CHAPTER III
RESEARCH METHOD

This chapter presents research design, research subject, data collection and data analysis.

3.1 Research Design

Research design is the researcher’s plan on how to proceed to gain an understanding of some group or some phenomenon in its context (Ary 2010: 271). Furthermore, Ary states that descriptive research is designed to obtain information concerning the current status of phenomena and to provide rich verbal description of settings, situations, and participants (2010: 640).

Therefore, the survey and descriptive design were used in this research because the researcher would like to describe the students’ motivation, the factors that affect the students’ motivation and the way the lecture motivate the students in learning reading at English Department of University of Muhammadiyah Malang.

3.2 Research Subjects

In this research, the subjects of the study were the 30 students in Pre-intermediate Reading Comprehension C class at English Department of University of Muhammadiyah Malang. They were selected as the subjects of the study because of two reasons. Firstly, the researcher’s preliminary study showed that the students got low scores in their assignments. Secondly, the students lacked of attention to the teaching and learning activities. Only 2 students who active in the class. Another students usually chit chat with her/ his friend during
the lesson but not a whole lesson. Actually, the other students also active but less active than 2 students as researcher said before. Therefore, the researcher wants to know the way lecture gives motivation to the students in learning reading in the class.

3.3 Data Collection

Data collection consists of the techniques and instruments and procedures employed in the research.

3.3.1 Techniques and Instruments

In this study, the researcher used three kinds of techniques and instruments to collect the data, namely observation, interview and questionnaire.

3.3.1.1 Observation

According to Ary (2010:431), ‘Observation is a basic method for obtaining data in a qualitative research. It is taken as the research technique to collect the data from the participants. By conducting the observation, the writer gets the data accurately since he could see the phenomenon that happens in the teaching learning process. According to Ary (2010), there are two kinds of observation. The first is participant observation. In this case, the observer actively participates and becomes an insider in the event being observed so that she or he experiences events in the same way as the participants. The second is non-participant observation. In this kind of observation, the observer does not participate in the situation being studied but only as an observer.
In this study, the writer conducted a non-participant observation to know the accurately about the way the lecture gives motivation to the students in learning Pre-intermediate Reading Comprehension. The writer conducted a non-participant observation because he wanted to obtain the data about the strategies used by the lecture in giving motivation without participating in the class activity.

In order to facilitate the observation, the researcher used an observation field note. In this study, the observation field note had a list of the strategies used by lecture in giving motivation to the students in Pre-intermediate Reading Comprehension C class.

3.3.1.2 Interview

According to Ary (2010:438), interview is divided into three types: structured, unstructured and semi structured interview. Structured interview is designed for the specific purpose of getting certain information from the subjects. It means that the interviewer makes a list of questions that will be asked to the interviewee. Unstructured interview is an interview which is a conventional type of interview in which the questions arise from the situation. It means that the interviewer gives the questions to the interviewee spontaneously based on the situation. The last, semi structured interview, is combination of both structured and unstructured types. It uses a list of questions to explore the topic more detail.

In this study, the writer used the semi structured interview because he used a list of questions to explore more detail about the way the lecture gives motivation in Pre-intermediate Reading Comprehension C class. In this case, the researcher used an interview guide as the instrument of interview to facilitate him
to gain information about the factors that influence students’ motivation and strategies used by the lecture in giving motivation in Pre-intermediate Reading Comprehension C class.

3.3.1.3 Likert Scale

Likert scale is one kind of questionnaire which has the same function as questionnaire. According to Ary (2010:209), “Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree or strongly disagree”. It means that Likert scale is used to indicate the assessment or judgment about an action by giving the statements and asking them to respond it by using those indicators, from “strongly agree” to “strongly disagree”. Each response is associated with a point value, and individual’s score is determined by summing the point value of each statement. For example, the following points of values are typically assigned to positive statements, SA=5, A=4, U=3, D=2, SD=1. An example of a positive statement is, “I like difficult assignments because I find it more interesting”. Score 5 or 4 on this item would indicate a positive attitude toward the preference for difficult assignments because it is more interesting. A high total score across all items on the test would indicate an overall positive attitude or respond. In this study, the likert scale was used to obtain the data about students’ motivation.

3.3.2 Procedure of Data Collection
In this study, the writer collected the data by doing observation, interview and using likert scale. The observation was conducted to know the data about the way the lecture gives motivation to the students in learning reading Comprehension. The interview was conducted to get the data about the way the lecture gives motivation. Likert scale was given to know the students’ motivation and the factors which influence students’ motivation.

The procedures in collecting the data were as follows:

1. Preparing the interview guide;
2. Interviewing the lecturer;
3. Interviewing the students;
4. Writing down the lecturer and students answers;
5. Preparing the observation field note;
6. Confirming the data by doing the observation in the teaching and learning process;
7. Preparing the likert scale;
8. Distributing the likert scale to the students;
9. Collecting the students’ answers.

3.4 Data Analysis

After collecting the data, the researcher analyzed them with the following steps:

1. Classifying all of the data that had been collected from Likert Scale, observation and interview based on the statement of the problems;
2. Describing the way the lecture gives motivation to students;

3. Classifying the students’ motivation and factors that influence their motivation on the following table (Ari Kunto, 2002);

<table>
<thead>
<tr>
<th>No</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>154 -180</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>125 – 153</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>96 – 124</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>66 – 95</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>36 – 65</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Table 1.1

4. Finding the mean score of class;

5. Interpreting the result of the data analysis and making conclusions.