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## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Design

The type of this research is quantitative research. The researcher used descriptive quantitative method to expose the result. The quantitative approach was used to obtain data about the students' difficulties in reading comprehension questions faced by the students and the factors of the students faced the difficulties. According to Gay et al. (2006, p. 9), quantitative research is the collection and analysis of numerical data in order to explain, predict, and/or control phenomena of interest.

In this study, the sources of data were from the students. The data were obtained by distributing instruments. The instrument is questionnaire. The questionnaire uses to find out the students' reading comprehension difficulties and find out the factors contribute students difficulties in reading comprehension of narrative text.

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

The location of this research is State Senior High School 5 Pekanbaru at Jl. Bawal No. 43 Wonorejo Pekanbaru. The research was conducted on May 2018.

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### C. The Subject and the Object of the Research

The subject of this research was the tenth grade students of State Senior High School 5 Pekanbaru. Furthermore, the object of the research was The Students' Reading Difficulties in Reading Comprehension.

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

#### 1. Population of the Research

The population of this research was the students at the tenth grade of State Senior High School 5 Pekanbaru. It has 11 classes. The number of students at the tenth grade of State Senior High School 5 Pekanbaru was 393 students.

**Table III.1**  
**The Population of the Research**

No	Kelas	Jumlah		Jumlahsiswa
		Laki-laki	Perempuan	
1	X MIPA 1	16	20	36
2	X MIPA 2	13	22	35
3	X MIPA 3	17	19	36
4	X MIPA 4	12	24	36
5	X MIPA 5	15	21	36
6	X MIPA 6	16	19	35
7	X MIPA 7	14	22	36
8	X IIS 1	15	20	35
9	X IIS 2	17	19	36
10	X IIS 3	21	15	36
11	X IIS 4	20	16	36
Total				393

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## 2. Sample of the Research

The population was too large to be taken as sample. According to Hartono (2015, p.208) if the population more than 100 persons, so the sample would be taken between 10-15% or 20-25% or more than it. So, the researcher would take 40 students to be taken as sample. The researcher would use simple random sampling in this research. In addition, Singh (2006, p.86) stated that a simple random sampling is one in which each element of the population has an equal and independent chance of being included in the sample i.e. A sample selected by randomization method is known as simple-random sample and this technique is simple random-sampling. Randomization is a method and is done by using a number of techniques such as:

- ✓ Tossing a coin.
- ✓ Throwing a dice.
- ✓ Lottery method.
- ✓ Blind folded method.
- ✓ By using random table of 'Tippet's Table'.

So, the researcher would use lottery method to choose the sampling. The total of the samples are 40 students.

### E. The Technique of Collecting the Data

Data collection technique was very important on the research for the main purpose of the research was collecting the data. To collect the data researcher use:

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## 1. Questionnaire

The researcher also employed a questionnaire, it was used to find out the reasons why the students faced difficulties in reading test. Closed-ended questions were used in this study.

According to Sugiyono (2014), a questionnaire means the technique of collecting the data by giving some questions to respondents. The questionnaire suitable to use in the large respondents. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.

The researcher gave reading comprehension questionnaire to the students to measure the students' comprehensibility in reading. By giving the questionnaire, the researcher tried to find out whether the students can answer the questions or not and the factors contribute students' difficulties in reading comprehension of narrative text. For the first questionnaire, the writer use five aspects of reading comprehension. The specification of the reading questionnaire's content was presented by the table below:



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**F. Validity and Reliability****1. Validity of The Questionnaire**

To know whether the data valid or not, the researcher used content validity. According to Creswell (2012, p.159) stated 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. The material of the questionnaire was taken from the indicators and also the syllabus of the State Senior High School 5 Pekanbaru. Based on the try out result of the instrument validity to the 44 item, it shows that all of the items were valid. It means that the instrument could be used in this research. The following table is the result of the instrument validity questionnaire.

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**Table III.4**  
**Data of Validity Questionnaire 1**

Items	$r_{\text{observed}}$	$r_{\text{table}}$	Status
1	0.671	0.312	Valid
2	0.579	0.312	Valid
3	0.495	0.312	Valid
4	0.618	0.312	Valid
5	0.719	0.312	Valid
6	0.757	0.312	Valid
7	0.708	0.312	Valid
8	0.543	0.312	Valid
9	0.647	0.312	Valid
10	0.698	0.312	Valid
11	0.502	0.312	Valid
12	0.817	0.312	Valid
13	0.655	0.312	Valid
14	0.512	0.312	Valid
15	0.496	0.312	Valid
16	0.751	0.312	Valid
17	0.646	0.312	Valid
18	0.612	0.312	Valid
19	0.734	0.312	Valid
20	0.614	0.312	Valid

The data above were consulted with table at significance level of 5% ( $\alpha = \text{alpha} = 0.05$ ). There were 40 students, it means that  $N=40$  with

$$df = N - 2$$

$$40 - 2 = 38$$

So,  $r_{\text{table}}$  acquired was 0.312. From the table above, the questionnaires were valid because  $r_{\text{observed}} > r_{\text{table}}$

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**Table III.5**  
**Data of Validity Questionnaire 2**

Items	$r_{\text{observed}}$	$r_{\text{table}}$	Status
1	0.578	0.312	Valid
2	0.397	0.312	Valid
3	0.458	0.312	Valid
4	0.672	0.312	Valid
5	0.648	0.312	Valid
6	0.584	0.312	Valid
7	0.795	0.312	Valid
8	0.657	0.312	Valid
9	0.663	0.312	Valid
10	0.522	0.312	Valid
11	0.706	0.312	Valid
12	0.745	0.312	Valid
13	0.368	0.312	Valid
14	0.514	0.312	Valid
15	0.606	0.312	Valid
16	0.626	0.312	Valid
17	0.757	0.312	Valid
18	0.531	0.312	Valid
19	0.451	0.312	Valid
20	0.513	0.312	Valid
21	0.390	0.312	Valid
22	0.503	0.312	Valid
23	0.674	0.312	Valid
24	0.590	0.312	Valid

## 2. Reliability of The Questionnaire

A questionnaire must be reliable as a measuring instrument it is necessary characteristic of any good test. Brown ( 2004, p.20) stated that a reliable test is consist and dependable. It means that it should have similar results between questionnaire to the same respondent on two different occasion. According to Cohen et al ( 2007), the guidelines for reliability is as follows:



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**Table III.6**  
**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 Reliable

To measure reliability in this research, it needs measuring tool, and it used technique of Alpha Cronbach and the researcher used SPSS 16 version. There were two questionnaire. The result of questionnaire reliability as follows:

**Table III.7**  
**Cronbach Alpha**  
**Table Reliability Statistics Questionnaire 1**  
**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.923	.924	20

The reliability value of the questionnaire was 0.923. It was categorized into very highly reliable.

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**Table III.8**  
**Cronbach Alpha**  
**Table Reliability Questionnaire 2**

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.915	24

The reliability value of the questionnaire was 0.914. It was categorized into very highly reliable.

## G. Techniques of Analyzing the Data

### Questionnaire

After the researcher got the questionnaires, the researcher calculated the percentage and counted the students' answer through the total of each item was multiplied with a hundred percent then the result of it was divided with the number of the students. The researcher also use SPSS 16.0 to make easy to analyze the data but to measure the data collected from questionnaire were calculated with the percentage formula as mentioned in Sudijono (2010, p.43):

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

P = Percentage

f = Frequency

n = Number of Respondents