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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

Correlational study is a study to review determine relationship Level between two variables or more without any efforts to review the influence of these variables, however there are currently no manipulation of variables (Frankel and Wallen, 2008: 328). According to Creswell (2012, p.338), researcher used the associational statistical test to describe and measure the degree of relationship between two or more variable and sets of scores. Correlational designs provided an opportunity for researcher to predict scores and explain the relationship among variables.

This research consisted of two variables. Reading aloud was independent variable symbolized by “X”, while the reading comprehension was dependent variable symbolized by “Y”.

B. The Location and Time of the Research

This research was conducted at MA Darul Qur’an Tarai Bangun. It is located at Kubang Raya KM.25. This research was conducted on August - September 2017.

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E. The Technique of Collecting Data

In this research, the researcher used test for collecting data. They are:

1. Reading aloud test

In order to acquire data of the students' reading aloud ability, the researcher gave short story to the students, and ask them to read the story aloud. Afterwards, the researcher recorded students' voice by using a tape recorder. In order to give scoring, the researcher helped by two raters. Brown (2003, p.148) stated that read aloud passage of about 120-130 words with a rating scale for pronunciation and fluency. Furthermore, the score of student's read short story aloud by scoring their pronunciation and fluency. The scoring scale of reading aloud can be seen in the table below:

Table III.2

No	Items Noticing	Points	The Indicators
1	Pronunciation	0.0 – 0.4	Frequent Phonemics errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
		0.5 – 1.4	Frequent Phonemics errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
		1.5 – 2.4	Some consistent Phonemics errors and foreign stress and intonation patterns, but the speaker is intelligible.
		2.5 – 3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.

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2	Fluency	0.0 – 0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
		0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes with intelligibility.
		1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility
		2.5 – 3.0	Speech smooth and effortless, closely approximating that of a native speaker.

Then, to measure the ability in pronunciation and fluency, relate the explanation above with the following accumulation. (Brown, 2003, p. 149):

Table III.3
Conversion Table

Points	Total Score
0.0-0.4	25
0.5-1.4	50
1.5-2.4	75
2.5-3.0	100

Moreover, to interpret the level of students' reading aloud ability, the researcher analyzed based on the categories below (Arikunto, 2009, p. 245):

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Table III.4
The Categories of Students' Reading Aloud Ability

No	Score	Categories
1.	80-100	Very good
2.	66-79	Good
3.	55-65	Enough
4.	40-54	Less
5.	30-39	Fail

And the classification of the students' reading comprehension score can be seen in the following table (Arikunto, 2012, p. 281):

Table III.4
Classification of Students Score

The score level	Category
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

2. Reading Comprehension Test

To find the students' reading comprehension at MA Darul Qur'an, the researcher administered the test to assess students' reading comprehension by using achievements test. In this research, the researcher used multiple choices as from the list. The test consists of 25 questions.

Table III.6
Blue Print of Reading Comprehension on Narrative Text

NO	Kinds of the questions	Number of the questions
1	Identify the meaning of word	3, 8, 13, 20, 25
2	Identify the topic	1, 6, 11, 16, 21
3	Identify the characteristics of character	2, 9, 14, 17, 23
4	Identify the specific information	5, 7, 12, 18, 24
5	Identify the chronology of events	4, 10, 15, 19, 22

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F. Validity and Reliability of the Instrument

1. Validity of Reading Aloud

In Validity of instrument of the test, it can be seen by the difficulties of test. On the other hand, the test is not too easy and is not too difficult. The test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful (Hughes, 2003, p.33). the test was given based on material studied by the students. The material of the test was taken from the syllabus by the eleventh grade students of MA Darul Qur'an Tarai Bangun.

2. Validity of Reading Comprehension

To know whether the data are valid or not, the reseacher used content validity. According to Sugiyono (2009, p. 353), testing validity of the test-shape instrument can be done by comparing the test with the lesson which was taught by the teacher in the class. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eleventh grade of MA Darul Qur'an Tarai Bangun.

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Table III.7
The Analysis of Reading Comprehension Test Validity

Item Number	r-item	r-table	Result
1	0.44	0.40	Valid
2	0.59	0.40	Valid
3	0.47	0.40	Valid
4	0.40	0.40	Valid
5	0.53	0.40	Valid
6	0.56	0.40	Valid
7	0.52	0.40	Valid
8	0.45	0.40	Valid
9	0.64	0.40	Valid
10	0.44	0.40	Valid
11	0.56	0.40	Valid
12	0.41	0.40	Valid
13	0.47	0.40	Valid
14	0.61	0.40	Valid
15	0.58	0.40	Valid
16	0.45	0.40	Valid
17	0.44	0.40	Valid
18	0.60	0.40	Valid
19	0.51	0.40	Valid
20	0.59	0.40	Valid
21	0.49	0.40	Valid
22	0.50	0.40	Valid
23	0.57	0.40	Valid
24	0.43	0.40	Valid
25	0.58	0.40	Valid

b) Reliability

Reliability has to do with accuracy of measurement. Pertaining to Brown (2003, p20) the characteristic of reliability is sometimes termed consistency. And this research is internal consistency reliability. Internal consistency reliability is the instrument administered once, using once version of the instrument and each participant in the study completes the

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instrument (Creswell, 2012, p.160). The following table is the level of internal consistency of Cronbach Alpha, Cohen

Table III.8
Table of The Alpha Coefficients

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	Unaccepted Low Reliable

The reliability of reading comprehension is as follow

Table III.9

Reliability Statistics

Cronbach's Alpha	N of Items
.889	30

Based on the table, the reliability of reading comprehension is 0.889 it was categorized into high reliable level. Then the reliability of reading aloud is as follow:

Table III.10

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.756	2

Based on the table, the reliability of reading aloud ability is 0.756 it was categorized into reliable level.

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G. The Technique of Data Analysis

For the technique of data analysis, the researcher applied a quantitative analysis. According to David Nunan (2008), quantitative research describes a research 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.

In analyzing the data, the writer chose the product moment correlation as the formula. By using the product moment correlation, data of the score from test for variable X and Y were collected and calculated. Hartono (2008) stated that if both variables' measurement scale are intervals, and the spread of the data is normal distribution, so the suitable formula is product moment correlation. In analyzing the data of students' reading aloud ability and their reading comprehension, the researcher analyzed it statistically by using SPSS

16.0