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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research is descriptive quantitative research. Descriptive research is also called as survey research that collected numerical data to answer question about the correct status of the subject of the study. According to Gay (2012, p. 183) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue. Besides, Creswell (2012, p. 376) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. And descriptive research is concerned with how *what is* or *what exists* is related to some preceding event that has influenced or affected a present condition or event (Best, 1970 cited in Cohen, 2000, p. 169). Based on the statements above, it can be seen that descriptive research is a research design where the researcher surveys the people to describe the attitudes, opinions, behaviors, or characteristics that concerns with the problem exist recently. In this research, there was one variable. This research analyzed the female students' motivation in comprehending narrative text at the first year of State Vocational High School 1 Pekanbaru.

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B. Time and Location of the Research

This research was conducted on April–Mei 2018. The location of this research is in (SMK N 1) State Vocational High School 1 Pekanbaru on Semeru Street number 16 in Pekanbaru city.

C. Subject and Object of the Research

The subject of this research is the tenth grade students in Office Management major of State Vocational High School 1 Pekanbaru in the academic year of 2017/2018, while the object of this research is the female students' motivation in comprehending narrative text.

D. Population and Sample of the Research

The population of this research is the tenth grade students in Office Management major of State Vocational High School 1 Pekanbaru. According to Creswell (2012, p. 142) stated that population is a group of individuals who have the same characteristic. The total population of the tenth grade students in Office Management major is 107 students from three classes. Then the sample of this research was 33 students. Creswell (2012, p. 142) stated that sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, we can select a sample of individuals who are representative of the entire population.

In this research, the researcher used purposive sampling as the technique to choose the sample of population. According to Sugiyono (2014, p. 122) stated that purposive sampling is a sampling technique where the

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researcher take into a certain consideration in deciding the sample. The researcher used this sampling techniques based on the decision between the researcher and English teachers where she did the research. Based on Arikunto (2006, p. 112) state that if the population is more than 100, the researcher should take the sample in range of 10-15%, 20-25%, or more. The total population of this research is more than 107 students. Therefore, The researcher took 30% of the total population, and the total sample was 33 students as the sample in this research. To get the sample by using purposive sampling, the researcher took one class based on the recommendation and decision between the researcher and English teacher at State Vocational High School 1 Pekanbaru.

Table III.1
The Population and Sample of the Research

No	Class of Population	Total (Students)	Class for Sample	Sample (Students)
1	X MP 1	36	X MP 3	33
2	X MP 2	36		
3	X MP 3	35		
Total Population		107	Total Sample	33

E. Technique of Collecting Data

In this research, the researcher used a set of questionnaire to collect the data of female students' motivation in comprehending narrative text. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being

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comparatively straight forward to analyze (Wilson and McLean, 1994 cited in Cohen et al., 2000, p. 245). Besides Creswell (2012, p.382) a questionnaire a form used in a survey design that participants in a study complete and return to the researcher, and Creswell (2012, p. 382) also stated that the instrument is available in the form of question and statement, and the collecting data which consisted of a set of statements and the answers of questionnaires were available in the form of checklist. The participant chooses answers to questions and supplies basic personal or demographic information. In addition, Schunck et al., (2008, p. 19) stated that motivation can be measured by using questionnaire.

In order to collect the data of female students' motivation in comprehending narrative text, the researcher adapted 16 items based on 8 indicators of Reading Motivation by providing options based on *Motivation for Reading Questionnaire* (MRQ). This questionnaire is designed by A. Wigfield, J. T. Guthrie, & K. McGough (1997, p. 420-425) at the University of Maryland, and it was renewed by Watkins and Coffey (2004, p. 114-116). According to Watkins and Coffey (2004, p. 110) stated that *Motivation for Reading Questionnaire* (MRQ) is the questionnaire that use to measure students' motivation in reading comprehension based on eight dimensions of reading. Then the researcher combined those eight indicators with three narrative components by Suwardati (2006, p. 62). So, the indicator became eleven indicators and item number for the questionnaire can be seen in the blue print below:

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Table III.2
The Blue Print of Reading Motivation Questionnaire

No	Dimensions	Item Number	Total
1	The female students are required in grade-compliance (Grade-compliance)	1, 5	2
2	The female students are involved in reading activity (Involvement)	2, 4	2
3	The female students have social reason for reading (Social)	3, 6	2
4	The female students have competition for reading (Competition)	7, 9	2
5	The female students have a reason in avoiding reading (Reading work avoidance)	8, 10	2
6	The female students have curiosity in reading (Curiosity)	11, 15	2
7	The female students need recognizing in reading (Recognition)	12, 14	2
8	The female students have efficacy in reading (Efficacy)	13, 17	2
9	The female students are able to identify the orientation of narrative text	16, 19	2
10	The female students are able to identify the complication of narrative text	18, 22	2
11	The female students are able to identify the resolution of narrative text.	20, 21	2
Total Items			22

The questionnaire deals with respondent's opinions in responding to following statements of MRQ. It has four options, and they are:

Table III.3
The Alternative Scores for Reading Motivation Questionnaire

No	Options	Score
1	A lot like me	4
2	A little like me	3
3	A little different from me	2
4	Very Different from me	1

(Watkins and Coffey: 2004, p. 111)

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1. Validity of Questionnaire

Validity is an important key for the effective research. In distributing questionnaire, there is a purpose to be achieved. We should ensure that our measurement tool can measure what they are supposed to measure. In accordance with the statement above, Gay et al. (2012, p. 160) stated that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

To know whether the data is valid or not, the researcher used construct validity and the data obtained was calculated by SPSS 21.0 program. According to Riduwan (2014, p. 109) stated that to know the validity of the instrument, the researcher can use construct validity. Furthermore, in using construct validity, the researcher can use judgement expert then the researcher should try out the instrument. The researcher examined and noted the differences between r_{observed} and r_{table} . Siregar (2014, p. 77) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%. The result of questionnaire (try out) acquired from 22 items with 4 alternative answers indicated that 22 items were valid. It can be seen as follows:

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Table III.4

The Analysis of Students Reading Motivation Questionnaire Validity

Item	r_{observed}	r_{table}	Status	Information
1	0.669	0.468	Valid	Used
2	0.681	0.468	Valid	Used
3	0.513	0.468	Valid	Used
4	0.498	0.468	Valid	Used
5	0.575	0.468	Valid	Used
6	0.610	0.468	Valid	Used
7	0.740	0.468	Valid	Used
8	0.654	0.468	Valid	Used
9	0.615	0.468	Valid	Used
10	0.753	0.468	Valid	Used
11	0.706	0.468	Valid	Used
12	0.823	0.468	Valid	Used
13	0.706	0.468	Valid	Used
14	0.823	0.468	Valid	Used
15	0.579	0.468	Valid	Used
16	0.640	0.468	Valid	Used
17	0.592	0.468	Valid	Used
18	0.624	0.468	Valid	Used
19	0.632	0.468	Valid	Used
20	0.638	0.468	Valid	Used
21	0.734	0.468	Valid	Used
22	0.669	0.468	Valid	Used

The data above was consulted with r_{table} at significance level of 5% ($\alpha = \text{alpha} = 0.05$). There were 20 students; meaning that $N=20$ with $df = N-2 = 20-2 = 18$. The researcher too df 18, so r_{table} acquired was 0.468. It could be concluded that 22 items with lower r_{table} were chosen and 8 items with higher r_{table} were not used. It means all items of reading motivation questionnaire were utilized in this research.

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2. Reliability of Questionnaire

According to Gay (2012, p. 165) stated that reliability is the degree to which a test can measure whatever it is measuring consequently. Furthermore, the more reliable a test, the more confidence we can have that the score obtained from the test are essentially the same scores that would be obtained if the test were readministered to the same test takers at another time or by a different person. In this research, the researcher used internal consistency in which the researcher tried out the questionnaire one and analysed each item by using *Cronbach' alpha* Technique. Jogiyanto (2008, p. 143) *Cronbach' alpha* was used to measure the reliability if the survey questionnaire tool.

The categories below are the level of reliability (Cohen at al., 2007, p. 506):

Table III.5
Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very high
2	0.80 – 0.90	High
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/minimally
5	<0.60	Unacceptably low

(Cohen et al., 2007, p. 506)

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The result of reliability of the questionnaire was processed by SPSS 21.0 program. It can be seen as follows:

Table III.6
Cronbach's Alpha Table

Reliability Statistics	
Cronbach's Alpha	N of Items
.949	22

Based on the analysis, the value of Cronbach' Alpha was 0.949, it could be said that the questionnaire was reliable. Due to $0.949 > 0.90$, the level of the reliability was very high.

F. Technique of Analyzing Data

This research was a descriptive study. It attempts as objective as possible to describe the data of female students' motivation in comprehending narrative text. In order to get the description of the answering that given by students in questionnaire, the data will be analyzed by using the following formula (Sudijono: 2004, p. 43):

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

Where:

P = Percentage

F = Frequency

N = Total Respondents

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Riduwan (2014, p. 88) indicated the scale for classifying the gained percentage of questionnaire as follows:

Table III.7
The Classification of Questionnaire Category

No	Score	Category
1	81 – 100%	Very high level
2	61 – 80%	High level
3	41 – 60%	Average level
4	21 – 40%	Low level
5	0 – 20%	Very low level