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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The design of this research is a correlational. It is a research to discover or to measure the relationship between two or more than two variable. Cresswell (2008:60) states that Correlational research design is a procedure of quantitative research in which investigators measure the degree of association (relationship) between two or more variables or sets of scores. Specifically explanatory research design because one basic objective of this form of a correlational research is to explain the association between or among variables, we will use the term *explanatory research* in this discussion. Cresswell (2012:340) also claims that an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory designs consist of a simple association between two variables. This research can be said explanatory research because it have the same characteristics which are Cresswell mention:

1. The investigators correlate two or more variables.  
The first is students' understanding of skimming and scanning technique as the independent variable ( $X_1$ ) and ( $X_2$ ), the second is the students' reading comprehension on expository text as the dependent variable ( $Y$ )
2. The researchers collect data at one point in time.
3. The investigator analyzes all participants as a single group.

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4. The researcher obtains at least two scores for each individual in the group—one for each variable.
5. The researcher reports the use of the correlation statistical test (or an extension of it) in the data analysis.
6. Finally, the researcher makes interpretations or draws conclusions from the statistical test results.

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

The research was conducted at Dwi Sejahtera Vocational High School of Pekanbaru at Dirgantara Street No.04 Pekanbaru, Riau. The research was done in July 2016.

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

The students of the first grade of Dwi Sejahtera Vocational High School Pekanbaru was the subject in this research meanwhile the object of this research was the correlation between students' understanding of skimming and scanning techniques and their reading comprehension on expository text.

### **D. The Population and the Sample of the Research**

#### **1. The Population**

The population of this research will be the first and second year students of Dwi Sejahtera Vocational High School of Pekanbaru. There are 7 classes of the first year. Thus, the total number of the population is 73students that can be seen as follow:

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**Tabel III.1**  
**The Population First Grade Students of Dwi Sejahtera Vocational High School of Pekanbaru**

No.	Class/ Major	Number of Students
1	XI T. Roda 4	23
2	XI T. Roda 2	9
3	XI T. Bangunan	2
4	XI T. Kom. Jaringan	14
5	XI T. Multi Media	3
6	XI. T. Listrik	5
7	XI Akuntansi	12
8	XI Perbankan	5
<b>Total</b>		<b>73</b>

## 2. The Sample

In this research, researcher simple random sampling, it is 95 per cent of the students that is 70 students. It based on Krejcie and Morgan (1970: 610) in Cohen determining sample size for simple random sampling the sample should be 95-99 percent of the total population without consider the class and or intelligence level.

## E. The Techniques of Collecting Data

To collect the data from the sample, the researcher uses the tests technique. Tests are assessment instruments that pose problems for students to solve, Syafi'i(2013:101). In collecting the data, the writer gave tests to the students. There are two sets of tests:

1. First Test X1 (Understanding of Skimming Technique) and X2 (Understanding of Scanning Technique)

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Understanding of skimming and scanning exercise was given as the first test to the students which is consists of 20 questions (multiple choices). The items of the test were constructed based on the indicators of understanding of skimming and scanning techniques. It can be seen on the following blue print table (see Appendix)

## 2. Second Test (Reading comprehension test)

Reading comprehension test was given as the second test to the students which is consist of 20 questions (multiple choices). The items of the test were conducted based on the indicator of reading comprehension. It can be seen on the following blue print table (see Appendix).

In this research, the data were analyzed by using statistical method and has been approved by the Head Master of Dwi Sejahtera Vocational High School of Pekanbaru The data were analyzed by using Pearson Product moment to know whether the result of the research is statistically significant or not, and the data were analyzed though SPSS 16 version. The category of score in reading test could be classified, as follows:

**Table III. 2**  
**The Score of Reading Comprehension**

Score of Reading Comprehension	Category
85-100	Very good
70-84	Good
55-69	Sufficient
40-54	Less
<40	Fail

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## 1. The Reliability and the Validity of the Test

### a. Validity

To construct the best validity, the writer needed to consider the validity. According to Gronlund (1998 : 226) in Brown (2003 : 22) , validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. It means that validity is whether the test is suitable to be tested to the students' or not.

In addition, according to Ary, et. al. (2010:225), validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity was not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. This research used content validity. Brown (2003:22) stated that content validity is if a test actually sample 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. According to Hughes (1989:22), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. The test would have content validity only if it included a proper sample of the relevant structure.



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The test given to students was considered too difficult or too easy, often showing the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty; it was generally expressed as the percentage of the students who answered the questions correctly.

According to Arikunto (2007:208) the formula of each item difficulty as follows :

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

Note:

$P$  = Index of difficulty or facility

$B$  = The number of correct answers

$JS$  = The number of examiners or students

The formula above was used to find out easy or difficult test items that writer gave to the respondents. The standard value of the proportion of correct can be seen in the table as follows:

**Table III.3**  
**The Index Difficulty Level of Instrument**

Proportion Correct (p)	Item Category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Average
$P < 0.30$	Difficult

Based on table III.5 above, the facility value under 0.30 is considered difficult and above 0.70 is considered easy. The items are categorized into the level of easy or difficult (  $p < 0.30$  or  $p > 0.70$ ) should be modified. That means the items are rejected.

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Therefore, the standard value of the proportion of correct is between 0.30 and 0.70. It means that the items are accepted.

### 1) Validity of Understanding of Skimming and Scanning Techniques in Expository Text

To analyze the validity of variable X, the researcher used Microsoft Excel 2010 program version. Based on the try out result of the instrument validity to the 20 items, it showed that all items were valid. It means that there were 20 items that were used in this research. In the following table is the result of the instrument validity.

**Table III.4**  
**The Students' Ability to Identify the Main Idea of the Expository Text**

Variable	Identify the Main Idea of the Expository Text				N
Item No	1	7	11	17	20
Correct Item	12	11	13	12	
P	0.60	0.55	0.65	0.60	
Q	0.40	0.45	0.35	0.40	

Based on the table III.4 above, it could be shown the portion of correct answer. For item number 1 showed the proportion of correct 0.60, item number 7 showed the proportion of correct 0.55, item number 11 shows the proportion of correct 0.65, item number 17 showed the proportion of correct 0.60. Based on the standard level of difficulty "p"  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the main idea on the expository text are accepted.

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**Table III.5**  
**Students' Ability to Identify the Author's Purpose for the Expository Text**

Variable	Identify the Author Purpose on Expository Text				N
Item No	2	6	12	16	20
Correct Item	13	12	12	10	
P	0.65	0.60	0.60	0.50	
Q	0.40	0.40	0.40	0.50	

Based on the table III.5 above, it could be shown the portion of correct answer. For item number 2 showed the proportion of correct 0.65, item number 6 showed the proportion of correct 0.60, item number 12 shows the proportion of correct 0.60, item number 16 showed the proportion of correct 0.50. Based on the standard level of difficulty "p"  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the author purpose on expository text are accepted.

**Table III.6**  
**Students' Ability to Identify the Kind of text**

Variable	Identify the kind of text				N
Item No	3	8	14	18	20
Correct Item	9	10	12	13	
P	0.45	0.50	0.60	0.65	
Q	0.35	0.50	0.40	0.35	

Based on the table III.6 above, it could be shown the portion of correct answer. For item number 3 showed the proportion of correct



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0.45, item number 8 showed the proportion of correct 0.50, item number 14 shows the proportion of correct 0.60, item number 18 showed the proportion of correct 0.65. Based on the standard level of difficulty “p”  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the kind of text text are accepted.

**Table III.7**  
**Students’ Ability to Identify the Factual Information of the Expository Text**

Variable	Identify factual information of the Expository Text				N
Item No	4	9	13	19	20
Correct Item	10	13	12	13	
P	0.50	0.65	0.60	0.65	
Q	0.50	0.35	0.40	0.35	

Based on the table III.7 above, it could be shown the portion of correct answer. For item number 4 showed the proportion of correct 0.50, item number 9 showed the proportion of correct 0.65, item number 13 shows the proportion of correct 0.60, item number 19 showed the proportion of correct 0.65. Based on the standard level of difficulty “p”  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the factual information of the expository text are accepted.

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**Table III.8**  
**Students' Ability to Identify the Word or Phrase of the Expository Text**

Variable	Identify the word or phrase of on Expository Text				N
	5	10	15	20	
Item No	5	10	15	20	20
Correct Item	11	10	9	10	
P	0.65	0.50	0.45	0.50	
Q	0.35	0.50	0.55	0.50	

Based on the table III.8 above, it could be shown the portion of correct answer. For item number 5 showed the proportion of correct 0.65, item number 10 showed the proportion of correct 0.50, item number 15 shows the proportion of correct 0.45, item number 20 showed the proportion of correct 0.50. Based on the standard level of difficulty "p"  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the word or phrase of the expository text are accepted.

From the tables and explanations about the validity of understanding of skimming and scanning on expository text test, all items are valid.

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## 2) Validity of Reading Comprehension in Expository Text

To analyze the validity of variable Y, the researcher used Microsoft Excel 2010 program version. Based on the try out result of the instrument validity to the 20 items, it showed that all items were valid. It means that there were 20 items that were used in this research. In the following table is the result of the instrument validity.

Therefore, the standard value of the proportion of correct is between 0.30 and 0.70. It means that the items are accepted.

**Table III.9**  
**Students' Ability to Identify the Word Meaning on Expository Text**

Variable	Identify the Word Meaning on Expository Text				N
	1	6	11	16	
Item No	1	6	11	16	20
Correct Item	12	12	13	10	
P	0.60	0.60	0.65	0.50	
Q	0.40	0.40	0.35	0.50	

Based on the table III.9 above, it could be shown the portion of correct answer. For item number 1 showed the proportion of correct 0.60, item number 6 showed the proportion of correct 0.60, item number 11 shows the proportion of correct 0.65, item number 16 showed the proportion of correct 0.50. Based on the standard level of difficulty "p"  $> 0.30$  and  $< 0.70$ , it is pointed out that item difficulties in average of each item number for identifying the word meaning on expository text are accepted.

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**b. Reliability**

The table below is the categories of reliability test used in determining the level of reliability of the tests.

**Table III.14**  
**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 Mansion (2007:506)

### 1) Reliability Understanding of Skimming and Scanning Techniques Test

For X variable (skimming and scanning techniques), the writer gave oral test to 70 students. After getting the result, the writer used *Cronbach's alpha* formula to find out the reliability of the test through SPSS 16.00. It can be seen on table as follows:

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**Table III.15**  
**The Reliability of Understanding of Skimming and Scanning Techniques in Expository Text Try Out (Obtained By SPSS 16.00)**

No	Respondent	Test(X)	Re-Test (Y)
1	Student 01	50	55
2	Student 02	55	45
3	Student 03	55	50
4	Student 04	65	65
5	Student 05	60	70
6	Student 06	65	75
7	Student 07	55	45
8	Student 08	65	60
9	Student 09	65	75
10	Student 10	65	60
11	Student 11	55	50
12	Student 12	55	60
13	Student 13	55	55
14	Student 14	65	60
15	Student 15	40	50
16	Student 16	50	60
17	Student 17	55	60
18	Student 18	50	55
19	Student 19	55	65
20	Student 20	60	70

#### Reliability Statistics

Cronbach's Alpha	N of Items
.727	2



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From the table III.15, it can be read that the reliability of students' understanding of skimming and scanning techniques test 0.727 with reliable level and the correlation between X and Y score items was 0.593 at medium level correlation.

## 2) Reliability of Reading Comprehension Test

Then, to find out the reliability of Y variable (Reading Comprehension), the writer tried out the reading comprehension test to 70 students. After getting the result, the writer also used *Cronbach's alpha* formula through SPSS 16.00. It can be seen on table as follows:

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**Table III.16**  
**The Reliability of Reading Comprehension in Expository Test**  
**(Obtained By SPSS 16.00)**

No	Respondent	Test(X)	Re-Test (Y)
1	Student 01	65	65
2	Student 02	60	55
3	Student 03	65	65
4	Student 04	60	65
5	Student 05	60	70
6	Student 06	65	65
7	Student 07	65	60
8	Student 08	60	60
9	Student 09	60	70
10	Student 10	60	60
11	Student 11	50	55
12	Student 12	55	60
13	Student 13	55	60
14	Student 14	65	60
15	Student 15	65	60
16	Student 16	70	75
17	Student 17	55	50
18	Student 18	65	65
19	Student 19	70	65
20	Student 20	60	65

**Reliability Statistics**

Cronbach's Alpha <sup>a</sup>	N of Items
.730	2

From the table III.16, it can be read that the reliability of students' understanding of skimming and scanning techniques test 0.730 with reliable level and the correlation between X and Y score items was 0.578 at medium level correlation.

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### C. Normality

#### 1) The Test of Normality of Understanding of Skimming and Scanning Techniques Data

In skimming and scanning techniques data, the writer used SPSS 16.00 for testing the normality.

**Table III.17**  
**The Descriptive Statistic for the Normality Test of the Understanding of Skimming and Scanning Techniques Data**

No	Description	Value
1	Statistic	0.870
2	Degree of Freedom (DF)	20
3	Significant	0.076

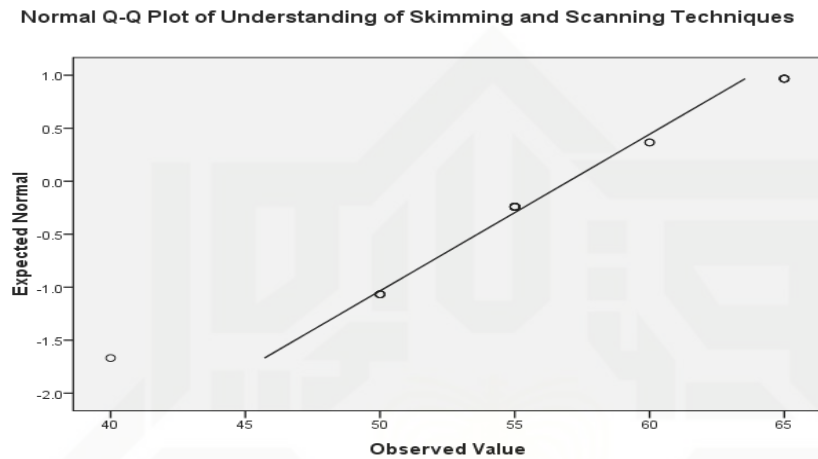
Based on the table above, it shows that the significance of the skimming and scanning techniques is 0.870. According to Shapiro Wilk formula if the variable  $p > 0.05$  it can be said that data of variables distributed normally. From the table above, the data of reading comprehension is normal because  $0.126 > 0.05$ .

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Below is the spread of the normality of the skimming and scanning techniques data:

**Chart III.10**



The Q-Q plot above shows that the understanding of skimming and scanning techniques in expository text data are normal because the data points spread around the diagonal line and spreading follow the diagonal line.

**2) The Test of Normality of Reading Comprehension Data**

In reading comprehension data, the writer used SPSS 16.00 for testing the normality.

**Table III.18**  
**The Descriptive Statistic for the Normality Test of the Reading Comprehension Data**

No	Description	Value
1	Statistic	0.917
2	Degree of Freedom (DF)	20
3	Significant	0.087

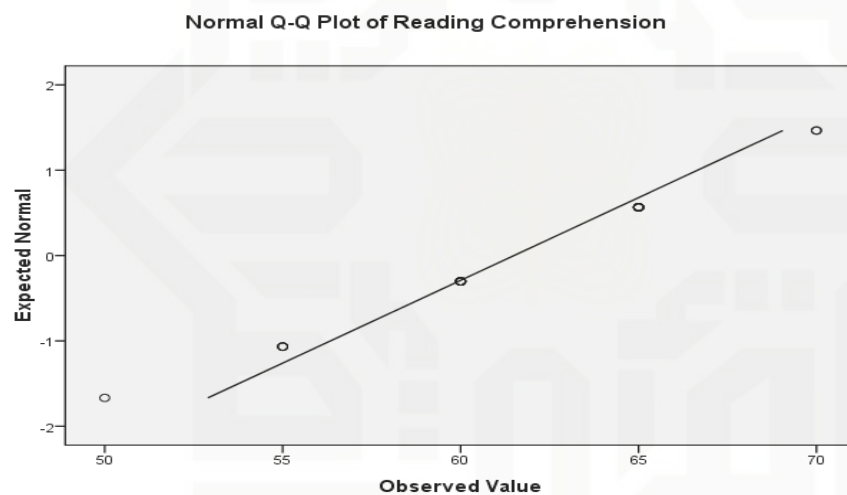
## Hak Cipta Dilindungi Undang-Undang

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Based on the table III.18, it shows that the significance of the reading comprehension is 0.917. According to Shapiro Wilk formula if the variable  $p > 0.05$  it can be said that data of variables distributed normally. From the table above, the data of reading comprehension is normal because  $0.087 > 0.05$ .

Below is the spread of the normality of the reading comprehension data:

**Chart III.2**



The Q-Q plot above shows that the reading comprehension On expository text data are normal because the data points spread around the diagonal line and spreading follow the diagonal line.

## F. The Technique of Data Analysis

The independent variable ( $X_1$ ) and ( $X_2$ ), and dependent variable ( $Y$ ) were the three variables correlated. In analyzing the data, the writer chooses the multiple regression based on Syofian Siregar (2013). And the researcher analyze the data through SPSS 16.



## Hak Cipta Diindungi Undang-Undang

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Then, to determine the level of correlation between the two variables, the following categories from Cohen (2007:521) were used:

**Table III.19**  
**The Interpretation of Correlation Coefficient**

No	Coefficient Interval	Level of Correlation
1	0.00 – 0.10	Weak
2	0.11 – 0.50	Moderate
3	0.51 – 0.80	Strong
4	$\geq 0.80$	Very strong