

CHAPTER III

RESEARCH METHOD

A. Method of the Research

The method of this research was quantitative method that was essentially collecting numerical data to explain a particular phenomenon. The design of this research was a correlation design which was intend to find out the correlation between students' reading interest and their ability to find the main idea of narrative text. Creswell (2008, p.338) stated that correlational design are procedures in quantitative research in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlation analysis. Correlation designs provide an opportunity for investigators to predict scores and explain the correlation among variables.

Furthermore, there are two types of correlational research design; those are "Explanatory Design" and "Prediction Design". In this research, the writer used the type of explanatory design. Explanatory correlational research design was concern in two variables or more which was independent variable influence dependent variable. One basic objective of this research was to explain the association between two or more variable, that was, where one variable are reflected in changes in the others (Creswell, 2012, p.340). This correlation research seeks to investigate the extent to which one or more relationship of some types data exist (Fraenkel, Wallen, & Nurman, 2005, p.45).



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In other words, this design used to find out the correlation between two variables, they are independent variable (X) and dependent variable (Y). This research tries to investigate the influence of students' reading interest to their ability to find the main idea of narrative text at Madrasah Aliyah Hasanah Pekanbaru. Students' reading interest was as independent variable and students' ability to find the main idea of narrative text was as the dependent variable.

B. Time and Location of the Research

This research was conducted at Madrasah Aliyah Hasanah Pekanbaru. The time of this research was conducted on July until August 2018 in academic year 2017/2018.

C. Population and Sample

The population of this research was all of the third grade students of Madrasah Aliyah Hasanah Pekanbaru. There are 2 classes of the third grade students MA Hasanah Pekanbaru. The classes are divided into two groups.

Table III.1
Population of the third grade of students Madrasah Aliyah Hasanah Pekanbaru

No	Class	Total Students
1	XII IPA	18
2	XII IPS	15
Total Population		33

Sample was a sub group of population. In term of finding the sample for this research, the writer oriented to Arikunto (2002, p.134) who states that:

- a. If the Population is under 100, the writer can take all of them.
- b. If the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample.



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In this research, the writer used total sampling which means all of populations are taken as the sample. According Sangadji and Sopiah (2010, p.189) stated that total sampling is sample determination techniques when all members of the population are used. This is often done when the population is relatively small. It means that all the population can be used as sample.

D. Technique of Data Collection

To collect the data in this research the writer used questionnaire and test.

1. Questionnaire

According to Syafi'i (2013, p.101), questionnaire is a research instrument consisting of series of questions to be answered by the respondent. The writer makes 25 questionnaire based on the indicators of students' reading interest that discussed in operational concept. And it will be indicated by using the scale information of the sample rating schedule items namely; Always, Often, Seldom and Never.

The questionnaire consist of 25 items representative statements for students' reading interest indicators.

Table III.2
Blue Print of Students' Reading Interest

Indicators	Sub Indicators	Question	Number of Item
Indicator 1	The students read in their spare time	1,4,13,16,20	5
Indicator 2	The students read with their own willingness	3,7,11,14,23	5
Indicator 3	The students read continuously	2,6,8,12,18	5
Indicator 4	The students makes reading as a necessity	5,10,15,21,24	5
Indicator 5	The students feel enjoy when reading	9,17,19,22,25	5
TOTAL			25

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According to Rachel and Abduwahab (2012, p.475) reading interest is divided into two categories, good category and low or poor category.

Table III.3
Analysis Criterion of Students' Reading Interest

No	Percentage	Categories
1	51-100	Good Interest
2	0-50	Poor Interest

2. Test

To get the data for this research, the sample respondents will be asked to do a test. The instrument that the writer used to collect the data of this study is a set of objective test. It is a kind of multiple choices. The students must identify the main idea of the paragraph that is pointed by its question. So, the total number of the items is 15 items. Each number has 4 options. The students must find the main idea of the paragraph exactly among 4 options. One must be the correct answer and the others are wrong. The students were asked to answer the test within 90 minutes. They were supposed to choose only one correct answer for each item in an answer sheet by crossing or circling whether (A) (B) (C) or (D).

Table III.4
Blue Print of the Main Idea

Indicators	Sub Indicators (Position of the Main Idea)	Question	Number of Item
Indicator 1	In the first paragraph	1,7,10,12	4
Indicator 2	In the last paragraph	3,5,8,11,15	5
Indicator 3	In the middle paragraph	2,6,9,14	4
Indicator 4	The main idea is implied or suggested in a paragraph	4,13	2
TOTAL		15	



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After the students do the test, the writer then takes total score from the result of reading test. The classification of the students' score is as follows (Harris, 1986:124)

Table III.5
Classification of Students Score in Finding the Main Idea of Narrative Text

No	Percentage	Catagories
1	80 – 100	Good to Excellent
2	60 -79	Average to Good
3	50 – 59	Poor to Average
4	0 – 49	Poor

E. Validity and Reliability of Instrument

1. Validity

Before the test and the questionnaire were given to the students, the writer analyzed the validity and reliability of the test and questionnaire first. An instrument is valid if it is able to measure what the writers are going to measure. Creswell (2008, p.159) stated that validity is the individual's score from an instrument that makes sense, meaningful, enable you, as the researcher, to draw good conclusion from the sample you are studying to the population.

a. Validity of Students' Reading Interest

Furthermore, in this research, the writer used content validity.

According to Brow (2003, p.22), content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. Based on the try out result, it was determined that all of the items were valid.

The result of try out is as follows:

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Table III.6
The Analysis of Students' Reading Interest Questionnaire Validity

Item Number	r-item	r-table	Result
Item 1	0.57	0.34	Valid
Item 2	0.55	0.34	Valid
Item 3	0.35	0.34	Valid
Item 4	0.35	0.34	Valid
Item 5	0.37	0.34	Valid
Item 6	0.36	0.34	Valid
Item 7	0.44	0.34	Valid
Item 8	0.38	0.34	Valid
Item 9	0.57	0.34	Valid
Item 10	0.37	0.34	Valid
Item 11	0.45	0.34	Valid
Item 12	0.41	0.34	Valid
Item 13	0.66	0.34	Valid
Item 14	0.49	0.34	Valid
Item 15	0.47	0.34	Valid
Item 16	0.46	0.34	Valid
Item 17	0.37	0.34	Valid
Item 18	0.52	0.34	Valid
Item 19	0.40	0.34	Valid
Item 20	0.57	0.34	Valid
Item 21	0.60	0.34	Valid
Item 22	0.53	0.34	Valid
Item 23	0.68	0.34	Valid
Item 24	0.47	0.34	Valid
Item 25	0.64	0.34	Valid

Based on the try out result of the test instrument validity to the 25 items, it showed that all of the items were valid. It means that the instrument can be used in this research.

b. Validity of Students' ability to Find the Main Idea of Narrative Text

In this research, the writer used content validity to measure the students' ability to find the main idea of narrative text. According to Brown (2003, p.22) content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent. Test has content

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validity if the test is appropriate with the lesson that is taught in the class. Thus, the test was given based on material studied by the students.

Table III.7
The Analysis of Students' ability to Find the Main Idea of Narrative Text

Item Number	r-item	r-table	Result
Item 1	0.39	0.34	Valid
Item 2	0.50	0.34	Valid
Item 3	0.36	0.34	Valid
Item 4	0.50	0.34	Valid
Item 5	0.36	0.34	Valid
Item 6	0.44	0.34	Valid
Item 7	0.46	0.34	Valid
Item 8	0.37	0.34	Valid
Item 9	0.42	0.34	Valid
Item 10	0.39	0.34	Valid
Item 11	0.50	0.34	Valid
Item 12	0.42	0.34	Valid
Item 13	0.62	0.34	Valid
Item 14	0.44	0.34	Valid
Item 15	0.38	0.34	Valid

Based on the table, the writer concludes that the result of instrument validity of the 15 items of students' ability to find the main idea of narrative text test is valid.

2. Reliability

a. Questionnaire Reliability

Reliability is to measure the instrument that is used to collect the data. In order to know whether the questionnaire is reliable or not, the writer calculated the data by SPSS program 22. It can be seen as follows:

Table III.8
Reliability Statistics of Students' Reading Interest

Cronbach's Alpha	N of Items
.864	25



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Based on analysis above, the value of Cronbach's Alpha is 0.864 which is higher than 0.80. It could be said that the questionnaire is reliable. Due to $0.864 > 0.80$, the level of the reliability was high.

The following table is the level of internal consistency of Cronbach Alpha (Cohen, 2007, p.506):

Table III.9
A Commonly Accepted Rule of Thumb for Describing Internal Consistency by Using Cronbach Alpha (Obtained by SPSS 22)

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80 – 0.90	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Unaccepted low reliability

b. Test Reliability

Table III.10
Reliability Statistics of Students' ability to Find the Main Idea of Narrative Text

Cronbach's Alpha	N of Items
.699	15

Based on analysis above, it can be seen that the value of Cronbach Alpha is categorized minimally reliable, where the result value categorized between 0.60-0.69 that is 0.765.

F. Technique of Data Analysis

In order to find out whether there is a significant correlation between students' interest in reading and their ability to find the main idea of descriptive paragraph, the data will be analyzed by using statistical formula. In analyzing the influence of students' reading interest to their ability to find the

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main idea of narrative text, the writer will use pearson product moment correlation coefficient using SPSS 22. Statically the hypothesis, which are:

$$H_a : r_{table} < 0.05$$

$$H_o : r_{table} > 0.05$$

H_a is accepted if $r_{table} < 0.05$. It means, there is significant influence of students' reading interest to their ability to find the main idea in narrative text.

H_o is accepted if $r_{table} > 0.05$. It means, there is no significant influence of students' reading interest to their ability to find the main idea of narrative text.

To analyze the students' ability to find the main idea of narrative text, the writer will use this following formula:

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

Where: M = Individual score

X = The number of correct answers

N = The number of items

(Wayan and Sumartana, 1986, p.76)

The percentage of students who can answer the test correctly can be calculated by using the formula:

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

Where: P = Percentage

F = Number of respondents who get correct answers

R = Number of total respondents

(Hatch and Farhadly, 1982, p.55)