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CHAPTER III

METHOD OF THE RESEARCH

This chapter focuses on the method of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continued to techniques of the data collection and technique of data analysis.

A. Research Design

This research is a descriptive quantitative research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. Descriptive design collect information about variables without changing the environment or manipulating any variables, so they do not look at possible cause and effect. They are different from observational designs in that they do not include comparison groups. According to Grove, Burns, Gray (2013), descriptive designs “may be used to develop theory, identify problems with current practice, justify current practice, make judgments, or determine what others in similar situations are doing” .

It means that descriptive research is related with the condition occurs at that time, uses one variable or more and then investigates in fact. Noor (2012) also adds that there are some ways to do this type of research such as: formulating problem, collecting information, selecting the data collection. Data collection technique is obtained by observing, managing data and giving conclusion. According to Williams (2007), descriptive research is research design used to examine the situation involving identification of attributes of a

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particular phenomenon based on an observational basis. So, this type of research is used to describe and interpret the data being studied based on fact that is supported by accurate theories. Therefore, the aim of this research is to describe the students' reading comprehension of recount text.

B. Location and Time of the Research

The research has been conducted at SMP Negeri 4 Siak Hulu, Kampar Regency on 3 of Mei 2018.

C. Subject and object of The Research

The subject of the research is the eight grade students of SMP Negeri 4 Siak Hulu Kampar and the object is reading comprehension of recount text.

D. Population and Sample of the Research

The population of this research are all of the eight grade students of SMP Negeri 4 Siak Hulu in 2017/2018 academic year, which consist of 8 classes.

Table III.1
The Distribution of the Population

No.	Classes	Number of Students (Population)
1.	VIII1	39
2.	VIII2	42
3.	VIII3	42
4.	VIII4	42
5.	VIII5	42
6.	VIII6	42
7.	VIII7	42
8.	VIII8	42
Total		333Students

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According to Gay (2000), sampling is the process of selecting a number of individual for study in such a way that represents the larger group from which they are selected. In this research the writer uses simple random sampling to take the sample and use equal simple size. The writer will take 5 students from each class. So , the sample of this research is 40 students.

E. Technique of Collecting the Data

The writer used a test as the instrument to collect the data. According to Brown (2004) test is a method to measure a person' ability, knowledge, or performance to perform the language. The type of the test used is multiple choices and short-answer questions. The writer gave 15 multiple choices and 10 short answer questions which were designed based on Barrett Taxonomy intended to obtain students' reading comprehension of recount text at the eight grade students of SMP Negeri 4 Siak Hulu in 2017/2018 academic year.

F. Validity and Reliability of the Instrument**1. Validity of the Instrument**

Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (2003) a test is said to be valid if it measures accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to be measured.

In this study, the writer wants to measure the students' reading comprehension. Therefore, to measure the validity of test, the writer used content validity. Muijs (2004) also added content validity refers to whether

or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc.) that we are trying to measure.

Finally, the writer determined the validity by referring to the material that was given to the students based on the students' text book. In other words, the test given to the students was based on the material that they had learned. To find out the validity of test, writer calculated it by using SPSS 23 version by using Pearson Correlation formula. The testing criteria and hypotheses of validity is as follows:

If Sig. (2-tailed) > 0.05, H_0 is accepted

If Sig. (2-tailed) < 0.05, H_a is accepted

H_0 : Item is not valid

H_a : Item is valid

The following table is the blue print of reading comprehension try out:

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Table III. 2
The Blueprint of the Try Out Reading

No	Indicators	Number of items		Total
		Multiple choice	Short-answer	
1	Identifying literal recognition: <ul style="list-style-type: none"> - Recognizing details - Recognizing main ideas - Recognizing sequence - Recognizing comparison - Recognizing cause and effect relationship - Recognizing character traits 	1, 11 3, 12 5, 13 - 7, 14 10, 15	28	11
2	Identifying inference: <ul style="list-style-type: none"> - Inferring details - Inferring main ideas - Inferring sequence - Inferring comparison - Inferring cause and effect relationship 	2, 16 4, 17 6, 18 - 8, 20	21	9
3	Identifying evaluation: <ul style="list-style-type: none"> - Judging the reality or fantasy - Judging the fact or opinion - Judging the adequacy or validity - Judging the appropriateness - Judging the worth, desirability or acceptability 	- - - 9, 19 -	22 23 26 - 27	6
4	Identifying appreciation: <ul style="list-style-type: none"> - Responding the content - Identifying the characters and incidents - Reacting to the author's use of language - Imagining the author's artistic ability 	- - - -	24 25 29 30	4
Total				30 Items

Based on the blueprint reading, there were 30 items for reading comprehension try out. Item number 4, 9, 10, 13 and 20 were invalid, so the items were deleted and did not use for the test. The other items were valid, so the items were used for reading comprehension test. Therefore, the writer took 25 valid items as instrument. The blueprint of the test is as follows:

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Table III.3
The Blueprint of the Test Reading

No	Indicators	Number of items		Total
		Multiple choice	Short-answer	
1	Identifying literal recognition: - Recognizing details - Recognizing main ideas - Recognizing sequence - Recognizing comparison - Recognizing cause and effect relationship - Recognizing character traits	1, 8 3, 9 4 - 6, 10 11	23	9
2	Identifying inference: - Inferring details - Inferring main ideas - Inferring sequence - Inferring comparison - Inferring cause and effect relationship	2, 12 13 5, 14 - 7	16	7
3	Identifying evaluation: - Judging the reality or fantasy - Judging the fact or opinion - Judging the adequacy or validity - Judging the appropriateness - Judging the worth, desirability or acceptability	- - - 15 -	17 18 21 - 22	5
4	Identifying appreciation: - Responding the content - Identifying the characters and incidents - Reacting to the author's use of language - Imagining the author's artistic ability	- - - -	19 20 24 25	4
Total				25 Items

Based on the explanation before, it was clear that item number 4 in try out was deleted for test, so that item number 5 in try out become number 4 for test, item number 6 in try out become number 5 for test, item number 7 in try out become number 6 for test, item number 8 in try out become number 7 for test. Then, item number 9 and 10 in try out was deleted for test, so that item number 11 in try out become number 8 for test, item number 12 in try out become number 9 for test. Item number 13 in try out was also deleted for test, so that item number 14 in try out become number 10 for test, item number 15 become number 11 for test, item number 16 become number 12 for test, item number 17 become

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number 13 for test, item number 18 become number 14 for test, item number 19 become number 15 for test. Item number 20 for try out was also deleted for test, so item number 21 become number 16, item number 22 become number 17, item number 23 become number 18, item number 24 become number 19, item number 25 become number 20, item number 26 become number 21, item number 27 become number 22, item number 28 become number 23, item number 29 become number 24 and item number 30 become number 25 for test. Thus, there were 25 items for reading comprehension test.

2. Reliability of the Instrument

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004) said that a reliable test is consistent and dependable. It means the test should be similar result when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al,(2007)an alternative calculation of reliability as internal contingency can be found in Cronbach's alpha, frequently referred to simply as the alpha coefficient of reliability. Cronbach alpha provides a coefficient of inter-item correlation. It is used to measure the internal contingency among the items. In this research, the writer used software SPSS 23 version to calculate the reliability of test. The result of reliability is as follows:

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Table III.4
Reliability Statistics

Cronbach's Alpha	N of Items
.868	30

The reliability of test was 0.868. The guidelines for reliability is as follows:

Table III.5
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 reliability

Based on the guidelines table, 0.868 was categorized into highly reliable level. It means that the reliability level was accepted.

G. Technique of Analyzing the Data

To analyze the quantitative data, the writer analyzed the students' score based on the test. The point for each correct answer was 1 and 0 for each incorrect answer. The procedures of analyzing the data is as follows:

1. To know each of students' score individually, the data will be calculate by using the following formula:

$$M = \frac{X}{n} \times 100$$

Where:

M = individual score

X = correct answer

n = number of items test (Wayan and Sumartana, 1986)

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2. After getting all of students' score, the students' mean score can be seen. Next, to find out the mean score of the students in comprehending therecount texts, the following formula is used:

$$M = \frac{\sum FX}{N}$$

Where:

M = the mean score of each topic

$\sum fx$ = the sum of the respondents' scores

N = the number of the respondents (Heaton, 1975)

Furthermore, the level of the student's score will be classified into four levels of mastery. The classification can be seen in this following table:

Table III.6
Classification of Students' Score

No.	Scores	Category
1.	89 – 100	Very Good
2.	79 – 89	Good
3.	70 – 79	Enough
4.	<70	Less

(Source: 2013 Curriculum)

3. Then, to know the percentage of the classification of the students' in answering question, the following formula can be used:

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

Where:

P = percentage of the students per group/level

X = the number of frequency in one level

N = the number of students (Hatch and Farhady, 1982)