

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of the research is field research which the researcher attends to the intended place directly to analyze and collect the data concerning the students' achievement in doing IELTS reading academic module practice with the written test is the main instrument of this research.

The researcher test their IELTS reading academic module that took in British Council website. The writer wants to examine the IELTS question academic module to find out how is their achievement in reading skill to answer. After the writer get the result writer will analyze the students most common problem faced in doing IELTS reading academic module.

Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims" (Creswell, 2003, p. 153). This research use descriptive quantitative approach because the data took by using quantifier, from collecting data, interpretation the data and the result. (Rosady Ruslan, 2003: 81).

After all of the data is collected and processed, the writer analyzes the data by using descriptive quantitative, it is a tool for analysis that allows the writer to give information on how the research was done and gives the data and statistics to back up.

B. Research Setting

The research is conducted at IAIN Antasari Banjarmasin. The writer choose this place as the research location because of consideration that the English Education Major students of seventh semester at IAIN Antasari Banjarmasin has already study about reading I,II and III and IELTS was introduce in Langugae Teaching Assessment subject at sixth semester. In this seventh semester the student studied TOEFL preparation as English Standardize English like IELTS and other English material that improve their English ability. The classes consist of five which are PBI A, PBI B, PBI C, PBI D and PBI E, thus for classes consideration in English Education Major students of seventh semester at IAIN Antasari Banjarmasin.

C. Population and Sample

a. Population

According to Sugiyono (2014) Population is a group of object or subject that has the same quantity and characteristics that are set by researcher to learn and to get conclusion. Population in this research is the students in seventh semester of English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin that have been finish studying Reading I, II, and III, have been study about IELTS introduction at sixth semester in Language learning assessment subject and in this seventh semester learn TEOFL Preparation and other English material.

The total classes of Seventh semester in English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin were five classes, PBI A, PBI B, PBI C, PBI D and PBI E.

Table 3.1. Population in seventh semester of English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin

No	Classes	Population
1.	PBI A	31
2.	PBI B	33
3.	PBI C	31
4.	PBI D	30
5.	PBI E	25
	Total	154

Source: present list of students from administration staff

b. Sample

According to Paul S. John B., David A., and John R. (2007) A simple random sample is one in which *each element of the population has an equal chance of being included.*

Based on Valerie J. Easton and John H. McColl's. (1997) Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection.

According to Arikunto (2002), if the population of the research less than 100 people, it should take all the population, while if the population more than 100 people. It can be taken 10-15% or 20-25% or more. Since the total classes of English Departement in IAIN Antasari Banjarmasinis divided into 5 classes with the total students are 154 students, thus the researcher used proportionate stratified random sampling and only takes about 25% from the population or about 39 students.

Pattern:

$$n = 25\% \times N$$

n = Sampel

N = All population

The researcher took sample randomly in each classes. The researcher attend to the class one by one and took the sample randomly. To attend in each classes the researcher took the sample in different day and ask the students to participate in this research by doing the test.

Table 3.2. Sample of the English Departement Student at Seventh Semester 2015/2016

No	Class	Respondent		
		Population	Percentage	Sample
1.	PBI A	31	25%	8
2.	PBI B	33	25%	9
3.	PBI C	31	25%	8
4.	PBI D	30	25%	8
5.	PBI E	25	25%	6
	Total	154	25%	39

D. Data and Source of Data

1. Data

- a. The data about students achievement in doing IELTS Reading Practice Academic Module in seventh semester of English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin
- b. The data about the frequency of students' wrong answer in each types of question in doing IELTS Reading Practice Academic Module in seventh semester of English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin
- c. The data analysis about the students' achievement in doing IELTS Reading Academic Module Practice and the most common problem faced by the students.

2. Source of Data

- a. Respondents: 39 students in seventh semester of English Education Major of Tarbiyah Faculty and Teachers Training at IAIN Antasari Banjarmasin
- b. Document: All written reports and other important document relating to this research.

E. Technique of Data Collecting

To obtain the data, the writer used the techniques of the collecting, they are:

1. Written Test

The test is used in this research is IELTS reading academic test which consists of 40 questions that consist of True False Not given, Multiple choice type 1, Classification question, Sentences completing type 2, Matching paragraph information, Yes No Not given and Summary.

2. Observation

This technique is used to observe detail of how the students when answer the written test and the condition around the students.

3. Interview

This technique is conducted to collect the data related to that the most problem faced by the students and which question that the students are difficult to answer

F. Technique of Data Processing and Data Analysis

The data in this research are the procedures as below:

1. Techniques of Data Processing

a. Editing

This technique is used in the reason of examining the entire collected data to make sure whether they have already been complete or not yet.

b. Coding

The writer classifies all the data that have been edited, in accordance with their types by making certain codes on all collected data.

c. Tabulating

The writer tabulates all the collected data based on the frequency computation by using the following formula:

$$p = \frac{f}{N} \times 100$$

Note :

p : Percentage

f : The frequency of answer from respondents for each question item

N : Total Number of Respondent who answered.

d. Interpreting

After count up all the scores of each student, the writer want to know the students' achievement in IELTS Reading Academic module practice, the writer uses scores of mean gotten by the formula:

$$M = \frac{\sum x}{N}$$

M = Mean

Σ = Accumulative (Epsilon)

x = Total score

N = Number of respondents

This way is used to explain all data verbally, and then the determining of percentage is interpreted below:

Table: 3.3. IELTS band score scale of correct answer

Correct Answer	The IELTS band score scale	
40-39	9	Expert user
38-37	8.5	Very good user
36-35	8	
34-33	7.5	Good user
32-30	7	
29-27	6.5	Competent user
26-23	6	
22-19	5.5	Modest user
18-15	5	
14-13	4.5	Limited user
12-10	4	
9-8	3.5	Extremely limited user
7-6	3	
5-4	2.5	Intermittent user
	2	
	1	Non user
	0	Did not attempt the test

To know the difficulty level of question in IELTS Reading Academic module practice, the writer interprets the data about “types of questions in IELTS Reading Academic module practice which are difficult for students”, the writer uses *Du Bois* theory to determine the difficulty index, as follows:

$$p = \frac{B}{Js}$$

Note:

p = Proportion (difficulty Index)

B = Number of correspondents who have correct answer

J_s = Number of correspondents

Then, the interpretation of data is needed to describe the significant meaning of data. To interpret the difficulty level of the question type in questions in IELTS Reading Academic module practice, the writer uses the theory as Robert L. Thorndike and Elizabeth Hagen wrote in their book *Measurement and Evaluation in Psychology and Education*, the writer divided into three categories, they are:

Table 3.4 The Interpretation of the Number of P

The Number of P	Interpretation
< 0,30	difficult category
0,30-0,70	Fair category
> 0,706	easy category

2. Data Analysis

Before all the collected data have been reported, the writer analyzed them by using descriptive quantitative, it is a tool for analysis that allows the writer to give information on how the research was done and gives the data and statistics to back up. The analysis helps the writer to highlight some important conclusion from this research.