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CHAPTER III

METHOD OF RESEARCH

A. The Research Design

The design of this research was correlational research. Pallant (2010, p. 121) states, Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. In correlational research designs, Creswell (2012, p. 338) states that investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

This research consists of two variables. According to Fraenkel and Wallen (2009, p. 39), a variable is a concept noun that stands for variation within a class of objects. The first variable is independent variable which is a stimulus variable or input operates either within environment to affect his behavior. It is the factor which is measured, manipulated, or selected by the researcher to determine its relationship to the observed phenomena (Singh, 2006, p. 63). In this research, the independent variable or variable X is the mastery of simple past tense. The second variable is dependent variable which means response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated (Singh, 2006, p. 63). It is considered dependent because its value depends upon the value of the independent variable. The dependent variable or variable Y in this research is students' reading comprehension of narrative text.

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B. The Location and Time of the Research

The location of the research was at the State Senior High School 1 Sentajo Raya, Kuantan Singingi Regency, Riau province. This research was conducted on April-May 2018.

C. The Subject and Object of the Research

The subject in the research was the tenth grade students of state senior high school 1 Sentajo Raya.

Furthermore, the object of the research was the correlation between the mastery of simple past tense and reading comprehension of narrative text.

D. The Population and Sample of the Research

1. Population

The population of this research was the students at the tenth grade students of State Senior High School 1 Sentajo Raya. The total population were 136 students which are divided into four classes. There are two science classes and two social classes.

Table III.1
The Total Population of the Tenth Grade Students of State Senior High School 1 Sentajo Raya

No.	Classes	Population
1.	X Science 1	33
2.	X Science 2	33
3.	X Social 1	35
4.	X Social 2	35
Total		136

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2. Sample

In this research, the researcher considers that the population was large. Because the population is more than 100 persons, the researcher uses simple random sampling. Gay (2012 p.131) argued that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have equal and independent chance of selection for the sample. It means that simple random sampling is the way to choose individuals to be sample who is representative of the population. Arikunto (2006 p.134) suggested that the simple random sampling is if the population is more than 100 persons, the sample can be taken between 10-15%, 20-25% or more. In this research, the researcher took 20% students from the total number of population. So, the total sample was 28 students.

E. The Technique of Collecting the Data

The researcher was collected the data by using tests. Ary et al (2010, p. 201) says, "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned." Moreover, Brown (2001, p. 384) gives the definition of test as a method of measuring a person's ability or knowledge in a given domain.

The researcher used two kinds of tests. The first test is fill-in-the-blank to measure students' past tense which consist of 20 items, and the second test is multiple choices to measure the students' reading comprehension which consist of 20 items. So, the total the both of test are 40 items.

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Table III.2
The Try Out Blueprint of The mastery of Simple Past Tense

No.	Indicators	Number of Item
1.	Identifying regular verb in a sentence.	3,9,14,18, 19
2.	Identifying irregular verb in a sentence.	5,10,13,21, 22
3.	Identifying verb <i>be</i> in a sentence.	4, 7, 11, 16, 23
4.	Identifying simple past tense in a negative sentence.	1, 8, 15, 20, 23,
5.	Identifying simple past tense in an interrogative sentence.	2, 6, 12, 17,25
Total		25

Table III.3
The Try Out Blueprint of Research Instruments on Reading Comprehension

No	Indicator	Number of Items	Total Items
1	The students are able to find details and facts in texts	5, 8, 10, 12, 17,	5
2	Students are able to find mind ideas in the text	1, 7, 13, 19,20	5
3	To find the sequences in the texts	6, 11, 22, 23,25	5
4	Students are able to understand any inferences in texts	2, 3, 4, 15, 18,	5
5	Students are able to classify unknown words in texts	9, 14, 16, 21, 24	5
Total			25

F. Validity and Reliability of the Instrument

To obtain the data from the respondents, the researcher made try out the questionnaire to determine the validity and reliability of the instruments.

a. Validity of test

The test used to measure students' simple past tense mastery and students' reading comprehension. The test should be valid and reliable. In this research, the researcher used construct validity to know the validity of vocabulary mastery test. According to Pallant (2011, p. 7), there are three

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kinds of validity. They are content validity, criterion validity and construct validity. In this research, the researcher used contents validity. Gay (p.161) states that the Contents Validity is the degree to which a test measures on intended content area.

To analyze the validity of the test, the researcher will use SPSS 20.0 program. The researcher using *Product Moment Pearson Correlation Formula*. Then the researcher compared *ro* and *rtable*. it means that each question of variable was valid.

Table III. 4
The Validity of the Masstery Simple Past Tense

No	<i>ro</i>	<i>rtable</i>	Result
1	0.43	0.40	Valid
2	0.51	0.40	Valid
3	0.57	0.40	Valid
4	0.54	0.40	Valid
5	0.42	0.40	Valid
6	0.34	0.40	Invalid
7	0.42	0.40	Valid
8	0.58	0.40	Valid
9	0.51	0.40	Valid
10	0.41	0.40	Valid
11	0.38	0.40	Invalid
12	0.43	0.40	Valid
13	0.63	0.40	Valid
14	0.54	0.40	Valid
15	0.46	0.40	Valid
16	0.45	0.40	Valid
17	0.55	0.40	Valid
18	0.41	0.40	Valid
19	0.28	0.40	Invalid
20	0.54	0.40	Valid
21	0.51	0.40	Valid
22	0.17	0.40	Invalid
23	0.36	0.40	Invalid
24	0.44	0.40	Valid
25	0.54	0.40	Valid

Based on the table above, it shows that 20 items were valid and 5 items were invalid. It means that there are 20 items that can be used in this research.

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Table III. 5
The validity of Reading Comprehension of Narrative Text

No.	<i>ro</i>	<i>rtable</i>	Result	No	<i>Ro</i>	<i>Rtable</i>	Result
1	0.49	0.40	Valid	16	0.50	0.40	Valid
2	0.21	0.40	Invalid	17	0.55	0.40	Valid
3	0.57	0.40	Valid	18	0.42	0.40	Valid
4	0.49	0.40	Valid	19	0.45	0.40	Valid
5	0.51	0.40	Valid	20	0.49	0.40	Valid
6	0.50	0.40	Valid	21	0.56	0.40	Valid
7	0.42	0.40	Valid	22	0.17	0.40	Invalid
8	0.53	0.40	Valid	23	0.59	0.40	Valid
9	0.52	0.40	Valid	24	0.49	0.40	Valid
10	0.42	0.40	Valid	25	0.25	0.40	Invalid
11	0.38	0.40	Valid				
12	0.17	0.40	Invalid				
13	0.63	0.40	Valid				
14	0.49	0.40	Invalid				
15	0.47	0.40	Valid				

Based on the table above, it shows that 20 items were valid and 5 items were invalid. It means that there are 20 items that can be used in this research.

2. Reliability

a. Reliability of the Test

Brown (2003, p. 20) says that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instrument or by different person. Brown (2003, p. 20), to know the reliability of the questionnaire the researcher will use the following table in determining the level of reliability.

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Table III. 6
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 and Morrison (2007, p. 506)

To obtain the reliability of the test of simple present mastery given, the researcher used SPSS 20.0 program to find out whether the test was reliable or not.

Table III.7
Cronbach's Alpha Table
Simple Past Tense Mastery Reliability Statistics

Cronbach's Alpha ^a	N of Items
.469	20

From the table above, it could be seen that the reliability analysis yielded a Cronbach's Alpha of 0.469

b. Reliability of the Reading Comprehension test

For Variable Y (reading comprehension), the researcher also used the following table to determine the level of reliability reading comprehension test. The researcher computed the data by using SPSS 20.0

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Table III. 8
Cronbach's Alpha Table
Reading Comprehension of Narrative Test Reliability Statistics

Cronbach's Alpha	N of Items
.294	20

From the table above, it could be seen that the reliability analysis yielded a Cronbach's Alpha of 0.294.

G. The Technique of Analyzing Data

The researcher will assess the tests by using this formula (Susanty, 2014, p. 112):

$$S = \frac{\sum R}{N} \times 100$$

Description:

S = Student score

R = Total of correct answer

N = The number of item

100 = The maximum score

Because the score cumulative minimum standard of the tenth grade is 65, the students who get score ≥ 65 passed the test. However, if the students get score < 65 , it meant that the students didn't pass in the test. In addition, to find out both the level of the mastery of simple past tense and reading comprehension of narrative text, the following measurement is used (Sudijono, 2007, p. 35):

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Table III.9
The Classification of Students' Score

No	Score / Range	Ability Level
1.	80 – 100	Very Good
2.	70 – 79	Good
3.	60 – 69	Sufficient
4.	50 – 59	Less
5.	0 – 49	Fail

In order to find out whether there is a significant correlation between simple past tense and reading comprehension of narrative text, the data was analyzed by using statistical formula. In analyzing the data, the researcher used Spearman Rank Order Correlation (ρ) by using SPSS version 20.0 because the data is not normally distributed. Pallant (2010, p. 297) states that Spearman's Rank Order Correlation (ρ) is used to calculate the strength of the relationship between two continuous variables. This is the non-parametric alternative to Pearson's product-moment correlation.

In determining the level of correlation between two variables, the researcher used the interpretation toward coefficient correlation which is acquired (ρ_{value}). The strength of the correlation is interpreted thus (Cohen, 2007, p. 521):

$< 0 + / - 0.1$	weak
$< 0 + / - 0.3$	modest
$< 0 + / - 0.5$	moderate
$< 0 + / - 0.8$	strong
$\geq + / - 0.8$	very strong

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Statistically, the hypotheses are:

H_0 : Sig. (2-tailed) $> \alpha$ (0.05)

H_a : Sig. (2-tailed) $< \alpha$ (0.05)

H_0 is accepted if the value of sig. (2-tailed) $> \alpha$ (0.05). It means that there is no significant correlation between mastery simple past tense and reading comprehension of narrative text at the tenth grade students of state senior high school 1 Sentajo Raya.

H_a is accepted if the value of sig. (2-tailed) $< \alpha$ (0.05). It means that there is significant correlation between mastery simple past tense and reading comprehension of narrative text at grade state senior high school 1 Sentajo Raya.