

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.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a correlational research. According to L.R Gay and Peter Airasian (2000, p.321), correlational research involves collecting data in order to determine whether, and to what degree, a relational exist between two or more quantifiable variables. Zuhidah (2014, p.14) states that “the purpose of correlational research is to determine the relations among two or more variables”. This research was a correlation between reading attitude and reading comprehension.

This research consisted of two variables, reading attitude was independent while the reading comprehension was dependent variable.

B. The Time and Location

The research was conducted on May 2017 at Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang.

C. The Subject and the Object of the Research

The subject of this study was the seventh grade students Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. Meanwhile, the object of this study was the students’ reading attitude and reading comprehension.

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.

D. The Population and Sample of the Research

1. Population of the Research

The population of this research was seventh grade students at Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, consisting of 214 students and classified into 7 classes from VIIA until VIIG.

Table III.1
The Total Population of the Seventh Grade Students at Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang

No	Classes	Total
1	VIIA	33
2	VIIB	30
3	VIIC	29
4	VIID	32
5	VIII E	32
6	VIIIF	29
7	VIIG	29
Total		214

The population above is large enough to be all taken as sample of the research. Suharsimi Arikunto stated that if the population is more than 100, the sample should be taken 10% to 15% or 20% to 25% of the population. The writer took 15% from the population by using simple random sampling, it means that all of the students in population has equal chance of being selected for the sample in this research.

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.

2. Sample of the Research

The sampling technique is simple random sampling, but the school did not give opportunity to the researcher to take the randomized students. So, the school gave one class to researcher as the sample of this research. It was class VIID that consisted of 32 students.

E. The Technique of Collecting Data

Collecting data is identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Creswell, p.9). There are some kinds of instrument to collect data of correlational design they are:

1. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the research (Creswell, p.382). It was used to find out the correlation between students' reading attitude and their reading comprehension. The questionnaire was adopted from Juhee Lee, Scharlet and Yamashita, and the writer modified it based on the indicators of reading attitude that consisted of 20 items. It dealt with the respondent's opinion in responding to the following option based on the Likert' - scale:

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

Hak Cipta Dilindungi 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.

Table III.2
Blue Print of Reading Attitude

No.	Indicators	Sub Indicators	Item Number
1	Cognitive	The students' perception or concept about reading.	10,13,14
		The students' beliefs to receive knowledge and understanding in the learning process.	2, 3,11,12,15
2	Affective	The students' express like or dislike about reading.	6,7,16,17
		The students' feeling for reading.	5,8
3	Behavior or Conative	The students respond to the object in particular situation	4, 19
		The students' activity to do something	1,9,18,20

2. Test

To find the students' reading comprehension at Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, the researcher administered the test to assess students reading comprehension by using achievement test. In this research, the researcher used multiple choice.

Table III.3
Blue Print Reading Comprehension

No.	Indicators	Item Number
1	The students are able to find main idea or topic in the text	1,6,11,16
2	The students are able to find the factual information in the text	3,7,14,19
3	The students are able to understand the reference in the text	5,8,12,17
4	The students are able to identify inference in the text	4,10,15,20
5	The students are able to understand the vocabulary in context of the reading from the text	2,9,13,18

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.

F. Validity and Reliability of Instrument

1. Validity of the Questionnaire

When distributing questionnaire, it has a purpose to be achieved. To gain our purpose, it should ensure that 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_{observed} and r_{table} . Siregar (2014) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%.

The result of questionnaire with 5 alternatives indicated that all items were valid. It can be seen as follows:

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.

Tabel III.4
The analysis of students' reading attitude questionnaire validity

Item	r_{observed}	r_{table}	Status	Information
1	0.486	0.361	Valid	Used
2	0.509	0.361	Valid	Used
3	0.390	0.361	Valid	Used
4	0.485	0.361	Valid	Used
5	0.493	0.361	Valid	Used
6	0.461	0.361	Valid	Used
7	0.464	0.361	Valid	Used
8	0.690	0.361	Valid	Used
9	0.420	0.361	Valid	Used
10	0.484	0.361	Valid	Used
11	0.493	0.361	Valid	Used
12	0.366	0.361	Valid	Used
13	0.439	0.361	Valid	Used
14	0.450	0.361	Valid	Used
15	0.443	0.361	Valid	Used
16	0.424	0.361	Valid	Used
17	0.493	0.361	Valid	Used
18	0.439	0.361	Valid	Used
19	0.450	0.361	Valid	Used
20	0.372	0.361	Valid	Used

The data above was consulted with r_{table} at significance level of 5% ($\alpha = \text{alpha} = 0.05$). There were 30 students; meaning that $N=30$ with $df = N - 2 = 30 - 2 = 28$. The writer took df 28, so r_{table} acquired was 0.361. It could be concluded that all items with lower r_{table} were chosen. It means all items of reading attitude questionnaire were utilized in this research.

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.

2. Reliability of the Questionnaire

Brown (2003) said that reliability is a degree in which the result of measurement would be similar as we repeat it to the same students on two different occasions. To sum up, the key of reliability is if an instrument can be interpreted consistently in two different situations.

Siregar (2014) 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 (2015), cronbach alpha technique can be used for interval data.

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

The categories below are the level of internal consistency Cronbach's Alpha:

Table III.5
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

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.

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

Table III.6
Cronbach Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
.787	25

Based on analysis above, the value of Cronbach's Alpha was 0.787 which was higher 0.60. It could be said that the questionnaire is reliable. Due to $0.80 > 0.787 \geq 0.70$, the level of the reliability was reliable.

3. Validity of the 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), the test is content valid. Content validity was used because the test given was 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 (2008), the index of difficulty is generally expressed as the percentage of the students who answer the question correctly.

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.

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 have facility values between 0.30 and 0.70. The index difficulty level of instruments is represented in the following table:

Table III.7
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

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:

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.

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

Table III.8
The students are able to find main idea or topic in the text

Variable	Find main idea or topic in the text				N
Item	1	6	11	16	30
Correct answer	15	18	16	15	
P	0.5	0.6	0.53	0.5	
Q	0.5	0.4	0.47	0.5	

As mentioned before, If the index of difficulty between 0.30 and 0.70, the test items would be accepted. For finding main idea or topic in the text, there were 4 items (1, 6, 11 and 16). Item 1 gained 15 correct answers and the proportion of correct 0.5, item 6 gained 18 correct answers and the proportion of correct 0.6, item 11 gained 16 correct answers and the proportion of correct 0.53, and item 16 gained 15 correct answers and the proportion of correct 0.5. 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 finding main idea or topic in the text were accepted.

Table III.9
The students are able to find the factual information in the text

Variable	Find the factual information in the text				N
Item	3	7	14	19	30
Correct answer	20	17	17	19	
P	0.67	0.57	0.57	0.63	
Q	0.33	0.43	0.43	0.37	

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.

By analyzing table III.9, there were 4 items (3, 7, 14 and 19). Item 3 gained 20 correct answers and the proportion of correct 0.67, item 7 gained 17 correct answers and the proportion of correct 0.57, item 14 gained 17 correct answers and the proportion of correct 0.57, and item 19 gained 19 correct answers and the proportion of correct 0.63. 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 finding the factual information in the text were valid to be used.

Table III.10
The students are able to understand the reference in the text

Variable	Understand the reference in the text				N
	5	8	12	17	
Item					30
Correct answer	17	16	16	20	
P	0.57	0.53	0.53	0.67	
Q	0.43	0.47	0.47	0.33	

By analyzing table III.10, there were 4 items (5, 8, 12 and 17). Item 5 gained 17 correct answers and the proportion of correct 0.57, item 8 gained 16 correct answers and the proportion of correct 0.53, item 12 gained 16 correct answers and the proportion of correct 0.53, and item 17 gained 20 correct answers and the proportion of correct 0.67. 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.

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.

Table III.11
The students are able to identify inference in the text

Variable	Identify inference in the text				N
Item	4	10	15	20	30
Correct answer	20	19	15	20	
P	0.67	0.63	0.5	0.67	
Q	0.33	0.37	0.5	0.33	

By analyzing table III.11, there were 4 items (4, 10, 15 and 20). Item 4 gained 20 correct answers and the proportion of correct 0.67, item 10 gained 19 correct answers and the proportion of correct 0.63, item 15 gained 15 correct answers and the proportion of correct 0.5, and item 20 gained 20 correct answers and the proportion of correct 0.67. 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 inference in the text were accepted to be used.

Table III.12
The students are able to understand the vocabulary from the text

Variable	Understand the vocabulary in context of the reading from the text				N
Item	2	9	13	18	30
Correct answer	20	15	15	16	
P	0.67	0.5	0.5	0.53	
Q	0.33	0.5	0.5	0.47	

For the last indicator which is about understanding the vocabulary in context of the reading from the text, there were also 4 items. Item 2 gained 20 correct answers and the proportion of correct 0.67, item 9 gained 15 correct answers and the proportion of correct 0.5, item 13 gained 15 correct answers and the proportion of correct 0.5, and at last,

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.

item 18 gained 16 correct answers and the proportion of correct 0.53. It could be said that the items of understanding the vocabulary in context of the reading from the text were acceptable.

4. Reliability of the Text

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.13
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:

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.

Table III.14
Reliability Statistics of Students' Reading Comprehension

Cronbach's Alpha	N of Items
.609	20

The Cronbach's Alpha value was 0.609 which means that test reliability level was defined as minimally reliable.

G. 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' reading attitude 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.

Sudijono (2010) pointed out the formula to analyze the percentage of students' reading attitude as follows:

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

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.

Where:

P =Number of percentage

F= Frequency

N = Number of Sample

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

Table III.15
Classification score of reading attitude

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

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

Statistically, the hypotheses are (Siregar,2014,p.350):

H_0 is accepted if $\text{sig} \geq \alpha$: there is no significant correlation between students' reading attitude and their reading comprehension.

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

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.