

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter presents a method that the researcher uses, including research design, population and sample, data collecting techniques, and data analysis techniques of the research.

#### **3.1 Research Design**

This study was designed to investigate students' habits and attitudes toward reading. This study applied quantitative research, especially survey study's. By applying descriptive research, this study used an online platform to describe the overall students' reading habits and attitudes towards reading.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

This study was conducted at the English Language Department batch 2015, 2016, 2017, and also 2018. According to Arikunto (2006), the population is all research subjects. The information showed that these undergraduate learners had come from different level who commonly had difficulty in overcoming various academic texts as observed and alleged by researchers currently in the classroom.

### **3.2.2 Sampling**

According to Arikunto (2006), sample and population are related to each other which have similar qualities. Another statement from Arikunto (2006), a significant difference of sample and population is on the quantity of the population picked up. The population of this research consisted of 410 students from English language education department batch 2015, 2016, 2017, 2018. The data based on academic official in the faculties. The researcher chose undergraduate students from English language department because by studying students' habits and attitudes toward reading, the factors to help improving students' good reading will be revealed. The sample of this research consisted of 290 students. According to Cohen, Manion, & Morrison (2007) explored the total of population is used to determine the number of sample in a research. The beliefs of prediction sampling is 90%, 95% and 99%. The confidence level in this research is 95% and the margin of error is 0,05%. The table of Cohen, Manion and Morrison is made based on Slovin formula. It means that the sample is considerable enough to represent the whole population of this research.

Table 3.1 Table of Cohen, and Morrison

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	693	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

### **3.3 Data Collecting Techniques**

This section study describes the data collection techniques including the instrument, validity, and reliability.

#### **3.3.1 Instruments**

In this part, the researcher explains about the instrument to collect the data which is used to find the results of the study. According to Arikunto (2006), the instrument is a facility in data collection within systematic research, which intends to the results of the research can be accomplished well and facilitate researchers in research. The researcher used questionnaires for the instrument by using google form as an online medium that focuses on survey and questionnaires. The researcher uses this medium because google form is easy to access.

In this study, the researcher chose Adult Survey of Reading Attitude (ASRA) questionnaire as the main instrument in data retrieval. Adult Survey of Reading Attitude (ASRA) itself was an instrument developed by Smith (1991) and was adapted from a questionnaire created by Wallbrown, Brown, and Engin (1977). The instrument was previously used in ESL context because still rarely in EFL context. The instrument have been used by Chairanissa & Wirza (2019), focused on junior high school students' attitude in EFL context. However, the research only adapted the domain reading habits and anxiety and difficulty. On other hands, the research about reading habits and attitudes of undergraduate students is still rarely, especially in Indonesia. The questionnaire consisted of three parts, the first part requested

background information. The second part consisted of 6 items mainly close-ended questions related to the participants various reading habits and preferences. The third part consisted of 28 items using a 5-1 Likert scale (11 items on the activity of reading, 9 items on the enjoyment of reading, and 9 items on anxiety and difficulty in reading) to measure out the students' attitudes and preferences towards reading.

Table 3.2 Description of ASRA (Adults Survey Reading Attitudes)

No	Statements
1	Leisure time activities
2	Amount of time spent on reading per day
3	Types of reading materials read
4	Preferred language for reading
5	Hours spent on surfing internet
6	Frequency of reading book/novel in year

  

No	Statements	Classification
1	I can read but I don't understand what I've read.	Activity of Reading
2	I am a good reader.	
3	When I am at home I read a lot.	
4	I want to have more books on my own.	
5	I try very hard, but just can't read very well.	
6	My friends and I often discuss the books we have read.	
7	It is easier for me to understand what I am reading if pictures, charts, and diagram are	

	included.	
<b>8</b>	When I read I usually get tired and sleepy.	
<b>9</b>	I have a lot in common with people who are poor readers.	
<b>10</b>	I spend a lot of my spare time reading.	
<b>11</b>	Reading is one the best ways for me to learn things.	Enjoyment of Reading
<b>12</b>	Reading is one of my favorite activities.	
<b>13</b>	I read when I have the time to enjoy it.	
<b>14</b>	I get a lot of enjoyment from reading.	
<b>15</b>	I like going to the library for books.	
<b>16</b>	When I read an in interesting book, story, or article I like to tell my friends about it.	
<b>17</b>	Reading is one of the most interesting things which I do.	
<b>18</b>	I'm the kind of person who enjoys a good book.	
<b>19</b>	I enjoy receiving books as gifts.	
<b>20</b>	I need a lot of help in reading.	Anxiety and Difficulty
<b>21</b>	I get upset when I think about having to read.	
<b>22</b>	I often feel anxious when I have a lot of reading to do.	
<b>23</b>	I get nervous if I have to read a lot of information for my job or for some social activity.	
<b>24</b>	Encountering unfamiliar words is the hardest part of reading.	
<b>25</b>	I worry a lot about my reading.	
<b>26</b>	I try to avoid reading because it makes me feel anxious.	

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27	I have trouble understanding what I read.
28	I'm afraid that people may find out what a poor reader I am.

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### 3.3.2 Validity

According to Brown (1996), there are two strategies to measure the validity in quantitative research which are content validity and construct validity. Wahyuni (2012) states that content validity is the technique to determine the level of validity that is referring to the truth of the instrument in theory. On the other hand, Brown (1996) claims that the validity content of investigators testing the extent to which a test becomes a representative sample of any content designed in its measurement. After the data were collected, the researcher used SPSS to analyze content validity. The results showed that 1 item was invalid. Therefore, the researcher decided to take a minor modification in which the researcher eliminated 1 invalid item of the questionnaire before processing the data. The total items used in this research were 28 items. The data were analyzed to identify the r-value, then the researcher compared the r arithmetic and r table. The r table with significance level amount 5% was 0.113. If r arithmetic is counted  $>$  r table in every question, the instrument is valid in every question. Here is an analysis result of the validity test of the questionnaire that used.

Table 3.3 The Result of Validity Test

<b>Item</b>	<b>Sig (R Arithmetic)</b>	<b>Symbol</b>	<b>R Table</b>	<b>Description</b>
Q1	0.311	>	0.113	Valid
Q2	0.090	<	0.113	Invalid
Q3	0.309	>	0.113	Valid
Q4	0.380	>	0.113	Valid
Q5	0.408	>	0.113	Valid
Q6	0.476	>	0.113	Valid
Q7	0.390	>	0.113	Valid
Q8	0.202	>	0.113	Valid
Q9	0.291	>	0.113	Valid
Q10	0.389	>	0.113	Valid
Q11	0.443	>	0.113	Valid
Q12	0.402	>	0.113	Valid
Q13	0.426	>	0.113	Valid
Q14	0.339	>	0.113	Valid
Q15	0.481	>	0.113	Valid
Q16	0.462	>	0.113	Valid
Q17	0.382	>	0.113	Valid
Q18	0.447	>	0.113	Valid
Q19	0.352	>	0.113	Valid
Q20	0.402	>	0.113	Valid
Q21	0.371	>	0.113	Valid
Q22	0.451	>	0.113	Valid
Q23	0.406	>	0.113	Valid
Q24	0.443	>	0.113	Valid



Q25	0.329	>	0.113	Valid
Q26	0.371	>	0.113	Valid
Q27	0.363	>	0.113	Valid
Q28	0.427	>	0.113	Valid
Q29	0.521	>	0.113	Valid

After data were analyzed, the researcher found 1 item were invalid. The researcher eliminated the item that were invalid namely Q2 “There are better ways to learn new things than by reading a book”. The item that invalids maybe because the item was through a process translation and the researchers concluded there were other ways to learn new things besides reading, like joining a community on campus such as debate. Then, the researcher only used the valid items, total valid items are 28 from 29 items.

### 3.3.3 Reliability

Validity and reliability are interrelated techniques. According to Semin (2001) in the presence of reliability, an instrument can be measured with the same consistency phenomenon. It means the instrument is reliable when generating the same data more than once when used to different participants. Questionnaire from Adult Survey of Reading Attitude (ASRA) presented in the Indonesian language, which the authenticity of direct questions is from ASRA without any word changed. By using SPSS 24 as support in analyzing data from the questionnaire. ASRA by Smith (1991) as adapted by Ahmed (2016) reported the reliabilities for all the aspects of the questionnaire items, Cronbach's alpha was equal to 0.79

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.799	0.799	28

Table 3.4 Reliability Test

## 3.4 Data Analysis Techniques

### 3.4.1 ASRA Questionnaire

For reading habits and attitudes survey, the researcher used media google form administrative time which can be traveled very efficiently about 5-10 minutes for completing the questionnaire ASRA developed by Smith (1991) as adapted by

Ahmed (2016). The researcher used an online questionnaire named Google form to make it more efficient in collecting the data. At the beginning, the researcher shared the link of the questionnaire in Line Group of English Language Education Department batch 2015 until 2018. At the first part of the online questionnaire, the researcher gave a brief explanation for the purpose of the questionnaire. After that, the respondent could access and fill in the questionnaire directly. By using Google form, the score can be summed up automatically. Then, the researcher processed the data in SPSS 24 and Microsoft Excel to find out the average and standard deviation of the data.

#### **3.4.2 Steps of Data Analysis Techniques**

1. The researcher did a literature review to strengthen the topic.
2. ASRA questionnaire Smith (1991) as cited in Ahmed (2016) questionnaire is adapted as an instrument by translating the English question content to Bahasa Indonesia.
3. The researcher checked the item in the questionnaire to make sure that it was easy to understand by consulting it to the lecturer.
4. The researcher tried out the questionnaires to 10 students to check the Indonesian translation biases
5. The researcher used Google form web for the data collection. Afterward, the researcher simply made links created from google form into *tinyurl.com*

6. The researcher distributed the questionnaire to English Language Department students especially batch 2015, 2016, 2017, and also 2018, it compiled 290 responses.
7. The researcher used SPSS 24 to analyze content validity, reliability of the questionnaire. Then, the researcher conducted a descriptive test to find out the average respondents answer.
8. The researcher used Microsoft Excel to analyze the data calculating the amount of data received from google form. The researcher used formula STDEVA and AVERAGE.
9. Google Form is used to collecting the data. The researcher collected the data on July 1 – July 5, 2019, by giving the link of Google Form to the students. The researcher assisted less than 10 minutes until the students completed the questionnaire.