CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the process in conducting the research. It describes the research design, research subjects, techniques of collecting data, steps in data collection, and data analysis.

3.1 Research Design

The research design is the researcher’s plan of how to proceed to gain an understanding of some groups or some phenomenon in its context (Ary, 2010). In this study, the phenomenon that the researcher means was the learning style used by the students that makes them getting low scores in reading subject.

According to Ary (2010), there are some techniques in conducting research namely, experimental, ex-post facto, correlational, descriptive, and historical research design. Experimental research is a research of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable and the variable that observed and measured is called the dependent variable. Ex-post facto research is the research that has similar to an experiment, but in this research the researcher does not manipulate the independent variable, which has already occurred in the natural course of events. Correlational research is the research that collects data from individuals on two or more variables after that, seeks to determine if the variables are related (correlated). Furthermore, descriptive research is the research to gain the information on the phenomena and to give the verbal description from settings, situations, and participants. The last, historical research is the research by
using analyzes documents, and artifacts and/or uses interviews with eyewitnesses to get insight into past events.

According to Ary (2010), descriptive research design is design to obtain information concerning the current status of phenomena of the students’ learning styles in getting low score and to provide rich verbal description of settings, situations, and participants. The researcher uses descriptive design as a design of the research because the researcher would like to describe and analyze students’ learning styles, the problems faced by the students in using learning styles, and the solution to solve the problems in using learning styles in learning reading at English Department of University of Muhammadiyah Malang.

Concerning the research design, this study used descriptive qualitative research design. It is qualitative because it is related with this study. Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants (Ary, 2010). In this study, the researcher used the qualitative research to know in deep about specific situation by using questionnaire and students’ score by using document (reading transcript) with the students that was categorized as low achiever in reading subject.

3.2 Research Subject

The subject of this study is the low achiever students in the reading class at English Department of University of Muhammadiyah Malang. The criteria of being low achiever students are the students that fail to achieve the educational standard score. So that, they do not pass the course and need to retake the course. Based on book of academic guidance 2012/2013 in University of Muhammadiyah Malang,
the students have to retake the course if the students get score 54 and below or D. The number of the subjects for this study was limited for reading III class III by the writer. The number of students are categorized as low achievers’ students as subjects for this study are five students.

3.3 Techniques of Collecting Data

The most common data collection methods used in qualitative research are: observation, interview, and document or artifact analysis (Ary, 2010). In this study, the researcher used questionnaire and document as the techniques of collecting data.

1.3.1 Questionnaire

Questionnaire is one of the most common methods of collecting data on attitudes and opinions from a large group of participants (Mackey and Gass, 2005). In addition, according to Reja, et.al. (2003), the questionnaire is one of the most important features that the researcher has for communicating with respondents. There is no interviewer to intervene in the case of any misunderstanding in the communication exchange between the researcher and the respondent. So that, the writer used the questionnaire as research instrument to collect and analyze the data.

There are two types of questionnaire, namely close and open-ended. According to Mackey and Gass (2005), an open-ended question allows respondents to answer in any manner they see fit, whereas a closed-item question is one for which the researcher determines the possible answers. So that, the respondent only could choose the answer which were available.
The writer used closed-ended questionnaire to get the data about students’ learning style, the problem faced by the students in learning styles, and the solution to solve the students’ problems in learning styles.

### 3.3.2 Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data (Ary, 2010). According to Creswell (2013), there are many kinds of interview such as face to face interview, telephone interview, focus group interview, and online interview. Face to face interview is the researcher do interview with one participant in the research at the time. Telephone interview is the researcher do interview with participant by using the telephone. Focus group interview is interview that did by the researcher in group of people that consist six to eight participants. Online interview is interview by using internet with email or another online device.

In addition, Wahyuni (2012) stated that there are three different types of interviews, namely structured interview, semi-structured interview, and unstructured interview. In structured interviews, the question is standardized, the ordering, and phrasing of the questions are also kept consistent from interview to interview. The interviewer in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic that the interviewer wants to explore during the interview should usually be thought about well in advance. Semi-structured interviews are often preceded by observation, informal, and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and
meaningful semi-structured questions. In an ideal unstructured interview, the interviewer talks with people in the field informally, without use of a structured interview guide of any kind. This type of interview resembles a chat, during which the informants may sometimes forget that they are being interviewed.

In this study, the researcher used semi-structured interview because questions can be prepared ahead of time (Wahyuni, 2012). The researcher started with general to specific topics or questions to be identified easily. In this study, the researcher made interview that get the data about students’ learning style, the problem faced by the students in learning styles, and the solution to solve the students’ problems in learning styles. The result of the interview was recorded.

3.4 Data Collection

Steps to collect the data are as follow:

1. The researcher had a meeting with the teacher who taught reading subject; talking about the purpose of the study.
2. The researcher asked to the teacher about the students who were categorized into a low achiever students based on students’ reading transcript on midterm test score on reading subject.
3. The researcher arranged the time to distribute the questionnaire and do the interview to all of the students that were selected as low achiever to get the data about their learning styles, problems in applying their learning styles, and the solutions to solve their problems in learning styles.

3.5 Data Analysis

The data of this study are analyzed as follow:
1. Classifying the data obtained from the questionnaire of the learning styles used by the low achiever students, problems in learning styles faced by the low achiever students, and the solution of their learning styles’ problems.

2. Describing the data obtained from the questionnaire and interview of the learning styles used by the low achiever students, problems in learning styles faced by the low achiever students, and the solution of their learning styles’ problems.

3. Drawing a conclusion based on the data collected.