

Hak Cipta Diindungi Undang-Undang

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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This research is a quantitative research, which is used causal-comparative research in which the writer should determine causes or consequences of differences that exist among group. According to, L.R Gay, et.al (2012) causal-comparative research attempts to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals. The caused was a behavior or characteristic believed to influence some other behavior or characteristic, and was known as the grouping variable.

This method sometimes is called as ex post facto research. There are two types of ex-post facto designs they are proactive and retroactive. The design of this research was proactive design. According to Ary et al (2010) proactive ex-post facto design begins with subjects grouped on the basis of an independent variable. Ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events (such as ethnicity or gender).

It is clear that ex post facto research is to investigate past events to find out the factors that influence that events. It useful to describe and find out the significance or the difference between those two variables, that are male and female students as the independent variable (X) and reading comprehension as dependent variable (Y).

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B. The Location and Time of Research

The location of this research was at State Junior High School 1 Pekanbaru.

This research was conducted on March 2018.

C. The Subject and Object of the Research

The subject of this research was the seventh grade students of State Junior High School 1 Pekanbaru. The object of the research was reading comprehension of descriptive text.

D. Population and Sample of the Research

The population of this research was the students of seventh grade at State Junior High School 1 Pekanbaru. Which consisted of 6 classes. The total population students of the seventh grade were 240 students. Then, according to, Gay (2012) the minimum sample size of causal comparative research is 15 samples for each groups.

In this research, the writer determined the sample by using stratified sampling. As Creswell (2012) in stratified sampling, the writer divide (stratify) the population on some specific characteristic (e.g., gender) and then, using simple random sampling, sample from each subgroup (stratum) of the population (e.g., females and males). Besides, in simple random sampling, the writer selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.

Therefore, the writer used lottery by passing out small roiled paper marked by the sequence name of the students. Moreover, as Suharsimi Arikunto (2006) states that if the total population is less than 100, it is better to take all of them as

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the sample, but if it is more 100 students, the sample can be taken between 10-15% or 20-25% or more.

In this research, the writer took 25% from the total population of male and female at the seventh grade of Junior High School 1 Pekanbaru, as follows:

Table III.1
Sample of the Research

No	Population		Total of Population	Sample		Total of Sample
	Male	Female		Male (25%)	Female (25%)	
1.	122	118	240	30	30	60

Thus, the writer took samples for male students were 30 students, and for female students were also 30 students. So, the total sample of this research were 60 students.

A. Technique of the Data Collection

In order to collect some data, the writer used test as the instrument. According to Richard & Schmidt (2010), test is any procedure for measuring ability, knowledge, or performance. This technique was used to measure students' ability in comprehend a descriptive text. Then, the writer was used the multiple choice test for purpose to get the data of students' reading comprehension. In this research, the writer made 20 items about descriptive text.

To make clear, the writer provided blue print table of the test below:

Table III. 2
Blue Print of the Test

No	Indicators	Items of Question
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1.	The students are able to find the purpose social function of descriptive text	1, 3, 9, 11, 13, 18
2.	The students are able to find the generic structure of descriptive text	2, 5, 6, 10, 14, 15
3.	The students are able to find the language features of descriptive text	4, 7, 8, 12, 16, 17, 19, 20

The writer used a type of multiple choice to collect the data because it was a common way to assess reading comprehension and easy for scoring. The items of test was adopted from primary books and supported from other relevant sources that were designed by the writer itself. In multiple choice design, the writer provided four possible answers included A, B, C or D for each item and it should be chosen one best answer only.

Then, before the test was used, the writer did try out to know the validity and reliability. For measurement of students are based on score classification:

Table III. 3
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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Adopted from: Arikunto(2013)

1. Validity of the Instrument

The test used for testing students' reading comprehension had to have validity and reliability. Regarding Lodico (2000) validity, on the other hand, focuses on ensuring that what the instrument "claims" to measure is truly what it is measuring. In other words, validity indicates the instrument's accuracy. Validity in test is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment.

In this research, the writer will use content validity. According to David (2007) content validity is the degree to which an instrument is representative of the topic and process being investigated. Content validity related to the content curriculum and the test should be based on indicators. Thus, test was given based on the material studied by the students.

To find out the validity of instrument, writer calculated it by using SPSS 16 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that 20 items were valid. The result of try out is as follows:

Table III. 4
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1	0.75	0.31	Valid
2	0.82	0.31	Valid
3	0.56	0.31	Valid
4	0.10	0.31	Invalid
5	0.82	0.31	Valid

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6	-0.12	0.31	Invalid
7	0.36	0.31	Valid
8	0.75	0.31	Valid
9	0.82	0.31	Valid
10	0.74	0.31	Valid
11	-0.03	0.31	Invalid
12	0.82	0.31	Valid
13	0.56	0.31	Valid
14	0.56	0.31	Valid
15	0.82	0.31	Valid
16	0.37	0.31	Valid
17	0.53	0.31	Valid
18	0.43	0.31	Valid
19	0.75	0.31	Valid
20	0.32	0.31	Valid
21	0.75	0.31	Valid
22	-0.01	0.31	Invalid
23	0.13	0.31	Invalid
24	0.34	0.31	Valid
25	0.56	0.31	Valid

2. Reliability of the Instrument

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. According to Lodico (2000) reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters. So, it is clear that reliability is used to measure the quality of the test scores and the consistency of the test. As Cohen et.al, (2007) the guidelines for reliability is as follows:

Table III.5
Category of Reliability

No	Reliability	Category
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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 writer used software SPSS 16 version to calculate the reliability of test. The result of multiple choice test reliability is as follows:

Table III.6
Reliability Statistic

Cronbach's Alpha	N of Items
.894	25

The reliability of test was 0.894. It is categorized into highly reliable level.

B. Techniques of Data Analysis

In order to find out whether there is a significant difference on reading comprehension of descriptive text between male and female students at the seventh grade students at State Junior High School 1 Pekanbaru, the data of this research was analyzed statistically. To analyze the students' score, the writer used the following formula:

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

Where:

P : The percentage of the student's reading comprehension

F : total correct item

N : The maximum score in the test.

Furthermore, the writer used statistical analysis that is independent samples t-test formula by using SPSS.16.0 version. According to Pallant (2010), an independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participant. So, the writer used independent samples t-test because the writer want to compare the mean score in two different groups; male and female students.

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The result of the formula was obtained statistically through the hypotheses below:

Ho: Sig.Value > 0.05 . It means that Ho has accepted; there is no significant difference on reading comprehension of descriptive text between male and female students.

Ha: Sig.Value < 0.05 . It means that Ha has accepted; there is a significant difference on reading comprehension of descriptive text between male and female students.