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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a correlational research. According to Cresswell (2012), a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The purpose of correlational research is to determine the relationship among two or more variables.

Correlational research has some types, such as Pearson product-moment correlation coefficient, Spearman's rank correlation coefficient, intraclass correlation, and many others. In this research, the researcher used Pearson product-moment correlation coefficient, in order to measure the strength and direction of the linear relationship between two variables.

According to Fraenkel (2009), it is symbolized by the lowercase letter r . When the data for both variables are expressed in terms of quantitative scores, the Pearson r is the appropriate correlation coefficient to use. It is designed for use with interval or ratio data. There are two types or directions of a correlation. In other words, there are two patterns that the correlation can follow. These are called positive correlation and negative correlation. In this research, the researcher chose positive correlation.

According to Cresswell (2012), positive correlation is when the points move in the same direction—when X increases, so does Y , or alternatively, if X decreases, so does Y . The reason why the researcher chose this type of

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research because she found out whether or not there is a positive correlation between students' linguistic intelligence and their reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

The research design was variable X correlated to variable Y, where variable X was students' linguistic intelligence and variable Y was students' reading comprehension.

B. The Subject and The Object of The Research

The subject of the study was the second year students of Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. The object of the research was the correlation between students' linguistic intelligence and their reading comprehension.

C. The Location and Time of The Research

This research was conducted on August 2017 at Islamic Junior High School Darul Quran. This school is located at Kubang Raya street KM. 2.5 Tarai Bangun Kampar Regency.

D. The Population and Sample of The Research

According to Syafi'i (2007), population of the research refers to total number of subjects (sources of data) from which or whom you obtain the data – person/s, animal/s, thing/s, or the like. The population of this research was all of eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. They contained 55 students and were divided into 2

classes. Class VIII A consisted of 30 students and VIII B consisted of 25 students, so the number of population is 55 students.

According to Cresswell (2009), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Sampling has two types, the first is systematic sampling called probability sampling (consists of simple random sampling, stratified sampling, and multistage cluster sampling) and the second is unsystematic nonprobability sampling. To the sample of this research, the writer used total sampling. According to Sugiyono (2011), if in a research the population is less than 100 persons, so it will be taken all and the research can be said as a research population. Due to the number of population which was 55 students, the researcher took all of population as sample (respondents).

E. The Technique of Collecting Data

The researcher used two instruments to get the data, test and non-test. The first data of this research were collected through questionnaire. According to Syaff'i (2007), questionnaire is a research instrument consisting of a series of questions to be answered by the respondents. A questionnaire was used to collect the data about the students' Linguistic Intelligence at Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency. This questionnaire was a combination of McKenzie's (1999) MI inventory and questionnaire set from the book written by Paramitasari (2011). The questions in the questionnaire were presented in likert scales. According to Fraenkel (2009), likert scale is self-reporting instrument in which an individual responds to a

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series of statements by indicating the extent of agreement. Each choice (strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1)) is given a numerical value, and the total score is presumed to indicate the attitude or belief in question.

Table III. 1
Blue Print of Questionnaire

No	Indicators	Number of Items
1	The students have a good communication skill	1, 9, 17, 25
2	The students have a good ability in constructing words	2, 10, 18, 26
3	The students like books and keep it as well	3, 11, 19, 27
4	The students have a good memory for information, name, facts, and quotes from experts	4, 12, 20, 28
5	The students like learning foreign language	5, 13, 21, 29
6	The students enjoy word games	6, 14, 22, 30
7	The students have a good vocabulary for his/her age	7, 15, 23, 31
8	The students are pleased in communicating either orally or in writing	8, 16, 24, 32

The second instrument of this research was a test. According to Hughes (2003), a test is a tool to measure language proficiency of students. Furthermore, Brown (2004) stated that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. To find out the students' reading comprehension of narrative text, and to examine the students' ability in understanding narrative text, the researcher measured the students' reading comprehension by giving some narrative texts with comprehension questions in multiple choice items. The test consisted of 30 questions.

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Table III. 2
Blue Print of Reading Comprehension Test

NO	Indicators	Number of Items
1	Students find main idea of the text.	3, 9, 13, 20, 22, 29
2	Students identify the specific information of the text.	4, 8, 15, 17, 23, 26
3	Students identify the characters from the text.	2, 7, 12, 16, 24, 27
4	Students identify communicative purpose or moral value of the text.	5, 10, 11, 19, 21, 28
5	Students identify generic structure of the text.	1, 6, 14, 18, 25, 30

After the students did the test, the researcher then took total score from the result of reading test. The classification of the students' score is as follows (Arikunto, 2010) :

Table III. 3
The Classification of Students' Reading Comprehension Score

Score	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

F. The Technique of Analyzing Data

The researcher used a quantitative data which were related to the numerals and it was analyzed by using statistic. The data were obtained by analyzing the positive correlation between students' linguistic intelligence and their reading comprehension. To analyze the data of the students' linguistic intelligence and their reading comprehension, the researcher used the formula (Sudijono, 2015):

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

Where:

P = Number of percentage

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F = Frequency

N = Number of sample

To measure the correlation between two quantitative variables, several statistics can be used. According to Neil A. Weiss (2012), the statistic most commonly used is the linear correlation coefficient, r , which is also called the Pearson Product Moment Correlation Coefficient. In addition, according to Cresswell (2012), product–moment correlation coefficient is a statistic that expresses a correlation statistic as a linear relationship. Furthermore, according to Sudijono (2015), Product Moment Correlation is one of the techniques that is usually used to find out the significance of the correlation between two variables. The researcher used SPSS 16.0 to find out whether or not there was a correlation between students' linguistic intelligence and their reading comprehension of narrative text.

The t-table was employed to see whether there is a correlation between students' linguistic intelligence and their reading comprehension of narrative text at the eight grade of Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency. The t-obtained value was consulted with the t-table at the degree of freedom (df) = $N - 2$. Statistically the hypotheses are:

H_0 : $t_0 < t\text{-table}$

H_a : $t_0 > t\text{-table}$

H_0 is accepted if $t_0 < t\text{-table}$ or there is no correlation between students' linguistic intelligence and their reading comprehension, H_a is

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accepted if $t_0 > t\text{-table}$ or there is a correlation between students' linguistic intelligence and their reading comprehension.

G. Validity and Reliability

1. Validity

Arikunto (2010) stated that validity is the individual's score from an instrument that makes sense, meaningful, and enables you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. An instrument is valid if it is able to measure what must be measured.

1. a. Validity of the Questionnaire

In this research, to know the validity of the questionnaire, the researcher used content validity. According to Brown (2003), content validity was partly a matter of determining if the content that instruments contain was an adequate sample of the domain of content it was supposed to represent. Content validity just focused on how well the items represented the intended area. To analyze the validity of questionnaire data, the researcher used SPSS 16.0 program for Windows. The following table is the criteria of item validity.

Table III. 4
The Criteria of Item Validity

R	Interpretation
$0.80 < r < 1.00$	Very High
$0.60 < r < 0.79$	High
$0.40 < r < 0.59$	Average
$0.20 < r < 0.39$	Low
$0.00 < r < 0.19$	Very Low

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According to Arikunto (2010), calculation result of r_{observed} is compared with r_{table} of product moment by 5% level of significance. If r_{observed} is higher than r_{table} , the item of question is valid. The following table is the result of the instrument validity.

Table III. 5
The Analysis of Linguistic Intelligence
Questionnaire Validity

Item	R_{count}	Interpretation of Validity	R_t	Status
1	0.09	Very Low	0.266	Invalid
2	0.33	Low	0.266	Valid
3	0.70	High	0.266	Valid
4	0.48	Average	0.266	Valid
5	0.24	Low	0.266	Invalid
6	0.63	High	0.266	Valid
7	0.31	Low	0.266	Valid
8	0.35	Low	0.266	Valid
9	0.36	Low	0.266	Valid
10	0.40	Average	0.266	Valid
11	0.52	Average	0.266	Valid
12	0.46	Average	0.266	Valid
13	0.54	Average	0.266	Valid
14	0.55	Average	0.266	Valid
15	0.55	Average	0.266	Valid
16	0.54	Average	0.266	Valid
17	0.55	Average	0.266	Valid
18	0.45	Average	0.266	Valid
19	0.39	Low	0.266	Valid
20	0.59	Average	0.266	Valid
21	0.46	Average	0.266	Valid
22	0.61	High	0.266	Valid
23	0.27	Low	0.266	Valid
24	0.51	Average	0.266	Valid
25	-0.08	Very Low	0.266	Invalid
26	0.34	Low	0.266	Valid
27	0.56	Average	0.266	Valid
28	0.39	Low	0.266	Valid
29	0.59	Average	0.266	Valid
30	0.65	High	0.266	Valid
31	0.29	Low	0.266	Valid
32	0.56	Average	0.266	Valid

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The data in the table III. 5 above were consulted with r_{table} with significance level of 5% ($\alpha = \text{alpha} = 0.05$). There were 55 students; meaning that $N = 55$ with $df = N - 2 = 55 - 2 = 53$. The writer took $df = 53$, so r_{table} acquired was 0.266. From the table above, 29 items were valid because $r_{observed} > r_{table}$, and 3 items were invalid. It means that there were 29 items that could be used in this research.

Then, the writer changed the blueprint of the questionnaire of linguistic intelligence, as follows:

Table III. 6
The Blueprint of Linguistic Intelligence
Questionnaire After Validation

NO	Indicators	Number of Items
1	The students have a good communication skill	7, 15
2	The students have a good ability in constructing words	1, 8, 16, 23
3	The students like books and keep it as well	2, 9, 17, 24
4	The students have a good memory for information, name, facts, and quotes from experts	3, 10, 18, 25
5	The students like learning foreign language	11, 19, 26
6	The students enjoy word games	4, 12, 20, 27
7	The students have a good vocabulary for his/her age	5, 13, 21, 28
8	The students are pleased in communicating either orally or in writing	6, 14, 22, 29

1.b. Validity of the Test

In this research to know the validity of the test, the researcher used content validity. According to Fraenkel (2009), content validity refers to the content and format of the instrument. The researcher gave the test based on material that was learned by the students. The material of the test

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was taken from the textbook of second year students SMP/MTS, not only that the test was also approved by our advisor. Based on the try out that was conducted to see the validity of the test, the item difficulty shows how easy or difficult a particular item is. According to Arikunto (2010), the items that are too difficult (<0.30) and too easy (>0.70) are revised or deleted. The formula of item difficulty is as follows:

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

Where:

- P : Index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examinees or students

If the index of facility value is between 0.30 and .070, the test item can be accepted. On the other hand, if the index of the facility value is smaller than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be changed to the new items that are more appropriate. The proportion of correct is presented by “B”, whereas the proportion of incorrect is presented by “Q”. The calculation of item difficulty can be seen in the following table:

Table III. 7
Students Find Main Idea

Variable	Finding Main Idea						N
Item No.	3	9	13	20	22	29	55
B	40	38	36	37	35	38	
P	0.73	0.69	0.65	0.67	0.64	0.69	
Q	0.27	0.31	0.35	0.33	0.36	0.31	

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Based on the table III. 7, the item numbers of question for finding main idea are 3, 9, 13, 20, 22, and 29. It shows that the proportion of correct answer for finding main idea of test item number 3 is 0.73, the correct answer for test item number 9 is 0.69, the correct answer for test item number 13 is 0.65, the correct answer for test item number 20 is 0.67, the correct answer for test item number 22 is 0.64 and the correct answer for test item number 29 is 0.69. The total correct answer of finding main idea is 0.68. Then, based on the standard level of difficulty, item number 3 was rejected, while the others item for finding main idea or “p” were > 0.30 and < 0.70 . So, five items of finding main idea were accepted.

Table III. 8
Students Identify the Specific Information

Variable	Identifying the Specific Information						N
Item No.	4	8	15	17	23	26	55
B	42	36	35	34	33	33	
P	0.76	0.65	0.64	0.62	0.60	0.60	
Q	0.24	0.35	0.36	0.38	0.40	0.40	

Based on the table III. 8, the item numbers of question for identifying the specific information are 4, 8, 15, 17, 23, and 26. It shows that the proportion of correct answer for identifying the specific information of test item number 4 is 0.76, the correct answer for test item number 8 is 0.65, the correct answer for test item number 15 is 0.64, the correct answer for test item number 17 is 0.62, the correct answer for test item number 23 is 0.60 and the correct answer for test item number 26 is 0.60. The total correct answer of identifying the specific information is 0.65. Then, based on the standard level of difficulty, item number 4 was

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rejected, while the others item for identifying the specific information or “p” were > 0.30 and < 0.70 . So, five items of identifying the specific information were accepted.

Table III. 9
Students Identify the Characters

Variable	Identifying the Characters						N
Item No.	2	7	12	16	24	27	55
B	38	36	39	36	34	36	
P	0.69	0.65	0.71	0.65	0.62	0.65	
Q	0.31	0.35	0.29	0.35	0.38	0.35	

Based on the table III. 9, the item numbers of question for identifying the characters are 2, 7, 12, 16, 24, and 27. It shows that the proportion of correct answer for identifying the characters of test item number 2 is 0.69, the correct answer for test item number 7 is 0.65, the correct answer for test item number 12 is 0.71, the correct answer for test item number 16 is 0.65, the correct answer for test item number 24 is 0.62 and the correct answer for test item number 27 is 0.65. The total correct answer of identifying the characters is 0.66. Then, based on the standard level of difficulty, item number 12 was rejected, while the others item for identifying the characters or “p” were > 0.30 and < 0.70 . So, five items of identifying the characters were accepted.

Table III. 10
Students Identify Communicative Purpose and Moral Value

Variable	Identifying Communicative Purpose and Moral Value						N
Item No.	5	10	11	19	21	28	55
B	37	37	33	36	35	42	
P	0.67	0.67	0.60	0.65	0.64	0.76	
Q	0.33	0.33	0.40	0.35	0.36	0.24	

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Based on the table III. 10, the item numbers of question for identifying communicative purpose and moral value are 5, 10, 11, 19, 21, and 28. It shows that the proportion of correct answer for identifying communicative purpose and moral value of test item number 5 is 0.67, the correct answer for test item number 10 is 0.67, the correct answer for test item number 11 is 0.60, the correct answer for test item number 19 is 0.64, the correct answer for test item number 21 is 0.64 and the correct answer for test item number 28 is 0.76. The total correct answer of identifying communicative purpose and moral value is 0.67. Then, based on the standard level of difficulty, item number 28 was rejected, while the others item for identifying communicative purpose and moral value or “p” were > 0.30 and < 0.70 . So, five items of identifying communicative purpose and moral value were accepted.

Table III. 11
Students Identify Generic Structure

Variable	Identifying Generic Structure						N
Item No.	1	6	14	18	25	30	55
B	32	38	37	38	38	32	
P	0.58	0.69	0.67	0.69	0.69	0.58	
Q	0.42	0.31	0.33	0.31	0.31	0.42	

Based on the table III. 11, the item numbers of question for identifying generic structure are 1, 6, 14, 18, 25, and 30. It shows that the proportion of correct answer for identifying generic structure of test item number 1 is 0.58, the correct answer for test item number 6 is 0.69, the correct answer for test item number 14 is 0.67, the correct answer for test item number 18 is 0.69, the correct answer for test item number 25 is 0.69 and the correct answer for test item number 30 is 0.58. The total correct

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answer of identifying generic structure is 0.65. Then, based on the standard level of difficulty, all items for identifying generic structure or “p” were > 0.30 and < 0.70 . So, all items of identify generic structure were accepted.

Then, the writer changed the blueprint of test of reading comprehension, as follows:

Table III. 12
The Blueprint of Reading Comprehension Test
After Validation

NO	Indicators	Number of Items
1	Students find main idea of the text.	6, 9, 16, 18, 24
2	Students identify the specific information of the text.	5, 11, 13, 19, 22
3	Students identify the characters from the text.	1, 4, 12, 20, 23
4	Students identify communicative purpose or moral value of the text.	2, 7, 8, 15, 17
5	Students identify generic structure of the text.	3, 10, 14, 21, 25

2. Reliability

According to Gay (2000), reliability is the degree to which a test consistently measures whatever it is measuring. In addition, it is referred to consistency as meaning obtaining the same score for an individual over repeated testing. In conclusion, reliability has to do with consistency and accuracy of measurement. Even the test was repeated in different time, situation or different person, perhaps, the result of the test is still the same.

The following table is the level of internal consistency of Cronbach Alpha (Cohen, Manion, & Marrison, 2007) :

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III. 13
Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
> 0.90	Very high reliable
0.80 – 0.90	High reliable
0.70 - 0.79	Reliable
0.60 – 0.69	Minimally reliable
< 0.60	Unacceptably low reliable

2. a. Reliability of the Questionnaire

To obtain the reliability of the questionnaire, the researcher used SPSS 16.0 program to find out whether or not the questionnaire is reliable.

Table III. 14
Cronbach Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
.870	32

From the table III. 14, it can be seen that the value of cronbach's alpha is 0.870. Then, the writer compared r_{observed} to r_t . The $r_{\text{observed}} = 0.870$ is higher than r_t at significance level of 5%, is 0.263 and at 1% level of significance is 0.342 where r_t ($dk = N - 1 = 54$). It means that the items are reliable, where the value of internal consistency is $0.342 > 0.870 \geq 0.263$, so, the reliability of questionnaire is high reliable.

2. b. Reliability of the Test

Reliability is a necessary characteristic of good test. According to Brown (2003), reliability has to do with accuracy of measurement. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III. 15
Cronbach Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
.724	30

From the table III. 15, it can be seen that the value of cronbach's alpha is 0.724. Then, the writer compared r_{observed} to r_t . The $r_{11} = 0.724$ is higher than r_t at significance level of 5%, is 0.263 and at 1% level of significance is 0.342 where r_t ($dk = N - 1 = 54$). It means that the items are reliable, where the value of internal consistency is $0.342 > 0.724 \geq 0.263$, so, the reliability of questionnaire is reliable.