

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methodology

The aim of this study is to find out the teacher's and students' views on the writer's product. It attracts the writer's interest to conduct research in order to produce a high-quality product. According to Creswell (2013) there are three methods that can be used in research development, They are; qualitative, quantitative and mixed methods. In this research, the writer used mixed method. Mixed method is chosen because it provides deeper understanding of the problems and develops better measurement of instruments.

3.2 Participants

The writer used 30 respondents of third grade students in SD Masehi, Jepara as the participants to collect quantitative data. Due to the small number of population, the writer decided to take all of the population as the participants of this research. According to Cohen, Manion, & Morrison (2007), if the number of population is 30 people, the number of sample to get confidence level 99 percent is 30. The respondents' classification is shown in the following table

Table 1

A percentage of participants in the research

<u>Sex</u>	<u>Number</u>	<u>Percentage</u>
Male	<i>14</i>	<i>46.7%</i>

Female	<i>16</i>	<i>53.3%</i>
Total	<i>30</i>	<i>100%</i>

Meanwhile for the interview, the writer chose 1 English teacher in SD Masehi, Jepara as the participant for this research.

3.3 INSTRUMENTS

In order to obtain the purpose of this research, the writer used the following instruments as follows:

a) **Questionnaire**

There are 2 types of questionnaire which are close-ended and open-ended questionnaire. In this research, the writer used close-ended questionnaire because it is easy, quick to answer, improves consistency of responses, and less costly to analyze. To find out students' views on the writer's product, the writer utilizes "*Likert Scales*". Likert scales are widely used to measure views about how people think about the product in great detail. The following are the options made to classify the data in the form of Likert Scale:

- SD : Strongly Disagree (score 1)
- D : Disagree (score 2)
- N : Neutral (score 3)
- A : Agree (score 4)
- SA : Strongly Agree (score 5)

b) Interview

In this research, the writer chose interview as another instrument to collect the qualitative data. The writer conducted structured-interview. This interview transcript was analyzed based on the general topic of teacher's views on the writer's storybook. This interview is used to find out teacher's perception on the writer's product. This interview is also used to validate the result of the questionnaire.

3.4 PROCEDURES

The procedures used in this research are adapted from Sugiyono (2011) about "*Research and Developing Products*", there are some steps applied in this research as follows.

1. Conducting Interview for Judgment

The writer conducted an interview with an English teacher on March 15th, 2018. The interview aims to know whether the material in the storybook is suitable for the target learners or not. The result of this interview led the writer to improve the writer's product.

2. Designing Validation by Lecturer

The writer asked lecturer as the language expert to validate the product. The language expert is one of the lecturers in Faculty of Language and Arts, Unika Soegijapranata, Semarang. She has expertise in language and teaching. She has the educational

background about English literature, teaching and passed the doctoral degree. The writer asked the lecturer about the language, grammar and diction used in the storybook. The design validation with lecturer conducted on April 18th 2018 in Faculty of Language and Arts, Unika Soegijapranata. The lecturer gave suggestions and comments to double check the grammar and make sure that the language used in the storybook should be comprehensible for third grade students.

3. Evaluating and Revising Product

As the writer got feedbacks, suggestions and comments from an English teacher and a lecturer, the writer evaluated and revised the product. After the writer evaluated and revised the product, the writer printed the product.

4. Designing Questionnaire

As soon as the writer revised and evaluated the product, the writer designed the questionnaire. The questionnaire consists of 15 statements with 5 options. The writer would drop the statements if the result of validity data is not valid.

5. Piloting Project

In order to get the validity of the quantitative data, it is very essential for the writer to pilot the questionnaire in order to determine whether the questionnaire is valid or not. Questionnaires were distributed to 10 students of third grade

students. The questionnaire consists of 15 statements with 5 options. To analyze the validity of the questionnaire, the writer used SPSS 20. The validity level referred to r table moment. The criteria used refer to the formula; $df = \text{total of sample} - 2$ with a significance two tailed level of 5%. The criteria of validity can be known as follow:

- $R_{\text{value}} > R_{\text{table}}$, the statement is valid
- $R_{\text{value}} < R_{\text{table}}$, the statement is not valid

The validity level of 10 respondents was 0,549. The table below shows the result of the pilot study.

Table 2
Validity of piloting data result

Item	R_{value}	R_{table}	Information
SO1	0.823**	0.549	<i>Valid</i>
SO2	0.881**	0.549	<i>Valid</i>
SO3	0.840**	0.549	<i>Valid</i>
SO4	0.798**	0.549	<i>Valid</i>
SO5	0.861**	0.549	<i>Valid</i>
SO6	0.788**	0.549	<i>Valid</i>
SO7	0.698*	0.549	<i>Valid</i>
SO8	0.768**	0.549	<i>Valid</i>
SO9	0.860**	0.549	<i>Valid</i>
SO10	0.143	0.549	<i>Invalid</i>

SO11	0.712*	0.549	Valid
SO12	0.507	0.549	Invalid
SO13	0.320	0.549	Invalid
SO14	0.320	0.549	Invalid
SO15	0.143	0.549	Invalid

Based on the results, it was found that five of fifteen statements were invalid. Item SO10, SO12, SO13, SO14, SO15 were invalid because their R_{table} was less than 0,549. With no revision, the writer decided to drop those invalid statements and distributed the questionnaire to 30 students in SD Masehi, Jepara.

6. Product Testing

The writer conducted a product testing in SD Masehi, Jepara on May 14th, 2018.

7. Distributing Questionnaire

The writer distributed the questionnaire to the respondents of this research on May 14th, 2018. The table below shows the validity and reliability level after the writer decided to drop those invalid statements as follows:

Table 3
Validity of questionnaire

Item	R_{value}	R_{table}	Information
SO1	0.905**	0.549	Valid
SO2	0.957**	0.549	Valid
SO3	0.884**	0.549	Valid
SO4	0.774**	0.549	Valid
SO5	0.860**	0.549	Valid
SO6	0.812**	0.549	Valid
SO7	0.708*	0.549	Valid
SO8	0.859**	0.549	Valid
SO9	0.884**	0.549	Valid
SO10	0.636*	0.549	Valid

Table 4
The reliability level of questionnaire

Domain Part	Alpha Cronbach	Information
<i>Student's views on the writer's product</i>	0.946	Very High

The questionnaire can be categorized as a reliable questionnaire. According to Monika (2013), the higher value of Cronbach's Alpha, the better reliability level. The table below shows Alpha's Cronbach reliability level.

Table 5

Cronbach's Alpha Reliability Level

Source: *Alat-Alat Pengujian Hipotesis*, page 34

Alpha Cronbach's Level	Information
>0.9	Very High
0.7-0.9	High
0.5-0.7	Moderate
<0.5	Poor

8. Analyzing and Interpreting the Data

After the writer collected the questionnaire from the respondents, the writer analyzed the data using SPSS 20. The interview was analyzed using analysis transcript method.

3.5 Method of Data Analysis

The results of the questionnaires were analyzed using SPSS 20 and the interview were analyzed using triangulation method. As soon as the writer collected the questionnaire, the writer then analyzed and interpreted the data through the following steps:

1. Inputting the data

The writer inputted the data by giving score of each item based on the theory of Likert Scale.

2. Counting means and determining criteria

The writer counted the mean based on the result of the questionnaire. To determine the criteria, the writer applied the theory of Sugiyono (2004), he had a formula to determine the

criteria scale. In general, if the means >3 , it is considered as positive response, but if the means <3 , it is considered as negative response. The formula below is used to determine the criteria scale.

$$RS = \frac{\text{Highest score} - \text{Lowest score}}{\text{Total criteria}}$$

The range scale is used to determine the criteria of students' responses toward the writer's product. In this case, the range scale is:

$$RS = \frac{5 - 1}{2}$$

The criteria responses are:

- a) $1 - 3 =$ negative
- b) $3,01 - 5 =$ positive

3. Interpreting the data

The results of the data were interpreted using descriptive statistics analysis. In order to measure the data, the writer used the value mean of each statement. The value mean of each statement is counted using SPSS 20. The value mean of each statement is used to know whether the result of the quantitative data is positive or not.

4. Interpreting the Interview

As soon as the writer conducted the interview with an English teacher, the writer interpreted the interview. This interview transcript was analyzed based on the general topic of teacher's views on the writer's storybook. This interview is used to find out teacher's perception on the writer's product. This interview is also used to validate the result of the questionnaire. So, the writer obtained the interview results accurately.

