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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research was a correlational research. “Correlation is a statistical measurement of the relationship between two variables. Correlations can be strong or weak, as well as positive or negative. In other cases, there might be no correlation at all between the variables of interest.” (Cherry, 2016). According to Creswell (2012, p. 338), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Furthermore, Ary et al., (2010, p. 365) stated that correlational research is nonexperimental research that studies the direction and strength of relationships among variables. Thus, the correlation is a statistical test to find and determine the relationship between two variables or more. There were two variables in this research, firstly independent variable is students’ summary writing ability which is symbolized by “X”, and dependent variable is students’ reading comprehension of analytical exposition text symbolized by “Y”.

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**B. Time and Location of the Research**

This research was conducted from July until August 2017. It was conducted at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru. It is located on Manyar Sakti Street Pekanbaru.

**C. Subject and Object of the Research**

The subject of this research was the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru. While the object of this research was the correlation between the students' summary writing ability and their reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

**D. Population and Sample of the Research****1. Population**

The population of this research was the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru. There were seven classes consisting of 175 students as the total number of population. It can be seen in the following table:

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**Table III.1**  
**Population of the Research**

No	Classes	Population	
		Male	Female
1	XI IPA 1	-	22
2	XI IPA 2	-	22
3	XI IPA 3	21	-
4	XI IPS 1	-	33
5	XI IPS 2	22	-
6	XI AGAMA 1	-	30
7	XI AGAMA 2	25	-
<b>Total Population: 175</b>		<b>68</b>	<b>107</b>

## 2. Sample

The population above was large enough to be taken as sample of this research. Based on the research design, the researcher used simple random sampling. In simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. (Creswell, 2012, p. 143). Thus, it must be taken randomly because every individual has the same probability to be selected as a part of population.

In this research, the researcher took the sample of 20% of the total number of population, thus the researcher took 35 students as her sample by using lottery. After doing lottery with simple card, the researcher got 35 students consisting of 5 students from class XI IPA 1, 7 students from class XI IPA 2, 6 students from class XI IPA 3, 4

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students from class XI IPS 1, 4 students from class XI IPS 2, 4 students from class XI AGAMA 1, and 5 students from class XI AGAMA 2.

**Table III.2**  
**Sample of the Research**

No	Classes	Population	
		Male	Female
1	XI IPA 1	-	5
2	XI IPA 2	-	7
3	XI IPA 3	6	-
4	XI IPS 1	-	4
5	XI IPS 2	4	-
6	XI AGAMA 1	-	4
7	XI AGAMA 2	5	-
<b>Total Sample: 35</b>		<b>15</b>	<b>20</b>

## E. Technique of Data Collection

To collect the data from the sample, the researcher used two kinds of tests. They were summary writing test and multiple choice test.

### 1. Summary Writing Test

According to Brown (2003), a test refers to a method to measure someone's ability, knowledge, intelligence, or performance in a supplied area. So, in collecting the data on students' summary writing ability, the researcher used the written test to the sample based on the analytical exposition text. The researcher gave 4 analytical exposition texts to the students to summarize each text by giving 90 minutes. In order to give scoring, the researcher was helped by two raters.

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Furthermore, in order to assess the students' summary writing ability, the researcher used the aspects of summary writing assessment.

The assessment can be described as follows:

**Table III.3**  
**Assessment Aspect of Summary Writing**

No	Aspect Assessed	Score		
		1	3	5
1	Content			
2	Organization			
3	Form			
Total				
Maximum Score		15		

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Explanation of score:

1 = Limited

3 = Proficient

5 = Advanced

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Furthermore, the students' scores of writing ability were classified based on the classification below (Arikunto, 2009):

**Table III.4**  
**The Classification of Students' Score**

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

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## 2. Multiple Choice Test

This test was used to find out the students' ability in reading comprehension of analytical exposition text. The researcher made 30 questions of analytical exposition texts, then the students should answer the entire questions.

**Table III.5**  
**Blue Print of Reading Comprehension Test of Analytical Exposition Text**

Indicator	Number of Items	Item Number
Thesis	5	1, 10, 16, 20, 25
Arguments	5	3, 9, 15, 23, 29
Reiteration	5	2, 7, 13, 22, 28
Word Reference	5	5, 11, 17, 24, 30
Language Features	5	4, 8, 14, 19, 26
Social Function	5	6, 12, 18, 21, 27
<b>Total</b>	<b>30 Items</b>	

After the students did the test, the researcher took total score from the result of reading comprehension test. The classification of the students' score is as follows (Arikunto, 2009):

**Table III.6**  
**The Classification of Students' Score**

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

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## F. Validity and Reliability

### 1. Validity

According to Ary et al., (2010, p. 224), validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. In this research, to know the validity of the test, the researcher used content validity. Andale (2015) stated that content validity is how well an instrument (i.e. a test or questionnaire) measures a theoretical construct. The researcher used this kind of validity because the researcher wanted to measure the students' summary writing ability and their reading comprehension of analytical exposition text. The researcher used test instruments in the form of written test and multiple choice test based on the categories studied in writing and reading at the eleventh grade Islamic Senior High School Darul Hikmah Pekanbaru. Moreover, the material was provided on students' hand book and the other resources.

#### a). Validity of Summary Writing Test

According to Gay et al., (2012, p. 160), validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. In order to know the validity of summary writing test, the researcher used content validity. The content validity was used because the test was given based on the material studied by the students. The material of

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the test was taken from the textbooks used by the eleventh grade students. It was clear to explain that the test is valid.

### b). Validity of Multiple Choice Test

Brown (2003) said that a valid test of reading ability totally measures reading ability itself in which it does not measure previous knowledge in a subject, and some other variables of questionable relevance. In this test, the researcher used content validity. According to Brown (2003), if all test items cover all of learning objectives (indicators), the test is content valid. Content validity was used because the test given was based on materials that the students learned.

The researcher tried out the multiple choice test. According to Arikunto (2009), the standard level of difficulty used is  $<0.30$  and  $>0.70$ . It means that an item is accepted if the level of difficulty is between  $0.30-0.70$  and it is rejected if the level of difficulty is below  $0.30$  (the item is too difficult) and over  $0.70$  (the item is too easy). Arikunto (2009) stated the formula of item difficulty as drawn below:

$$P = \frac{B}{JS}$$

Where:

P : Index of difficulty or facility value

B : The number of correct answer

JS : The number of examinees or students taking the test

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The formula above was used to find out the difficulties of each item test that the researcher gave to respondents. The items that did not reach the standard level of difficulty were excluded from the test and they changed with the new items that were appropriate. Then, the proportion of correct answer was represented by P, whereas the proportion of incorrect answer was represented by Q. Based on the analysis of test validity to the 30 items, it showed that all of the 30 items were valid. The analysis can be seen in following table:

**Table III.7**  
**The students are able to identify the thesis of the analytical exposition text.**

Variable	Identify the thesis of the analytical exposition text					N
Item no.	1	10	16	20	25	20
Correct answer	12	13	11	12	10	
P	0.60	0.65	0.55	0.60	0.50	
Q	0.40	0.35	0.45	0.40	0.50	

Based on the table above, there were 5 items (1, 10, 16, 20, and 25). Item 1 gained 12 correct answers and its proportion was 0.60, item 10 gained 13 correct answers and its proportion was 0.65, item 16 gained 11 correct answers and its proportion was 0.55, item 20 gained 12 correct answers and its proportion was 0.60, and item 25 gained 10 correct answers and its proportion was 0.50. The description shows that there was no item having index difficulty which was lower than 0.3 and higher than 0.7. it could be

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said that the items of identifying the thesis of the analytical exposition text were accepted.

**Table III.8**  
The students are able to identify the arguments of the analytical exposition text.

Variable	Identify the arguments of the analytical exposition text					N
Item no.	3	9	15	23	29	20
Correct answer	12	14	13	12	13	
P	0.60	0.70	0.65	0.60	0.65	
Q	0.40	0.30	0.35	0.40	0.35	

By analyzing the table above, there were 5 items (3, 9, 15, 23, and 29). Item 3 gained 12 correct answers and its proportion was 0.60, item 9 gained 14 correct answers and its proportion was 0.70, item 15 gained 13 correct answers and its proportion was 0.65, item 23 gained 12 correct answers and its proportion was 0.60, and item 29 gained 13 correct answers and its proportion was 0.65. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7, it could be said that the items of identifying arguments of the analytical exposition text were valid to be used.

**Table III.9**  
The students are able to identify the reiteration of the analytical exposition text.

Variable	Identify the reiteration of the analytical exposition text					N
Item no.	2	7	13	22	28	20
Correct answer	13	13	12	14	11	
P	0.65	0.65	0.60	0.70	0.55	
Q	0.35	0.35	0.40	0.30	0.45	

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By analyzing the table above, there were 5 items (2, 7, 13, 22, and 28). Item 2 gained 13 correct answers and its proportion was 0.65, item 7 gained 13 correct answers and its proportion was 0.65, item 13 gained 12 correct answers and its proportion was 0.60, item 22 gained 14 correct answers and its proportion was 0.70, and item 28 gained 11 correct answers and its proportion was 0.55. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7, it could be said that the items of identifying the reiteration of the analytical exposition text were valid to be used.

**Table III.10**  
**The students are able to answer the question of word reference of the analytical exposition text.**

Variable	Answer the question of word reference of the analytical exposition text					N
Item no.	5	11	17	24	30	20
Correct answer	11	10	12	13	11	
P	0.55	0.50	0.60	0.65	0.55	
Q	0.45	0.50	0.40	0.35	0.45	

By analyzing the table above, there were 5 items (5, 11, 17, 24, and 30). Item 5 gained 11 correct answers and its proportion was 0.55, item 11 gained 10 correct answers and its proportion was 0.50, item 17 gained 12 correct answers and its proportion was 0.60, item 24 gained 13 correct answers and its proportion was 0.65, and item 30 gained 11 correct answers and its proportion was 0.55. Since there was no item having index of difficulty which was

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lower than 0.3 and higher than 0.7, it could be said that the items of answering the question of word reference of the analytical exposition text were valid to be used.

**Table III.11**  
**The students are able to answer the question of language features of the analytical exposition text.**

Variable	Answer the question of language features of the analytical exposition text					N
	Item no.	4	8	14	19	
Correct answer	14	13	12	11	12	
P	0.70	0.65	0.60	0.55	0.60	
Q	0.30	0.35	0.40	0.45	0.40	

By analyzing the table above, there were 5 items (4, 8, 14, 19, and 26). Item 4 gained 14 correct answers and its proportion was 0.70, item 8 gained 13 correct answers and its proportion was 0.65, item 14 gained 12 correct answers and its proportion was 0.60, item 19 gained 11 correct answers and its proportion was 0.55, and item 26 gained 12 correct answers and its proportion was 0.60. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7, it could be said that the items of answering the question of language features of the analytical exposition text were valid to be used.

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**Table III.12**  
**The students are able to answer the question of social function of the analytical exposition text.**

Variable	Answer the question of social function of the analytical exposition text					N
Item no.	6	12	18	21	27	20
Correct answer	12	11	12	13	12	
P	0.60	0.55	0.60	0.65	0.60	
Q	0.40	0.45	0.40	0.35	0.40	

By analyzing the table above, there were 5 items (6, 12, 18, 21, and 27). Item 6 gained 12 correct answers and its proportion was 0.60, item 12 gained 11 correct answers and its proportion was 0.55, item 18 gained 12 correct answers and its proportion was 0.60, item 21 gained 13 correct answers and its proportion was 0.65, and item 27 gained 12 correct answers and its proportion was 0.60. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7, it could be said that the items of answering the question of social function of the analytical exposition text were valid to be used.

## 2. Reliability

According to Lodico et al., (2005, p. 87), reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters. It is kinds of accuracy reflected in obtaining of similar results when measurement is repeated on different occasion.

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For variable X (summary writing ability), the researcher used inter-rater reliability. Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions (Phelan and Wren, 2005). The researcher had two raters in order to score the students' summary writing ability. For variable Y (reading comprehension of analytical exposition text), the researcher tried out the multiple choice test to 20 students.

#### a). Reliability of Summary Writing Test

Reliability is to measure the instrument that is used to collect the data. According to Ary et al., (2010, p. 236), the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. It means that a test can be said reliable if the instrument test can result scores of the same subject even though the test was given in different occasions.

In this research, the researcher used inter-reliability because the researcher used two raters in assessing and giving the score of the students' summary writing ability. The score given by rater 1 was correlated to the scores given by rater 2. As explained by Freed et al., (2002), if rating of the students' work was assigned by two or more judges or raters, the correlation between raters should be inter-correlated. Then, the inter correlation of the test is used in finding the reliability of the test. To find out the correlation

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between the scores given by rater 1 and rater 2, the researcher used Cronbach's Alpha through SPSS 21.0 version.

Besides, Graham et al., (2012) stated that the benchmark of inter-rater reliability is based on Cohen's Kappa as follows:

**Table III.13**  
**The Category of Reliability**

No	Reliability	Level of Reliability
1	0.0	No Agreement
2	0.61	Minimum Agreement
3	0.81	High Agreement
4	1.0	Perfect Agreement

In order to know whether the test is reliable or not, the researcher used two raters to score the students' summary writing ability, then the researcher calculated the data by using SPSS program 21.0. It can be seen as follows:

**Table III.14**  
**The Score Correlation between Two Raters**

Cronbach's Alpha	N of Items
.899	2

Based on the analysis above, it was found that the value of Cronbach's Alpha was 0.899 which was higher than 0.80. It could be said that the test is reliable. Due to  $0.899 > 0.80$ , the level of the reliability was high.

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### b). Reliability of Reading Comprehension Test

**Table III.15**  
**Reliability Statistics of Students' Reading Comprehension of Analytical Exposition Text**

Cronbach's Alpha	N of Items
.885	30

Based on the analysis above, it was obtained that the value of Cronbach's Alpha was 0.885 which was higher than 0.80. It could be said that the test is reliable. Due to  $0.885 > 0.80$ , the level of the reliability was high.

### G. Technique of Data Analysis

To analyze the data, the researcher used *Pearson Product Moment Correlation* on SPSS 21.0 program. According to Hartono (2008), product moment correlation technique is used when the two types of the data correlated are interval. Besides, it is used to find out the relationship between two parametric variables and linear correlation between students' summary writing ability and reading comprehension. In analyzing the data of students' summary writing ability and reading comprehension, the researcher analyzed it statically by using SPSS 21.0 program.

In this research, the researcher wanted to find positive linear relationship. Singh (2006) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it is positive relationship when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other.

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Then, to analyze the first and second information of the problem, the researcher used descriptive analysis by analyzing the score of two variables. In measuring the score of students' summary writing ability and reading comprehension, the researcher used the classification of the score as follows (Arikunto, 2009):

**Table III.16**  
**The Classification of Students' Summary Writing Ability and Reading Comprehension**

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

In order to find out whether there is a significant correlation between the students' summary writing ability and their reading comprehension of analytical exposition text, the data were analyzed by using pearson product moment correlation to examine whether there is or no correlation between two variables. The reseacher used *Pearson Product Moment Correlation* on SPSS 21.0 program. Siregar (2013) indicated  $h_0$  is accepted if the significant 2-tailed value is bigger than  $\alpha$  ( $\text{sign-t} \geq \alpha$ ). In this case  $\alpha$  value is 0.05.

Statically, the hypotheses are:

$H_0$  is accepted if  $\text{sig-t} \geq \alpha$  : there is no significant correlation between students' summary writing ability and their reading comprehension of analytical exposition text.

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$H_a$  is accepted of  $\text{sig-t} \leq \alpha$  : there is a significant correlation between students' summary writing ability and their reading comprehension of analytical exposition text.

Then, to determine the level of correlation between the two variables, the following categories from Siregar (2013) were used:

**Table III.17**  
**The Interpretation of Correlation Coefficient**

No	Coefficient Interval	Level of Correlation
1	0.00-0.199	Very Low
2	0.20-0.399	Low
3	0.40-0.599	Medium
4	0.60-0.799	Strong
5	0.800-1.00	Very Strong

To find out the effect size of the two variables, according to Pallant (2005), the formula is as follows:

**Table III.18**  
**The Formula of Coefficient Effect**

<b>Coefficient Effect= <math>r^2 \times 100\%</math></b> $r = \text{Pearson Correlation}$
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