

## 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.

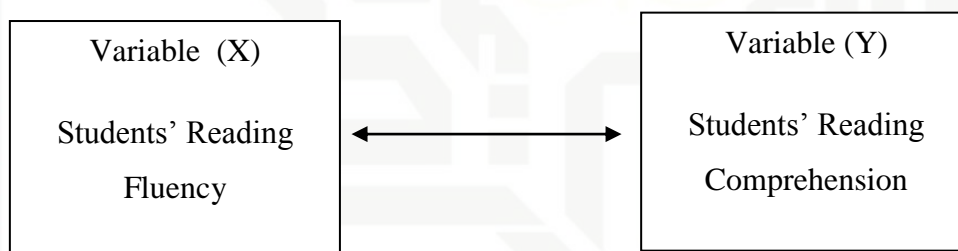
## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

This research is correlatioanl research. According to Cresweell(2012) , “correlation research is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently”. It means the writer used the correlation statistical test to describe the degree of relationship between two or more variables. There are two variables in this research. The first is the students’ reading fluency as independent variable and symbolized by X. The second is the students’ reading comprehension and symbolized by Y.

The framework is as follows:



#### B. The Location and Time of the research

This research was conducted at Senior High School IT Al-Fitiyah Pekanbaru. This research was conducted on Mei 29<sup>th</sup> until June 2<sup>nd</sup> 2015. It was conducted for first year students at Senior High School IT Al-Fitiyah Pekanbaru in 2015/2016 academic year. This school located on Swakarya street, Pekanbaru.

## Hak Cipta Dilindungi Undang-Undang

1. Diarang 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. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### C. The Population and Sample of the Research

The population of the research was the first year students at Senior High School IT Al-Fitiyah Pekanbaru. They consist of one class. The total number of population were 12 students. According to Arikunto (1993) if the population is less than 100, the researcher use the total sampling as the technique of sampling. Based on this statement, the writer take all of the population to be a sample in this research. The distribution of population and sample of the first year at Senior High School IT Al-Fitiyah Pekanbaru for this research can be seen as follows:

CLASS	STUDENT		TOTAL
	MAN	WOMAN	
X	4	8	12
Total	4	8	12

The table above shows the students of X has 4 man students and 8 woman students, the total of students or sample were 12.

### D. Technique of Collecting the Data

In technique of collecting data, the writer used test for both variables.

#### 1. Reading Fluency Test

To assest reading fluency the writer used oral reading, the students sound out a text and the writer record their voice. While, According to Rasinski (2003) some aspect to be rated in reading fluency are:

## 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.1**  
**The Indicators Levels of Reading Fluency Assessment**

Level	Categories
1	Reads primarily word-by-word. Occasional two- or three-word phrases may occur –but these are infrequent and/or they do not \ preserve meaningful syntax. Lack expressive interpretation. Reads text excessively slowly. A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.
2	Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slowly or fast.
3	Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.

## 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.

## 2. Reading Comprehension

To assess reading comprehension, the writer used multiple choice test that consist of 25 questions, representing the operational concept of reading comprehension which adapted from syllabus of English lesson for first years students at Senior High School IT Al-Fitiyah Pekanbaru. There was one reading narrative text for each part and followed by 5 questions, which the text was adapted from the students' text book.

Then to measure the students' reading fluency and students' reading comprehension, the writer relates the explanation above with the following accumulation according to Riduwan (2009). It can be seen as follow.

**Table III.2**  
**The Measurement Conversion Table**  
**of Fluency and Reading Comprehension**

Level	Score	Categories
5	80-100	Very Good
4	61-80	Good
3	41-60	Fair
2	21-40	Poor
1	0-20	Very Poor

### **E. The Technique of Analyzing the Data**

According to Hartono (2012), there are seven techniques of correlation to analyze the data, such as; Product moment correlation, rank different correlation, phi coefficient correlation, contingency coefficient correlation, point biserial correlation, serial correlation, and point serial. in this research,

## 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.

the writer used product moment correlation as a technique to analyzing the data. Then, to know the significance correlation between two variables, the researcher used the formula of product moment correlation from Pearson. This technique is designed for interval level or both variables are continuous. In this research, variable X was ordinal data and variable Y was interval. But, Pallant (2010), says it can be also used if you have one continuous variable and one dichotomous variable. It means that the writer used pearson product moment correlation. The simple interpretation of the strength of correlation ( $r$ ) of product moment can be seen in the following table according to Anas(2009):

**Table III.3**  
**The Interpretation of the Value of Correlation**

The value of correlation coefficient ( $r$ )	Interpretation
0.0-0.20	There is very low correlation between variable x and variable y
0.20-0.40	There is low correlation between variable x and variable y
0.40-0.70	There is fair correlation between variable x and variable y
0.70-0.90	There is high correlation between variable x and variable y
0.90-1.00	There is very high correlation between variable x and variable y



In the process of data, the researcher used the SPSS Program (statistical package for the society science) 20 version for windows. SPSS is one of computer programs that are used to manufacture the statistical data.

## **F. The Validity and The Reliability of the Test**

### **1. The Validity of the Test**

According to Henning in Davidso (2007), validity defined as an uncovering the ‘appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. It means the test will be valid to the extend that is measured what it is supposed to measure.

In line with that, according to Cronbanch and Meehl in Davidso (2007), there are three types of validity. These are criterion-oriented validity, content validity, and construct validity. In this research, researcher used content validity. According to Davidso (2007), content validity defined as any attempt to show that the content of the test is arepresentative sample from the domain that is to be tested. The same opinion come from Gay in Wildatul Khairiah (2012), content validity is used to compare content of the test to the domain being measured. In addiition, Gay stated that there is no formula used in this kind of validity and there is no way to express it quantitatively. Content validity just focuses on how well the items represent the intended area.

Based on the explanation above, the writer used the content validity to measure whether the test valid or not in this research. In order

## 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.

words, the tests given to the students were based on the material that they had learned.

## 2. The Reliability of the Test

According to Gay in Dasmarni (2011), reliability is the degree to which the test consistently measures whatever it is measuring. To know the reliability of the test such as essay tests, short answer test, projective test, performance and product tests, we are concerned with interjudge reliability. The interjudge reliability is also said as interscore, interrater, or interobserver reliability.

Heaton in Arnilis stated that, the reliability of the test is considered as follows:

- |              |                           |
|--------------|---------------------------|
| 1. 0.00-0.20 | Reliability is low        |
| 2. 0.21-0.40 | Reliability is sufficient |
| 3. 0.41-0.70 | Reliability is high       |
| 4. > 0.70    | Reliability is very high  |

To measure the reliability of the instrument, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Chronbach's Alpha. The researcher used the SPSS 20 for windows-statistical Software.

## 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.4**  
**The Mean Score and Standart Deviation of**  
**Students' Reading Fluency and their Reading**  
**Comprehension**

	Mean	Std. Deviation	N
Reading fluency	58.3478	5.91126	12
Reading Comprehension	71.2174	4.97957	12

The table above shows that the mean score of Reading fluency is 58.34, while the mean score of reading comprehension is 71.21. Beside, the standart deviation of reading fluency is 5.91, while the standart of deviation of 4.97. The total number of the students for test in both of variables (reading fluency and reading comprehension) are 12.

**Table III.5**  
**Reliability Statistics of Students'**  
**Reading Fluency and Reading**  
**Comprehension**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.703	.710	2

The table above shows the result of the reliability of both variables (students' reading fluency and students' reading comprehension). it's also shows that the reliability is 0.710, it means that the reliability is very high because  $0.710 > 0.70$ . so the reliability is very high.