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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research was correlational research. Creswell (2012, p.338) correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. It is clear that the purpose of the correlation study is to find out whether there is a correlation between two or more sets of data.

Furthermore, Cohen, Manion, and Morrison (2000, p.199) stated correlational research is mainly concerned with achieving a fuller understanding of the complexity of phenomena or, in the matter of behavioural and educational research, behavioural patterns, by studying the relationships between the variables which the researcher hypothesizes as being related.

Based on the statements above, it can be seen that correlational research is a research design where the researcher determine the relationship between two or more variables that consist of independent variable and dependent variable. It is an appropriate one to this research in order to find out the correlation between students' self awareness (independent variable) and their reading comprehension (dependent variable).

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### **B. Time and Location of the Research**

This research was conducted on Mei 2018. The location of the research was at SMK Taruna Satria Pekanbaru on Delima street number 5 at Pekanbaru.

### **C. Subject and Object of The Research**

The subject of this research was the tenth grade students of Vocational High School (SMK) Taruna Satria Pekanbaru in the academic year of 2017/2018, while the object of this research was the correlation between students' self awareness and their reading comprehension.

### **D. Population and Sample**

According to Creswell (2012, p.142), a population is a group of individuals who have the same characteristic and sample. Fraenkel, Wallen and Hyun (2012, p. 92) state that the population is the group of interest to the researcher to whom the researcher generalizes the result of the research. The population of this research was all students at the tenth grade of SMK Taruna Satria Pekanbaru. They were containing 205 students and divided into 10 classes.

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Table III.I

## The Population of the Research

NO	CLASS	STUDENTS
1	X Akuntansi	10
2	X Teknik Audio Video	8
3	X Teknik Komputer Jaringan 1	31
4	X Teknik Komputer Jaringan 2	28
5	X Teknik Komputer Jaringan 3	29
6	X Teknik Kendaraan Ringan 1	22
7	X Teknik Kendaraan Ringan 2	22
8	X Teknik Multimedia	20
9	X Teknik Sepeda Motor 1	21
10	X Teknik Sepeda Motor 2	14
	<b>POPULATION</b>	<b>205</b>

The sample of this research was students. Creswell (2012, p. 142) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, researcher can select a sample of individuals who are representative of the entire population.

The researcher used systematic sampling in this research. Systematic sampling is the procedure where the researcher chooses every  $n$ th individual or site in the population until reaches the desired sample size (Creswell, 2012, p.143). This procedure is not as a precise and rigorous as using the random numbers table, but it may be more convenient because it does not require a random numbers table.

Systematic sampling is a part of random sampling. To take sample by using systematic sampling, the researcher had to take number of students in

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odd or even by using formula in ordinal ways. The researcher took the samples of the research based on the following formula:

$$\text{Number of Sample} = \frac{\text{Total Population}}{\text{Total Sample}}$$

From the formula above, the researcher had list of student's number that become a sample of this research that present below:

**Table III. 2**

#### The Sample of the Research

4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 172, 178, 184
<b>31</b>

The desired sample in this research was 31 students. The researcher took 31 students as the sample because the total population of this research is more than 100 students. Arikunto (2006, p. 112) stated that if the population of the research is more than 100, the researcher should take the sample in the range of 10-15%, 20-25%, or more. That is why the researcher took 15% students (31 students) as the sample of the total population (205 students).

#### F. The Technique Collecting The Data

In this research, the researcher used a set of questionnaire to collect the data of students' self awareness (variable X). Then, the researcher used test to collect the data of students' reading comprehension (variable Y).

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## 1. Questionnaire

In order to collect the data of students' self awareness as independent variable, the researcher used a set of questionnaire. The reason for choosing questionnaire as the instrument because the questionnaire can gather information from special populations of people who have first hand knowledge and experience and because it is usually more cost-effective than other comparable techniques such as personal interview. Wilson and McLean as cited in Cohen, *et al.*, p. 245, 2000, stated that questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, and being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

The questionnaire deal with respondent's opinions in responding to following options based on the rating scale. According to Gay (2012, p. 157) in a rating scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees; (1) Never, (2) Rarely, (3) Sometimes, (4) Usually, (5) and Always.

In this research, the researcher used a set of questionnaire based on nine indicators of MARSII (Metacognitive Awareness of Reading Strategies Inventory) (Mokhtari, K. and Richard, C., 2002, p. 252-253).

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There were 18 items of questionnaire that each number indicated the indicators above, and it presents below:

**Table III.3**  
**Blue Print of Students' Self Awareness**

No.	Indicators of Students' Self Awareness	Number of item
1	Setting a purpose for reading	1, 6
2	Activating prior knowledge	3, 15
3	Skimming to note text structure	4, 5
4	Adjusting reading rates	13, 18
5	Rereading	8, 16
6	Visualization	11, 13
7	Taking notes while reading	2, 12
8	Underlining	9, 14
9	Asking self questions	7, 17

## 2. Test

Test used to collect the data of dependent variable (students' reading comprehension). To investigate the students' reading comprehension, this research used multiple choice test which consisted of 21 items. The participants choose the answer by choosing (A, B, C, or D) based on the true answer. The questions were made based on indicators of reading comprehension of descriptive text as following:

**Table III.4**  
**Blue Print of Students' Reading Comprehension**

No.	Indicators of Students' Self Awareness	Number of Item
1	Main Idea	1, 8, 15
2	Supporting Details	4, 11, 21
3	Inference	7, 14, 20
4	Reference	6, 13, 18
5	Vocabulary	5, 12, 17
6	Identification	2, 9, 19
7	Description	3, 10, 16

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### 3. Validity and Reliability of the Questionnaire

#### a. Validity of the Questionnaire

Gay (2012, p.160) mentioned four kinds of validity. They are content validity, criterion-related validity, construct validity, and consequential validity. In this research, the researcher used construct validity to know the validity of questionnaire. According to Gay (2012, p.163), construct validity is the validity that determined the concept of instrument being measured.

To analyze the validity of variable X self awareness, the researcher used IBM SPSS Statistics 25 program version. Based on the try out result of the instrument validity to the 18 items, it showed that all the items were valid. It means that there were 18 items that could be used in this research. The following table is the result of the instrument validity.

**Table III. 5**

**The Analysis of Self Awareness Test Validity**

Item Number	r-item	r-table	Result	Item Number	r-item	r-table	result
1	0.51	0.50	Valid	10	0.53	0.50	Valid
2	0.67	0.50	Valid	11	0.71	0.50	Valid
3	0.60	0.50	Valid	12	0.77	0.50	Valid
4	0.84	0.50	Valid	13	0.54	0.50	Valid
5	0.66	0.50	Valid	14	0.73	0.50	Valid
6	0.66	0.50	Valid	15	0.57	0.50	Valid
7	0.58	0.50	Valid	16	0.52	0.50	Valid
8	0.60	0.50	Valid	17	0.54	0.50	Valid
9	0.53	0.50	Valid	18	0.61	0.50	Valid

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From the table above, the test items were valid. Because of the items were valid, the researcher used the questionnaire to be examined to the sample of the research.

#### b. Reliability of the Questionnaire

Creswell (2012, p.159) stated that reliability means that scores from an instrument are stable and consistent. In this research, the researcher used internal consistency in which the writer tried out the questionnaire once and analyzed each item by using cronbach alpha technique. Sugiyono (2012, p.130) cronbach alpha technique can be used for interval data.

To measure reliability in this research, it needs a measuring tool, which uses technique of Apha Cronbach. To measure, the researcher used IBM SPSS Statistics 25 program.

**Table III. 6**  
**Reliability Statistic of Students' Self Awareness**

Reliability Statistics	
Cronbach's Alpha	N of Items
,902	18

#### 4. Validity and Reliability of Reading Test

##### a. Test Validity

Gay (2012, p.160) mentioned there are four kinds of validity. They are content validity, criterion-related validity, construct validity, and consequential validity. In this research, the researcher used content

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validity. Brown (2003, p.22) stated that content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured.

To analyze the validity of variable Y is reading comprehension, the researcher used IBM SPSS Statistics 25 program version. Based on the try out result of the instrument validity to the 21 items, it showed that all the items were valid. It means that there were 21 items that could be used in this research. The following table is the result of the instrument validity.

Table III. 7

## The Analysis of Reading Comprehension Test Validity

Item Number	r-item	r-table	Result	Item Number	r-item	r-table	Result
1	0.59	0.50	Valid	12	0.57	0.50	Valid
2	0.57	0.50	Valid	13	0.59	0.50	Valid
3	0.52	0.50	Valid	14	0.57	0.50	Valid
4	0.55	0.50	Valid	15	0.53	0.50	Valid
5	0.59	0.50	Valid	16	0.62	0.50	Valid
6	0.59	0.50	Valid	17	0.53	0.50	Valid
7	0.51	0.50	Valid	18	0.57	0.50	Valid
8	0.57	0.50	Valid	19	0.59	0.50	Valid
9	0.73	0.50	Valid	20	0.62	0.50	Valid
10	0.57	0.50	Valid	21	0.57	0.50	Valid
11	0.57	0.50	Valid				

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From the table above, the test items were valid. Because of the items were valid, the researcher used the test to be examined to the sample of the research.

#### b. Test Realibility

Reliability is to measure the instrument that is used to collect the data. To know whether the test is reliable or not, the researcher calculated the data obtained by using IBM SPSS Statistics 25 program. The test reliability can be seen as follows:

**Table III. 8**  
**Reliability Statistic of Students' Reading Comprehension**

Reliability Statistics	
Cronbach's Alpha	N of Items
,900	21

#### F. The Technique of Analyzing The Data

For the technique of analyzing the data, the researcher applied a quantitative data. In quantitative data analysis, Creswell (2012, p. 15) indicates that to analyze the data using mathematical procedures, called statistics to explain the result of the research. Therefore, to analyze the data the following formula used:

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1. The formula to analyze the data of students' self awareness

$$M = \frac{TS}{N}$$

Where: M = Mean

TS = Total Score

N = Number of Sample

2. The formula to analyze the data of students' reading comprehension

$$M = \frac{TS}{N}$$

Where: M = Mean

TS = Total Score

N = Number of Sample

3. The profile to analyze the data of both students' self awareness and students' reading comprehension

In order to analyze the data, the researcher used Pearson Product Moment Correlation on SPSS 25 windows program. The researcher used the product moment correlation to determine and to find out the linear relationship between two parametric variables. Siregar (2013, p. 261) indicated  $H_0$  is accepted if the significance 2-tailed value is bigger than  $\alpha$  ( $\text{sig-t} > \alpha$ ). In this case,  $\alpha$  value is 0.05.

Statistically the Hypotheses are:

$H_0$  is accepted if  $\text{sig-t} > \alpha$  : there is no significant correlation between students' self awareness and their reading comprehension.

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$H_a$  is accepted if  $\text{sig-t} < \alpha$  : there is a significant correlation between students' self awareness and their reading comprehension.

Then, to determine the level of correlation between two variables, the following category is use Sugiyono (2014, p. 184).

**Table III.9**  
**The Interpretation of Correlation Coefficient**

No	Coefficient Interval	Level of Correlation
1	0.00 to 0.199	Very Low
2	0.20 to 0.399	Low
3	0.40 to 0.599	Medium
4	0.60 to 0.799	Strong
5	0.80 to 1.00	Very Strong