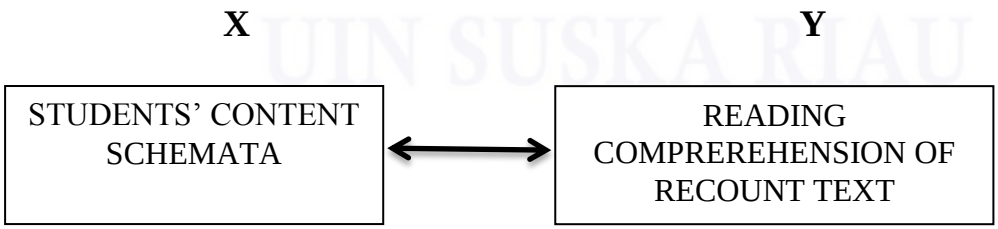
CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is a quantitative research. It uses correlational method. According to Hartono (2008) correlation is a relationship between two or more variables. In terms of variable number. There are two types of correlation. They are bivariate correlation which means correlation between two variables and multivariate correlation which means correlation that involves more than two variables. Gay et al. (2011) stated that correlational research is done by collecting data in order to find if, and to what degree, an existence of relation occurs between two or more variables. In short, correlational research is to study correlations among variables in which it usually involves the possibility of cause and effect.

This research involves two variables, the first is students' content schemata symbolized by "X" in which it is the independent variable and the second is their reading comprehension of recount text symbolized by "Y" in which it is the dependent variable.



B. Time and Location of the Research

This research has been conducted in March 2018. The research was conducted at State Junior High School 1 Kampar.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research is the second year students of State Junior High School 1 Kampar in the academic year of 2017/2018.

2. Object of the Research

While the object of this research is the correlation between content schemata and reading comprehension of recount text of the second year students at State Junior High School 1 Kampar.

D. Population and Sample

Arikunto (2006) states that population is group of individuals who have the same characteristic. So, the population of this research is all the second year students of State Junior High School 1 Kampar in the academic year of 2017/2018. There are 11 classes which consist of 327 students, and two English teachers. The first English teacher handles five classes (A, D, E, F, and H class) that consist of 156 students. Another English teacher handles six classes (B, C, G, I, J, and K class) which consist of 171 students. The total population of the second year students of State Junior High School 1 Kampar can be seen in the following table:

Table III.1
The Total Population of the second year Students at State Junior High School 1 Kampar

The 1st English teacher			
Classes	**Gender**		**Total**
	Male	**Female**	
VIII A	15	16	31
VIII D	13	19	32
VIII E	15	17	32
VIII F	14	18	32
VIII H	17	12	29
			156
The 2nd English teacher			
VIII B	17	12	29
VIII C	13	14	27
VIII G	9	15	24
VIII I	9	20	29
VIII J	10	22	32
VIII K	9	21	30
			171
Total Population	**142**	**185**	**327**

The population above is too large to be all taken as sample of the research. In order to take the sample, the writer used simple random sampling. Gay et al. (2011) stated that simple random sampling is used by selecting a sample in which each individual in the population has an equal chance to be selected as the sample. Therefore, the writer simplified the population into five classes (A, D, E, F, and H) consisted of 156 students who are taught by the same English teacher. In addition, Arikunto (2006) states that if the amount of the subject is less than 100, it is better to take all the population, and if the amount of the subject is more than 100, it is better to take 10-15% and 20-25% of the population. Because the population of the

sample is more than 100, the writer took 20% of the population. So, the total sample is 30 students.

The samples were taken randomly from 5 classes of the second year students that consisted of 156 students by using lottery technique. Every student had the same opportunity to be sample of this research. The writer took 6 students per class. Here are the steps to take the sample:

a) The writer cut paper into 32 pieces.
b) The writer wrote number 1 to 6 in the six pieces of paper and the other pieces of paper were blank.
c) The writer rolled them and put them into a bottle
d) The writer shook the bottle, then asked the students from the population to take the pieces of paper.
e) The students who got the number would be the sample of the research.

It can be clearly seen as follows:

Table III.2
The sample of the second year Students at State Junior High School 1 Kampar

Classes	Gender		Total	Percentage	Sample
	Male	Female			
VIII A	15	16	31	20 %	6
VIII D	13	19	32	20 %	6
VIII E	15	17	32	20 %	6
VIII F	14	18	32	20 %	6
VIII H	17	12	29	20 %	6
Total Population	**75**	**82**	**156**	20 %	**30**

E. Technique of Data Collection

In order to collect data in this research, the writer used the following techniques:

1. Questionnaire

According to Brown in Dornyei (2003), Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. It was applied to find out students' content schemata at Junior High School 1 Kampar. The writer prepared 30 items based on the indicator of Content Schemata by providing options based on Likert Scale. As pointed out by Gay et al. (2011):

> "A Likert Scale requires an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value, and an individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive statements: SA= 5, A= 4, U= 3, D= 2, SD= 1".

Table III.3
Blue Print of Content Schemata

No	Indicators	Sub Indicators	Item Number
1	The students are familiar with the content of recount text.	I like to read about someone's personal life experience text	1
		I like to read about past events text	2
		I like to read a text on holiday	3
		I am interested in reading about travelling text	4
		I am keen on reading about memorable experience	5
		I usually read about someone's true story	6
		I like to read non-fictive story	7
		I could not understand the topic of the text if I am not familiar with	8
		If I am familiar with the content of text, I can know the meaning of vocabulary	9
		Unfamiliar vocabulary will not affect my reading comprehension	10
2	The students have prior knowledge to comprehend recount text.	I can understand the recount text better using my prior knowledge	11
		I recall my prior knowledge to get new information from the text	12
		With my prior knowledge, I link the ideas of recount text easily	13

No	Indicators	Sub Indicators	Item Number
		I use my prior knowledge to organize ideas in recount text	14
		I can focus on the main idea of recount text when I have sufficient prior knowledge	15
		If I have prior knowledge, I will face few problems in understanding text	16
		Using my prior knowledge, I can predict the topic of recount text easily	17
		I can read the recount text quickly if I have prior knowledge	18
		When I am reading a topic about life experience, I remember my prior knowledge	19
		I think, using prior knowledge is important in understanding recount text	20
3	The students have cultural background on the topic of recount text	I like to read text about my culture	21
		I prefer reading domestic topic to foreign topic	22
		I often read topics about our true story	23
		I am interested in reading a text that deals with my environment	24
		I am familiar with vocabularies about my culture	25
		I will grasp the content of text when I am familiar with local culture	26
		I feel difficult to understand foreign culture topic	27
		I feel easy to translate vocabularies related to my culture.	28
		I enjoy reading about our local culture	29
		When I hear stories from parents, teachers, or news, I will catch the same meaning	30

2. Test

Brown (2003) stated that a test refers to a method to measure one's ability, knowledge, intelligence, or performance in a supplied area. This technique is to find out how the students' reading comprehension on recount text is. The writer gave 20 questions to the students by using multiple-choice.

Table III.4
Blue Print of Students Reading Comprehension of Recount Text

No	Indicator of Items	Number of items	Items number
1.	Identify main idea	4 items	1,6,11,16,
2.	Find the meaning of unfamiliar vocabulary	4 items	2,7,12,17,
3.	Identify information	4 items	3,8,13,18,
4.	Identify word references	4 items	4,9,14,19,
5.	Identify generic structure	4 items	5,10,15,20

F. Validity and Reliability of Instrument

1. Validity

a. Validity of the Instruments

Before the test and questionnaire were given to the sample of this research, they were tried out to the second year students of State Junior High School 1 Kampar. The purpose of the try out is to obtain validity and reliability of the test. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004, p. 17). In other words, validity is the extent to which differences found with a measuring instrument to reflect true differences among those being tested.

In this research, the writer used construct validity for measuring the questionnaire. Sanjaya (2014, p. 225) stated that construct validity is related to whether the test will be tested able to measure characteristics of subject. This validity test was used for determining the characteristics of the subjects such as an intelligence test, a motivation test, an interest test, and skill test of persons. On the other hand, the writer used content validity to know the validity of the test. Alderson states that to analyze

content validity of the test, we have to compare the test with the test's specification such syllabus, curriculum or domain specification. Thus, the test was given based on material studied by the students. The materials of the test were taken from the syllabus of the second year students of State Junior High School 1 Kampar.

In order to know whether the data is valid or not, the data obtained was calculated by using SPSS 20.0 windows program. The writer examined and noted the differences between $r_{item}$and $r_{table.}$ Siregar (2014, p.) stated that the item is valid if the value of $r_{item}$is higher that r_{table} at significance level of 5%. The data was consulted with r_{table} at significance level of 5% (α = *alpha* = 0.05). The questionnaire and the test were tried out to 15 students, meaning that N= 15 with df= N – 2 = 13. The writer took df 13, so r_{table} acquired was 0.514 (See in appendic r table).

The result of questionnaire (try out) acquired from 30 items with 5 alternatives indicated that 30 items were valid. It can be seen as follows:

Table III.5
The Validity of Students' Content Schemata Questionnaire

Item	r_{items}	r_{table}	Status	Information
1	.895	0.514	Valid	Used
2	.594	0.514	Valid	Used
3	.530	0.514	Valid	Used
4	.608	0.514	Valid	Used
5	.898	0.514	Valid	Used
6	.524	0.514	Valid	Used
7	.688	0.514	Valid	Used
8	.690	0.514	Valid	Used
9	.755	0.514	Valid	Used
10	.922	0.514	Valid	Used
11	.939	0.514	Valid	Used
12	.817	0.514	Valid	Used
13	.787	0.514	Valid	Used
14	.808	0.514	Valid	Used
15	.800	0.514	Valid	Used
16	.827	0.514	Valid	Used
17	.532	0.514	Valid	Used
18	.895	0.514	Valid	Used
19	.594	0.514	Valid	Used
20	.530	0.514	Valid	Used
21	.651	0.514	Valid	Used
22	.901	0.514	Valid	Used
23	.524	0.514	Valid	Used
24	.688	0.514	Valid	Used
25	.690	0.514	Valid	Used
26	.755	0.514	Valid	Used
27	.524	0.514	Valid	Used
28	.939	0.514	Valid	Used
29	.817	0.514	Valid	Used
30	.787	0.514	Valid	Used

The table above shows the validity of students' content schemata questionnaire try out. Based on the table, all items are valid because $r_{item} > r_{table}$. Because all items are valid, the writer used all the items to be tested to the sample.

The following table is the validity result of reading comprehension test try out:

Table III. 6
The Validity of Reading Comprehension Test

Item	R_{items}	r_{table}	Status	Information
1	.526	0.514	Valid	Used
2	.647	0.514	Valid	Used
3	.585	0.514	Valid	Used
4	.545	0.514	Valid	Used
5	.679	0.514	Valid	Used
6	.538	0.514	Valid	Used
7	.545	0.514	Valid	Used
8	.735	0.514	Valid	Used
9	.561	0.514	Valid	Used
10	.597	0.514	Valid	Used
11	.608	0.514	Valid	Used
12	.770	0.514	Valid	Used
13	.561	0.514	Valid	Used
14	.545	0.514	Valid	Used
15	.679	0.514	Valid	Used
16	.701	0.514	Valid	Used
17	.608	0.514	Valid	Used
18	.539	0.514	Valid	Used
19	.561	0.514	Valid	Used
20	.647	0.514	Valid	Used

Based on the table above, it can be seen that the all items are valid because $r_{item} > r_{table}$. So, the writer used all the items to be tested to the sample.

2. Reliability of the instruments

Brown (2003) said that reliability is a degree in which the result of measurement would be similar as we repeat it to the same students on two different occasions. To sum up, the key of reliability is if an instrument can be interpreted consistently in two different situations. Siregar (2013) stated that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analyze each item

by using cronbach alpha technique. According to Sugiyono (2009), cronbach alpha technique can be used for interval data.

The categories below are the level of internal consistency Cronbach's Alpha (stated in Riadi, 2016):

Table III.7
A Commonly Accepted Rule of Thumb for Describing Internal Consistencyby Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 20.0 program. It can be seen as follows:

a. Reliability of questionnaire

Table III.8
Cronbach Alpha Table Reliability Statistics of Students Content Schemata

Reliability Statistics

Cronbach's Alpha	N of Items
.970	30

Based on analysis above, the value of Cronbach's Alpha is 0.949 which is higher than 0.60. It could be said that the questionnaire is reliable. Due to 0.970>0.90, the level of the reliability was very high reliable.

b. Reliability of the test

Table III.8

Reliability Statistics

Cronbach's Alpha	N of Items
.910	20

The table above shows that the value of Cronbach's Alpha was 0.910 which was higher than 0.60. It could be said that the test is reliable. Due to 0.910> 0.90, the level of reliability was very high reliable.

E. Technique of Analyzing Data

In order to find out whether there is a significant correlation between students' content schemata and their reading comprehension, the data was analysed by using statistical formula. Because the data is normally distributed, the writer used Pearson product-moment correlation technique to analyze the data. The hypothesis are as follow:

H_0 : Sig. (2-tailed) > α (0.05

H_a : Sig. (2-tailed) < α (0.05)

H_0 is accepted if the value of sig. (2-tailed) > α (0.05). It means that there is no significant correlation between students' content schemata and reading comprehension of recount text at State Junior High School 1 Kampar.

H_a is accepted if the value of sig. (2-tailed) < α (0.05). It means that there is significant correlation between students' content schemata and reading comprehension of recount text at State Junior High School 1 Kampar.