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CHAPTER III METHOD OF RESEARCH

A. The Research Design

The design of this research is correlation 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-a 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 students' understanding 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 recount text.

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B. The Location and Time of the Research

The location of the research is State Senior High School Number 1 Sentajo Raya, Kuantan Singingi regency, Riau province. This research was conducted on May 2017.

C. The Subject and Object of the Research

The subject in the research is the first grade of state senior high school number 1 Sentajo Raya. Furthermore, the object of the research is the correlation between students' understanding of simple past tense and reading comprehension of recount text.

D. The Population and Sample of the Research

1. Population

The population of this research is the students at the first grade of State Senior High School Number 1 Sentajo Raya. The total of the population are 94 students which are divided into four classes. There are two science classes and two social classes.

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

No.	Classes	Population
1.	X Science 1	24
2.	X Science 2	23
3.	X Social 1	23
4.	X Social 2	24
Total		94

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2. Sample

According to Fraenkel and Wallen, (2009, p. 102), for correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship. Because the population is less than 100 students, the researcher decided to take all students as the sample. However, when the researcher did the research, some students were not at the school because they took a permission to take a scholarship. Therefore, the sample of this research is 90.

E. The Technique of Collecting the Data

The researcher collected the data by using test. 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 gap-filling task (fill-in-the-blank), and the second test is multiple choices. Brown (2003, p. 200) says that an extension of simple gap-filling task is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase or word. This test is used to measure students’ understanding of simple past tense. The total number of the task is 20 which consists of a gap on each sentence that should be filled by the students. The gap is about using regular verb, irregular verb, verb be, negative sentence, interrogative sentence, and adverb of time of simple past tense. Then the second test is multiple choices task. This test is used to measure students’ reading comprehension of recount text. The total

number of the task is 20 which consists 4 recount text and 5 questions related to each text.

Table III.2
The Blueprint of Students' Understanding of Simple Past Tense (Gap-Filling Test)

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

Table III.3
The Blueprint of Reading Comprehension of Recount Text (Multiple Choices Test)

No.	Indicators	Number of Item
1.	Determining the purpose of recount text.	1, 7, 14, 19
2.	Identifying the generic structure of recount text.	3, 6, 9, 17
3.	Identifying the details information of the language feature of recount text.	2, 8, 13, 16
4.	Identifying the details information of recount text.	5, 9, 11, 20
5.	Identifying the implicit information of recount text.	4, 10, 15, 18
Total		20

F. Validity and Reliability in Test

To see the validity and reliability of the test, the researcher did the pilot study by doing a try out to X Science 1 class of the first grade of state senior high school 1 Sentajo Raya. After doing the pilot study, the researcher analyzed the validity and reliability of the test by using SPSS Version 20.0. To see the validity

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of the test, the researcher used Pearson Product Moment Correlation (r_{value}). Moreover, to see the reliability of the test, the researcher used Cornbach's Alpha.

1. Validity

Validity is the most important principle and criterion of an effective test.

In recent years, validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel and Wallen, 2009, p. 148). Validity refers to the degree to which evidence supports any inferences a researcher makes based on the data collection using a particular instrument. In addition, Anderson in Arikunto (2011, p. 64) said that a test is valid if it measures what it purpose to measure. Validity is not pressed to the test itself, but to the result of the test or the score.

In this research, the researcher used content validity which is composed into two kinds of validity (sampling validity and item validity). Item validity is concerned about examining each individual item to determine if it measures the content area taught (Lodico, 2006, p. 93). In other words, the test items measure the content or objectives for the course or unit being taught. The test measured the subject which was taught by the teacher to the first grade students at school, they were about simple past tense and reading recount text. To find out the validity of the test item, the researcher used SPSS Version 20.0 by comparing the r_{value} to r_{table} . If $r_{\text{value}} > r_{\text{table}}$, the test item is considered as a valid item. However, if $r_{\text{value}} < r_{\text{table}}$, the test item is considered invalid. The sample of the pilot study is 23 students. Thus the degree of freedom ($df = N - 2$) at the significance level of 5% is

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0.4123. The validity result of students' understanding of simple past tense can be seen below:

Table III.4
The Validity of Students' Understanding of Simple Past Tense

Item	r_{value}	r_{table}	Category
1	0.529	0.4123	Valid
2	0.434	0.4123	Valid
3	0.511	0.4123	Valid
4	0.640	0.4123	Valid
5	0.522	0.4123	Valid
6	0.487	0.4123	Valid
7	0.642	0.4123	Valid
8	0.542	0.4123	Valid
9	0.433	0.4123	Valid
10	0.497	0.4123	Valid
11	0.570	0.4123	Valid
12	0.433	0.4123	Valid
13	0.454	0.4123	Valid
14	0.497	0.4123	Valid
15	0.433	0.4123	Valid
16	0.459	0.4123	Valid
17	0.567	0.4123	Valid
18	0.497	0.4123	Valid
19	0.465	0.4123	Valid
20	0.459	0.4123	Valid

The table above shows the validity of students' understanding of simple past tense of the try out test. Based on the table, all questions are valid because $r_{\text{value}} > r_{\text{table}}$. Because all items are valid, the researcher used all the items to be tested to the sample.

The following table is the validity result of reading comprehension of recount text:

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Table III.5
The Validity of Reading Comprehension
of Recount Text

Item	r_{value}	r_{table}	Category
1	0.434	0.4123	Valid
2	0.503	0.4123	Valid
3	0.461	0.4123	Valid
4	0.526	0.4123	Valid
5	0.495	0.4123	Valid
6	0.513	0.4123	Valid
7	0.489	0.4123	Valid
8	0.658	0.4123	Valid
9	0.533	0.4123	Valid
10	0.535	0.4123	Valid
11	0.477	0.4123	Valid
12	0.494	0.4123	Valid
13	0.472	0.4123	Valid
14	0.543	0.4123	Valid
15	0.524	0.4123	Valid
16	0.429	0.4123	Valid
17	0.429	0.4123	Valid
18	0.426	0.4123	Valid
19	0.474	0.4123	Valid
20	0.493	0.4123	Valid

Based on the table above, it can be seen that the all items are valid because $r_{\text{value}} > r_{\text{table}}$. So, the researcher used all the items to be tested to the sample.

2. Reliability

Fraenkel and Wallen (2009, p. 154) state that reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. A test may be reliable, but it is not valid. However, a valid test will be commonly reliable.

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A reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. The 3 common factors according to Arikunto (2011, p. 87) are:

- a) The things which are related to the test itself such as the length of the test and the questions.
- b) The things which are related to the person of testee.
- c) The things which are related to the test implementation.

In order to see whether the test is reliable or not, the researcher used Cronbach's Alpha by using SPSS Version 20.0. The test is categorized reliable if the Cronbach's Alpha > 0.6 .

In addition, Cohen (2007, p. 506) divides the categories of reliability test as follows:

>0.90	very highly reliable
$0.80-0.90$	highly reliable
$0.70-0.79$	reliable
$0.60-0.69$	marginally/minimally reliable
<0.60	unacceptably low reliability

Bryman and Cramer as cited in Cohen (2007: p. 506) suggest that the reliability level is acceptable at 0.8, although others suggest that it is acceptable if it 0.67 or above.

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The following table is the reliability test of students' understanding of simple past tense:

Table III.6
The Reliability of Students' Understanding of Simple Past Tense

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	20

Based on the table above, it can be concluded that the instrument of students' understanding of simple past tense is in highly reliable because Cronbach's Alpha (0.843) > 0.6.

The following table is the reliability test of reading comprehension of recount text:

Table III.7
The Reliability of Reading Comprehension of Recount Text

Reliability Statistics	
Cronbach's Alpha	N of Items
.836	20

Based on the table above, it can be concluded that the instrument of reading comprehension of recount text is in highly reliable because Cronbach's Alpha (0.836) > 0.6.

Daryanto (2007, p. 180) points out the formula of item difficulty as drawn below:

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

- Description:
- P : Difficulties index
 - B : The number of students who get correct answers
 - N : Total sample

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The standard of level difficulties can be seen below (Hamzah and Koni, 2012, p. 175):

Table III.8
Standard Level Difficulty Index

Difficult Index	Category
0,00 – 0,30	Difficult
0.31 – 0.70	Average
0.71 – 1.00	Easy

The researcher referred to the validity and reliability of the instruments. Therefore, the researcher decided to use all items of the instruments to be tested to the students.

G. The Technique of Analyzing the Data

The researcher gave score to the students' 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 first grade is 60, the students who got score ≥ 60 passed the test. However, if the students got score < 60 , it meant that the students didn't pass in the test. In addition, to find out both the level of students' understanding of simple past tense and reading

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comprehension of recount text, the following measurement is used (Sudijono, 2007, p. 35):

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 students' understanding of simple past tense and reading comprehension of recount 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

Statistically, the hypotheses are:

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

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

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

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

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