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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The research design

This research was a quantitative research, which used a correlational method. According to Hartono (2004), correlation is a relationship between two or more variables. In terms of variable number, there are two types of correlation. They are bivariate correlation which means correlation between two variables and multivariate correlation which means correlation that involves more than two variables.

Gay et. al. (2011) stated that correlational research is done by collecting data in order to find what degree, an existence of relation occurs between two or more variables. In short, correlational research is to study correlations among variables in which it usually involves the possibility of cause and effect.

This research involved two variables, the first was students' motivation in reading symbolized by "X" in which it was the independent variable and the second was their reading comprehension symbolized by "Y" in which it was the dependent variable.



#### B. The time and the location of the research

The location of the research was in State Senior High School 1 Kateman. This research was conducted on March 2017.

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### C. The subject and the object of the research

The subject of this research was the second grade students at State Senior High School 1 Kateman, while the object of this research was the students' motivation in reading and students' reading comprehension.

### D. The population and the sample of the research

Population is the total subject of the research (Sugiyono, 2010, p.173). The population of this research was all the XI Science at State Senior high school 1 Kateman. There were 4 classes which consisted of 128 students. It can be seen from the table below.

**Table III.1**  
The Total Population of the Second Grade Students at State Senior High School 1 Kateman

No.	Classes	Total of the students
1.	XI Science 1	32 students
2.	XI Science 2	32 students
3.	XI Science 3	32 students
4.	XI Science 4	32 students
<b>Total Population</b>		<b>128 students</b>

In order to take the sample, the researcher used purposive sampling. According to Arikunto (2010, p.183), "Purposive sampling is technique used when a researcher chooses the sample by the purpose and contains some characteristic or the problems happened". The class that is taken as the sample was XI Science 3 and XI Science 4 consisting of 64 students at all. The reason why the researcher took those classes as the sample was because as the English teacher said that most of the problems that happened was in XI Science 3 and

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XI Science 4. So, it was recommendation by the English teacher at the school to suggest the researcher in taking the sample.

**Table III.2**  
**The Sample of the Second Grade Students at State Senior High School 1 Kateman**

No	Classes	Total of the students
1	XI Science 3	32 students
2	XI Science 4	32 students
<b>Total</b>		<b>64 Students</b>

### E. The technique of collecting the data

There are two kinds of techniques used for collecting the data. They are:

#### a. Questionnaire

Questionnaires are the statement or question used to get the particular information of the respondent. It is supported by Hartono (2010, p. 75) “the questionnaire contains some information that is used to get the information about the aspects or the characteristic of the respondent”.

It was applied to find out students’ motivation in reading at the second grade of State Senior High School 1 Kateman. The researcher adopted 32 Items based on 8 indicators of Reading Motivation by providing options based on *Motivation Reading Questionnaire*. It is designed to assess different aspects of students’ motivation for reading (Wigfield & Guthrie, 1996).

It has four options. They are Very Different from me, A little different from me, A little like me, A lot like me.

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**Tabel III.3**  
Alternative score for reading motivation

No.	Option	Score
1.	Very Different from me	1
2.	A little different from me	2
3.	A little like me	3
4.	A lot like me	4

**Tabel III.4**  
The blue print of questionnaire

Variable	Dimension	Number of Item
Motivation	Grades-Compliance	1,9,17,25
	Involvement	2,10,18,26
	Social	3,11,19,27
	Competition	4,12,20,28
	Reading Work Avoidance	5,13,21,29
	Curiosity	6,14,22,30
	Recognition	7,15,23,31
	Efficacy	8,16,24,32

## b. Test

Test was used to measure the reading comprehension of the students.

It is supported by Brown (2003, p.384) “a test is a method of measuring a person’s ability or knowledge in given domain”. This technique was to find out how the students’ reading comprehension. The researcher gave the students 20 questions by using multiple choices because it was easy to administer and could be scored quickly.

**Tabel III.5**  
The blue print of reading test

Test Items	Number of Items
Setting of narrative text	4,8,11,16
Purpose of narrative text	3,7,14,20
Meaning of vocabulary in narrative text	1,9,12,19
Language feature of narrative text	6,5,13,18
Generic structure of narrative text	2,10,15,17

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## F. Validity and reliability of instrument

### 1. Validity of questionnaire

When we distribute questionnaire we have a purpose to be achieved. To gain our purpose, we should ensure that our measurement tools can measure what they are supposed to measure. In accordance with the statement above, Gay et al. (2011) stated that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

To know whether the data is valid or not, the writer used construct validity and the data obtained was calculated by SPSS 16.0 windows program. The writer examined and noted the differences between  $r_{\text{observed}}$  and  $r_{\text{table}}$ . Siregar (2013) stated that the item of questionnaire is valid if the value of  $r_{\text{observed}}$  is higher than  $r_{\text{table}}$  at significance level of 5%.

The result of questionnaire (try out) acquired from 32 items with 4 alternatives answers indicated that 28 items were valid. It can be seen as follows:

Based on the result of questionnaire (try out) acquired from 32 items, there were 28 items were valid. The numbers of invalid items are: 1, 3, 6 and 18. It can be seen as follows:

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**Tabel III.6**  
**The analysis of students reading motivation questionnaire validity**

Item	$r_{\text{observed}}$	$r_{\text{table}}$	Status	Information
1	0.323	0.349	Invalid	Not used
2	0.634	0.349	Valid	Used
3	0.305	0.349	Invalid	Not used
4	0.568	0.349	Valid	Used
5	0.703	0.349	Valid	Used
6	0.193	0.349	Invalid	Not used
7	0.474	0.349	Valid	Used
8	0.703	0.349	Valid	Used
9	0.698	0.349	Valid	Used
10	0.430	0.349	Valid	Used
11	0.390	0.349	Valid	Used
12	0.609	0.349	Valid	Used
13	0.622	0.349	Valid	Used
14	0.430	0.349	Valid	Used
15	0.611	0.349	Valid	Used
16	0.462	0.349	Valid	Used
17	0.390	0.349	Valid	Used
18	0.164	0.349	Invalid	Not used
19	0.730	0.349	Valid	Used
20	0.631	0.349	Valid	Used
21	0.674	0.349	Valid	Used
22	0.449	0.349	Valid	Used
23	0.474	0.349	Valid	Used
24	0.390	0.349	Valid	Used
25	0.622	0.349	Valid	Used
26	0.703	0.349	Valid	Used
27	0.755	0.349	Valid	Used
28	0.430	0.349	Valid	Used
29	0.634	0.349	Valid	Used
30	0.514	0.349	Valid	Used
31	0.643	0.349	Valid	Used
32	0.667	0.349	Valid	Used

The data above was consulted with  $r_{\text{table}}$  at significance level of 5% ( $\alpha = \text{alpha} = 0.05$ ). There were 32 students; meaning that  $N=32$  with  $df = N - 2 = 32 - 2 = 30$ . The writer took  $df$  30, so  $r_{\text{table}}$  acquired was 0.349. It could be concluded that 28 items with lower  $r_{\text{table}}$  were chosen and 4 items with higher  $r_{\text{table}}$  were not used. It means 28 items of reading motivation questionnaire were utilized in this research.

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Due to obtaining 28 valid items, the writer remaked the blue print of reading motivation in the following table.

**Tabel III.7**  
**The remaked blue print of reading motivation**

Variable	Dimension	Number of Item
Motivation	Grades-Compliance	9,17,25
	Involvement	2,10,26
	Social	11,19,27
	Competition	4,12,20,28
	Reading Work Avoidance	5,13,21,29
	Curiosity	14,22,30
	Recognition	7,15,23,31
	Efficacy	8,16,24,32

## 2. Reliability of questionnaire

According to Azwar (2005, p.83), “Reliability defines whether an instrument can measure something to be measured constantly from time to time”. Thus, the key words for qualifying requirements are consistency or unchanged.

Siregar (2013) stated that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analyzed each item by using cronbach alpha technique. According to Sugiyono (2009), cronbach alpha technique can be used for interval data.

To measure reliability in this research, it needs a measuring tool, and measuring tool which is used technique of Apha Croncbach. To measure, the researcher used SPSS (Statistical Product for Service) 16.0 program.

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The categories below are the level of internal consistency Cronbach's Alpha stated in Riadi (2016, p.239):

**Table III.8**  
A Commonly Accepted Rule of Cronbach Alpha

Cronbach Alpha	Internal Consistency
>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

The reliability of the questionnaire was processed by SPSS 16.0 program. It can be seen as follows:

**Table III.9**  
Cronbach Alpha Table Reliability Statistics of Students' Reading Motivation Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.919	32

Based on analysis above, the value of Cronbach's Alpha was 0.914 which was higher 0.60. It could be said that the questionnaire is reliable. Due to  $0.914 > 0.90$ , the level of the reliability was very high.

### 3. Validity of test

Brown (2003) said that a valid test of reading comprehension totally measures reading comprehension itself in which it does not measure previous knowledge in a subject, and some other variables of questionable relevance. In this research, the writer used content validity. According to Brown (2003), if all test items cover all of learning objectives (indicators)



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the test is content valid. Content validity was used because the test given were based on materials that the students learned.

The validity of the test is determined by finding the difficulty level of each item. According to Arikunto (2013), the index of difficulty is generally expressed as the percentage of the students who answer the question correctly.

The formula for item difficulty is as follows:

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

Where:

P = Index of Difficulty

B = The Number of Correct Answer

JS = The Number of the Students

The formula above was used to find out whether each item of the test is easy. The items that do not reach the standard level of difficulty are revised and they are edited or changed with the new items that are appropriate. The accepted items are the ones which has facility values between 0.30 and 0.70. The index difficulty level of instruments is represented on the following table:

**Table III.10**  
Index Difficulty Level of Instruments

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

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The standard level of difficulty used is  $>0.30$  and  $<0.70$ . It means that an item is accepted if the level of difficulty is between  $0.30-0.70$  and it is rejected if the level of difficulty is less than  $0.30$  (the item is too difficult), thus, if it is over than  $0.70$  (the item is too easy). On the other hand, the proposition of correct is represented by “p”, whereas the proposition of incorrect is represented by “q”. Thus, the calculation of item difficulty in this research can be seen as follows:

The analysis of test validity can be seen in the following tables:

**Table III.11**  
The students' ability to identify the setting of narrative text

Variable	Identify the setting of narrative text				N
	4	8	11	16	
Item	4	8	11	16	32
Correct answer	18	21	17	22	
P	0.56	0.65	0.53	0.68	
Q	0.43	0.34	0.46	0.31	

As mentioned before, If the index of difficulty between  $0.30$  and  $0.70$ , the test items would be accepted. For identifying the topic of narrative text, there were 4 items (4, 8, 11 and 16). Item 4 gained 18 correct answers and the proportion of correct  $0.56$ , item 8 gained 21 correct answers and the proportion of correct  $0.65$ , item 11 gained 17 correct answers and the proportion of correct  $0.53$ , and item 16 gained 22 correct answers and the proportion of correct  $0.68$ . The descriptions show that there was no item having index of difficulty which was lower than  $0.3$  and higher than  $0.7$ . It could be said that the items of identifying the setting of narrative text were accepted.

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**Table III.12**  
**The students' ability to identify the purpose of narrative text**

Variable	Identify the purpose of narrative text				N
Item	3	7	14	20	32
Correct answer	21	19	18	22	
P	0.65	0.59	0.56	0.68	
Q	0.34	0.40	0.43	0.43	

By analyzing table III.12, there were 4 items (3, 7, 14 and 20). Item 3 gained 21 correct answers and the proportion of correct 0.65, item 7 gained 19 correct answers and the proportion of correct 0.59, item 14 gained 18 correct answers and the proportion of correct 0.56, and item 20 gained 22 correct answers and the proportion of correct 0.68. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7; meaning that the items of identifying the purpose of narrative text were valid to be used.

**Table III.13**  
**The students' ability to identify meaning of vocabulary of narrative text**

Variable	Identify the meaning of vocabulary of narrative text				N
Item	1	9	12	19	32
Correct answer	22	22	20	22	
P	0.68	0.68	0.62	0.68	
Q	0.31	0.31	0.37	0.31	

By analyzing table III.13, there were 4 items (1, 9, 12 and 19). Item 1 gained 22 correct answers and the proportion of correct 0.68, item 9 gained 22 correct answers and the proportion of correct 0.68, item 12 gained 20 correct answers and the proportion of correct 0.62, and item 19 gained 22 correct answers and the proportion of correct 0.68. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be concluded that the items were accepted to be used.

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**Table III.14**  
**The students' ability to identify the language feature of narrative text**

Variable	Identify the language feature of narrative text				N
Item	6	5	13	18	32
Correct answer	17	21	21	22	
P	0.53	0.65	0.65	0.68	
Q	0.46	0.34	0.34	0.31	

By analyzing table III.14, there were 4 items (6, 5, 13 and 18). Item 6 gained 17 correct answers and the proportion of correct 0.53, item 5 gained 21 correct answers and the proportion of correct 0.65, item 13 gained 21 correct answers and the proportion of correct 0.65, and item 18 gained 22 correct answers and the proportion of correct 0.68. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7 . It could be concluded that the items of identify the language feature of narrative text were accepted to be used.

**Table III.15**  
**The students' ability to identify the generic structure of narrative text**

Variable	Identify the generic structure of narrative text				N
Item	2	10	15	17	32
Correct answer	20	18	18	22	
P	0.62	0.56	0.56	0.68	
Q	0.37	0.43	0.43	0.31	

For the last indicator which is about identifying the generic structure of narrative text, there were also 4 items. Item 2 gained 20 correct answers and the proportion of correct 0.62, item 10 gained 18 correct answers and the proportion of correct 0.56, item 15 gained 18 correct answers and the proportion of correct 0.56, and at last, item 17 gained 22 correct answers and the proportion of correct 0.68. It could be said that the items of identifying the generic structure of narrative text were acceptable.

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## 4. Reliability of test

According to Gay et al. (2011), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score.

In line with the previous statement, Cohen (2007) says the classification of reliability test was considered as follows:

**Table III.16**  
**Table of Cronbach Alpha**

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

To know whether the test is reliable or not, the writer calculated the data obtained by using Statistical Product and Service Solution 16.0 windows program. The test reliability can be analyzed as follows:

**Table III.17**  
**Reliability Statistics of Students' Reading Comprehension**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.601	.636	20

The Cronbach's Alpha value was 0.601 which meant that test reliability level was defined as minimally reliable.

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### G. The technique of data analysis

To analyze the data, the researcher used Pearson Product Moment Correlation on SPSS 16.0 program. According to Hartono (2008), product moment correlation technique is used when the two types of the data correlated are interval. Besides, it is used to find out the correlation between two parametric variables and linear relationship between students' motivation in reading and their reading comprehension.

In this research, the researcher wanted to find positive linear correlation. Singh (2006) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it is positive correlation when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other.

According to Sudjiono (2010), the formula to analyze the percentage of students' motivation in reading is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of Sample

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Riduwan (2010) indicated the scale to classify the gained percentage of questionnaire as follows:

**Table III.18**  
Classification score of reading motivation

No	Scores	Categories
1	81% - 100%	very high level
2	61% - 80%	high level
3	41% - 60%	high enough level
4	21% - 40%	low level
5	0% - 20%	very low level

To analyze the data of the students' reading comprehension as follows:

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

Where:

M = Mean  
 TS = Total Score  
 N = Number of sample

**Table III.19**  
Classification score of reading comprehension

No	Scores	Categories
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

To know if there is a correlation between students' motivation in reading and their reading comprehension, the researcher used Pearson Product Moment Correlation on SPSS 16.0 windows program.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Statistically, the hypotheses are (Siregar,2013, p.350):

$H_o$  is accepted if  $\text{sig} \geq \alpha$  : there is no significant correlation between students' motivation in reading and their reading comprehension.

$H_a$  is accepted if  $\text{sig} < \alpha$  : there is a significant correlation between students' motivation in reading and their reading comprehension.

Meanwhile, in order to know the level or strength of correlation between two variables, (Setiyadi, 2006, p.167) provides the following categories:

**Table III.20**  
**The Interpretation of Correlation Coefficient**

$r_{xy}$	Interpretation
0.00– 0.20	There is no correlation
0.20–0.40	There is a low correlation
0.40-0.70	There is an enough correlation
0.70-0.90	There is a high correlation
0.90-1.00	There is a very strong correlation