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CHAPTER III METHOD OF THE RESEARCH

A. Research design

The design of this research is correlational research. According to Urdan (2005: 79), correlation study simply means that variation in the scores on one variable correspond with variation in the scores on the second variable. It refers to a study in which the purpose is to discover the relationship between two or more variables. Correlation study is one of the subcategories of descriptive research besides case study, causal comparative study, and also developmental study. The strength and direction of this relationship is described by the correlation coefficient range in strength from -1.00 to +1.00. A negative correlation indicates that the values on the two variables being analyzed move in the opposite direction.

A positive correlation indicates that the values on the two variables being analyzed move in the same direction. A correlation coefficient of 0.00 indicates that there is no relationship between the two variables being examined (Urdan, 2005: 75 - 76). The population can be defined as the total number of possible units or elements that are included in the study (Gray, 2004: 146). It is known as a well defined group of individuals or things discussed in the research. The population may consists of human beings, things, events, or plants which have certain characteristics as the source of data.

B. Time and Location of the Research

This research was conducted at SMPN 22 Pekanbaru which is located on Sidodadi Street Pekanbaru. It was held on February 2017.

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C. Subject and Object of the Research

The subject of the research are the students of Second year at State Junior High School 22 Pekanbaru. The object of the research is the correlation between students reading interest and students' reading comprehension.

D. Population and Sample

This population of this research is the second grade students at Junior High School 22 Pekanbaru. The total of the second grade students are 240 students, which are divided into 7 classes. In Otherwise, the researcher selected 7 students in every class. For taking the sample, the researcher used simple random sampling because the students had been already formed into classes. According to Gay, cluster random sampling is most useful when the population is very large or spread out over a wide geographic area. It means that sampling in which intact groups, not individuals, are randomly selected. Therefore, the researcher used test to measure the students' reading comprehension .

Table III.1
Population of the Research

Class	Male	Female	Total
VIII.1	12	18	30
VIII.2	13	17	30
VIII.3	15	15	30
VIII.4	14	16	30
VIII.5	16	14	30
VIII.6	12	18	30
VIII.7	13	17	30
TOTAL	95	115	210

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Table III.2
The Sample of the Research x

No.	Class	Male	female	Total
1.	VIII.3	3	4	7
2.	VIII.4	4	3	7
3.	VIII.5	3	4	7
4.	VIII.6	4	3	7
5.	VIII.7	3	4	7
6.	VIII.1	4	3	7
7.	VIII.2	3	4	7

E. Technique of Collecting Data

In the research, the data was collected by using some techniques, they

Are :

1. Test

To obtain the students' reading comprehension data, the researcher gave a test. The test was used to find out the students' comprehension in reading narrative text. The data of the research were the score of the students' reading comprehension obtained by using reading test.

Blueprint of the test

No	Indicator	Number of item
1.	Finding main idea	2,4,6,11,14.
2.	Find the topic of the text	1,7,10,17,20.
3.	Find the even in the text.	4,5,19,23,25.
4.	Find the moral value	5,8,12,18,24.
5.	Find the stuctural text	3,9,13,16,21,22.

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2. Questionnaire

In order to get the data, the writer used questionnaire as the technique of collecting the data. According to Cohen et al (2007: 317) 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 writer, and often being comparatively straightforward to analyze. Through questionnaire, the collected data can be processed quickly.

F. Analyzing the Data

To analyze the data, the writer used the correlation formula test by SPSS. Version 20.

G. Validity and Reliability

To obtain the data from the respondents, the writer made try out the questionnaire for reading interest and test for reading comprehension to determine the validity and reliability of the instruments.

1. Validity

a). Validity of questionnaire

Regarding Creswell (2008:169) says that validity is the individual's scores from an instrument that makes sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. 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. This research constructed validity. According to Ary, Jacobs, Sorensen and Razavieh (2010:231) found construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety and personality are hypothetical qualities or characteristics that have been "constructed" to account for observed behavior.

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To analyze the validity of data, the researcher used Ms. excel. From the analysis on the item values was found the score and total score. The researcher compared r_{11} to r_t . The r_{11} was higher than r_t at significant level 5%, is 0.553, and where r_t ($dk = N - 2 = 13$). If the value of on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Based on the try out result of the instrument validity to the 25 items, it showed that all of the items were valid. It means that the instrument could be used in this research. In the following table is the result of the instrument validity.

Table III.3
The Analysis of Questionnaire Validity

Item-Total Statistics

Number of Questionaier e	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	59.8667	148.124	.840	.963
2	59.5333	147.552	.813	.963
3	59.8000	148.314	.883	.962
4	59.8000	148.314	.883	.962
5	59.8667	148.124	.840	.963
6	59.4667	151.267	.790	.963
7	59.5333	150.981	.822	.963
8	59.8667	148.124	.840	.963
9	59.8000	144.886	.878	.962
10	59.6000	149.686	.724	.964
11	59.5333	150.981	.822	.963
12	59.6000	149.686	.724	.964
13	59.8000	154.171	.570	.966
14	59.8667	151.838	.589	.966
15	60.0000	157.286	.548	.969

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Item-Total Statistics

Number of Questionnaire	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
12	59.8000	154.171	.570	.966
16	59.6000	152.829	.736	.964
17	59.6000	154.114	.659	.965
18	59.7333	145.210	.910	.962
19	59.8667	148.124	.840	.963
20	59.5333	147.552	.813	.963
21	59.8000	148.314	.883	.962
22	59.8000	148.314	.883	.962
24	59.8667	151.838	.589	.966
25	60.0000	157.286	.548	.969

Table III. 4

Scale Statistics of Validity

Mean	Variance	Std. Deviation	N of Items
72.4667	186.124	14.88890	25

Table III. 5

Case Processing Summary of Validity

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the table above, it can be conclude that all of the items were valid because The r_{11} was higher than r_t at significant level 5%, is 0.553.

1) Validity of Reading Comprehension Test

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To measure whether the test was valid in this research, the writer used construct validity. In other words, tests were given based on material that they had learned and concerned with five components as follows:

1. Identifying the main idea text
2. Identifying the topic of the text
3. Identifying the event of the text
4. Identifying the moral value of the text
5. Identifying the structure of the text

Before the tests were given to the sample, both of the tests were tried out to 30 students at the first year to obtain validity of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as proportion of correct responses. The formula for item difficulty is as follows Heaton (1998, p.178):

$$FV = \frac{R}{N}$$

Where:

FV : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees or students taking the test

The standard level of the difficulty used is >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70. then, the proportion correct is represented by “r”, whereas the proportion incorrect is represented by “n”, it can be seen in the following tables:

Table III. 6
Identifying the Main Idea

a.

Variable	Identifying the main idea	N
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Item no.	2	4	6	11	14	30
Correct	17	16	15	17	7	
P	0.62	0.59	0.57	0.62	0.26	
Q	0.38	0.41	0.43	0.38	0.74	

Based on the table III. 6, the proportion of correct answer for item number 2 shows the proportion of correct 0.62, item number 4 shows the proportion of correct 0.59, item number 6 shows the proportion of correct 0.57, item number 11 shows the proportion of correct 0.62. Based on the standard level of difficulty “R” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for identifying the main idea are accepted, except number 14, it is rejected because of its difficulty.

Table III. 7
Identifying the Topic of the text

Variable	Identifying the topic of the text					N
Item no.	1	7	10	17	20	30
Correct	17	16	14	18	7	
P	0.65	0.61	0.53	0.69	0.26	
Q	0.35	0.39	0.47	0.31	0.74	

Based on the table III. 7, the proportion of correct answer for item number 1 shows the proportion of correct 0.65, item number 7 shows the proportion of correct 0.61, item number 10 shows the proportion of correct 0.53, item number 17 shows the proportion of correct 0.69. Based on the standard level of difficulty “R” < 0.30 and > 0.70, it is pointed out that item difficulties in

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average of each items number for identifying the generic structure are accepted, except number 20, it is rejected because of its difficulty.

Table III. 8
Identifying the event in the text

Variable	Identifying the event in the text					N
Item no.	4	5	19	23	25	30
Correct	16	18	14	13	20	
P	0.61	0.69	0.53	0.50	0.76	
Q	0.39	0.31	0.47	0.50	0.24	

Based on the table III. 8, the proportion of correct answer for item number 4 shows the proportion of correct 0.61, item number 5 shows the proportion of correct 0.69, item number 19 shows the proportion of correct 0.53, number 23 shows the proportion of correct 0.50. Based on the standard level of difficulty “R” < 0.30 and > 0. 70, it is pointed out that item difficulties in average of each item number for Inferring the meaning of an unknown words are accepted, except number 25, it is rejected because of its easiness.

Table III. 9
Identifying the moral value of the text

Variable	Identifying the moral value of the text	N

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Item no.	5	8	12	18	24	30
Correct	12	15	17	16	21	
P	0.46	0.57	0.65	0.61	0.80	
Q	0.63	0.43	0.35	0.39	0.20	

Based on the table III. 7, the proportion of correct answer for item number 5 shows the proportion of correct 0.46, item number 8 shows the proportion of correct 0.57, item number 12 shows the proportion of correct 0.65, item number 18 shows the proportion of correct 0.61. Based on the standard level of difficulty “R” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for identifying the pronominal reference are accepted, except number 24, it is rejected because of its easiness.

Table III. 10
Identifying the structural of text

Variable	Identifying the structural of text					N
Item no.	3	9	14	21	22	30
Correct	15	16	12	13	22	
P	0.57	0.61	0.46	0.50	0.84	
Q	0.43	0.39	0.63	0.50	0.26	

Based on the table III. 10, the proportion of correct answer for item number 3 shows the proportion of correct 0.57, item number 9 shows the

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proportion of correct 0.61, item number 14 shows the proportion of correct 0.46, item number 21 shows the proportion of correct 0.50. Based on the standard level of difficulty “R” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for the making inference in reading narrative text are accepted, except number 22, it is rejected because of its easiness.

Table III. 11
The Standard Validity of the Test

No.	The Standard Validity (r_{xy})	Category / Status
1	0.00 - < 0.20	Very Low
2	≥ 0.20 - < 0.40	Low
3	≥ 0.40 - < 0.70	Fair
4	≥ 0.70 - < 0.90	High
5	≥ 0.90 - ≥ 1.00	Very High

(Adapted from Direktorat Pembinaan SMA/MA/SMK)

2. Reliability

a). Reability of questionnaire

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003:20). And this research is internal consistency reliability. According to Creswell (2012:160), internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument. The table below is the categories of reliability test used in determining the level of reliability of the tests.

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Table III.12
The 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, Manion, & Morrison, 2007:506)

To obtain the reliability of the questionnaire given, the writer used SPSS 22.0 program to find out whether the questionnaire was reliable or not.

Table IV.1
Cronbach's Alpha Table

Reliability statistics

Cronbach's Alpha	N of Items
.966	25

From the table above, it can be seen that the value of cronbach's alpha is that 0.966. Then, the researcher compared r_{11} to r_t . The $r_{11} = 0.966$ was higher than r_t at significant level 5%, is 0.553 and at 1% level of significance was 0.684 where r_t ($dk = N - 2 = 13$). It means that the items were reliable, in which the value of internal consistency was $0.966 > 0.553$, so the reliability of questionnaire was acceptable.

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b). Reability of the reading Comprehension Test

To obtain the reliability of the test, the writer used SPSS 22.00 to find out whether the test is reliable or not.

Table IV.2
Reliability Statistics

Cronbach's Alpha	N of Items
.764	2

From the table above, it can be seen that the value of Cronbach's Alpha is 0.764. Then the writer compared r_{11} to r table. The $r_{11} = 0.764$ was higher than r table at significance level of 5% was 0.304 and at level 1% was 0.393 r table ($dk = N-2 = 42$). It means that the test was reliable, in which the value of internal consistency was $0.764 > 0.304$, so the test was reliable.

Moreover, the standard reliability was considered as follows (Heaton, 1980, p.159):

0.00 – 0.20 = Reliability is low

0.21 – 0.40 = Reliability is sufficient

0.41 - 0.70 = Reliability is high

0.71 - 1 = Reliability is very high

In sum, the reliability of the test as calculated above (0.764) was categorized into very high level.