questionnaire.

3. The researcher doing the research

   a. The research looked for the information where the participants have free time to answer the questionnaire

   b. The researcher distributed the questionnaire to the participants

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[63] Loc. Cit p.34

c. After getting the data, the researcher started to analyze the data and made the conclusion as the result of the research.

The detail processes of collecting the data from each research question were made the analysis simpler, the researcher drawn the analysis into matrix analysis as follow:

Table 1: Data Collection

RQ / Collected by	Questionnaire
RQ 1	√ See App
RQ 2	√ See App

D. Instruments of Study

The data was collected after passing the proposal exam. And the instrument was explained more below.

1. Questionnaire

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific

information to meet a particular need for research information about a pertinent topic[64]. The research information was attained from respondents normally from a related interest area. The dictionary definition gave a clearer definition: A questionnaire was a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. From the questionnaire, the writer would get more data about the students' difficulties. The reason, the information would identify the students' problem and many additional information. The research chose student's answer from questionnaire as the main instrument to collect the data because the questionnaire could be the representative for the research to collect the data fast. Additionally, the questionnaire could be written by the data that can help the research to remain students' answer or response.

The techniques of data collection using questionnaires was the most excellent technique to acquire data from a large population or from a sample, the questionnaire, researchers could obtain a variety of information related to the research topic[65]. It was caused based on a questionnaire contains list of the questions that had been arranged systematically according to the research objectives that would be accomplished. The results of the questionnaire would be analyzed in the numbers, tables, statistical

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[64] Sugiyono, (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta. page: 137

[65] Slatter (1990). P.62

analysis and description as well as the conclusions of the research and analysis of quantitative data was derived from the results of the questionnaire[66].

The type of questionnaire here will use rating scale questionnaire where the research used likert scale to get information from participant. Likert scale was a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales were a non-comparative scaling technique and are one-dimensional (only measure a single trait) in nature. Respondents were asked to indicate their level of agreement with a given statement by way of an ordinal scale.[67]

These questionnaires consist of thirty five items assessing students' difficulties and students' to overcome students' difficulty. It required subject to check on a five-point scale which consists of the responses very difficult, difficult, quite difficult, easy and very easy. For each item, scoring was determined such the responses indicating predefined "strong" students' problem were given 5 points while those were at the other end of the scale as scored 1 point. The students were given a questionnaire to answer all of the statements and questions. It was clear showed in the following table:

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[66] Singarimbun.(1989).p.175
[67] Dane Bertram, Likert Scales

Table 2: Indicators of students' difficulties in reading comprehension

Difficulties	Item Numbers	Total
Inferring information that is only implicit in a text include main idea implied	1, 2, 3, 4,5	5
Making inferences to connect up the ideas in a text	6,7,8,9,10	5
Inferring the meanings of particular words from context	11,12,13,14,15	4

Table 3: Indicators of students' to overcome students' difficulty in reading comprehension.

Overcoming Difficulties	Item Numbers	Total
Metacognitive	1, 2, 3, 4,5,6,7,8,9,10	10
Cognitive	11,12,13,14,15,16,17, 18,19,20	10

E. Data Analysis technique

To analyze data, the data gathered from questionnaire would be analyzed to get brief understanding. The researcher would analyze the questionnaire using quantitative measurement (percentage) and entered the data to quantitative findings. In Frankel and Wallen says that about *"Analyzing* the data in Quantitative researchers usually base their work on the belief that facts and feelings can be separated, that the world is a *single reality* made up of facts that can be discovered. on the other hand,

assume that the world is made up of *multiple realities,* socially constructed by different individual views of the same situation. The researcher classified the data into the quantitative data.

The data collected by using questionnaire had been analyzed by using quantitative method. Survey data were collected from respondents. In this part, the researcher analyzed the data from the result data collection. Then, the researcher classified the data into quantitative data. It also helped the observer to conclude, made some decisions and answered the problem research. The data analysis procedures were defined below:

1. Questionnaire

After the researcher got the questionnaires done, the researcher calculated the percentage and counted the students' answer through the total of each item was multiplied with a hundred percent then the result of it was divided with the number of the students.

To measure students' difficulties and students overcome to students' difficulties, it is use a Likert scale[68]. Therefore, the researcher used the percentage result using Likert scale. It was explained as follows: Students' response questionnaire was arranged based on the Likert scale. It was assessed with the following scale[69]: this was likert scale for students' difficulties:

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[68] Sugiyono. (1997). P.73
[69] Sugiyono, Statistika untuk Penelitian, (Bandung; Penerbit Alfabeta, 2010) P. 93-95

i. Very difficult = 1

ii. Difficult = 2

iii. Quite difficult = 3

iv. Easy = 4

v. Very Easy = 5

Then, this was Likert scale for students' overcome to students' difficulties:

i.   Strongly disagree = 1

ii.   Disagree = 2

iii.   Neutral = 3

iv.   Agree = 4

v.   Strongly agree = 5

The score of students' response was calculated with the every single question and was looked for the percentage by using formula as follow:

$$\% \, SRS = \frac{\sum SRS}{SRS \, maksimum} \times 100\%$$

Information:

$\sum SRS$: the total of students' response score was gotten by calculating *SRS* (*VI*+ *SRS* I+ *SRS* N + *SRS* U+ *SRS* VU)

SRS maximum: $\sum R \times$ the best score choice

$$: \sum R \times 5$$

The percentage result could be measured by using Likert scale. It was explained as follows:

Table 4 : Criteria of Students' Response

For students difficulties

Percentage	Criterion
0% - 20%	Very weak
21% - 40%	weak
41% - 60%	average
61% - 80%	strong
81 – 100%	very strong

Table 5 : Criteria of Students' Response

For students overcome to students difficulties

Percentage	Criterion
0% - 20%	Very not good
21% - 40%	Not good
41% - 60%	Average
61% - 80%	Good
81 – 100%	very Good