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## CHAPTER III

### RESEARCH METHOD

#### A. The Design of the Research

This research is a correlational research where the researcher investigates whether there is a correlation between students' reading motivation and reading speed, so this research used correlational research. Correlation analysis was used to describe the strength and direction of the linear relationship between two variables (Pallant, 2005).

According to Creswell, correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In the case of only two variables, this means that two variables share common variance, or they co-vary together (2008, p. 338). The researcher looks at things that already exist and determines if and in what way those things are related to each other (Subrata, 2009).

There were two variables investigated in this study. First, independent variable was the students' reading motivation, which symbolized by "X". Second, the dependent variable was the reading speed, which symbolized by "Y".

#### B. Time and location of the research

This research was conducted on April 2018 at SMP Plus Terpadu Pekanbaru located at Jl. Damai Ujung No. 121 Kec. Tampan, Pekanbaru, Riau.

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## C. Subject and object of the research

The subject of this study was the eight grade students of SMP Plus Terpadu Pekanbaru. Meanwhile, the object of this research was correlation between students' reading motivation and reading speed.

## D. The population and sample of the research

### 1. The Population of the Research

The population of this research was all the eight grade students at SMP Plus Terpadu Pekanbaru consisting of 135 students. They were classified into four classes namely VIII A, VIII B, VIII C, and VIII D. The table below shows the information about the total population.

**Table III.1**  
**The Total Population of the Second Year Students**  
**at SMP Plus Terpadu Pekanbaru**

No.	Class	Number of Students
1.	VIII A	36
2.	VIII B	34
3.	VIII C	33
4.	VIII D	32
Total		135

### 2. The Sample of the Research

The researcher used simple random sampling as a technique to take the sample. Singh (2006, p.84) states that simple random sampling is a method of sampling in which each individual of the population has the equal chance or probability of selection of the individuals for constituting a sample. All member of the population have essentially the same probability of being selected. Arikunto (2006, p.134) states that if the population more than 100, the researcher can take

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sample between 10-15% or 20-25% or more than 25%. Hence, the researcher took 15% of the population as the sample of this research.

**Table III.2**  
**The Total Population of the Second Year Students**  
**at SMP Plus Terpadu Pekanbaru**

No.	Class	Number of Students	Number of Sample
1.	VIII A	36	5
2.	VIII B	34	5
3.	VIII C	33	5
4.	VIII D	32	5
Total		135	20

### E. The data collection techniques

To collect the data for this research, the writer used two kinds of test as follows:

#### 1. Questionnaire

The questionnaire was used to find out how the motivation in reading of the eight grade students of Junior High School Plus Terpadu Pekanbaru. Cohen (2007, p. 32) says that the questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to administered without the presence of the researcher, and often being comparatively straightforward to analyze.

From various of questionnaires that was used to measure reading motivation by some experts, the writer adopted The MRQ or Motivation for Reading Questionnaire by Setsuko Mori based on Guthrie and Gardner's theory of reading motivation. This questionnaire is from Reading for a Foreign Language Centre Journal. The reason in choosing the MRQ was this questionnaire was more

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specific than other questionnaires on the subject of reading motivation, MRQ surveys students' reading motivation in a foreign language only. This questionnaire category based from the self-assessment or self-report by the learners themselves. It usually consist of a statement followed by a response continuum such as very different fom me, different from me, a little like me, and a lot like me. The subject selects the response that best describes his reaction to the statement.

The aim of giving questionnaire was to determine the students' reading motivation in English. The questions that used in this study was closed question, it meant that the respondents just choose available options. This questionnaire assessed four specific dimensions of reading motivation in a foreign language: intrinsic value of reading, extrinsic utility value of reading, importance of reading in English, and reading efficacy.

The questionnaire consisted of 26 items that had a four-points scale. For each item, the response options were ordered from positive to negative, with *a lot like me* = 4, *a little like me* = 3, *different from me* = 2 and *very different from me* = 1. While negative statement has contra point from positive statement, namely *sangat a lot like me* = 1, *a little like me* = 2, *different from me* = 3 and *very different from me* = 4. There are 20 positive statements and 6 negative statements.

**Table III.3**  
**The blue print of reading motivation questionnaire**

Indicator	Number of Items	Item Number
Intrinsic Value of Reading	13	1,2,3,4,5,6,7,8,9,10,11,12,13
Extrinsic Utility of Reading	4	14,15,16,17
Importance of Reading	5	18,19,20,21,22
Reading Efficacy	4	23,24,25,26

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## 2. Test

The test that used by the writer consists of two main tests. To find out how was the students' reading speed, students did the oral reading and find out their Word per Minute Rate (wpm). The test used was the descriptive text about daily routine. It consist fo 188 words with no unfamiliar words. It means, the students had identified the words in the text before they read it. The second was testing students' understanding. The test was done after the students finished doing the oral reading test , and they were asked to answer the test that consist of 15 questions related to the text they have read; the researchers use an objective test in the form of multiple choices. Both reading speed score and comprehension score were integrated and the final score would be the Effective Reading Rate (ERR).

In order to get a valid test, the writer conducted a try out at the Eight Grade of SMP Plus Terpadu Pekanbaru on January 2018. The try out classes were class VIII-1 and VIII-2 with total 60 students.

The total item of try out was 20. After the try out was conducted, the number of valid items are 15. The invalid questions were dropped. The detail of the try out can be seen in the appendix.

## F. Validity and Reliability

### 1. Validity

In validity of instrument of the test, it can be seen by the difficulties of test. On the other hand, the test is not too easy and is not too difficult. The test can be valid if it measures accurately whether the test is appropriate, meaningful, and

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useful (Hughes, 2003, p.33). the test was given based on material studied by the students. The material of the test was taken from the syllabus by the eight grade of SMP Plus Terpadu Pekanbaru.

## 2. Validity of Reading Speed

To know whether the data are valid or not, the reseacher used content validity. According to Sugiyono (2009, p. 353), testing validity of the test-shape instrument can be done by comparing the test with the lesson which was taught by the teacher in the class. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eight grade of SMP Plus Terpadu Pekanbaru.

**Table III.4**  
**The Analysis of Reading Speed Test Validity**

Item Number	r-item	r-table	Result
1	0.44	0.40	Valid
2	0.59	0.40	Valid
3	0.47	0.40	Valid
4	0.40	0.40	Valid
5	0.23	0.40	Invalid
6	0.56	0.40	Valid
7	0.52	0.40	Valid
8	0.45	0.40	Valid
9	0.64	0.40	Valid
10	0.44	0.40	Valid
11	0.33	0.40	Invalid
12	0.41	0.40	Valid
13	0.47	0.40	Valid
14	0.61	0.40	Valid
15	0.22	0.40	Invalid
16	0.45	0.40	Valid
17	0.34	0.40	Invalid
18	0.60	0.40	Valid

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19	0.21	0.40	Invalid
20	0.59	0.40	Valid

### 3. Reliability

Reliability has to do with accuracy of measurement. Pertaining to Brown (2003, p20) the characteristic of reliability is sometimes termed consistency. And this research is internal consistency reliability. Internal consistency reliability is the instrument administered once, using once version of the instrument and each participant in the study completes the instrument (Creswell, 2012, p.160). The following table is the level of internal consistency of Cronbach Alpha:

**Table III.5**  
**Table of The Alpha Coefficients**

Cronbach Alpha	Internal Consistency
>0.90	Very High Reliable
0.80-0.90	High Reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unaccepted Low Reliable

1. The reliability of reading motivation questionnaire

**Table III.6**

Reliability Statistics	
Cronbach's Alpha	N of Items
.889	26

Based on the table, the reliability of reading comprehension is 0.889 it was categorized into high reliable level.

2. The reliability of reading speed

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**Table III.7**

Reliability Statistics	
Cronbach's Alpha <sup>a</sup>	N of Items
.756	15

Based on the table, the reliability of reading speed ability is 0.756 it was categorized into reliable level.

**G. Technique of data analysis**

For the technique of data analysis, the researcher applied a quantitative analysis. According to David Nunan (2002, p.235), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

In order to find out whether there is a significant correlation between students' reading motivation and their reading speed, the data was analyzed by using statistical formula. The researcher used the score of test of variable X and the score of test of variable Y.

To analyze the data of the students' reading motivation, the researcher used the following formula (Anas Sudijono, 2011, p. 43):

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

Where:

- P** = Number of percentage  
**f** = Frequency  
**N** = Number of sample

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Then, to analyze the correlation between students' reading motivation and their reading speed, the researcher used Pearson product-moment correlation coefficient ( $r$ ) technique as follows (Hartono, 2010, p. 53):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Meanwhile, in order to get easy in analyzing the data, the researcher use SPSS 20.0 program for Windows. The product moment correlation coefficient were obtained by considering the degree of freedom ( $df = N - nr$ ; ( $N =$  number of sample,  $nr =$  number of variable))

Statistically, the Hypotheses are:

$$H_a: r_o > r_{table}$$

$$H_o: r_o \leq r_{table}$$

$H_a$  is accepted if  $r_o > r_{table}$  or there is a significant correlation between the students' reading motivation and their reading speed.

$H_o$  is accepted if  $r_o \leq r_{table}$  or there is no significant correlation between the students' reading motivation and their reading speed.