

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The type of this research is quantitative approach. It means that the data of this research are in the form of numbers, words and sentences. The content of this study is about student's difficulties encountered by Islamic Education Department students in reading English text at IAIN Antasari Banjarmasin. The result of the test and questionnaire used as basic data for doing this research.

#### **B. Research Setting**

The location of the research was taken place at IAIN Antasari Banjarmasin, Jl. A. Yani, Km. 4,5.

#### **C. Population and Sample**

##### **1. Population**

According to Warsito (1992), population is the whole object of the research. Population of this research is the whole students that are studying in Islamic Education Department at fourth semester of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin on academic year 2014 those are class B, C and E. The researcher only took three classes from six classes . Due to there are four lecturers who teach Reading Text in Islam

course. Therefore, the researcher only took three classes which taught by the same lecturer those are class B, C and E.

## 2. Sample

For the sample of this research, the researcher used simple random sampling method. 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*. It would be taken 67 students or 25 % from each classes of students at Islamic Education Department of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

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 Islamic Education Departement in IAIN Antasari Banjarmasinis devided into 3 classes with the total students are 114 students, thus the researcher used proportionate random sampling and only took about 25% from each sub population or about 67 students.

Pattern:

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

n = Sampel

N = All population

The researcher took sample randomly for 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 asked the students to participate in this research by doing the test.

**Table 3.1 The students of Islamic Education Department**

No	Class	Number of students
1	B	20
2	C	25
3	E	22
Total		67

#### **D. Data and Source Data**

##### 1. Data

There are three data that are investigated in this research

- a. The level of student's difficulty in reading English text by Islamic Education Department students
- b. Student's difficulties in reading English text by Islamic Education Department students
- c. The factors that influence student's difficulties in reading English text by Islamic Education Department students

##### 2. Source of Data

The data of this research were gathered from some sources as follow:

- a. Respondents: Fourth semester students of *PAI* class B, C and E at IAIN Antasari Banjarmasin

b. Documents: all written resources which relate to the data

### **E. Techniques of Data Collection**

The techniques of data collection which used in this study are test and questionnaire

#### **1. Test**

Test is examination or find the quality, value, composition, etc; trial or examination of something, his powers, knowledge, skills, etc (Hornby, 1955:1233). The researcher used this technique to find the accurate data about student's difficulties in reading comprehension. The researcher used English for Islamic Studies by Djamalludin Darwis and some sources from internet to make Islamic written test. Afterward, the researcher gave written test to the students to know student's error. The students answered 20 questions in multiple choice items.

#### **2. Questionnaire**

Questionnaire is written or printed list of questions to be answered by a group of people, especially to get facts or information, or for a survey (Hornby, 1955:1952).

Questionnaire used to know the factors that influence student's difficulties in comprehending the English reading text. The researcher made questionnaire by took some questionnaire from some thesis as references. The questionnaire consist of 20 questions, and the questionnaire is written in Bahasa Indonesia.

## F. Design of Measurement

Design of measurement is intended to know the students reading difficulties.

1. To measure the data about student's difficulties, in this research students answered 20 items of written test of reading text. The questions are aimed to know their mastery or comprehend in reading text. The questions are multiple choice items consist of 20 questions. And every incorrect answers of all students will be total.

Then, in order to know about the students' score in each difficulty kind, the researcher used the formula:

$$X = f \times x$$

Where:

$X$  = score of each difficulty

$f$  = frequency

$x$  = score per wrong answer

Afterwards, to know the category of each difficulty kind, the researcher made categories of the score that have been obtained by the students as follow:

**Table 3.2. The Category of Students' Difficulties**

Score	Category
80 – 100	Very high difficulty
$60 \leq 80$	High difficulty
$40 \leq 60$	Fair difficulty
$20 \leq 40$	Low difficulty
$0 \leq 20$	Very low difficulty

(Riduwan and Sunarto, 2003, p. 21)

The last, in order to consider which difficulties are potentially to be the students' difficulties in reading comprehension, the researcher took the difficulties which are in fair, strong, and very strong difficulty categories.

2. To measure the data about the factors that influence students' difficulties in reading comprehension, the researcher carried out 20 questions in student's questionnaire and used the following indicators:

- a. Students' factors

- 1) Students' interest in English

- a) Students' passion toward English lesson

Like very much : 0

Like enough : 1

Dislike : 2

- b) Students' opinion about English

Very important : 0

Important enough : 1

Is not important : 2

- 2) Students' interest in reading English text

- a) Students' likeness toward reading English text

Like : 0

Do not really like : 1

Dislike : 2

## b) Students' interest about the topic/theme of the text

Interesting : 0

Less interesting : 1

Not interesting : 2

## 3) English and reading English text learning activity of students

## a) Students' frequency studying English at home

Often : 0

Sometimes : 1

Never : 2

## b) Students' frequency in reading English text

Often : 0

Seldom : 1

Never : 2

## c) Students' feeling when read the English text

Very excited : 0

Excited : 1

Less excited : 2

## 4) Students' Knowledge

## a) Students' about the unfamiliar text

All are familiar : 0

Some are familiar : 1

No text familiar : 2

- b) Students' knowledge about the unfamiliar words
- |               |     |
|---------------|-----|
| Yes, a lot    | : 2 |
| Yes, a little | : 1 |
| Nothing       | : 0 |
- c) Students' strategy in answering for the unfamiliar words
- |                     |     |
|---------------------|-----|
| Open the dictionary | : 0 |
| Guessing answer     | : 1 |
| Empty answer        | : 2 |
- d) Limitation of students' vocabulary
- |                |     |
|----------------|-----|
| Very difficult | : 2 |
| Less difficult | : 1 |
| Not difficult  | : 0 |
- e) Finding main idea
- |                |     |
|----------------|-----|
| Found directly | : 0 |
| Found slowly   | : 1 |
| Not found      | : 2 |
- f) Students' comprehension of long/complex sentence in the text
- |                  |     |
|------------------|-----|
| Not difficult    | : 0 |
| Difficult enough | : 1 |
| Very difficult   | : 2 |
- g) Students' duration in reading one text
- |                    |     |
|--------------------|-----|
| Less than a minute | : 0 |
|--------------------|-----|



One minute : 1

More than a minute : 2

h) Students' needs to reply in reading

Really need : 2

Less need : 1

No need : 0

b. Lecturer factors

1) Lecturer's attendance in the class

Always : 0

Seldom : 1

Never : 2

2) Lecture's technique in teaching

Always : 0

Seldom : 1

Never : 2

3) Student's interest toward lecturer's teaching technique

Very interested : 0

Less interested : 1

Not interested : 2

c. Environment factors

1) The situation of environment

Very conducive : 0

Less conducive : 1

Not conducive : 2

2) The situation of classroom

Not disturbing : 0

Disturbing enough : 1

Very disturbing : 2

After giving and having the total scores, the researcher counted the percentage of influence of each factor to know how much they influence the student's difficulties in reading comprehension, used this formula:

$$\text{Percentage of influence} = \frac{\text{students' score}}{\text{maximum score}} \times 100\%$$

**Table 3.3. The Category of Factors' Influence Toward Students' Difficulties in Reading Comprehension**

Factor Percentage	Factor Category
81% - 100%	Very strong
61% - 80%	strong
41% - 60%	Fair
21% - 40%	Weak
0% - 20%	Very weak

(Riduwan and Sunarto, 2003, p. 23)

The last, in order to consider which factor is potentially to be an influential factor, the researcher took the factors which are in fair, strong, and very strong categories.

## **G. Techniques of Data Processing and Data Analysis**

### 1. Data Processing

#### a. Editing

This technique is used in the purpose of the re-examining all the collected data to make sure whether they have already completed or not.

#### b. Coding

The researcher classified all the data that have been edited before by making certain in all collected data to classify them into certain categories.

#### c. Scoring

The researcher gave score to the student's answer.

#### d. Frequency Computation

After each data are coded and classify properly, then each answer given by resepondents as computed and presented in the tables of frequency

#### e. Tabulating

The researcher tabulated all the collected data based on the frequency. Computed of each certain answer by answer with the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of Percent

F = Frequency

N = Number of cases

f. Data Interpretation

The data are described by the writer's interpretation without changing the meaning of the data.

2. Data Analysis

The researcher analyzed the data by using quantitative analysis. In this step, the researcher connected all of the data in written form, so that will show students' difficulties in reading comprehension. Afterwards, the researcher took conclusion by using inductive method. In this method, the researcher made the conclusion from simply one to general.

**H. Research Procedures**

1. The researcher processed the research permission letter in the Faculty of *Tarbiyah* and Teachers Training and the Ministry of Religious Affairs of Banjarmasin.
2. The researcher came to Islamic Education Department IAIN Antasari Banjarmasin to obtain all the data from the sources using the data collecting techniques.
3. The researcher processed the data in procedural way and analyzed them properly.
4. The researcher organized and wrote the draft.

5. The researcher consulted the draft continually with the researcher's advisors to get comments and contributions.
6. The researcher got the approval of this research from the researcher's advisors.
7. The researcher has examined by the Team of Thesis Examiners of English Education Department Department.