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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was a kind of quantitative approach that used non-experimental types. “Non-experimental describe things that have occurred and examine relationships between things without any direct manipulation of conditions that are experienced”(Millan & Schumacher, 2006, p.24). Many research design were included of non-experimental types, one of them is comparative design. According to Millan & Schumacher (2006), comparative design investigates whether there are differences between two or more groups on the phenomena being studied without direct control of conditions experienced.

Based on explanation above, comparative design was suitable to find out the difference on phenomena of reading comprehension between two groups of male and female students. Besides this research used two variables, they are students' gender consisting of male and female as independent variable (X) and reading comprehension of report text as dependent variable (Y). Therefore, the writer compared their score in comprehending report text between male and female students. To make it clear, the writer illustrated the design as follows :

$$\boxed{X1} : \boxed{X2}$$

Note : X1 = Male students' score of reading comprehension

X2 = Female students' score of reading comprehension

: = The symbol of comparison



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B. Location and Time of the Research

This research was conducted at State Senior High School 1 Bangkinang Kota, Riau. It is located on Sudirman street number 65. And this research was conducted on March 2017.

C. Subject and Object of the Research

The subject of this research was the students at the eleventh social science class of State Senior High School 1 Bangkinang Kota. Meanwhile, the object of this research was a comparison study on reading comprehension of report text between male and female students.

D. Population and Sample

Richards & Schmidt (2010) said “population in statistic is any set of items, individuals, that share some common and observable characteristics from which a sample can be taken”(p.443). In this research, the population was the students at the eleventh social science class of State Senior High School 1 Bangkinang Kota that consisted of 127 students. It was happened since they have taught by the same teacher, same material and same method.

According to Gay et al (2012), a good sample is one that is representative for whole population was selected. He added the minimum sample size of comparative research is 15 in each group. Because the number of population was very big, the writer took 47% only as a sample that consisted of 60 students by using stratified disproportional random sampling. Sofyan Siregar (2013) believed disproportional took equal size for each subgroup without concerning on exact proportion of samples. Because social science class consisted of four classes, the

writer took equal randomly for male and female students until reached 30 males and 30 females.

E. Technique of Collecting the Data

In completing the data, the writer used test for measuring the comparison on reading comprehension of report text between male and female students and questionnaire for measuring the dominant factors that influence reading comprehension for male and female students.

1. Test

Brown (2003) pointed out that “a test is a method of measuring a person's ability, knowledge, or performance in a given domain”(p.3). It means a test was appropriate to measure students' ability in comprehending a report text. In this research, the writer made 25 items about report text. To make it clear, the writer provided blue print table of the test below :

Table III.1
The Blueprint of the Test

No	Indicator	Number of Question					Total
1	The students' ability to identify the factual information of report text	1	6	11	16	21	5
2	The students' ability to identify the main idea of report text	2	7	12	17	22	5
3	The students' ability to identify the generic structure of report text	3	8	13	18	23	5
4	The students' ability to identify the language features of report text	4	9	14	19	24	5
5	The students' ability to identify the communicative purpose of report text	5	10	15	20	25	5

The writer used a type of multiple choice to collect the data because it is a common way to assess reading comprehension and easy for scoring. The items of test was adopted from primary books and supported from other relevant sources that were designed by the writer itself. In multiple choice

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design, the writer provided five possible answers included A, B, C, D and E for each item and it should be chosen one best answer only. Meanwhile, to calculate students' score of the test, the data was analyzed by using this formula (Arikunto, 2011) :

$$\text{Students' Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Questions}} \times 100$$

Before the test was used, the writer did try out to know the validity and reliability. For measurement of students are based on score classification:

Table III.2
The Classification of Students' Score

SCORE	CATEGORIES
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2011, p.245)

a. Validity of Test

Every test must be aimed at providing a true measure of the particular skill in which it is intended to be measured. Syofian Siregar (2013) said "a test is valid if it is measured what it purposes to be measured"(p.75). According to Gay et al (2012), there are four types of validity namely content validity, criterion validity, construct validity, and consequential validity.

In this research, the writer used content validity. Sugiyono (2009) believed that content validity can be measured by comparing between content and appropriate material which has done to be taught based on curriculum. In this research, the tests reflected to what the students had learned based on

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curriculum. It means the tests were given based on the material of report text that concerned with five indicators as mentioned in operational concept.

The instrument is belonged to achievement test. It means the test was used to measure students' ability after they had learned this material. Before the test was administered to the samples, the writer did try out to 27 students of eleventh natural science class. The purpose was to obtain validity and reliability of the test. Furthermore, it was determined by finding the level of difficulty for each item. The item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty can be seen as follows (Arikunto, 2011) :

$$P = \frac{B}{JS}$$

Where, P : index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examinees or students

The formula above was used to know the easy or difficult test that were given to the respondents. As mentioned by Arikunto (2011) the standard value of the proportion of correct can be seen in the table below :

Table III.3
Index Difficulty Level of Instruments

Proportion correct (p)	Item category
p > 0.70	Easy
0.30 < p < 0.70	Mean
p < 0.30	Difficult

The standard level of the difficulty used was > **0.30** and < **0.70**, thus, the items were accepted if the level of difficulty between 0.30 – 0.70 and it was rejected if the level of difficulty below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct was represented by “p”, whereas the

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incorrect was represented by “q”. The calculation of the items difficulty can be seen as the following tables :

Table III.4
The students’ ability to identify the factual information of report text

Variable	Identifying the factual information of text					N
Item No	1	6	11	16	21	27
Correct item	16	12	15	18	14	
p	0.59	0.44	0.56	0.67	0.52	
q	0.41	0.56	0.44	0.33	0.48	

From the table III.4 illustrated above, the item numbers of question intended to identify the factual information were 1, 6, 11, 16, and 21. Item number 1 obtained the proportion of correct answer was 0.59, item number 6 obtained the proportion of correct answer was 0.44, item number 11 obtained the proportion of correct answer was 0.56, item number 16 obtained the proportion of correct answer was 0.67, and item number 21 obtained the proportion of correct answer was 0.52. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clearly pointed out that the items for identifying factual information of report text were accepted.

Table III.5
The students’ ability to identify the main idea in report text

Variable	Identifying the main idea of text					N
Item No	2	7	12	17	22	27
Correct item	17	16	18	16	17	
P	0.63	0.59	0.67	0.67	0.63	
Q	0.37	0.41	0.33	0.41	0.37	

Table III.5 showed that the item numbers of question intended to determine the main idea were 2, 7, 12, 17, and 22. Item number 2 obtained the proportion of correct answer was 0.63, item number 7 obtained the proportion of correct answer was 0.59, item number 12 obtained the proportion of correct answer was 0.67, item number 17 obtained the

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proportion of correct answer was 0.67, and item number 22 obtained the proportion of correct answer was 0.63. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70, it was clearly pointed out that the items for identifying the main idea of report text were accepted.

Table III.6
The students’ ability to identify the generic structure of report text

Variable	Identifying generic structure of text					N
Item No	3	8	13	18	23	27
Correct item	18	17	17	17	16	
p	0.67	0.63	0.63	0.63	0.59	
q	0.33	0.37	0.37	0.37	0.41	

Based on table III.6 presented above, the item numbers of question intended to determine generic structure were 3, 8, 13, 18, and 23. Item number 3 obtained the proportion of correct answer was 0.67, item number 8 obtained the proportion of correct answer was 0.63, item number 13 obtained the proportion of correct answer was 0.63, item number 18 obtained the proportion of correct answer was 0.63, and item number 23 obtained the proportion of correct answer was 0.59. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70, it was clearly pointed out that the items for identifying generic structure of report text were accepted.

Table III.7
The students’ ability to identify the language features of report text

Variable	Identifying the language features of text					N
Item No	4	9	14	19	24	27
Correct item	15	18	14	13	18	
p	0.56	0.67	0.52	0.48	0.67	
q	0.44	0.33	0.48	0.52	0.56	

From the table III.7 illustrated above, the item numbers of question intended to identify language features were 4, 9, 14, 19, and 24. Item number

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4 obtained the proportion of correct answer was 0.56, item number 9 obtained the proportion of correct answer was 0.67, item number 14 obtained the proportion of correct answer was 0.52, item number 19 obtained the proportion of correct answer was 0.48, and item number 24 obtained the proportion of correct answer was 0.67. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clearly pointed out the items for identifying language features of report text were accepted.

Table III.8
The students’ ability to identify communicative purpose of report text

Variable	Identifying the communicative purpose of text					N
Item No	5	10	15	20	25	27
Correct item	16	17	15	17	12	
p	0.59	0.63	0.56	0.63	0.44	
q	0.41	0.37	0.44	0.37	0.56	

Based on table III.8 presented above, the item numbers of question intended to identify language features were 5, 10, 15, 20, and 25. Item number 5 obtained the proportion of correct answer was 0.59, item number 10 obtained the proportion of correct answer was 0.63, item number 15 obtained the proportion of correct answer was 0.56, item number 20 obtained the proportion of correct answer was 0.63, and item number 25 obtained the proportion of correct answer was 0.44. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clearly pointed out that the items for identifying the communicative purpose of report text were accepted.

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b. Reliability of Test

Reliability is also necessary of a good test. "Reliability 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. As mentioned by Arikunto (2011) that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows :

0.0-0.20	: reliability is poor.
0.21-0.40	: reliability is satisfactory.
0.41-0.70	: reliability is good.
0.71-1.0	: reliability is excellent.

Besides, in order to obtain the reliability of the test given, the writer used internal consistency where tried the instrument once only and analyzed by using Cronbach's alpha technique. To find out the result, the writer used SPSS 17.00 software as can be seen in the table below :

Table III.9
The Reliability Statistics of Students' Reading Comprehension of Report Text

Cronbach's Alpha	N of Items
.634	25

Based on table III.9 presented above, the reliability of test was 0.634. It was categorized into good reliability level.

2. Questionnaires

Arikunto (2010) depicted that questionnaire is a number of written questions used to obtain information from respondents about their personality or something that they know is about. It was used to find out the dominant

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factors that influence reading comprehension for male and females students. Before the it was used, the writer did try out.

The writer made 30 items based on five indicators of factors by providing options of Likert Scale. "Likert scale is constructed by assembling a large number of statements about an object, approximately half of which express a clearly favorable attitude and half of which are clearly unfavorable"(Ary et al., 2010, p.209). The three most common of response choices for likert scale are agreement, frequency, and evaluation. However this research used 5 point scale of frequency where "asking for a judgment of how often each item has, should, or will occur, namely Always (A), Often (O), Sometimes (SS), Seldom (S), and Never (N)"(Spector, 1992, p.19). The writer described the result of questionnaire in descriptive analysis to see the comparison of factors that appear between gender. To make it clear, the writer provided blue print table of the questionnaire :

Table III.10
The Blueprint of the Questionnaire

No	Indicator	Sub-Indicator	Questionnaire Number		Total
			Favorable	Unfavorable	
1	Background knowledge	The students are familiar with the topic in a passage	1, 11, 21	6, 16, 26	6
2	Vocabulary	The students can detect the meaning of words in a passage	2, 12, 22	7, 17, 27	6
3	Motivation	The students have high motivation in learning process	3, 13, 23	8, 18, 28	6
4	Talent	The students use their talent in learning process	4, 14, 24	9, 19, 29	6
5	Social environment	The students are supported by family and teacher in learning process	5, 15, 25	10, 20, 30	6

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a. Validity of Questionnaire

Ary et al (2010) said validity was defined as the extent to which an instrument measured what it claimed to be measured. It means an instrument is valid if it is able to be used as a measuring tool that is able to measure appropriate to the actual conditions of the respondents.

The writer used Product Moment Pearson Correlation included of construct validity, by comparing r_{obtained} and r_{table} . If $r_o > r_t$ at the level significance of 5%, it means that the item is valid. But if $r_o < r_t$ at the level significance of 5%, it means that the item is not valid (Sofyan Siregar, 2013). For $N=27$ on the significance 0.05 in the table of critical value for Pearson Correlation Coefficient, the r_t was 0.381. The writer used SPSS 17.00 program to find out the result of validity :

Table III.11
The Analysis of Questionnaire Validity

No	r_{observed}	r_{table}	Category	No	r_{observed}	r_{table}	Category
1	0.580	0.381	Valid	16	0.621	0.381	Valid
2	0.699	0.381	Valid	17	0.727	0.381	Valid
3	0.584	0.381	Valid	18	0.117	0.381	Invalid
4	-0.126	0.381	Invalid	19	0.556	0.381	Valid
5	0.656	0.381	Valid	20	-1.162	0.381	Invalid
6	0.425	0.381	Valid	21	0.483	0.381	Valid
7	0.045	0.381	Invalid	22	-0.015	0.381	Invalid
8	0.661	0.381	Valid	23	0.292	0.381	Invalid
9	0.543	0.381	Valid	24	0.566	0.381	Valid
10	0.736	0.381	Valid	25	0.489	0.381	Valid
11	-2.073	0.381	Invalid	26	0.582	0.381	Valid
12	0.744	0.381	Valid	27	0.527	0.381	Valid
13	0.659	0.381	Valid	28	0.445	0.381	Valid
14	0.562	0.381	Valid	29	0.601	0.381	Valid
15	0.315	0.381	Invalid	30	0.592	0.381	Valid

From table presented above, it could be concluded that 22 items with lower r_t were chosen and 8 items with higher r_t were not used. To make it ballance for each indicator, the writer deleted 2 valid items number 26 and 29.

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It means 20 items of questionnaire were utilized in this research. Due to obtaining 20 valid items, the writer remaked the blue print of questionnaire in the following table :

Table III.12
Remaked Blueprint of Questionnaire

No	Indicator	Sub-Indicator	Questionnaire Number		Total
			Favorable	Unfavorable	
1	Background knowledge	The students are familiar with the topic in a passage	1, 11	6, 16	4
2	Vocabulary	The students can detect the meaning of words in a passage	2, 12	7, 17	4
3	Motivation	The students have high motivation in learning process	3, 13	8, 18	4
4	Talent	The students use their talent in learning process	4, 14	9, 19	4
5	Social environment	The students are supported by family and teacher in learning process	5, 15	10, 20	4

b. Reliability of Questionnaire

Reliability has to do with accuracy of measurement. Regarding Ary et al (2010) “reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring”(p.236). Thus, it was reflected the similar results when measurement was repeated on different occasion. Besides, the characteristic of reliability was sometimes termed consistency, thus in this research used internal consistency reliability. The following table is the level of internal consistency of Cronbach Alpha:

Table III.13
The Level of Reliability

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	Unacceptably low reliability

(Cohen, et al, 2007, p.506)

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To obtain the reliability of the questionnaire given, the writer used SPSS 17.00 program to find out whether or not the questionnaire is reliable.

The result can be seen in the following table below :

Table III.14
Cronbach Alpha Table Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.849	30

From the table above, it indicated that the value of cronbach's alpha was 0.849. Then, the researcher compared r_{11} to r_t . The $r_{11} = 0.849$ was higher than r_t at significance level of 5% was 0.396 and at 1% level of significance was 0.505 where r_t ($dk=N-2=25$). It means that the items were reliable, where the value of internal consistency is $0.8 < 0.849 < 0.90$, so the reliability of questionnaire was high reliable.

F. Techniques of Analyzing the Data

In order to find out whether there is a significant difference on reading comprehension between male and female students, the writer analyzed it by using a statistic software Statistical Product and Service Solutions (SPSS) 17.00 version and the output of that software is as the results of independent sample t-test analysis. Sudijono (2008) suggest that t-test is used to examine the truth or falsity of null hypothesis so that there is no significant difference of mean score between two groups. Before doing independent sample t-test analysis, the writer needed to analyze the homogeneity and normality of the test. Because both of them become prerequisite to use parametix analysis.

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Thus, in order to know whether the data had the same variance or not, the writer needed to describe the homogeneity analysis. The SPSS 17.00 result of the homogeneity data can be interpreted as follows:

- a. If the probability (sig) > 0.05

H_0 is accepted, it means the data is homogenous.

- b. If the probability (sig) < 0.05

H_a is accepted, it means the data is not homogenous.

Moreover in term of the normality test, it was analyzed by using Kolmogorov-Smirnov technique with SPSS 17.00 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.

- b. If the probability (sig) < 0.05

H_a is accepted, it means the data is abnormally distributed

After knowing the data is normally distributed and having the homogenous variance, the writer needed to use Independent Sample T-test analysis in order to know whether or not there is a significant difference on reading comprehension between male and female students. Furthermore, the SPSS result of Independent Sample T-test can be interpreted in two ways :

- a. By comparing t_o (t-obtained) and t_t (t-table). If $t_o > t_t$ then H_a is accepted, it means there is a significant difference between two groups. Meanwhile if $t_o < t_t$ then H_0 is accepted, it means there is no significant difference between two groups.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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- b. By comparing the column labelled Sig. (2-tailed) and alpha 0.05. If sig (2-tailed) < 0.05 then H_a is accepted, it means there is a significant difference between two groups. Meanwhile if sig (2-tailed) > 0.05 then H_o is accepted, it means there is no significant difference between two groups.

Furthermore, in order to find out the factors that influence reading comprehension of report text between male and female students, the writer analyzed by using descriptive statistic that was data tabulation. According to Arikunto (2010), data tabulation is a common description method included scoring to the item that needs to be scored, coding for items that are not given score, changing the kind of data and adjusting with analysis that is used. It means arranging data into table in order to make easier in analysis. Therefore, the writer used scoring of likert scale for each item, where :

Favorable Statement		Unfavorable Statement	
Always (A)	: 5	Always (A)	: 1
Often (O)	: 4	Often (O)	: 2
Sometimes (SS)	: 3	Sometimes (SS)	: 3
Seldom (S)	: 2	Seldom (S)	: 4
Never (N)	: 1	Never (N)	: 5

The first step was to find out the percentage for each indicator, the writer used formula (Sudijono, 2008):

$$\text{Percentage each Indicator} = \frac{\text{Total Score of Frequency} \times 100}{\text{Score Maximum}}$$

Then, the percentage of each piece was converted and calculated into complete circle of 100% to know the factors by using this formula and the percentage was determined by the high until the low percentage for each gender.

$$\text{Final Percentage} = \frac{\text{Percentage each Indicator}}{\text{Total Percentage of Whole Indicators}} \times 100$$