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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a descriptive quantitative research where the researcher investigates if there are difficulties in reading recount text. The researcher described the students' difficulties in reading recount text by using statistical data and percentage of students' difficulties. According to Gay (1987, p.189), descriptive study is useful for investigating a variety of educational problems. In addition, in many cases the descriptive research is used to describe particular phenomena in order to learn more about them. Moreover, he explains that a descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the study. It means that the descriptive research is used to summarize the distribution of a variable or more but limited to sample data only, not to be generalized to population. It is only one variable investigated to identify students' difficulties in reading recount text in this research.

B. Time and Location of the Research

This research was conducted on September 2017 at the eighth grade of State Junior High School 1 Tambang.

C. Subject and Objective of the Research

The subject of this research was the eighth grade students at State Junior High School 1 Tambang, and the object of this research was the analysis of students' difficulties in reading recount text.

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D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eight grade of State Junior High School 1 Tambang in academic year 2016/2017. The eight grade students at State Junior High School 1 Tambang contained 124 students or consisted of 6 (six) classes. The specification of the population can be seen as follows:

Table III.1
The population of the Eight grade students at State Junior High School 1 Tambang.

CLASS	NUMBER OF STUDENTS		NUMBER OF M + F
	M	F	
VIII.1	6	14	20
VIII.2	10	10	20
VIII.3	10	10	20
VIII.4	11	10	21
VIII.5	9	12	21
VIII.6	9	11	20
TOTAL	56	68	124

Source from : SMP N 1 Tambang

2. Sample of the Research

The researcher used the purposive sampling technique to get the data based on the indicators of the variable. It means that this research have a purpose to find out the kinds of students difficulties in reading recount text. According to Gay and Airasian (2000, p. 141) purposive sampling is based on the researchers' prior knowledge and experience of the group to be sampled using clear criteria to guide the process. It is also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population.

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Therefore, the researcher took the sample from the class that has the lowest english competence because this research needed the students' difficulties in reading recount text. And then, the english teacher suggested the researcher to choose one class was VIII.6 consisting 20 students because the class has been rank.

E. Technique of the Data Collecting

In collecting the data, the researcher used questionnaire as instrument. Cohen(2007, p. 317), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze. It was used to find out the students difficulties in reading recount text at the eight grade of State Junior High School 1 Tambang.

According to Sukardi (2005, p.77) there are two types of questionnaire, those are close form questionnaire and open form questionnaire. In this research, the researcher used close form questionnaire that will help the respondents to answer quickly, because the researcher gives two alternatives answer (yes/no), which have to be chosen by the students.

Table III.2
Blue Print of Students' Reading Difficulties Questionnaires

No	INDICATORS	Item Number
1	Students' Awareness	1, 6, 9, 12, 15, 21, 25, 28
2	Mental Plan of Action	3, 10, 13, 16, 19, 22, 26, 29
3	Self-correction	2, 4, 7, 11, 14, 17, 23, 27, 30
4	Poor relationship	5, 8, 18, 20, 24

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F. Validity and Reliability

1. Validity of Questionnaires

Validity is one of the important things in preparing choosing an instrument to use. Creswell (2012, p. 159) said that validity is development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

In this research to know the validity of the questionnaire, the researcher used construct validity. According to Muijs (2004, p. 68), Construct validity is related to our theoretical knowledge of the concept we are wanting to measure. The researcher wanted to measure the students' difficulties in reading recount text. Thus, the researcher took several concepts and theories about students' difficulties in reading recount text from various experts as well as the questionnaire items had been taken from Peter Westwood, J. B. Walker, and other relevant sources. So, based on the try out result of the instrument validity to the 40 items, it shows that there was 30 items which were valid. It means that the instrument could be used in this research. The following table is the result of the instrument questionnaire.

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Table III.3
Data of Validity Questionnaire

Number of item	R_{item}	R_{table}	Result
1	0.650019	0.4438	Valid
2	0.402103	0.4438	Not Valid
3	0.720672	0.4438	Valid
4	-0.240810	0.4438	Not Valid
5	0.370459	0.4438	Not Valid
6	0.496538	0.4438	Valid
7	0.702483	0.4438	Valid
8	0.547684	0.4438	Valid
9	0.479191	0.4438	Valid
10	0.398509	0.4438	Not Valid
11	0.560470	0.4438	Valid
12	0.655007	0.4438	Valid
13	0.610743	0.4438	Valid
14	0.625458	0.4438	Valid
15	0.652503	0.4438	Valid
16	-0.143915	0.4438	Not Valid
17	0.833397	0.4438	Valid
18	0.624402	0.4438	Valid
19	0.550187	0.4438	Valid
20	0.359515	0.4438	Not Valid
21	0.563577	0.4438	Valid
22	0.600961	0.4438	Valid
23	0.546142	0.4438	Valid
24	0.567454	0.4438	Valid
25	0.409165	0.4438	Not Valid
26	0.495902	0.4438	Valid
27	0.355888	0.4438	Not Valid
28	0.475022	0.4438	Valid
29	0.629034	0.4438	Valid
30	0.523677	0.4438	Valid
31	0.515718	0.4438	Valid
32	0.525157	0.4438	Valid
33	0.609098	0.4438	Valid
34	0.525157	0.4438	Valid
35	0.577620	0.4438	Valid
36	0.107010	0.4438	Not Valid
37	0.527222	0.4438	Valid
38	0.736024	0.4438	Valid
39	0.546142	0.4438	Valid
40	0.038740	0.4438	Not Valid

The data above were consulted with r_{table} at significance level of 5% ($\alpha = \text{alpha} = 0.05$). There were 20 students; meaning that $N=20$ with $df = N - 2 = 20 - 2 = 18$. The writer took df 18, so r_{table} acquired

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was 0.4438. From the table above, the test items were valid because

$$r_{\text{observed}} > r_{\text{table}}$$

2. Reliability of Questionnaires

The questionnaires must be reliable as a measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004, p. 20) said that a reliable test is consistent and dependable. It means that the test should have similar results when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al (2007, p. 522) the guidelines for reliability are as follows:

Table III.4
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 23 version to calculate the reliability of test. There was one test of reliability; questionnaire. The result of questionnaire reliability is as follows:

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Table.III.5
Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	30

The reliability value of the test was 0.939. It was categorized into high reliable level.

G. Technique of the Data Analysis

For the technique of data analysis, the researcher applied a quantitative analysis. According to Nunan (2002), quantitative research describes a researcher problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

To analyze the data of the students' difficulties in reading recount text, the researcher used the following formula (Anas Sudijono, 2004, p. 43):

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

Where: P = Number of percentage

F = Frequency

N = Number of sample

To know the students' difficulties in reading recount text, the researcher used Flesch-Kincaid Formula (Freaht, 2014, p. 6). As pointed out by Freaht (2014, p.6), this formula provides educators with an estimate of the difficulty of books and other books. The formula is appropriate for all reading levels and also relies on sentence length and word difficulty to calculate a readability level. The levels are as follows:

Table III.6
Index Difficulty Level

Score Range	Readability Level
25-30	Very difficult
19-24	Difficult
13-18	Standard
07-12	Easy
01-06	Very Easy

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