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CHAPTER III

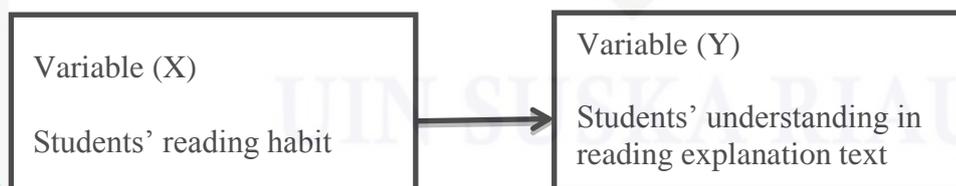
RESEARCH METHOD

A. Research Design

This research is a correlational research with regression analysis, which is a quantitative research. This research purposes to disclose the contribution of reading habit to reading comprehension in explanation text. There are two variables in this research; The students' reading habit that symbolized by "X" as independent variable and dependent variable was students' understanding in reading explanation text that is symbolized by "Y".

As Gay (2012, p. 203) said that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. She said that the purpose of this research is to determine relationship between variables or how to use these relationships to rank prediction quantitatively.

The framework is as follows:



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B. The Location and Time of the Research

The location of this research was conducted at MAN 1 Pekanbaru, It is located on Bandeng Street, Pekanbaru. This research was conducted on March 2018.

C. The Subject and Object of the Research

The subject of this research was the eleventh grade students of MAN 1 Pekanbaru. Meanwhile, the object of this research was the students' reading habit and their understanding in reading explanation text.

D. The Population and the Sample of the Research

1. The Population of The Research

The population of this research, the researcher took the eleventh grade students of MAN 1 Pekanbaru in academic year 2017/2018. The eleventh grade students of MAN 1 Pekanbaru contains 372 students and consists of 12 (twelve) classes. The specification of population can be seen on the table III.1:

Table III.1

Population of The Research

No	Class	Number of Students
1	XI MIA 1	31
2	XI MIA 2	30
3	XI MIA 3	29
4	XI MIA 4	30
5	XI MIA 5	28
6	XI IIS 1	26
7	XI IIS 2	27
8	XI IIS 3	27
9	XI IIS 4	27
10	XI IIS 5	27
11	XI IIS 6	27

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12	XI AGAMA 1	33
13	XI BAHASA	30
Total		372

2. The Sample of The Research

In order to have a well representing sample, the researcher took sample by using simple random sampling. Supported by Marguerite (2006, p. 143) simple random sampling involves the random selection of individuals from the realistic population as a whole. In this research, the researcher took 20% of population for sample. According to Suharsimi Arikunto (2006, p. 134) if the population is less than 100 persons, the researcher will accommodate all population, otherwise if the population is more than 100 persons, the population will be represented between 10-15% or 20-25% or more than it. Therefore, the researcher took 74 students from the total number of population. The classes was picked up as sample that chosen randomly to eleventh grade students that have the same syllabus and learning materials as the subject of the research, they can be assumed homogenous. The total number of the samples are 74 students of eleventh grade students' of MAN 1 Pekanbaru.

B. The Technique of Collecting Data

To collect these data, the researcher was applied the techniques as follows;

1. Questionnaire

This method used to investigate the students' reading habit in reading text. Questionnaire is a list of questions that given to the subjects of a

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research that usually forms in Cohen (2005, p. 245), questionnaire is a widely and useful instrument for collecting information written.

The questionnaire dealt with respondents' opinion in responding, there will give 30 items to the students in reading habit. And every item was measured by using Rating Scale Types. According to Airasian (2012, p.157) Rating Scale is one of attitude scales to measure individual believes, perceives, activities, institutions, or situation. This scale for always (5), often (4), sometimes (3), seldom (2), and Never (1). With range score 5-4-3-2-1 for each.

Then, explained from Riduwan (2011, p. 23) to interpret the level of the students' reading habit, the level of category was used based on the table below:

Table III.2
The Categories of the Students' Habit in Reading Text

The Score Level	Category
81-100%	Very Good
61-80%	Good
41-60%	Fair
21-40%	Bad
0-20%	Very Bad

Table III.3
The Blueprint of the Questionnaire

Concept	Indicators	Item Number
Reading Habit defined as a behaviour or attitude which is	Attitude toward reading The reason that the students report on the attitude and	1,2,3,4,5,6

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required by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.	behavioral cognitive-affective attitude towards reading.	
	Reading frequency : The frequency at which the students report to read books in their spare time	7,8,9,10,11,12
	Books read : The number of books that the students report having read in the last three months	13,14,15,16,17,18
	Spend Time :	
	a. On academic reading : The time that the students report to devote to reading books on his/her study subjects.	19,20,21,22,23,24
	b. Non- academic reading : The time that the students report to devote to reading books that are not directly related to the subjects of his/her studies.	
	Motivation :	
	a. In the family environment: The frequency of the students report on the purchase of books, recommending books, and reading interest in the family.	25,26,27,28,29,30
	b. In the academic environment : The frequency of the students report on the teacher using activities to promote contact with psychology literature	
Total		30

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2. Test

According to Brown (2003, p. 3) test is a method to measure a person's ability, knowledge, or performance to perform the language. Test was used to find out the students ability in understanding reading explanation text. In this research, this test was multiple choices in which the students were asked to choose one correct answer from the options a, b, c, d or e. The researcher tried out the reading test first, consists of 30 items. In this test there was 25 items taken from the result of try out test and those were taken from textbooks and articles on the internet. The test was conducted within 90 minutes. The test items were about the aspects of reading such as topic, main idea, finding detail information, vocabulary, and purpose.

Table III.4
The Blueprint of The Test

No	Indicators	Number of item	Total
1	Identifying topic of texts	1, 7, 9, 14, 23	5
2	Identifying main idea of texts	2, 8, 11, 9, 20	5
3	Finding the detail information of texts	3, 4, 10, 15, 16, 21, 22, 24	8
4	Identifying meaning of vocabulary in texts	5, 13, 17, 25	4
5	Identifying communicative purpose of texts	6, 12, 18	3
Total			25 Items

The students' ability will classified according to the score they got from the test. Then, their ability will classified into five levels. According to Arikunto (2006, p. 246) the levels of ability are as follows:

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Table III.5
Interpretation of Students' Score in Term of Levels of Reading Comprehension

The Rank of Scores	The Categories of Reading Comprehension
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3. Validity of the Instrument

a. Questionnaire

To analyze the validity of the questionnaire, the researcher used Construct Validity. The data gathered from questionnaire which were given to 30 students were calculated by using SPSS 16.0 program. Then the researcher compared r_{item} and r_{table} in *Product Moment Pearson Correlation* formula. If $r_{\text{item}} > r_t$ at the level significance of 5%, it means that the item is valid. But if $r_{\text{item}} < r_t$ at the level significance of 5%, it means that the item is not valid (Riduwan, 2011). For $N = 30$ on the significance 0.05 in the table of critical value for Pearson Correlation Coefficient, the r_t was 0.361.

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Table III.6
The Analysis of Questionnaire Validity

No.	r-item	r-table	Result	No.	r-item	r-table	Result
1.	0.524	0.361	Valid	21.	0.47	0.361	Valid
2.	0.421	0.361	Valid	22.	0.521	0.361	Valid
3.	0.388	0.361	Valid	23.	0.094	0.361	Invalid
4.	0.382	0.361	Valid	24.	0.444	0.361	Valid
5.	0.155	0.361	Invalid	25.	0.448	0.361	Valid
6.	0.430	0.361	Valid	26.	0.550	0.361	Valid
7.	0.243	0.361	Invalid	27.	0.471	0.361	Valid
8.	0.466	0.361	Valid	28.	0.627	0.361	Valid
9.	0.645	0.361	Valid	29.	0.250	0.361	Invalid
10.	0.595	0.361	Valid	30.	0.167	0.361	Invalid
11.	0.647	0.361	Valid	31.	0.402	0.361	Valid
12.	0.491	0.361	Valid	32.	0.369	0.361	Valid
13.	0.319	0.361	Invalid	33.	0.605	0.361	Valid
14.	0.481	0.361	Valid	34.	0.323	0.361	Invalid
15.	0.434	0.361	Valid	35.	0.437	0.361	Valid
16.	0.176	0.361	Invalid	36.	0.506	0.361	Valid
17.	0.463	0.361	Valid	37.	0.477	0.361	Valid
18.	0.529	0.361	Valid	38.	0.444	0.361	Valid
19.	0.479	0.361	Valid	39.	0.296	0.361	Invalid
20.	0.276	0.361	Invalid	40.	0.403	0.361	Valid

Based on the try out result of the test instrument validity to the 40 items, it showed that 30 items were valid. It can be concluded that each question in the questionnaire of reading habit can be used in this research.

b. Test

Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (1992, p. 22) 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.

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In this study, the researcher wants to measure the students understanding in reading explanation text. Therefore, to measure the validity of test, the researcher used content validity. According to Daniel Muijs (2004, p. 66) also added content validity refers to whether or not the content of the manifest variables (e.g item of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc) that we trying measure.

Finally, the researcher 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, researcher calculated it by using SPSS 16 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III.7
The Item Validity of Try Out

No.	r-item	r-table	Result	No.	r-item	r-table	Result
1.	0.402	0.361	Valid	16.	0.557	0.361	Valid
2.	0.555	0.361	Valid	17.	0.424	0.361	Valid
3.	0.230	0.361	Invalid	18.	0.416	0.361	Valid
4.	0.392	0.361	Valid	19.	0.564	0.361	Valid
5.	0.402	0.361	Valid	20.	0.409	0.361	Valid
6.	0.483	0.361	Valid	21.	0.495	0.361	Valid
7.	0.510	0.361	Valid	22.	0.561	0.361	Valid
8.	0.419	0.361	Valid	23.	0.429	0.361	Valid
9.	0.391	0.361	Valid	24.	0.406	0.361	Valid
10.	0.152	0.361	Invalid	25.	0.526	0.361	Valid
11.	0.382	0.361	Valid	26.	0.204	0.361	Invalid
12.	0.566	0.361	Valid	27.	0.565	0.361	Valid
13.	0.500	0.361	Valid	28.	0.140	0.361	Invalid

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14.	0.251	0.361	Invalid	29.	0.370	0.361	Valid
15.	0.600	0.361	Valid	30.	0.403	0.361	Valid

From table presented above, it could be concluded that 30 items with lower r_t were chosen and 5 items with higher r_t were not used. It means 25 items of test were utilized in this research.

4. Reliability of the Instrument

Brown says that reability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. According to Brown (2003, p. 19) the characteristics of reliability was sometimes termed consistency. The instrument is reliable if:

1. *Alpha Cronbach* $> r_{\text{tabel}}$ at the level significance of 5%, it means that the instrument is reliable.
2. *Alpha Cronbach* $< r_{\text{tabel}}$ at the level significance of 5%, it means that the instrument is not reliable.

Table III.8
The Level 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

(Cohen et al, 2007)

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a. Questionnaire

To obtain the reability of the questionnaire given, the researcher used SPSS 16.0 program to find out whether the questionnaire was reliable or not.

Table III.9
Cronbach Alpha Table
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	40

Based on table III.9 presented above, the reability of questionnaire was 0.867. It was catagorized into highly reliable level.

b. Test

Reability is also necessary of a good test. "Reability is the degree to which a test consistently measures whatever it is measuring" (Gay et. al., 2012, p. 165). It means the more reliable a test is, the more confidence scores obtained from different person. To obtain the reability of the test given, the researcher used internal consistency where tried the intrument once only and analyzed by using Cronbach's Alpha technique.

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Table III.10
Cronbach Alpha Table
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.845	30

Based on table III.10 presented above, the reability of test was 0.845. It was catagorized into highly reliable level.

5. The Normality Test of the Data

a. The Normality Test of Understanding in Reading Explanation

Text data

In multiple choices test for understanding in reading explanation text data, the researcher used Kolmogorov Smirnov Fomula through SPSS 16.00 for testing the normality.

Table III.11
The Descriptive Statistics for the Normality Test of
Understanding in Reading Explanation Test Data

No.	Description	Value
1.	Statistic	0.102
2.	Degree of Freedom (DF)	74
3.	Significant	0.053

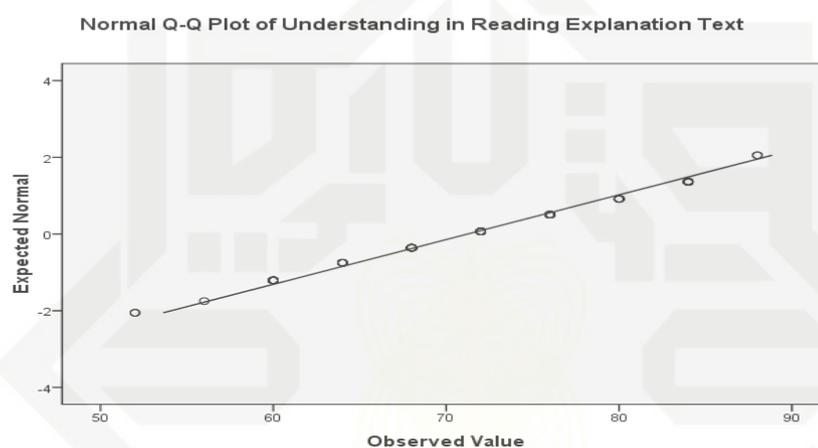
The table above shows that the significance of the understanding in reading explanation text is 0.053. According to Kolmogorov-Smirnov formula, if the variable sign > 0.05 it can be said that data of

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variables distributed normally. From the table above, it can said that the data of understanding in reading explanation text are normal because $0.053 > 0.05$. Below is the table of the normality of understanding in reading explanation text data.

Chart III.1



The Q-Q plot above shows that understanding in reading explanation text data are normal because the data points spread around the diagonal line and the spreading follows the diagonal line.

b. The Normality Test of Reading Habit Data

In questionnaire for reading habit data, the researcher used Kolmogorov Smirnov Formula through SPSS 16.00 for testing the normality.

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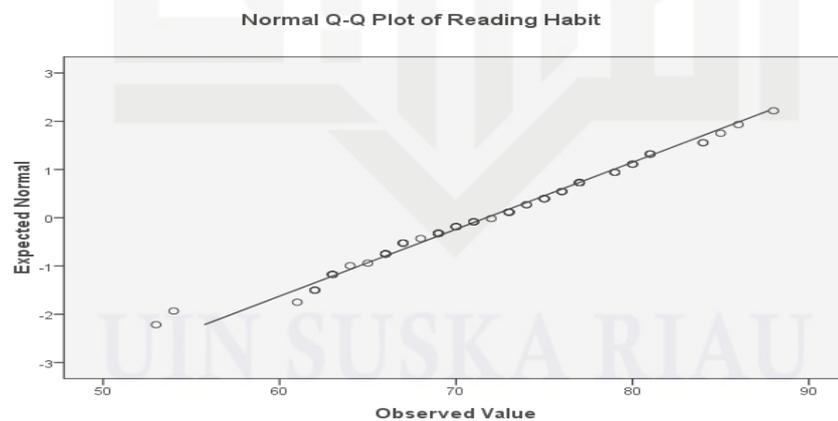
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Table III.12
The Descriptive Statistic for the Normality Test
of Reading Habit data

No.	Description	Value
1.	Statistic	0.071
2.	Degree of Freedom (DF)	74
3.	Significant	0.200

The table above shows that significance of the reading habit is 0.200. According to Kolmogorov-Smirnov formula, if the variable $sign > 0.05$ it can be said that data of variables distributed normally. From the table above, it can be said that the data of understanding in reading explanation text are normal because $0.200 > 0.05$. Below is the table of the normality of reading comprehension data.

Chart III.2



The Q-Q plot above shows that the reading habit data are normal because the data points spread around the diagonal line and the spreading follows the diagonal line.

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F. Technique of Analyzing the Data

In analyzing the data dealing with the contribution of students' reading habit toward their ability in understanding reading explanation text. The researcher used the analysis of Regression, because this formula involves correlating each predictor variable with the criterion variable. It means the researcher wants to predict the contribution of students' reading habit toward their understanding in reading explanation text.

1. Individual Competence

To measure the students' reading habit, the researcher used questionnaire and to find the result, the researcher used the individual competence, (Arikunto 2006, p. 225) by the following formula:

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

Where:

P : The percentage of the student's reading habit

F : The achieved score

N : The maximum score in the test

2. Normality Test

In order to know whether the data normality or not. The researcher analyzed by using Kolmogorov-Smirnov technique with SPSS 16.00 version. The SPSS result of Kolmogorov-Smirnov test can be interpreted as follows:

- a. If the probability (sig) > 0.05

H_0 is accepted, it means the data is normally distributed.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. If the probability (sig) < 0.05

H_a is accepted, it means the data is abnormally distributed.

3. Regression Data Analysis

Then, to know whether there is contribution of students' reading habit toward their ability in understanding reading explanation text or not. According to Gay (2006, p. 213) data collection procedures for a prediction study and a relationship study is that in a prediction study the predictor variables are generally obtained earlier than the criterion variable. So, based on the title of this research regression was suitable for data analysis because it tells about the curiosity of what is going on in the future to contribute to making the best decisions. The data was analyze by using Linear Regression in Riduwan (2011, p. 96),

$$\hat{Y} = a + bX$$

Where :

\hat{y} = Reading comprehension

a = Constanta Interpretception

b = Coefficient

x = Reading habit

In the process of data, the researcher was analyzed the data by using SPSS Program (*statistical package for the society science.*) 16.0 version.