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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer constructed a design which is called correlational research as one of quantitative research. As Creswell (2008) stated that the correlational research design are procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables or sets of scores. This research design describes the correlation between students' reading fluency and students' reading comprehension in at the eighth grade students of Junior School 2 Sentajo Raya in academic year 2016/2017. The reason why the researcher chooses this type of research is because the researcher wants to find out whether or not there is a positive relationship between students' reading fluency and their reading comprehension of the eighth grade students of Junior High School 2 Sentajo Raya. The writer describes the relationship of both variables in this following scheme:

$$X \rightarrow Y$$

X : Reading fluency

Y : Reading comprehension

B. Location of the Research

This research was conducted at Junior High School 2 Sentajo Raya. It is located on Jalan Pasar Selasa 09 – Teratak Air Hitam, Kec. Sentajo Raya,

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Kab. Kuantan Singingi.. This research was conducted from 01 July – 24 August 2017.

C. Subject and Object of the Research

1. Subject of the Research

This subject of this research is the eighth grade students at Junior High School 2 Sentajo Raya.

2. Object of the Research

The object of this research is the relationship between students' reading fluency and students' reading comprehension in descriptive text.

D. Population and Sample of the Research

1. The population of this research was the eighth grade students of Junior High School 2 Sentajo Raya. The total number of population was 200 students divided into 6 classes.

Table III. 1
The total population of the Eighth Grade students of Junior High School 2 Sentajo Raya

No	Class	Total
1	VIII A	35
2	VIII B	35
3	VIII C	35
4	VIII D	35
5	VIII E	30
6	VIII F	30
Total		200

2. Sample

The population of this research was 200 students. Because the population was large, so the researcher used random sampling. According

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to Sugiyono (2010, p. 82) random sampling is the way to select the sample that the number of population can be selected randomly. Suharsimi Arikunto (2006, p. 112) also states that if the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10 – 15 % Or 20 – 25 % or more.

According to Gay (2000, p. 322) the sample for a correlational study is selected using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size. Based on the statement above, the researcher considered taking 40 students as sample of the research. The reason is because the researcher takes 20 % from 200 students. So, 40 students will be taken as a sample.

E. The Techniques of Collecting Data

1. Test

In this research, the writer uses test as the techniques of collecting data. The purpose of the test is to measure students' ability. We can know how their understanding with material has been learnt by the students if the test is used. Test is important point in this research because the researcher wants to know the students' ability in reading comprehension.

There are two sets of tests:

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a. Oral Test (Reading Fluency Test)

For the reading fluency test, the students were requested to read a text in front of the class for about 1-3 minutes. The students' oral production was recorded, analyzed and scored by the raters.

b. Written Test (Reading Comprehension Test)

Reading comprehension test was given to the students that considered of 20 questions (multiple choices). The items of the test were constructed based on the indicators of reading comprehension in descriptive text. In measuring the score, the researcher used the scale from Arikunto (1996: 251):

Table III. 2
The Classification of Students' Score

The Score Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

2. Validity and reliability of the Data

a. Validity of Reading Comprehension in Descriptive text

To construct the best validity, the researcher needed to consider the validity. According to Gronlund (1998, p. 226) in Brown (2003, p. 22), validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment. It means that validity is whether the test is suitable to be tested to the students or not.

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In this research, the researcher used content validity. Content validity was used to know the validity of oral and written test. As Brown (2003, p. 22) stated that content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured. Hughes (1989, p. 22) also stated that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. the test would have content validity only if it included a proper sample of the relevant structure. On the other hand, the design of the test should be based on the material that the students have learned. Hence, the researcher gave the test based on the related material that the students have learned.

The test given to the students was considered too difficult or too easy, often showing the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty; it was generally expressed as the percentage of the students who answered the questions correctly.

According to Arikunto (2007, p. 208) the formula of each item difficulty as follows:

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

P: Index of difficulty or facility

B: The number of correct answers

JS: The number of examiners or students

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The formula above was used to find out easy of difficult test items that researcher gave to the respondents. The standard value of the proportion of correct can be seen in the table below:

Table III. 3
Index Difficulty Level of Instrument

Proportion Correct (p)	Item Category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Average
$P < 0.30$	Difficult

Based on the table III.3 above, the facility value under 0.30 is considered difficult and above 0.70 are considered easy. The items were categorized into the level of easy of difficult ($P < 0.30$ or $P > 0.70$) should be modified. It means the items are rejected. If the standard value of the proportion of correct is between 0.30 and 0.70. It means that the items are accepted.

Table III. 4
Students' Ability to Identify the Main Idea of Descriptive Text

Variable	Identify the Main Idea of Descriptive Text				N
Item No	1	3	4	5	40
Correct Item	25	21	27	23	
P	0.63	0.53	0.68	0.58	
Q	0.37	0.47	0.32	0.42	

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

$$Q = 1.00 - P$$

Based on the table III. 4 above, it could be shown the portion of correct answer. For item number 1 showed the portion of correct 0.63, item number 3 showed the portion correct 0.53, item number 4

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showed the portion of correct 0. 68, item number 5 showed the portion of correct 0. 58. Based on the standard level of difficulty “P” > 0. 30 and < 0. 70, it is pointed out that the item difficulties in average of each item number for identifying main idea of the Descriptive Text are accepted.

Table III. 5
Students’ Ability to Identify the Meaning of Vocabulary in Descriptive Text

Variable	Identify the meaning of vocabulary in Descriptive Text				N
	12	13	14	15	
Item No	12	13	14	15	40
Correct Item	26	21	27	21	
P	0. 65	0. 53	0. 68	0. 53	
Q	0. 35	0. 47	0. 32	0. 47	

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

$$Q = 1.00 - P$$

Based on the table III. 5 above, it could be shown the portion of correct answer. Item number 12 showed the portion of correct 0. 65, item number 13 showed the portion of correct 0. 53, item number 14 showed the portion of correct 0. 68, item number 15 showed the portion of correct 0. 53. Based on the standard level of difficulty “P” > 0. 30 and < 0. 70, it is pointed out that the item difficulties in average of each item number for identifying the meaning of vocabulary of Descriptive Text are accepted.

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Table III. 6
Students' Ability to Identify the Detail Information in Descriptive Text

Variable	Identify the detail information in Descriptive Text				N
	6	8	9	10	
Item No	6	8	9	10	40
Correct Item	21	21	23	22	
P	0. 53	0. 53	0. 58	0. 55	
Q	0. 47	0. 47	0. 42	0. 45	

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

$$Q = 1.00 - P$$

Based on the table III. 6 above, it could be shown the portion of correct answer. Item number 6 showed the portion of correct 0. 53, item number 8 showed the portion of correct 0. 53, item number 9 showed the portion of correct 0. 58, item number 10 showed the portion of correct 0. 55. Based on the standard level of difficulty "P" > 0. 30 and < 0. 70, it is pointed out that the item difficulties in average of each item number for identifying the detail information of Descriptive Text are accepted.

Table III. 7
Students' Ability to Identify Word Reference in Descriptive Text

Variable	Identify word reference in Descriptive Text				N
	2	7	11	16	
Item No	2	7	11	16	40
Correct Item	23	27	14	15	
P	0. 58	0. 68	0. 35	0. 38	
Q	0. 42	0. 32	0. 65	0. 62	

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

$$Q = 1.00 - P$$

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Based on the table III. 7 above, it could be shown the portion of correct answer. Item number 2 showed the portion of correct 0. 58, item number 7 showed the portion of correct 0. 68, item number 11 showed the portion of correct 0. 35, item number 16 showed the portion of correct 0. 38. Based on the standard level of difficulty “P” > 0. 30 and < 0. 70, it is pointed out that the item difficulties in average of each item number for identify word reference in Descriptive Text are accepted.

Table III. 8
Students’ Ability to Identify the Inference in Descriptive Text

Variable	Identify the inference of Descriptive Text				N
Item No	17	18	19	20	40
Correct Item	27	14	25	22	
P	0. 68	0. 35	0. 63	0. 55	
Q	0. 32	0. 65	0. 37	0. 45	

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

$$Q = 1.00 - P$$

Based on the table III. 8 above, it could be shown the portion of correct answer. Item number 17 showed the portion of correct 0. 68, item number 18 showed the portion of correct 0. 35, item number 19 showed the portion of correct 0. 63, item number 20 showed the portion of correct 0. 55. Based on the standard level of difficulty “P” > 0. 30 and < 0. 70, it is pointed out that the item difficulties in average of each item number for identify the inference of Descriptive Text are accepted.

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b. Reliability of Reading Fluency and Reading Comprehension Instrument

A reliable test is consistent and dependable (Brown, 2003: 21). It means that a reliable test will stay giving unchangeable results in a few test conducted to the same group of people. The following table is the categories of reliability test used in determining the level of the reliability of the test.

The table below is the categories of reliability test used in determining the level of reliability of the tests:

Table III. 9
The Level of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very High

(taken from Tinambunan in Meltiawati in Zelly)

For X variable (Reading Fluency), the researcher gave tests to 20 Students. After getting the result, the researcher used *Cronbach's Alpha* formula to find out the reliability of the test through SPSS 16.

Table III. 10
The Reliability of Reading Fluency
(Obtained by SPSS 16)

Reliability Statistics	
Cronbach's Alpha	N of Items
.571	2

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From the table above, it can be read that the reliability of reading fluency is 0.571 with high level. Then, to find out the reliability of variable Y (Reading Comprehension), the researcher tried out the reading comprehension test to 20 students. After getting the result, the researcher also used *Cronbach's alpha* formula through SPSS 16.

Table III. 11
The Reliability of Reading Comprehension in Descriptive Text Try Out (Obtained by SPSS 16)

Reliability Statistics	
Cronbach's Alpha	N of Items
.848	2

From the table above, it can be read that the reliability of reading comprehension Try Out is 0.848 with very high level.

3. The Normality of the Data

a. The test of Normality of Reading Fluency Data

In reading Fluency data, the researcher used SPSS 16 for testing the normality.

Table III. 12
The Descriptive Statistic for the Normality Test of the Reading Fluency Data

No	Description	Value
1.	Statistic	0.948
2.	Degree of Freedom (DF)	40
3.	Significant	0.064

The table above shows that the significance of the reading fluency is 0.064. According to Shapiro-Wilk formula, if the variable p

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> 0.05 it can be said that data of variables distributed normally. From the table above, it can be said that the data of reading fluency are normal because $0.064 > 0.05$.

b. The Test of Normality of Reading Comprehension in Descriptive Text Data

In reading comprehension data, the researcher used Shapiro-Wilk formula through SPSS 16 for testing the normality.

Table III. 13
The Descriptive Statistic for the Normality Test of the Reading Comprehension in Descriptive Text Data

No	Description	Value
1.	Statistic	0.975
2.	Degree of Freedom (DF)	40
3.	Significant	0.523

Based on the table above, it shows that the significance of the reading comprehension is 0.523. According to Shapiro-Wilk formula if the variable $p > 0.05$ it can be said that data of variables distributed normally. From the table above, the data of reading comprehension is normal because $0.523 > 0.05$.

F. Techniques of Analyzing the Data

The independent variable (X) and dependent variable (Y) were the two variables correlated. In analyzing the data, the researcher chooses the product moment correlation as the formula because the data of the two variables above is in interval form. According to Sundayana, (2014, p. 201) if the variables are connected in interval form and the spread of the data is normal distribution, so

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the suitable formula is product moment correlation. To analyze it, the researcher used product moment correlation through SPSS 16.

Then to determine this level of correlation between the two variables, the following categories from Hartono (2006, p. 80) were used:

Table III.14
Interpretation of Correlation Coefficient

Coefficient Interval	Level of correlation
0.00-0.200	Very Low
0.200-0.400	Low
0.400-0.700	Middle
0.700-0.900	Strong
0.900-1.00	Very Strong