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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The method of this research is a correlational study. It is kind of method that involves the collection of data for the purpose of describing existing condition. According to Zuhiddah (2014: p.15), the purpose of correlational research is determining the relations among two or more variables. It means that this researcher consists of two variables namely the independent variable which is reading comprehension and dependent variable which is ability in writing recount.

B. Location and the Time of the Research

The location of the research was in State Junior High School 1 Kampar. This research was conducted on August 2017.

C. Subject and Object of the Research

The subject of this research is the eighth grade students of Junior High School 1 Kampar. The objects of this research are students' reading comprehension and ability in writing recount.

D. Population and Sample of the Research

1. Population

According to Gay (2000), population is a sample comprises the individuals, items, or events selected from a larger group. The population of this research was at the eighth grade students of SMPN 1 Kampar

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2016/2017 academic year. It consisted of 11 classes in which the total number of the students was 285 students.

**Table III.1
Population**

No	Classes	Students
1	VIII A	27
2	VIII B	27
3	VIII C	25
4	VIII D	25
5	VIII E	26
6	VIII F	25
7	VIII G	27
8	VIII H	25
9	VIII I	25
10	VIII J	27
11	VIII K	26
TOTAL		285

2. Sample

In this research, the researcher used simple random sampling technique. According to Zuhiddah, simple random sampling is the easiest form of probability sampling. The researcher used simple random sampling technique. The researcher took 15% of students, so the total number of sample was 55 students. It can be seen in the following table:

**Table III.2
The Sample of Second Grade Students of Junior
High School 1 Kampar.**

No	Classes	The Population	The Sample (15%)
1	VIII A	27 students	5 students
2	VIII B	27 students	5 students
3	VIII C	25 students	5 students
4	VIII D	25 students	5 students
5	VIII E	26 students	5 students
6	VIII F	25 students	5 students
7	VIII G	27 students	5 students
8	VIII H	25 students	5 students
9	VIII I	25 students	5 students
10	VIII J	27 students	5 students
11	VIII K	26 students	5 students
Total		285 students	55 students

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E. The Technique of Collecting Data

In this research, there were two kinds of instruments used by the researcher to collect the data, they are: multiple choice test and written test.

1. Test of reading comprehension

Test is used to measure the reading comprehension of the students. It was supported by Brown (2001, p.384) “a test is a method of measuring a person’s ability or knowledge in given domain”. This technique was to find out the students’ reading comprehension. The researcher gave the students 20 questions by using multiple choice because it is easy to administer and can be scored quickly.

Table III.3
Blue Print of Reading Comprehension

No.	Indicators	Item Number
1	The students are able to find main idea or topic in the text	4,8,11,16
2	The students are able to find the factual information in the text	3,7,14,20
3	The students are able to understand the reference in the text	1,9,12,19
4	The students are able to identify inference in the text	6,5,13,18
5	The students are able to understand the vocabulary in context of the reading from the text	2,10,15,17

2. Test of writing ability

Written test was used to know students’ ability in writing. To find out students’ writing ability in recount paragraph at the eighth grade of SMPN 1 Kampar, the researcher administers the test to assess students writing ability in recount paragraph. The researcher used written tests to

measure the students' writing ability based on their experience about holiday.

Table III.4
The blue print of writing

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization: Identification Description				
3	Vocabulary				
4	Language Features: Action Verb Transitional word Present Tense				
5	Spelling and Punctuation				
Maximum Score		20			

Explanation of score:

1= Incompetent

2 = Competent enough

3 = Competent

4 = Very competent

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum Score}} \times 80$$

F. Validity and reliability of instrument

1. Validity

Brown (2003) said that a valid test of reading comprehension totally measures reading comprehension itself in which it does not measure previous knowledge in a subject, and some other variables of questionable relevance. In this research, the writer 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 was given based on the materials that the students learned.

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The validity of the test is determined by finding the difficulty level of each item. According to Arikunto (2013), the index of difficulty is generally expressed as the percentage of the students who answer the question correctly.

The formula for item difficulty is as follows:

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

Where:

- P = Index of Difficulty
 B = the Number of Correct Answer
 JS = the Number of the Students

The formula above was used to find out whether each item of the test is easy. The items that do not reach the standard level of difficulty are revised and they are edited or changed with the new items that are appropriate. The accepted items are the ones which have facility values between 0.30 and 0.70.

The index difficulty level of instruments is represented in the following table:

Table III.5
Index Difficulty Level of Instruments
G.

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

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 less than 0.30 (the item is too difficult), thus, if it is over than 0.70 (the item is too easy). On the other hand, the proposition of correct answer is represented by “p”, whereas the proposition of incorrect is represented by “q”.

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a. Validity of reading test

The calculation of item difficulty in reading test can be seen as follows:

Table III.6
The students are able to find main idea or topic in the text

Variable	Find main idea or topic in the text				N
Item	4	8	11	16	27
Correct answer	18	17	17	16	
P	0.66	0.62	0.40	0.59	
Q	0.33	0.37	0.37	0.40	

As mentioned before, if the index of difficulty is between 0.30 and 0.70, the test items would be accepted. For identifying the topic of recount paragraph, there were 4 items (4, 8, 11 and 16). Item 4 gained 18 correct answers and the proportion of its correct answer is 0.66, item 8 gained 17 correct answers and the proportion of its correct answer is 0.62, item 11 gained 17 correct answers and the proportion of its correct answer 0.44, and item 16 gained 16 correct answers and the proportion of its correct answer 0.59. The descriptions show that 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 setting of narrative text were accepted.

Table III.7
The students are able to find the factual information in the text

Variable	Find the factual information in the text				N
Item	3	7	14	20	27
Correct answer	15	18	18	16	
P	0.55	0.66	0.66	0.59	
Q	0.44	0.33	0.43	0.40	

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By analyzing table III.7, there were 4 items (3, 7, 14 and 20). Item 3 gained 15 correct answers and the proportion of its correct answer is 0.55, item 7 gained 18 correct answers and the proportion of its correct answer is 0.66, item 14 gained 18 correct answers and the proportion of correct 0.66, and item 20 gained 16 correct answers and the proportion of its correct answer is 0.59. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7; meaning that the items of identifying the purpose of narrative text were valid to be used.

Table III.8
The students are able to understand
the reference in the text

Variable	Understand the reference in the text				N
	1	9	12	19	
Item					27
Correct answer	16	15	18	16	
P	0.59	0.55	0.66	0.59	
Q	0.40	0.44	0.33	0.40	

By analyzing table III.13, there were 4 items (1, 9, 12 and 19). Item 1 gained 16 correct answers and the proportion of its correct answer is 0.59, item 9 gained 15 correct answers and the proportion of its correct answer is 0.55, item 12 gained 18 correct answers and the proportion of its correct answer is 0.66, and item 19 gained 16 correct answers and the proportion of its correct answer is 0.59. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be concluded that the items were accepted to be used.

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Table III.9
The students are able to identify inference in the text

Variable	Identify inference in the text				N
Item	6	5	13	18	27
Correct answer	17	18	16	15	
P	0.62	0.66	0.59	0.55	
Q	0.37	0.33	0.40	0.44	

By analyzing table III.14, there were 4 items (6, 5, 13 and 18). Item 6 gained 17 correct answers and the proportion of its correct answer is 0.62, item 5 gained 18 correct answers and the proportion of its correct answer is 0.66, item 13 gained 16 correct answers and the proportion of its correct answer is 0.59, and item 18 gained 15 correct answers and the proportion of its correct answer is 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 concluded that the items of identifying the language feature of narrative text were accepted to be used.

Table III.10
The students are able to understand the vocabulary in context of the reading from the text

Variable	Understand the vocabulary in context of the reading from the text				N
Item	2	10	15	17	27
Correct answer	15	18	18	16	
P	0.55	0.66	0.66	0.59	
Q	0.44	0.33	0.33	0.40	

For the last indicator which is about identifying the generic structure of narrative text, there were also 4 items. Item 2 gained 15 correct answers and the proportion of its correct answer is 0.55, item 10 gained 18 correct answers and the proportion of its correct answer is 0.66, item 15 gained 18 correct answers and the proportion of its correct answer

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is 0.66, and at last, item 17 gained 16 correct answers and the proportion of its correct answer is 0.59. It could be said that the items of identifying the generic structure of narrative text were acceptable.

2. Reliability

According to Gay et al. (2011), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score.

In line with the previous statement, Cohen (2007) says the classification of reliability test was considered as follows:

Table III.11
Table of Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

To know whether the test is reliable or not, the writer calculated the data obtained by using Statistical Product and Service Solution 17.0 windows program.

a. Reliability of reading test

The test reliability of reading test can be analyzed as follows:

Table III.12
Reliability Statistics of Students' Reading Comprehension

Cronbach's Alpha	N of Items
.577	20

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The Cronbach's Alpha value was 0.577 which meant that test reliability level was defined as minimally reliable.

b. Reliability of writing test

To find out the reliability of written test, the researcher used inter-rater reliability formula because the researcher used two raters in assesing and giving the score of the students' ability in writing recount paragraph. Inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention of scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004, p.21). The researcher compared scores from two raters (rater 1 and rater 2) in order to find out if the scores were similar or different. After comparing the score, the researcher determined how close the scores from two raters are.

To obtain the reliability of the written test, the researcher used SPSS 17.0 to find out whether the test is reliable or not.

Table III.13
Cronbach Alpha Table for Written Test

Reliability Statistics

Cronbach's Alpha	N of Items
.819	2

From the table above, it can be seen that the value of Cronbach's Alpha was 0.819. It means the reliability of the test was very highly reliable.

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G. Technique of Data Analysis

To analyze the data, the researcher used Pearson Product Moment Correlation on SPSS17.0 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 correlation between two parametric variables and linear relationship between students' reading comprehension and ability in writing recount paragraph.

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

To analyze the data of the students' reading comprehension as follows:

$$M = \frac{TS}{N}$$

Where:

M = Mean
 TS = Total Score
 N = Number of sample

Table III.14
Classification score of reading comprehension

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

To know if there is a correlation between students' reading comprehension and their ability in writing recount paragraph, the researcher used Pearson Product Moment Correlation on SPSS 17.0 windows program.

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Statistically, the hypotheses are (Siregar, 2013, p.350):

H_0 is accepted if $\text{sig} \geq \alpha$: there is no significant correlation between students' reading comprehension and their ability in writing recount paragraph.

H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between students' reading comprehension and their ability in writing recount paragraph.

Meanwhile, in order to know the level or strength of correlation between two variables, Setiyadi, (2006, p.167) provides the following categories:

Table III.15
The Interpretation of Correlation Coefficient

r_{xy}	Interpretation
0.00– 0.20	There is no correlation
0.20–0.40	There is a low correlation
0.40-0.70	There is an enough correlation
0.70-0.90	There is a high correlation
0.90-1.00	There is a very strong correlation

Table III.16
Classification score of writing ability

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

To analyze the data of the students' writing ability in recount paragraph as follows:

$$M = \frac{TS}{N}$$

Where:

- M = Mean
 TS = Total Score
 N = Number of sample

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Table III.17
Classification Score of Writing Ability

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

To know if there is a correlation between students' reading comprehension and their ability in writing recount paragraph, the researcher used Pearson Product Moment Correlation on SPSS 17.0 windows program.

Statistically, the hypotheses are (Siregar,2013, p.350):

H_o is accepted if $\text{sig} \geq \alpha$: there is no significant correlation between students' reading comprehension and their ability in writing recount paragraph.

H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between students' reading comprehension and their ability in writing recount paragraph.

Meanwhile, in order to know the level or strength of correlation between two variables, Setiyadi, (2006, p.167) provides the following categories:

Table III.18
The Interpretation of Correlation Coefficient

r_{xy}	Interpretation
0.00– 0.20	There is no correlation
0.20–0.40	There is a low correlation
0.40-0.70	There is an enough correlation
0.70-0.90	There is a high correlation
0.90-1.00	There is a very strong correlation