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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was a correlational research. According to Creswell (2012, P. 338), a correlation is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlational designs provide an opportunity for researcher to predict scores and explain the relationship among variables.

This research consisted of two variables. Reading anxiety was independent variable symbolized by “X”, while reading comprehension was dependent variable symbolized by “Y”.

B. Time and location

The location of the research was in the State Islamic Junior High School of Siak Sri Indrapura. This research was conducted on July 2017.

C. Subject and the Object of the Research

1. The subject of this research was the second grade students at the State Islamic Junior High School of Siak Sri Indrapura.
2. The object of this research was the correlation between reading anxiety and reading comprehension.

D. Population and Sample

1. Population

According to Gay (2000, P.121), population is a sample that comprises the individuals, items, or events selected from a larger group. The population of this research was the second grade students at the State Islamic Junior High School of Siak Sri Indrapura. There were four classes consisting of 132 students as the total of population. It can be seen in the following table:

Table III.1
Population and Sample

No	Classes	Population	Sample
1	VIII 1	34	9
2	VIII 2	33	9
3	VIII 3	33	8
4	VIII 4	32	8
Total		132	34

2. Sample

In this research, the researcher considered that the population was large. Because the population was more than 100 persons. Therefore, the technique used in taking the sample was simple random sampling. In simple random sampling, Creswell (2012, P.143) stated that any individual has the same probability to be the participants. To measure reading anxiety and reading comprehension of students, the researcher chose the second grade students at the State Islamic Junior High School of Siak Sri Indrapura.

So, in this research, the researcher took the students from each class. Then, for the each class, the researcher took 8 until 9 students to become a

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sample. Furthermore, Arikunto (2006, P.112) stated that if the population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more. So, in this research, the researcher took 25% of the population as the sample. So, the total sample of this research that the researcher took was 34 students.

E. Technique of Data Collection

Collecting data is identifying and selecting individual 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 instruments to collect data of correlational design, they are:

1. Questionnaire

According to Creswell (2012, P.382), questionnaire is a form used in a survey design that participants in a study complete and return to the writer. The questionnaire consisted of 20 items. It was used to get the data about reading anxiety by choosing options based on the Likert- scale :

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

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The questionnaires were taken from the indicators of reading anxiety. It can be seen from the blue print of test below:

Table III.2
The Blue Print of Questionnaire (adopted from: Guimba and Alico, 2015)

No	Indicators	Item of Questionnaire
1	Top-Down Reading Anxiety 1.1 cannot recognize minor ideas (details) of the text 1.2 cannot get the gist of the text 1.3 cannot spot the main idea of a certain paragraph.	1, 4 2, 5 3, 6
2	Bottom-Up Reading Anxiety 2.1 cannot figure out the meaning of a word that they feel they have seen before 2.2 encounter a lot of words whose meanings are unclear 2.3 find it difficult to pronounce unknown words.	7, 10, 13 8, 11, 14 9, 12
3	The Classroom Reading Anxiety 3.1 pronunciation or translation mistakes	15, 16, 17, 18, 19, 20

2. Test

To find out the students' reading comprehension of Second Grade at the State Islamic Junior High School of Siak Sri Indrapura, the researcher used multiple choice consisting of 20 questions and each indicator had five questions. It can be seen from the blue print of test below:

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Table III.3
The Blue Print of Test (adopted from: King and Stanley, 1989)

No	Indicators	Item of Questions
1	Students' ability to find out main idea in the text	1, 6, 11, 16
2	Students' ability to comprehend the meaning of vocabulary in the text	2, 7, 12, 17
3	Students' ability to identify the information of the text	3, 8, 13, 18
4	Students' ability to analyze pronominal reference in the text	4, 9, 14, 19
5	Students' ability to identify the generic structure in the text	5, 10, 15, 20

F. Validity and Reliability of Instrument

To obtain the data from the respondent, the researcher made try out the vocabulary test to determine the validity and reliability of the instruments.

1. Validity of Questionnaire

When distributing questionnaire, the researcher has a purpose to be achieved. To gain the purpose, it should be ensured that the 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 20.0 windows program. The writer examined and noted the differences between r_{observed} and r_{table} .

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Siregar (2013) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%.

Table. III. 4
The analysis of reading anxiety validity

Item	r_{observed}	r_{table}	Status
1	0.375	0.349	Valid
2	0.631	0.349	Valid
3	0.425	0.349	Valid
4	0.488	0.349	Valid
5	0.452	0.349	Valid
6	0.663	0.349	Valid
7	0.638	0.349	Valid
8	0.389	0.349	Valid
9	0.743	0.349	Valid
10	0.724	0.349	Valid
11	0.583	0.349	Valid
12	0.497	0.349	Valid
13	0.595	0.349	Valid
14	0.355	0.349	Valid
15	0.668	0.349	Valid
16	0.521	0.349	Valid
17	0.54	0.349	Valid
18	0.65	0.349	Valid
19	0.613	0.349	Valid
20	0.575	0.349	Valid

The data above was consulted with r_{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_{table} acquired was 0.349. It could be concluded that 20 items got higher score than r_{table} in this research.

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

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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 used technique of Apha 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 stated in Riadi (2016, P.239):

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

The reliability of the questionnaire was processed by SPSS 16.0 program.

It can be seen as follows:

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Table III.6
Cronbach Alpha Table Reliability Statistics of
Reading Anxiety Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.880	20

Based on analysis above, the value of Cronbach's Alpha was 0.880 which was higher than 0.60. It could be said that the questionnaire is reliable. Due to $0.88 > 0.80$, the level of the reliability was highly reliable.

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) the test is content valid. Content validity was used because the test given was based on the 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.

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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:

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

Table III.8
The students' ability in reading comprehension of descriptive text

Variable	Find out main idea in the text				N
Item	1	6	11	16	30
Correct answer	16	17	19	18	
P	0.53	0.56	0.63	0.6	
Q	0.46	0.43	0.36	0.4	

As mentioned before, If the index of difficulty was between 0.30 and 0.70, the test items would be accepted. For find out main idea in the text, there were 4 items (1, 6, 11 and 16). Item 1 gained 16 correct answers and the proportion of correct 0.53, item 6 gained 17 correct answers and the proportion of correct 0.56, item 11 gained 19 correct answers and the proportion of correct 0.63, and item 16 gained 18 correct answers and the proportion of correct 0.6. 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 find out main idea in the text were accepted.

Table III.9
The students' ability in reading comprehension of descriptive text

Variable	Comprehend the meaning of vocabulary in the text				N
Item	2	7	12	17	30
Correct answer	15	17	18	16	
P	0.5	0.56	0.6	0.56	
Q	0.5	0.43	0.4	0.43	

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By analyzing table III.9, there were 4 items (2, 7, 12 and 17). Item 2 gained 15 correct answers and the proportion of correct 0.5, item 7 gained 17 correct answers and the proportion of correct 0.56, item 12 gained 18 correct answers and the proportion of correct 0.6, and item 17 gained 16 correct answers and the proportion of correct 0.56. 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 comprehend the meaning of vocabulary in the text were valid to be used.

Table III.10
The students' ability in reading comprehension of descriptive text

Variable	Identify the information of the text				N
Item	3	8	13	18	30
Correct answer	17	16	15	19	
P	0.56	0.6	0.5	0.63	
Q	0.43	0.4	0.5	0.36	

By analyzing table III.10, there were 4 items (3, 8, 13 and 18). Item 3 gained 17 correct answers and the proportion of correct 0.56, item 8 gained 16 correct answers and the proportion of correct 0.6, item 13 gained 15 correct answers and the proportion of correct 0.5, and item 18 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 . It could be concluded that the items were accepted to be used.

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Table III.11
The students' ability in reading comprehension of descriptive text

Variable	Analyze pronominal reference in the text				N
Item	4	9	14	19	30
Correct answer	18	15	17	16	
P	0.6	0.5	0.56	0.53	
Q	0.4	0.5	0.43	0.46	

By analyzing table III.14, there were 4 items (4, 9, 14 and 19). Item 4 gained 18 correct answers and the proportion of correct 0.6, item 9 gained 15 correct answers and the proportion of correct 0.5, item 14 gained 17 correct answers and the proportion of correct 0.56, and item 19 gained 16 correct answers and the proportion of correct 0.53. 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 analyze pronominal reference in the text were accepted to be used.

Table III.12
The students' ability in reading comprehension of descriptive text

Variable	Identify the generic structure in the text				N
Item	5	10	15	20	30
Correct answer	19	18	15	17	
P	0.63	0.6	0.5	0.56	
Q	0.36	0.4	0.5	0.43	

For the last, there were also 4 items. Item 5 gained 19 correct answers and the proportion of correct 0.63, item 10 gained 18 correct answers and the proportion of correct 0.6, item 15 gained 15 correct answers and the proportion

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of correct 0.5, and at last, item 20 gained 17 correct answers and the proportion of correct 0.56. It could be said that the items of identify the generic structure in the text were acceptable.

4. Realibility 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.13
Table of Croncbach Alpha

Croncbach 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 :

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Table III.14
Reliability Statistics of Reading Comprehension

Reliability Statistics	
Cronbach's Alpha	N of Items
.675	20

The Cronbach's Alpha value was 0.675 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 reading anxiety and 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 reading anxiety is as follows:

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

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 anxiety

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 reading comprehension as follows:

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

Where:

M = Mean

TS = Total Score

N = Number of sample

Table III.16
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

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

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

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

H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between between reading anxiety and 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.17
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